

Manilla Central School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Manilla Central School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

We are a vibrant and innovative learning community committed to delivering excellence within a rich learning environment whose aim is to create self sufficient 21st Century Learners.

School context

Manilla Central School places the highest priorities on student learning, wellbeing and continuous improvement in order to produce to create resilient self sufficient 21st Century learners. Focus areas for the school include visible learning, building school capacity through professional learning and evidence based data driven practice, and fostering productive relationships with the community. We have a well established P&C with a supportive parent body. We are a split site school, which means that our primary and secondary schools are on separate campuses. As a K to 12 school, Manilla offers students the opportunity to complete all their school education in their local community and guarantees choice from an expansive and inclusive secondary curriculum. The school has a strong tradition of providing a quality educational experience to all students from a diverse rural community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 13 October 2016 our school participated in an external validation. In preparation for this meeting the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence. The External Validation process has been quite worthwhile. Not only has it presented us with the opportunity to reflect on our practices, the process has enabled us to think towards the future and document where to next in each element. This forward thinking has injected new energy within our staff. The results of this process indicated that in the School Excellence Framework domain of Learning the on balance judgement of the school is that it is Delivering.

Our Learning Culture is underpinned by Visible Learning. We take learning seriously and invest a large amount of our time in professional learning through attending symposiums, viewing webinars, involving ourselves in Teacher Learning Communities, inter school visits and professional readings. We start the learning process early through our prep program and involve our parents in the learning experience through parent information evenings and organised classroom visits.

Wellbeing is an element that we do quite well. We know our students and have a good reciprocal relationship with the. Our welfare system is clear and succinct. It is easy to follow. There is a lack of consistency in our systems. Therefore, bearing this in mind the school Wellbeing strategy is currently being revamped and drafted to address aspects of the Wellbeing Framework so that all students are able to connect in school, succeed inside and outside of school and thrive in our setting. The Wellbeing Policy will focus on expected codes of behaviour, systems for success, emotional wellbeing, preparedness for life and attaining consistency with our merit process in order to enhance the quality of our students' lives.

Visible Learning is at the heart of Curriculum and Learning. Our students need to have a clear understanding of what they are learning and what they need to do in order to show that they have understood what they have been taught. Learning Goals, Success Criteria and Exit Slips are typical implementation and assessment strategies in our classrooms as they give guidance to our students in how to access meaning from the curriculum.

Our practices across the school are inconsistent. The majority of teachers are using assessment very well as a means to inform their teaching but not every teacher in the school is using curriculum based criteria marking to moderate work samples as their method of assessment then use this evidence to justify their decision.

Our Assessment and Reporting practices across the school need alignment. The practice of pretesting and post testing isn't ingrained. Formative assessment practices are prevalent in some classrooms but not all. Some staff are still relying

on summative assessment to write reports on students. Therefore, until we embed the above practices and adopt them as our core practice, we will remain at working towards delivery. This is a similar story with Students Performance Measures, however the introduction of a scope and sequence in skill development in each syllabus and the employment of an Instructional Leader in the Primary and Secondary will make a positive difference. To have someone on staff whose role is solely to work with teachers to improve classroom practice, assist teachers gather authentic data on student learning and embed the practices of the Teaching Learning Cycle is just what we need to excel.

The results of this process indicated that in the School Excellence Framework domain of Teaching the on balance judgement of the school is that it is Delivering. This domain is very exciting for us as we are learning so much of ourselves as teachers and what best enables learning within the classrooms.

In the element of Effective Classroom Practice, we have invested a lot of research into visible learning and have branched into Assessment for Learning in the Secondary and Unstoppable Learning in order to have high yielding practices happening in our classrooms in every lesson. The primary are learning what works best in a classroom to engage and enhance learning and they have designed their classroom non negotiables. When these have been established, the primary staff will then commence training the secondary staff.

As with Student performance measures, we generally collect data quite well. It is just that there are inconsistent practices across the school and these need to be aligned into succinct systems. In 2017, we will be able to address this in more succinct and systematic manner when we either self-fund an Instructional Leader in the primary and secondary or be invited to join round three of the Early Action For Success strategy.

Collaborative Practices and Learning and Development occur naturally at Manilla Central School. Our T.L.C.'s provide many opportunities for our teachers to have professional dialogue around 'high yielding strategies'. They learn new strategies. They trial them and then adjust them to their classrooms. Finally they discuss the implementation process with their colleagues. The introduction of a teacher mentor in our school has enhanced this process in supporting beginning teachers. It has also made the processes involved in Professional Standard more succinct.

The results of this process indicated that in the School Excellence Framework domain of Leading the on balance judgement of the school is that it is Working Towards Delivering. The school has undergone significant change in the past three years. A new principal, new deputy principal, three out of four head teachers have been newly appointed. We have had five different Assistant Principals in a relieving position. In 2017 we will commence the year with two permanent Assistant Principals for the first time in eight years and the introduction of Instructional Leaders.

In the element of Leadership, whole school improvement has been an area that we have targeted for improvement. Systems were inadequate to meet effective leadership practices. Our focus has been on redefining leadership structure, roles and responsibilities and the effective dissemination of information from executive to all staff. I think we are doing this well and are travelling onwards and upwards.

In the element of School Planning, Implementation and Reporting, the school is currently undergoing a process of developing systems and implementing structures that allow for sustained growth, building of staff capacity and input from all stakeholders. The school plan is currently a working document that as yet has not become a central feature of everyday practise. It is updated annually and/or in accordance with changes in school direction, however milestones are not driving our data collection.

I am a firm believer in that staff need to see the school's vision otherwise they'll be confused. They need quality training otherwise they become anxious. They need incentives otherwise they become disheartened, if staff do not have the Resources they need to teach or perform their duties, they become frustrated and unenthused. We place high priority on resourcing our school and our classrooms to enable learning to take place.

Manilla Central School is in the process of redesigning the whole school Management Practices and Procedures. A number of software programs have been purchased to help with these procedures and processes. Whole school planning through the use of executive meetings, finance meetings, whole school planning days and a triangulation of feedback will enable us to sustain growth in this element.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Leading for Learning

Purpose

To embed and implement a school culture of explicit, targeted and engaging professional development and learning and make strong connections within and beyond the school.

Overall summary of progress

In order to produce resilient self sufficient learners, our staff is involved in professional Learning in 21st Century Pedagogical practices that support all aspects of Quality Teaching. Our staff continue to research the evidenced practices of John Hattie, Dylan Wiliam (Visible Learning and Assessment for Learning) and Douglas Fisher and Nancy Frey's 'Unstoppable Learning'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional Learning in 21st Century Pedagogical practices. Student on task behaviour and engagement in their learning is significantly increased as measured by: * a 20% of student referrals to the Assistant Principal, Head Teacher and Deputy Principal. * a 10% increase of student on task behaviour through on task behaviour observation tools. * a 20% in student growth at or above state norm when comparing 2015, Years 3, 5 and 7 NAPLAN results, to 2017 Years 5, 7 and 9 results.	<p>In Term One we continued researching and implementing features of Visible Learning and Assessment for Learning. Through researching various evidenced based research to assist with the implement school wide we spent time investigating the research of Douglas Fisher and Nancy Frey's Unstoppable Learning as the course of action that we would use.</p> <p>Term Two the primary staff attended an Unstoppable Learning course and addressed the systems of learning and learning elements within Unstoppable Learning process. The Secondary looked at projects that they attained from the future schools course and made plans to implement a Cross Curricular program in the secondary.</p> <p>In Term Three we addressed the learning elements within Unstoppable Learning through the Non Negotiables of classroom practice while the secondary implemented a Cross Curricular program in PDHPE and English.</p> <p>In Term Four we continued to address the learning elements within Unstoppable Learning through the Non Negotiables of classroom practice while the secondary implemented a Cross Curricular program in the secondary.</p>	<p>Funds expended and resources used.</p> <p>\$30 000 was allocated towards this very important strategy as we will sustain growth and development for our teachers through professional learning.</p> <p>This not only benefits the students now, but will benefit students in the future.</p>

Next Steps

In order to produce resilient self sufficient learners we will continue to explore and implement systems of learning in the Primary and Secondary sites through the procedures embedded in Unstoppable Learning. We will train more trainers in Visible Learning and Assessment for Learning to lead and develop teachers and students in this process across the school. We will employ an Instructional Leader in the primary and the secondary as it is very important to a staff member employed on each site whose role is solely to work with teachers to improve classroom practice, assist teachers gather authentic data on student learning and embed the practices of the Teaching Learning Cycle. In order to ensure quality practices within the classrooms, we will continue the implementation process of the non-negotiables in classroom teaching.

Strategic Direction 2

Teaching for Learning

Purpose

To support all students to become self-regulated learners. Achieved through the development of systematic wholeschool programs, increasing teacher capacity and engaging students by making learning irresistible with meaningful learning opportunities.

Overall summary of progress

To support all students to become self-regulated resilient learners we continue to implement systematic whole school programs that increase teacher capacity and engage students by making learning irresistible with meaningful learning and quality wellbeing practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Whole School Well being Processes.</p> <p>Student on task behaviour and engagement in their learning is significantly increased as measured by:</p> <ul style="list-style-type: none"> * a 20% decrease of student referrals to the Assistant Principal, Head Teacher and Deputy Principal. * a 10% increase of student on task behaviour through on task behaviour observation tools. * student attendance rate is equal to or greater than state norm. <p>Our overall student attendance rate increases due to in class engagement in learning and students demonstrating a positive sense of wellbeing.</p>	<p>We investigated wellbeing strategies that would assist us in implementing a thorough K–12 program. Our Head Teacher welfare sort the input from our parents, pupils and staff through a well-being audit. We investigated group strategies that will target groups of students who required targeted intervention through programs such as Rock and water plus the White Ribbon campaign for our secondary students plus we in-serviced our Primary staff in Calmer Classrooms and Trauma in Children. This is beginning to produce a calmer learning environment for our students. we purchased furniture and items for our classrooms in order to make a calmer environment in the primary classrooms.</p> <p>We track the attendance of our students twice a term in order to ensure that our students are attending school.</p> <p>We have a moderate number of students who do not attract funding from the department but require significant support at school. We allocated extra tutors and Learning Support Officers to support them in class and in the playground.</p>	<p>\$84 000 was allocated to provide extra support for students who do not attract integration funding.</p>
<p>High Yielding Classroom Practices</p> <p>Student on task behaviour and engagement in their learning is significantly increased as measured by:</p> <ul style="list-style-type: none"> * a 20% decrease of student referrals to the Assistant Principal, Head Teacher and Deputy Principal. * a 10% increase of student on task behaviour through on task behaviour observation tools. 	<p>In order to produce resilient self sufficient learners our staff have received ongoing professional learning to ensure all teaching staff has deep understanding of high yielding teaching strategies and the current NSW syllabus documents. Our teachers have also been involved in our Teacher Learning Communities in order to learn about and practise these highly effective teaching practices and pedagogy. We ensured that our teachers kept abreast of the latest curriculum developments via webinars and professional development courses.</p> <p>We formed a teacher accreditation committee with staff from Barraba, Attunga and Somerton in order to develop staff with the BOSTES Australian Teaching Standards accreditation process and ensure that our teachers' submissions were of a</p>	<p>\$12 000 was allocated to this strategy.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* a 20% in student growth at or above state norm when comparing 2015, Years 3, 5 and 7 NAPLAN results, to 2017 Years 5, 7 and 9 results.	<p>standard for accreditation. We also employed the services of Teacher Mentor for a day a fortnight to assist with the teacher accreditation process.</p> <p>We continued to address the learning elements within Unstoppable Learning to ensure our classrooms are conducive for student learning. These high yielding teaching strategies are visible in the form of Non Negotiables in our primary classrooms while the secondary implemented a Cross Curricular program in the secondary which produced amazing artistic, meaningful, multimedia productions. The outcome in the classrooms was highly engaged students learning in a highly productive environment. .</p>	

Next Steps

In the pursuit of implementing quality classroom practices we will continue to refine our systems of learning in Primary and Secondary. This will be aided with the employment of an Instructional Leader in the primary and in the secondary and with the training of more teacher trainers in visible learning and formative assessment. Our teacher learning Communities will continue to enable our teachers to understand and practise high yielding teaching strategies and implement these practices through our non negotiables in each classroom. Teachers will also be trained in Walkthroughs and Learning Walks to enable them to observe high yielding teaching strategies within the classrooms. Furthermore this will enable teachers to measure student on task behaviour in the classrooms.

Our K–10 Assessment policy and procedures revised and implemented as will our K–10 Programming and Bookwork policies and procedures as a further means to ensure quality systems for learning across our school.

Teachers will track student progress by using the teaching / learning cycle and our electronic tracking system (SENTRAL).

There will be a whole school revision, then relaunch Positive Behaviour Learning which will incorporate current research and what works now for our school.

Strategic Direction 3

Sustainable Governance

Purpose

To have systems, policies and procedures in place in order to have transparent processes within our school community.

Overall summary of progress

The aim of the year was to develop systems, policies and procedures in order to have transparent accountability processes within our school community. An External Validation was undertaken in Term Four, which evaluated the whole school administration systems and practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School Policy and Procedures Annual mandatory school policies and procedures are appraised, documented and implemented and uploaded onto the A–Z Policy Implementation portal..	The department has developed a repository for schools to upload their policies and procedures. The department will inform each school what policies they are required to upload each year. In 2016 Our school uploaded its' policies on Working With Children Checks and Child Protection.	\$800 was allocated to this strategy.
Whole School Evaluation The school's milestones have been aligned with the strategic directions. Data collection mechanisms are entrenched as common practice. As a result student learning is maximised with assessment as, for and of learning informing teaching practice and student reporting.	<p>Our students are being equipped with the skills to become successful learners; our governance procedures are being regularly reviewed in order to become efficient and effective and our community is well informed through the appraisal and implementation process of our key milestones within our Strategic Directions.</p> <ol style="list-style-type: none">1. Developing highly effective teaching practices through the employment of consistent teaching and learning strategies.2. Establishing consistent attitudes and practices in wellbeing across the school K–12 in order to develop self-regulated and resilient students.3. Embedding learning walks K–12.4. To ensure a viable guaranteed curriculum.5. Ensuring that Visible Learning remains a focus through the establishment of learning systems across the school.6. Aligning the school's milestones with its strategic directions and having data collection mechanisms entrenched.7. Use the school's website to create transparency for the school community.8. Use SENTRAL to its full capacity.	\$6000 was allocated to this strategy.
Roles and Responsibilities. The roles and responsibilities of the school executive is appraised	There is ongoing collaboration and communication in the development of key systems that drive school operations.	\$1600 was allocated to this strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>annually and distributed to the staff.</p> <p>The roles and responsibilities of the teaching staff are appraised annually and distributed in the form of the M.C.S. Teacher's Handbook.</p> <p>The roles and responsibilities of the administrative staff are appraised annually and distributed in the form of the M.C.S. Administration Staff Handbook.</p>	<p>Policies and procedures in place in order to have transparent processes within our school community.</p> <p>All staff contribute to the running of the school.</p> <p>The roles and responsibilities of the school executive is appraised annually and distributed to the staff.</p> <p>The roles and responsibilities of the teaching staff are appraised annually and distributed in the form of the M.C.S. Teacher's Handbook.</p> <p>The roles and responsibilities of the teaching staff are appraised annually and distributed in the form of the M.C.S. Casual Teacher's Handbook.</p> <p>The roles and responsibilities of the administrative staff are appraised annually and distributed in the form of the M.C.S. Administration Staff Handbook at the completion of the LMBR training in 2017.</p>	

Next Steps

As a result of the external validation we have finalised eight milestones in order for us on a vibrant student learning culture, developing resilient self regulated students and to have succinct administrative systems across the school. This will be achieved through the following milestones:

1. Developing highly effective teaching practices through the employment of consistent teaching and learning strategies.

Within this milestone we will employ an Instructional Leader in the Primary and start the process of employing one in the Secondary. It is very important to a staff member employed whose role is solely to work with teachers to improve classroom practice, assist teachers gather authentic data on student learning and embed the practices of the Teaching Learning Cycle. We will work towards having work samples aligned with assessment tasks. Common assessment tasks will be planned in stage and faculty meetings. Consistency in teacher judgement (CTJ) will underpins all assessment practice. We will develop a scope and sequence of skills to be taught in each subject area to make our data collection explicit and systematic.

2. Establishing consistent attitudes and practices in wellbeing across the school K–12 in order to develop self-regulated and resilient students.

We will align the primary and secondary student support programs; evaluate PBL and relaunch it as a succinct Wellbeing strategy and work towards increasing parent involvement in information sessions and develop ways to enhance parent / school communication pathways.

3. Embedding learning walks K–12.

We will develop specific criteria for what to observe during a 'Walkthrough', then train teaching staff in Learning Walks and continue with the accreditation Teacher Mentor support.

4. To ensure a viable guaranteed curriculum.

Unpack each syllabus during faculty and stage meetings. Use a standards framework by using exemplars for students and teachers to use in order to gauge where the each students is compared to the stage standard and what next to learn and embedding the Non Negotiables into classroom practice.

5. Ensuring that Visible Learning remains a focus through the establishment of learning systems across the school.

Visible Learning: learning goals, success criteria, formative assessment, self-assessment, peer assessment, high yielding impact strategies that Hattie describes. We will use data walls to inform us of our students progress. In order to train our students to become self-regulated resilient pupils, we need to provide our students with opportunities to assess

their progress and with help develop their own learning goals and pathways. This can be done at an early age through a capacity matrix or similar self-assessment tools. We will add a student comment to their academic report. Our students will need to be trained in the art of writing comments. Foster more structured time K – 12.

6. Aligning the school's milestones with its strategic directions and having data collection mechanisms entrenched.

To meet with our P.S.L. and workshop through our milestones. Our milestones need to be aligned with our strategic directions and have data collection mechanisms entrenched into our whole school plans. Ongoing review of roles and responsibilities in the executive structure. Ongoing development and review of in P.D.P.'s to reflect relevant professional development to meet the school's strategic directions.

7. Use the school's website to create transparency for the school community.

We will employ someone to work on the website once a week. Our major goal in 2017 is to upload all of the subjects' scope and sequences plus each subjects' assessment timetable and assessment task onto the school calendar so that students and parents have access to them.

8. Use SENTRAL to its full capacity.

Employ a Technical Support Officer to work with and train the staff in how to use SENTRAL.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The total number of Aboriginal students at Manilla Central School is one hundred and fifteen.</p> <p>Our annual funding includes the Aboriginal Education Officers wage.</p> <p>Our 2016 targets centred around the six priority areas of the 2014 – 2017 Aboriginal and Torres Strait Islander National Education Action Plan.</p> <ol style="list-style-type: none"> 1. Readiness for school – we continued our school (kindergarten) transition program, Manilla Prep. 2. Engagement and Connections –visible learning, highly effective teaching strategies and success engages the learner. We continued to implement and train our staff. Since the local AECG is in hiatus, we continued with the MCS Aboriginal Advisory committee in order to liaise about important cultural issues. We also employed a tutor to support with student wellbeing and connection with school activities. 3. Attendance – all students at MCS are checked twice a term to ensure that their attendance rate is over 85%. Letters are sent home to attain explanations for unexplained absences and phone calls are made home. 4. Literacy and Numeracy – our aboriginal tutors were trained in QuickSmart (a numeracy program). After the initial training our students were employed to work with our aboriginal students who were having difficulty with mathematics. We also used the tutors in the classrooms to assist students who were having difficulty with attaining stage standards in Reading. <p>Our North North senior student tutors provided assistance within the classroom plus they ran study groups.</p> <ol style="list-style-type: none"> 5. Leadership, quality teaching and workforce development. <p>We continue to train our teachers in Visible Learning. Our tutors continue to be trained in teaching students automaticity in mathematics. Plus we continue to provide cultural performances for our students and staff in order to promote cultural awareness.</p> <ol style="list-style-type: none"> 6. Pathways to real post school options <p>Some of our aboriginal senior students didn't have access to the internet at home, therefore we provided the use of our library outside of school hours plus purchased laptops and Wi-Fi for them to use at home when required.</p>	<p>The RAM funding for Aboriginal students was \$120 570.</p>

Aboriginal background loading	Travel subsidies were provided for students to get to work experience and to educational excursions based on HSC work and to attend HSC classes in Tamworth.	The RAM funding for Aboriginal students was \$120 570.
Low level adjustment for disability	<p>This monetary amount includes the wages of 1.8 teachers and our School Learning Support Officers.</p> <p>The employment of Learning Support Officers increased the level of students' participation and engagement in learning and significantly improved students' learning outcomes. Funds were also used to improve professional learning programs to address learner diversity in the classrooms. Including the provision of support for teachers in recognising and responding to students' additional learning needs.</p> <p>In 2016 Manilla Central School participated in the Nationally Consistent Collection of Data on School Students with a Disability. The national collection on students with disabilities reinforces the existing obligations that schools have towards students under the Commonwealth Act.</p> <p>The funding assisted in enabling us to collect data through the National Data Collection and purchase assessment tools for the secondary in order to justify special provisions for students who were undertaking NAPLAN and HSC exams.</p>	The RAM funding for Low Level adjustment for students with disabilities was \$234 426.
Quality Teaching, Successful Students (QTSS)	As part of the unstoppable learning process, staff were allocated time to collaboratively plan, look at common assessment tasks and moderate samples in order to produce a curriculum that all students can access meaning from.	The RAM funding for Quality Teaching, Successful Students teachers was \$2 046.
Socio-economic background	<p>All of the students at Manilla Central School benefited from this funding.</p> <p>These funds were used to train staff members in pedagogical practices such as visible learning, Future Education conference, unstoppable learning, literacy training, cross curricular training and programming, behaviour management, LMBR, student wellbeing and formative assessment.</p> <p>Classroom resources were purchased to assist with curriculum implementation in the primary and the secondary.</p> <p>An electronic tracking system 'SENTRAL' was purchased in order to track students' progress in academia, attendance, welfare, behaviour as well as being used to timetable, communicate and for administration.</p> <p>EdVal was purchased to assist with timetabling in the secondary.</p> <p>A set of laptops were bought for our Stage 3</p>	The RAM funding for Low Socio-Economic funding was \$291 380.

Socio-economic background	<p>students.</p> <p>Two video conferencing units were bought to assist students.</p>	<p>The RAM funding for Low Socio-Economic funding was \$291 380.</p>
Support for beginning teachers	<p>The funds provide for our beginning teachers enabled them to attend educational courses such as:</p> <ul style="list-style-type: none"> – Secondary Schools Innovative Learning Design – Google Apps Training – Bill Rogers Cracking The Hard Class – Accidental Counsellor Webinar – Nonviolent Crisis Intervention Training <p>It also enabled support in their accreditation via meetings with our teacher mentor Don Gardiner on weekly basis.</p> <p>The funding also provided days to work on their programming and reporting to work on the Year 10 Cross Curricular project.</p> <p>Their supervisors were released from class as their mentor, and they met with them regularly.</p>	<p>The RAM funding for beginning teachers was \$11 127</p>

Student information

Manilla Central School's enrolment has stayed mostly unchanged over the past four years.

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	167	168	167	158
Girls	172	164	167	169

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.2	93.1	94.2	95.8
1	90.4	91.7	93.9	91.6
2	93.5	91.8	92.9	90.3
3	90.8	91.8	90	90.3
4	92.5	93.6	93.3	91.6
5	91.4	94.9	93.4	91.8
6	92.5	90.6	93.6	91.3
7	91.7	91	89.2	90.5
8	90.5	88.5	88.8	86.1
9	86.7	90.7	82.6	84.3
10	85.3	88.2	85.1	78.4
11	88.2	82.5	86.3	79
12	91.9	88.9	88.8	82.4
All Years	90.6	90.5	89.7	87.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Workforce information

Management of non-attendance

Management of Non-Attendance

In NSW, it is a legal requirement that children attend every day unless sick or on a planned holiday. This means all children between the ages of six and fifteen are legally required to attend school. At Manilla Central School attendance is recorded daily and a 'rollcall' is conducted before the first lesson of the day. Any non attendance from school should be explained within seven days of the absence. We are also required to inform parents promptly of any unexplained absences. This is completed daily via SMS and then weekly for parents who do not respond to the SMS.

The students who have fallen below the 85% attendance level are identified. The strategies that are in place to improve student attendance include support from the Home School Liaison Officer, inclusion of attendance articles in newsletters and at parent meetings, regular letters are sent home and where required, phone calls are made. The school also has in place procedures to enable the follow up of absences causing concerns. This includes letters being sent home to the parents of the students identified, plus each teacher has a term calendar with which they can track the patterns of students that are causing concern.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	12.5
Employment	14.3	23.1	68.7
TAFE entry	0	0	6.25
University Entry	0	0	18.75
Other	11.5	0.4	6.25
Unknown			

Year 12 attaining HSC or equivalent

As the student cohort is less than 10 in a given group, caution should be used in interpretation. At Manilla Central School, only English Standard and Mathematics General 2 had 10 students and all other subjects had less than 10 students in their course in 2016. The average cohort progress in this instance can be strongly influenced by just one or two outlier scores.

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0.5
Assistant Principal(s)	2
Head Teacher(s)	4
Classroom Teacher(s)	14.89
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Administration & Support Staff	8.7
Other Positions	4.7

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Manilla Central School has six staff members who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

Professional learning and teacher accreditation

Our teachers have undertaken some valuable professional development this year. This has been beneficial as we continue to unpack the NSW Curriculums in the subjects of English, Mathematics, History, Geography and Science.

Current educational research clearly indicates that it is the teacher who has a major influence affecting student learning. It also establishes that professional learning is required to continuously improve teacher effectiveness and in turn, considerably enhance student learning outcomes.

In 2016 we continued to train staff in Visible Learning. Visible Learning will continue to be our major focus in professional learning as it draws its framework from successful evidence-based research in what works for students to become self-sufficient successful learners. Our teachers continued to run their Teacher Learning Communities. The work that the teachers are investigating and trialling forms a comprehensive framework for effective classroom instruction and includes many innovative and sensible instructional strategies, which are based on sound evidence-based research.

As our prime purpose is to produce resilient self-regulated learners, our staff undertook a significant amount of training in Douglas Fisher and Nancy Wray's research of Unstoppable Learning. Unstoppable Learning provides a blue print to follow to ensure that visible learning is evident in our classrooms. Our teachers focussed on what enables learning within their classroom and what inhibits learning. Through this process they developed a structure of Non-Negotiables to be present in each classroom and systems of learning to guide classroom practice.

Our staff also undertook training in producing Cross Curricular units of work. In response to staff response to the School Excellence Framework Data, and Future Leaders Conference Presentation, a cross curricular project was undertaken by PDHPE and English faculties for Stage 5. This Unit allowed for more time on a complex topic, allowing students the opportunity for a variety of learning experiences to develop their understanding.

We have found that the best way for staff to buy into a learning culture is through our Teacher Learning Communities (TLC's). TLC's promote collaborative teaching-learning practice among staff. It provides the opportunity to share and develop the best practice based on current educational theory that we aim to target. TLC's are run by staff and are very well attended. All staff contributes to the learning content of the TLC's and are encouraged to reflect on their own teaching practice. Staff genuinely enjoy the professional dialogue that is generated during these meetings. TLC's provide an opportunity for a collective approach to improve student learning across the school. In between sessions teachers practice the content addressed in the previous TLC, e.g. Lesson Activators may have been the topic workshoped. Teachers then have the next

three weeks to practice lesson activators in their classroom and continue further research into Lesson Activators.

Other professional development opportunities that our staff were involved in included:

- English Teacher Association area of study conference for HSC
- HSC exam marking in Music, PDHPE, Agriculture and English.
- Teacher Accreditation panel training
- Future Schools Conference
- Primary Syllabus Webinars
- Edval timetabling
- Industry Currency Metals
- Clickview Secondary resource for our staff and students
- Sentral workshop
- Behaviour courses
- Careers and VET meetings
- Region Leadership Meetings
- External Validation
- Careers online
- English faculty planning days
- Compass Leadership Conference
- Careers transition workshop
- GRIP Leadership
- UNE GRASS- Physics and Chemistry workshop
- Redbank Conference re: Mental Health, Behaviour, Wellbeing
- Exec Planning
- Beginning Teachers Planning days

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	214 083.69
Global funds	350 396.19
Tied funds	740 431.82
School & community sources	93 227.83
Interest	5 546.15
Trust receipts	25 351.85
Canteen	0.00
Total income	1 429 037.53
Expenditure	
Teaching & learning	
Key learning areas	37 715.38
Excursions	27 791.85
Extracurricular dissections	22 151.67
Library	5 501.94
Training & development	11 078.44
Tied funds	865 147.71
Short term relief	69 000.00
Administration & office	79 288.04
School-operated canteen	0.00
Utilities	91 708.52
Maintenance	92 415.05
Trust accounts	27 921.29
Capital programs	15 493.79
Total expenditure	1 345 213.68
Balance carried forward	83 823.85

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN – Literacy assesses Reading, Writing, Spelling and Grammar and Punctuation.

NAPLAN– Numeracy assesses the substrands of Number, Algebra, Measurement and Geometry.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3).

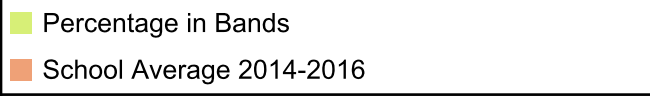
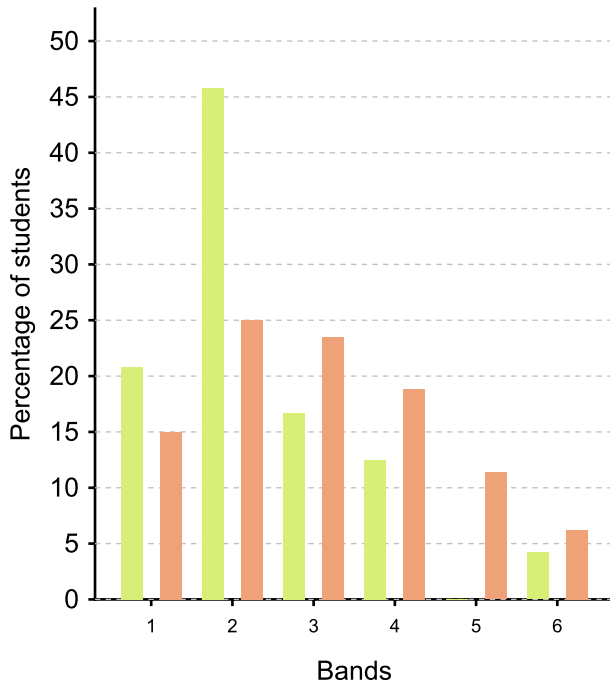
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7).

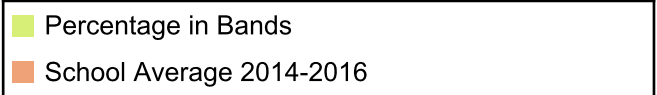
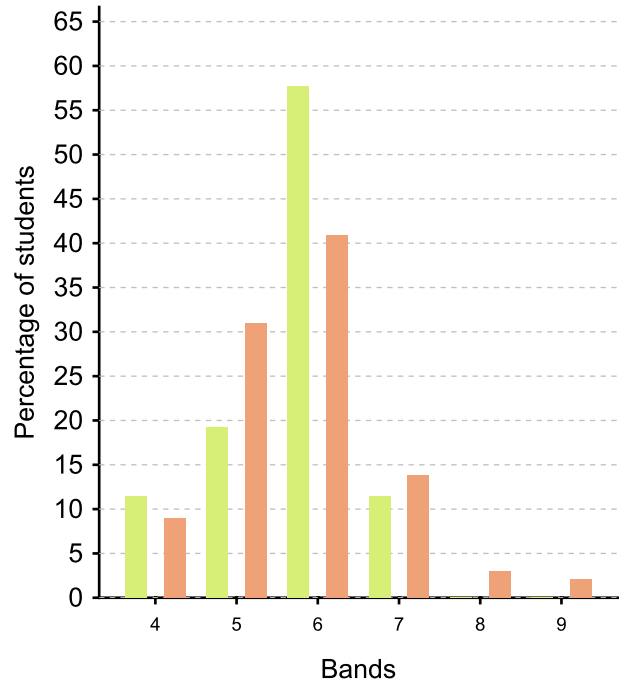
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 10).

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link *My School* and insert the school name in the *Find a school* and select *GO* to access the school data.

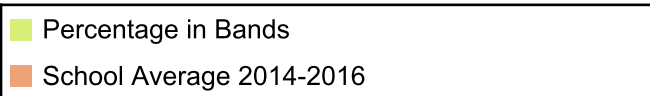
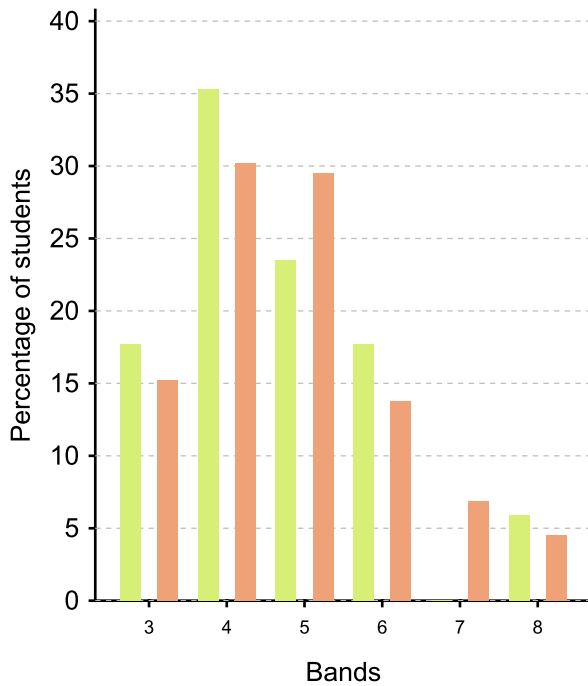
Percentage in bands:
Year 3 Reading



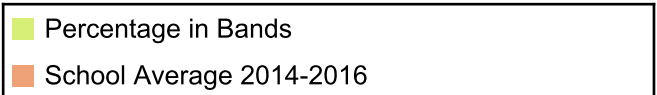
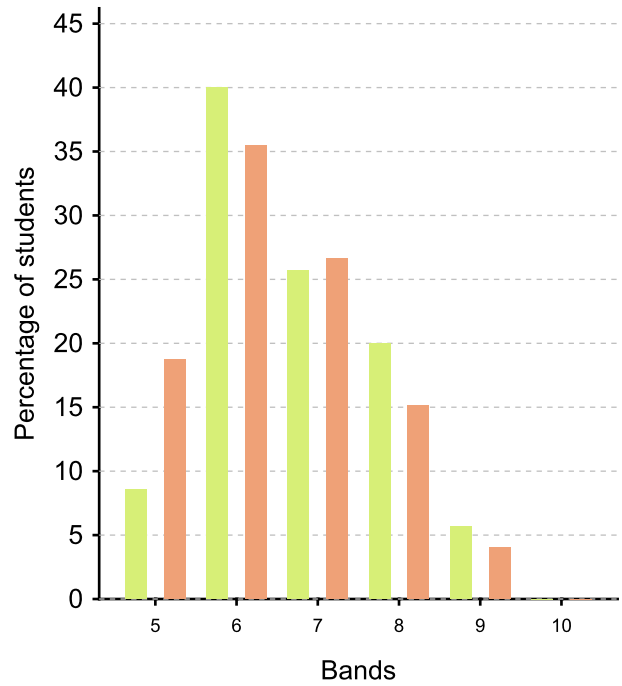
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 5 Reading



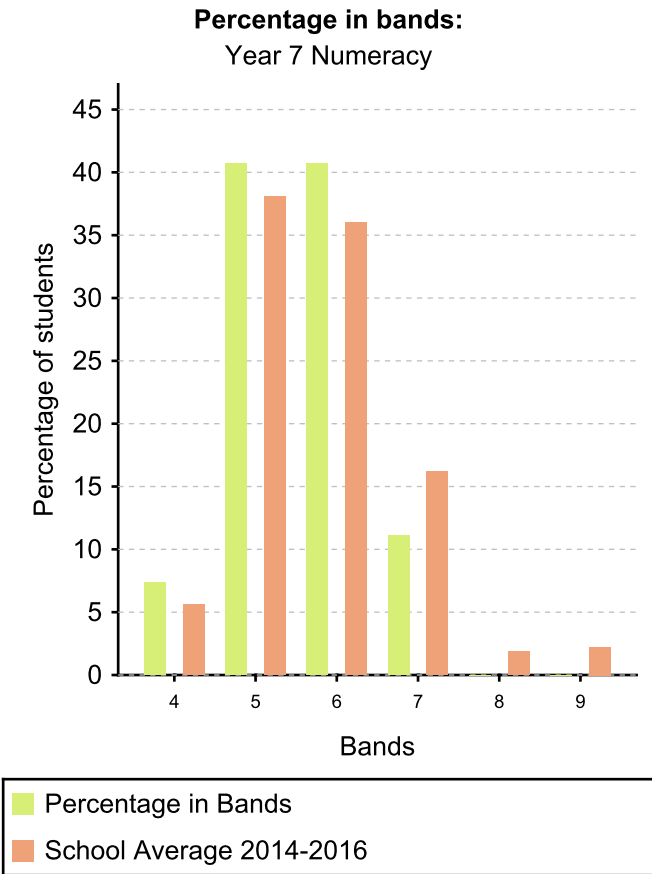
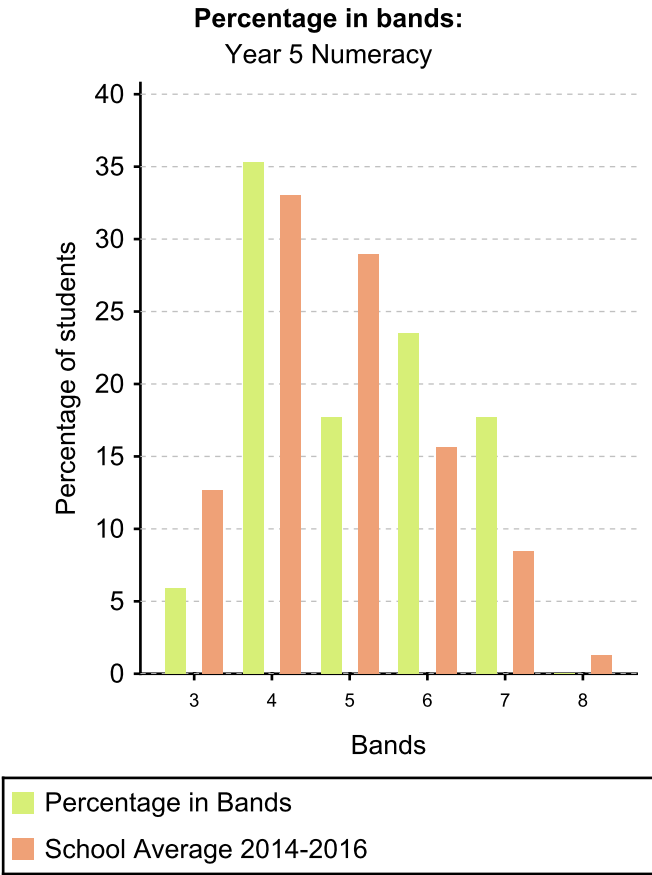
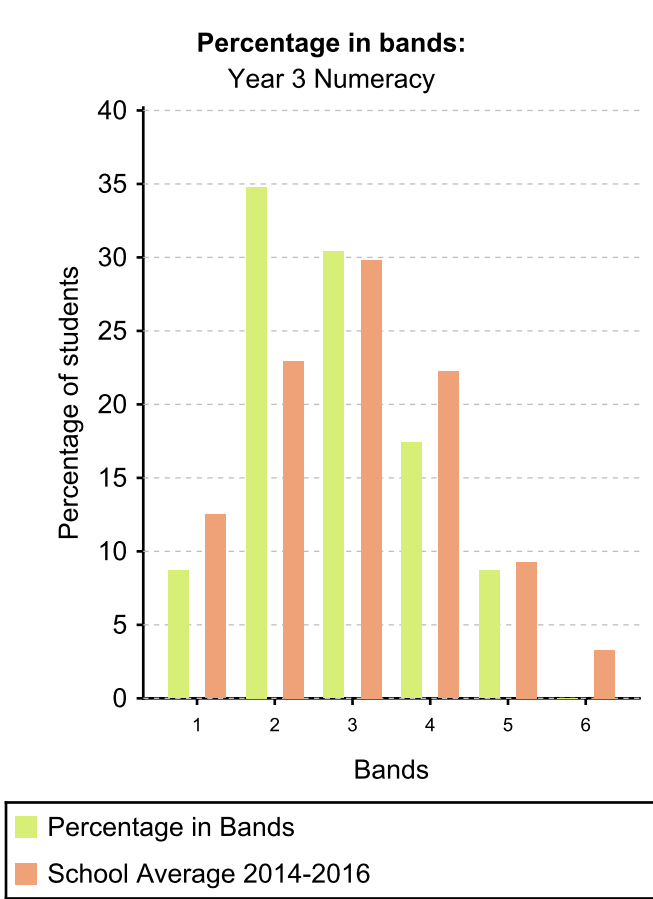
Percentage in bands:
Year 9 Reading



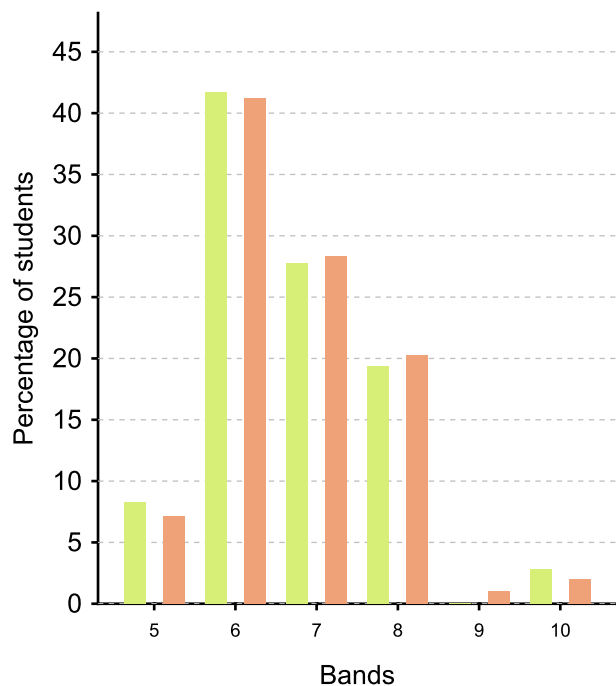
After a steady incline of growth in reading over the past five years , our results in Year 3 Reading weren't as good as we expected. In saying this, there were 18 easy low level questions that were not answered correctly. The trend data in Year 5 shows growth in literacy attainment, slight growth in Year and significant growth in Year 9.

A troubling sign was that although our students had some trouble in applying their knowledge to higher order comprehension questions such as inferential, analysing, synthesising and interpreting, our students either made simple errors or just didn't know how to interpret lower order cognitive questions such as locate and identify. There were 13 such questions in Year 5, 14 in Year 7 and 14 in Year 9 that our students answered incorrectly.

We have spent time analyzing this data and can see how our results will grow quickly if our students are trained daily in how to identify and locate information in a text. Our growth was substantial in each year in Spelling, Writing, Grammar and Punctuation



Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Our numeracy results were quite different in each year, which made it difficult to interpret any patterns of attainment or difficulty. The trend data in Year 3 displayed a decline in numeracy attainment, where as the Year 5 cohort had significant growth in numeracy attainment. Year 7 had a slight decline where Year 9 had a positive incline.

In the domain of measured growth from Year 3 to Year 5 our Year 5 cohort attained more significant than the state average of all schools and NSW schools. We achieved equal growth in Year 5 to Year 7 and from Year 7 to Year 9 compared to all schools and NSW schools.

Once again we have spent time analyzing the data and accept that there are still areas of improvement to be made. A strict assessment regime and visible learning techniques will assist with this growth pattern.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

As the student cohort is less than 10 in a given group, caution should be used in interpretation. At Manilla Central School, only English Standard and Mathematics General 2 had 10 students and all others subjects had less than 10 students in their course in 2016. The average cohort progress in this instance can be strongly influenced by just one or two outlier

Parent/caregiver, student, teacher satisfaction

During 2016 our parents were surveyed using the Quality of School Life Survey. The results are as follows:

95% of parents are made to feel welcome.

97% of parents feel that their child is noticed and congratulated at school.

97% of parents said that their children like to come to school each day.

95% feel that the teachers care for the students.

84% feel that students are given regular homework.

84% feel that teachers help those who have problems.

89% of parents felt that teachers listen to students and are fair.

84% feel that students who have learning difficulties are noticed and supported.

89% of parents felt that teachers have high expectations for achievement from our students.

90% feel that their child is happy and safe in the playground.

What are the best features of Manilla Central School?

Personal interest the staff take in our children, easy access to the uniform, caring teachers, teachers put a lot of time and effort into students, seeing happy students, the students are given many sporting, cultural and musical opportunities. Good teachers, the care given to students with disabilities and that it is small.

What could the school do to make it better for our students?

At the beginning of the year a lot of parents talked about the COLA in the primary as the birds make it disgusting. *Response: New bird proofing was installed and the COLA looks more attractive and is more hygienic to eat under.*

We would like to see new multipurpose courts being installed. *Response: This would be amazing to do, however these types of courts cost many tens of thousands to install. we will need to accrue funds towards these.*

The senior students would like to have lockers. *Response: These have been investigated and priced for next 2017. Put in vegetable gardens for students to look after. Response: We have gardens ready to use so lets use them.*

Parent opinion is also sought at monthly P & C Meetings, transition information nights and year

information nights and through interviews with the parents of individual students. Student feedback is provided through the School Representative Council. Staff satisfaction and feedback is provided through faculty, site and whole school staff meetings and professional development activities.

Policy requirements

Aboriginal education

Manilla Central School has 116 aboriginal students. We recognise our responsibility in educating our students in cultural understanding and appreciation. In units of work in English, Human Society and its Environment and Science there has been particular emphasis given to the Aboriginal perspective. Through the school's five year cyclic plan we have placed a significant amount of emphasis on the six priority areas of the 2014–2017 Aboriginal and Torres Strait Islander National Education Action Plan.

In 2016 we continued with our Aboriginal Advisory Committee. Di Allan, Jenene Beale, Nadene Bevitt Allan John Price and Brad Freestone were gracious with their time and organization in order to plan terrific NAIDOC celebrations. This year we commenced our NAIDOC celebrations with a Flag Raising Ceremony in the primary on where the history of the Aboriginal and Torres Island Flags were explained by our Year 6 students. The following day our students were treated to a day of cultural activities in the primary department where many of our students and teachers beared witness to their first Smoking Ceremony. Len Waters explained the significance of the smoking ceremony. He was accompanied by Mark Sutherland on the Didgeridoo. The students were split into five workshops. Simon Taylor taught our students about Aboriginal artefacts, weapons and tools and significant sites in the local area. Len Waters entertained our students with dreamtime stories and taught our students about Aboriginal language and Bush Tucker. Jacob and Pat from the Tamworth Aboriginal Hub taught our students about boomerang throwing. Mark Sutherland taught them how to play the didgeridoo, while Di Allan and Jack Bracken did 'Dot Art' with our students. On the Thursday, we conducted our annual K–12 NAIDOC assembly. Our special guests Len Waters delivered the Welcome to Country and Mrs Stella Lamb from the Education Department delivered a speech about the 2016 NAIDOC theme: The Living Narrative of our Nation. After lunch we all were treated to a performance by Gwenda Stanley.

On the Friday afternoon our Year 9 and 10 PDHPE class organised Traditional Games for our Infants and Primary students. These were planned, explained and delivered by our students. The games included:

* Arrkene irrem: A hitting game played traditionally by The boys of the Aranda and Luridja of Central Australia.

* Gorri: A Bowling–ball target game played by Aboriginal boys and men in all parts of Australia.

* Borna Jokee: A dodgeball style game played traditionally in Western Australia to practice spearing for hunting practice.

* Apwerte: A target game of rolling stones was played near Warrina in central Australia.

* Wanambi: was a large snake. This game was observed being played by the Pitjantjatjara people of Central Australia

Infants:

* Koolchee koolchee: a target game played by the Diyari people from near Lake Eyre in South Australia.

* Kai: A ball hitting game from the Torres Strait Islands.

* Koabangan: a finding–object game observed being played in the early 1900s by the Kokominni boys of North Queensland.

* Luka–pul pul: A Finding–the–object game in sand played in many parts of Australia as well as the Torres Strait..

Multicultural and anti-racism education

The Manilla Central School community acknowledges Australia as a multicultural nation. The teachers incorporate the multicultural perspectives through the mandatory general capabilities titled Intercultural Understandings embedded in our NSW syllabuses. Each year, the Country Women's Association (CWA) has a country of study and this year the country was Mongolia. This gives our students the opportunity to study the country and its culture. The Manilla CWA ladies judged the projects about Mongolia. The students who attained a prize in the competition were: Rachel Dedini, Eleanor Fisher, Sophia Maloney, Brooke Browning, Janina Willoughby, Jessica Wise, Isabella Ormiston, Bryn Heywood, Charlotte Good and Elizabeth Tooley. The relationship our school has with the Country Women's Association greatly appreciated. This year due to the Olympics being held in Brazil, our students also had the opportunity to learn about Brazil and many of the countries that participated in the Olympics.

Racism can take many forms, such as jokes or comments that cause offence or hurt whether they are unintentionally said; name–calling or verbal abuse, harassment and intimidation. At its most serious, racism can result in acts of physical abuse and violence.

At Manilla Central School we totally do not tolerate any form of racism and we are passionate in shaping our students as citizens of the world. Our school has a trained Anti–Racism Officer whose role is to mediate any racial issues if they were to arise.