

# Manilla Central School

## Annual Report



### Manilla

Central School

### Primary/Secondary School Captains

2017



**Second Row:** Sophie Kemp, Taylah Kelly, Mr Michael Windred (Principal), Emily McDonald, Nicole Bradley

**Front Row:** Jack Opie, Chloe Rae, Charlotte Good, Huntah Hawkins

(C) The School

2017



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## Introduction

The Annual Report for **2017** 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.

Michael Windred

Principal

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### Message from the Principal

It is with great pleasure that I present the Manilla Central School 2017 Annual Report. The report gives a general overview of the school and provides parents and the wider community with information about the school's educational performance, development and the extra-curricular activities, which extend the students' opportunities beyond the classroom. The achievements and progress against the school determined strategic directions are also outlined along with a summary of the financial system.

Manilla Central School places the highest priorities on student academic achievement and student wellbeing. We are a split site school, which means that our primary and secondary schools are on separate campuses. We are one of three remaining split site central schools within the NSW Education Department.

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. Our school motto is 'I Begin. I Strive. I Achieve.' We instil in our students this mantra as nothing is achieved without hard work and our motto typifies this. We have a strong tradition of providing a quality educational experience to all students from a diverse rural community.

It is our ultimate aim to create self-regulated resilient students via comprehensive evidenced based classroom and wellbeing practices. In 2017, the focus areas for the school included visible learning, building staff capacity through professional learning and evidence based data driven practice, and fostering productive relationships with our local and wider community.

This year we became an Early Action for Success school Phase 2. This meant many great things. We had an Instructional Leader appointed to our primary department. This meant that we have a person on staff whose job was purely about learning and to develop the staff in Literacy, Numeracy and quality teaching practices. This has been a great advantage to our students learning. We also employed an instructional interventionist, who targeted our students early and put their learning back on track again.

There have been an abundance of wonderful academic, artistic, cultural and sporting achievements throughout the year across our primary and secondary departments that have made our school community extremely proud of our students and the efforts that our staff make in order to provide our children with an abundance of opportunities.

Together we make a difference,

Michael Windred M Ed, B Ed, Dip T, FACEL, FACEL(NSW)

## School background

### School vision statement

*Through high yielding teaching and wellbeing practices, we will produce resilient self regulated learners.*

### School context

Manilla Central School places the highest priorities on student learning, wellbeing and achievement. We are a split site school, which means that our primary and secondary schools are on separate campuses. We are one of three remaining split site central schools within the NSW Education Department. We are a vibrant and innovative learning community who are committed to delivering excellence within a rich learning environment whose aim is to create resilient self-regulated learners.

Manilla is categorised as a Low Socio Economic Status school. We strive to be leaders in the application of Visible Learning. We place a high emphasis on high yielding teaching strategies and professional learning in order to provide our students with highly engaged learning. Our community has high expectations and we are committed to meet and exceed those expectations.

Manilla Central is a Phase 2 Early Action for Success school. We provide extensive professional learning opportunities and encourage working closely with our Instructional Leader for targeted individual professional development as well as meeting whole school goals. We are a very well resourced and supportive school.

## 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 its second self-assessment using the School Excellence Framework. 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.

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. Therefore, this has led our directions in 2017 was the result of our school undertaking a self-assessment using the School Excellence Framework and participating in an external validation. 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.

Last year's External Validation was a worthwhile process. Not only did it presented us with the opportunity to reflect on our practices, the process enabled us to think towards the future and document where to next in each element. This forward thinking injected new energy within our staff. From this it was determined that we focus on eight priority areas that aligned with our strategic directions.

The areas of focus are:

1. Establishing consistent attitudes and practices in wellbeing across the school K–12 in order to develop self-regulated and resilient students.
2. Developing highly effective teaching practices through the employment of consistent teaching and learning strategies.
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.

### School Excellence Framework analysis 2017

In the School Excellence Framework domain of Learning the on balance judgement of the school is that it is Delivering because we believe that practices must be consistent for over three years to be deemed as Sustaining and Growing. However, in stating this our 'Student Growth Data' attained from SCOUT (the NSW Education Department's repository of school data) shows that we in the Sustaining and Growing levels in the majority of subject areas from K to Year 3, Years 3 to 5, and again in Years 5 – 7, whilst the other results show that we are Excelling.

We are very proud of this.

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, interschool 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 them. This year we commenced to reinvigorate our whole school Positive Behaviour Learning (PBL) Wellbeing strategy. We have a lot of new staff and unfortunately the original purpose of the school values, logo, signage and whole school matrix were misunderstood. The staff gathered over two weekends and learnt about the schools PBL culture through our long term members of staff and some community members. From here, we divided roles and responsibilities throughout the staff. These included; the rewriting of the matrix, a video of the meaning of the logo and values, a common approach to the rewarding of students; the common approach of behavioural consequences and matching our practices to the Wellbeing Framework so that all students are able to connect in school, succeed inside and outside of school and thrive in our setting.

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. This year saw the start of the implementation of new Stage Six syllabi. Where there was an opportunity for teachers to attend professional learning for the new syllabi they took it.

Our data gathering practices across the school are improving. 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 using this evidence to justify their decision.

Our Assessment and Reporting practices across the school have become quite consistent. This is mainly due to two reasons; Manilla Central School being placed on the Early Action for Success program in the primary which meant a strict assessment regime was put in place and secondly, the need to be NESA compliant in the secondary. This has placed us as Delivering. This is a similar story with Students Performance Measures.

We employed Mr Theo Maczi to help us with the implementation of our electronic school management system called SENTRAL. Mr Maczi designed a new reporting proforma for us based on the wants of our executive and now our reports are focussed on student learning and look terrific.

When reflecting on our practices and processes in the School Excellence Framework domain of Teaching the on balance judgement of the school is that it is still 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 this into Assessment for Learning practices and Unstoppable Learning in order to have high yielding practices happening in our classrooms in every lesson. The primary have learnt what works best in a classroom to engage and enhance learning and they have designed their classroom non negotiables. The Non Negotiables in 2017 took a 'back seat' due to the work being done in Early Action for Success, however the primary staff have commenced training the secondary staff in these high yielding strategies.

In 2017, in the element of Student Performance Measures, our practices became more succinct and systematic manner through becoming an Early Action for Success school and the employment of an Instructional Leader in the primary. In 2018 we will self-pay for the employment of an instructional leader in the secondary department as a means to assist in the collection of data of students. This will help in order to track students' performances and act upon this information and to add some consistency in the way we collect, analyse and act on data through succinct systems.

Collaborative Practices and Learning and Development occur naturally at Manilla Central School. Our Teacher Learning Communities continue to 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. We continued to employ a teacher mentor in our school one day a fortnight in order to support our beginning teachers in the accreditation process.

In the domain of Leading in the School Excellence Framework, the on balance judgement of the school is that it has moved on level forward to Delivering. The school has undergone significant change in the past four years. A new principal, new deputy principal, three out of four head teachers have been appointed. In 2017 we had relieving Head Teachers replacing other Head Teachers due to promotion or transfer. We have had five different Assistant Principals in a relieving position. In 2017 we were going to commence the year with two permanent Assistant Principals for the first time in eight years, but with Ms Dixon being promoted into the Deputy Principal Instructional Leader position in the primary, our ranks were further strengthened with the introduction of Mrs Ballard as relieving Assistant Principal for the next three years.

In the element of Leadership, whole school improvement has been an area that we have targeted for improvement. Eight systems of school improvement were established towards the conclusion of 2016 and we have focussed on delivering these. Roles and responsibilities have been defined and will need to be redefined each year. The effective dissemination of information from executive to all staff has been refined as well. I think we are still 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 focus of the school plan has been changed to the eight focus areas derived from last years' external validation. Our professional learning, school structures and data gathering has been focussed around these.

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 will continue to evolve our whole school Management Practices and Procedures in order to develop resilient self-regulated students. A number of software programs have been purchased to help with these procedures and processes. This year a lot of training has been undertaken by our relieving School Administration Manager and Principal with the introduction of Learning Management and Business Reform (LMBR) management system which has replaced the previous system called OASIS. The principal has also undergone training in the department's updated school reporting system, SPARO and data repository, SCOUT. Where it has been made available, school executive have been presented with the opportunity to be trained in LMBR as well.

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 in 2017 as a result of the external validation process has assisted the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. These will govern the priorities in the new school planning period of 2018 – 2020.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## 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-regulated learners, our staff is involved in targeted professional learning that supports all aspects of Quality Teaching. Our staff continue to research the evidenced practices of John Hattie 'Visible Learning and High Yielding Teaching Strategies', Dylan Wiliam 'Assessment for Learning', Jennifer Gore's 'Quality Teaching Rounds / Learning Walks' and Douglas Fisher and Nancy Frey's 'Unstoppable Learning' and 'Visible Learning in Literacy'. We trained the trainer, i.e. sent staff to be trained in these pedagogical practices, then brought the practices back into our school through our Teacher Learning Communities (TLCs) for our teachers to learn and put into practice.

The principal and office administration staff were involved in intensive professional learning in LMBR. The entire Department of Education is in the process of implementing this modern, integrated IT system in human resources, payroll, finance and student administration to provide better service and value to staff, students, parents and the community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Professional Learning in 21st Century Pedagogical practices.</b></p> <p><b>Student on task behaviour and engagement in their learning is significantly increased as measured by:</b></p> <ul style="list-style-type: none"><li>* a 20% of student referrals to the Assistant Principal, Head Teacher and Deputy Principal.</li><li>* a 10% increase of student on task behaviour through on task behaviour observation tools.</li><li>* 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.</li></ul>	<p>The funds allocated to professional learning was from our global funding Teacher Professional Learning allocation and another \$30 000 from Low Socio Economic equity funds.</p> <p>These funds covered training outlined in the professional learning section of this report p19 that mainly focused on Visible Learning and LMBR SASS training.</p>	<p>Visible Learning continued 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 resilient self-regulated successful learners. Four staff went to the Visible Learning for Literacy course. The content of the course taught us about low yielding teaching strategies and school practices that have a negative impact on student learning, plus high yielding strategies in order to go deeper in learning and different ways to facilitate deep learning. We then sent more staff to a two day John Hattie symposium in order to explore the principles of visible learning.</p> <p>Via TLC's, teachers were led in new learning, investigated and trialled a effective classroom instruction which included many innovative and sensible instructional strategies, which are based on sound evidenced based research.</p> <p>The students on task behaviour when learning in the classroom on the whole shows an improvement.</p> <p>There were minimal behavioural referrals to the executive from the classrooms in the Primary and a decline of the percentage of students referred from Year 10, 11 and 12 in the Secondary. There was an increase of referrals from Year 7, 8 and 9. On task behaviour measured in classroom produced the same results.</p> <p>Our trend data is in an incline and shows us as in the Sustaining and Growing level, which is pleasing.</p>

## Next Steps

We are condensing this strategic direction from targeted teacher professional learning into Teacher Clarity. While teacher clarity still involves targeted teacher learning around visible learning (John Hattie) and unstoppable learning (Douglas Fisher and Nancy Frey), teacher clarity is an explicit practice which focuses on making learning explicit for our students.

In order to make teacher clarity deliberate practice in every classroom and cemented in the culture of the school, it can take up to three years of training.

The main areas of development in teacher clarity are: Learning Goals, Success Criteria, Feedback, Vocabulary, the use of Exemplars to indicate to the students how they are going and Non Negotiables as part of every lesson.

Producing successful learners involves a lot of work in the area of wellbeing. The type of support that we will continue to offer and report on include:

- Stage 6 routines e.g. purchasing the HSC Hub for each Stage 6 student, the employment of two tutors to assist with assignments and content not understood, have our Stage 6 teachers run afternoon tuition, weekend and holiday workshops, and assist students to attend TSFX holiday camps at Sydney University.
- PBL launch – matrix, weekly lessons, signage, fair discipline procedures revision, reward procedures appraisal, educate new staff and students in the significance of the logo and values ...
- Continuing to provide opportunities for teachers to share expertise, successes and new learning, analyse data and ways to effectively manage the learning environment;
- To use the quality teaching model, rounds and resources to build capacity in teachers to evaluate lessons, provide feedback and identify possible improvements to teaching practice.

Our staff will also be involved in a substantial amount of training in Learning Management and Business Reform (LMBR).

## 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

This year we concentrated on delivering high yielding teaching strategies into our classrooms. This was exemplified with our school being included in Phase 2 of the Early Action for Success strategy. With this came the appointment of a Deputy Principal Instructional Leader (IL), Literacy and Numeracy.

During our first year we developed structures and processes for baseline data collection, upskilling staff in the use of PLAN software and professional development around how to map the students on the Literacy and Numeracy Continuum ensuring consistent teacher judgement. The IL provided a range of differentiated professional development for staff around the key areas of literacy and numeracy, in particular, reading texts and early number development.

Staff were guided using the spirals of inquiry to identify areas of need in student learning. This required data as evidence and research based practices to be explored to find effective solutions and improve student learning outcomes.

During the year we submitted an EOI and were successful in being selected for Building Numeracy Leadership, to develop skills for leading numeracy within the school and trialling new procedures and practices for the state. We were privileged to attend conferences with Professor Di Siemon, Michelle Tregoning and other leading mathematicians and educators. The project required staff to conduct action research projects in their classrooms, provide teacher led professional development and the updating of all mathematics based documentation within K–6. Throughout the year we saw a huge shift in the technical mathematical language that students were able to use, in correct contexts. We have also seen shifts in teaching to investigative mathematics and quality talk in the classrooms through the introduction of number or maths talks. The focus of our project for 2017, was to ensure students developed the skills and knowledge to clearly and articulately provide reasons for their answers and explain their thinking. We also spent time shifting and establishing new mathematics class norms, providing more opportunities for students to collaborate, share, value each others ideas, feel safe to make mistakes and learn from them. This project will roll out to 3–6 in 2018.

Term 4 saw the introduction of ACARA's Literacy and Numeracy Learning Progressions, the IL attended some training sessions around the rollout and implementation of these. Staff were given draft copies and over a number of staff meetings were introduced to the learning progressions and their similarities and differences to the NSW continuums. This work will continue early in 2018 once the final Progressions are released by ACARA.

Within the Teacher Learning Communities our K–12 appraised SMART data and applied what they learnt about their students into their classroom practice. They also worked with a variety of visible learning strategies within their classrooms in order to engage their pupils and develop effective learning strategies.

#### Wellbeing Strategy

##### PBL

Whole staff PBL training occurred mid–2017, whereby all staff were reintroduced to PBL at Manilla Central School. The Primary and Secondary sites then split to organise and collate their respect in class PBL matrix to be implemented in 2018. This has been implemented into the normal routine at primary. Secondary have collated their data and will implement this through PBL year days in 2018. Further to this, the whole school relaunch of PBL is awaiting the generation of a movie to describe our previous PBL efforts and planning then demonstrating where our PBL is going in the future.

##### Rock and Water

The Rock and Water program has been used throughout the secondary to lower bullying and violent incidents . To date, our current Year 7s are being trained in Rock and Water, learning about self–control, self–discipline and for some, how to be more assertive. Miss Wrightson was trained this year and delivered Rock and Water throughout her PE classes in the junior years. To date, some of our Year 10 and 11 students and most of our Year 8 and 9 have been through their first Rock and Water program.



In 2017 MCS focused on the white ribbon program for boys, over an eight week period. This involved the boys learning about domestic violence for a day each fortnight. The boys learnt about how to recognise and respond to domestic violence within their lives and those around them. This program has generated a lot of positive involvement and passion within the group and to date has been extremely successful.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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"> <li>* a 20% decrease of student referrals to the Assistant Principal, Head Teacher and Deputy Principal.</li> <li>* a 10% increase of student on task behaviour through on task behaviour observation tools.</li> <li>* student attendance rate is equal to or greater than state norm.</li> </ul> <p>Our overall student attendance rate increases due to in class engagement in learning and students demonstrating a positive sense of wellbeing.</p>	<p>Funds channelled towards the wellbeing strategy included PBL training of staff on weekends, consultant fees, catering, resources and signage totalled \$18 000..</p>	<p>The students on task behaviour when learning in the classroom on the whole shows an improvement.</p> <p>There were minimal behavioural referrals to the executive from the classrooms in the Primary and a decline of the percentage of students referred from Year 10, 11 and 12 in the Secondary. There was an increase of referrals from Year 7, 8 and 9.</p> <p>On task behaviour measured in classroom produced the same results.</p> <p>Our trend data is in an incline and shows us as in the Sustaining and Growing level, which is pleasing.</p>
<p>High Yielding Classroom Practices</p> <p><b>Student on task behaviour and engagement in their learning is significantly increased as measured by:</b></p> <ul style="list-style-type: none"> <li>* a 20% decrease of student referrals to the Assistant Principal, Head Teacher and Deputy Principal.</li> <li>* a 10% increase of student on task behaviour through on task behaviour observation tools.</li> <li>* 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.</li> </ul>	<p>Funds channelled towards the EAFS strategy included making the Instructional Leaders position full-time, professional learning conference fees, resources and casual relief which tallied to \$54 000.</p>	<p>The students on task behaviour when learning in the classroom on the whole shows an improvement.</p> <p>There were minimal behavioural referrals to the executive from the classrooms in the Primary and a decline of the percentage of students referred from Year 10, 11 and 12 in the Secondary. There was an increase of referrals from Year 7, 8 and 9.</p> <p>On task behaviour measured in classroom produced the same results.</p> <p>Our trend data is in an incline and shows us as in the Sustaining and Growing level, which is pleasing.</p>

## Next Steps

This strategic direction 'Leading for Learning – do whatever it takes for student success', has been most exciting for our staff and students because it focussed on making our students successful in the learning process. This involves explicit classroom and wellbeing practices. After a three year focus we have drilled down everything that we have learnt into the domains of 'data and planning'.

We gather explicit data in order to plan for successful learning. This strategic direction can take up to six years to attain deliberate practice. We have been on this learning journey for some years, but have made a deliberate decision to make data gathering and planning for success a major focus for the next three years. The practices that we will be implementing include:

- **Formative Assessment:** This includes using strategies that includes but are not limited to 'exit slips' and 'peer and self assessments'. Formative Assessment gives the teacher instant data on how the students are going in their learning which allows the teacher to adjust the teaching and make adjustments to suit the students within the classroom.
- **Consolidating Learning:** This includes using strategies that includes but are not limited to 'traffic light cups', 'pegs and plates', 'thumbs up, sideways or down' and a '15 minute check in'.
- **Summative Assessment:** Making sure that we assess student learning three quarters of the way through a unit of work ... so that we can teach what the students don't know.
- **Differentiating Learning:** Through Formative Assessment techniques, a teacher will determine where each student is on the learning continuum (learning progressions) and adjust the content and teaching.
- **Learning Progressions:** Learning Progressions area sequence of skills that a student must master before they are moved onto the next sequence of skills to be mastered. Learning Progressions are very new schools and will take a lot of educating of teachers in order for them to use the progressions effectively. These will be very beneficial for teachers to use when we are provided with exemplars of work for our students and teachers to measure against and see what the Learning Progression looks like. Only Early Action for Success schools like Manilla Central School are trialling the progressions in 2018.
- Teachers professional development will be addressed through their Personal Development Plans.
- In the area of Wellbeing – Successful Learners, data will be gathered around student success e.g. behaviours (positive and negative), PBL SET, in-class on-task behaviour, attendance etc will be gathered in order to inform planning in this area. This will have impact on strategies in the secondary such as White Ribbon Boys and White Ribbon Girls programs, Rock and Water, PBL initiatives etc and strategies in the primary such as PBL initiatives and resilience training.
- MCS plans to run more White Ribbon events in 2018 whereby the boys will go on an over night camp to evaluate and reinvent their knowledge and ownership of the MCS White Ribbon program. Later in 2018 MCS will rerun the previous 4 day program to introduce to new boys and refine for the older boys. We will also introduce a White Ribbon camp for our girls.

## 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

Originally the school was going to appraise policy and procedures based on our five year cyclic plan, however with the introduction of the A–Z policy tool, we changed our focus to appraising the policies set by the NSW Education Department. In 2017 we appraised the school policies and practices in the; Student Discipline in Government Schools Policy, Protecting and Supporting Children and Young People Policy, Working with Children Check Policy and the School Attendance Policy.

The process that we undertook involved explaining how the policy was implemented to meet student, staff and community needs in our school context. We provided evidence in the manner in which the school observed and applied all policy requirements, plus how we reviewed the implementation plans of each policy.

A whole school evaluation was undertaken using the School Excellence Framework in 2017, in order to determine how the school was performing in comparison to 2016 when the External Validation took place. The results showed that we had moved forward in several areas.

In the School Excellence Framework domain of Learning the on balance judgement of the school is that it is Sustaining and Growing.

When reflecting on our practices and processes in the School Excellence Framework domain of Teaching the on balance judgement of the school is that it is still Delivering as we believe that practices must be consistent for over three years to be deemed as Sustaining and Growing. 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 domain of Leading in the School Excellence Framework, the on balance judgement of the school is that it has moved one level forward to Delivering.

At Manilla Central School our Assessment and Reporting Procedures align with 'The Assessment Certification Examination' and The Assessment Resource Centre guidelines under current NESA requirements.

The Assessment Resource Centre provides enhanced support to schools in their implementation of requirements under the *Board of Studies, Teaching and Educational Standards Act 2013*, and the *Education Act 1990* (NSW) and BOSTES policies in relation to Years 7–12 assessment, certification and examination programs.

Our Assessment procedures are clearly outlined in assessment booklets distributed to each students in Stage 5 and Stage 6 at the commencement of the course. Staff members also receive copies and have access to the electronic version on the School's shared drive. These booklets are tailored to meet the specific requirements of each year group. All booklets include assessment schedule, BOSTES, Illness and misadventure, N–Determination procedures, Appeals and Assessment Calendar outlines. All of the booklets contain the school procedures for assessment.

There are many governance areas that the school appraises each year in order to comply with. An important one of those is Vocation Education (VET). The school conducts four annual Quality Assurance (QA) activities. The first QA is the Authority to Run where we provide the scope of the schools VET delivery. The second QA process allows VET coordinators to conduct a thorough internal quality audit for courses commencing and continuing in the calendar year. The QA3 process allow for an internal audit of school delivery sites by the RTO management using the NVR standards as the benchmark. QA4 is an ongoing process based on Industry Currency, which deals with profession learning of teachers and trainers.

The school conducts regular audits each term in order to comply with Work, Health and Safety guidelines.

The Manilla Central School Handbooks provide information for our parents, teachers and casual teachers about the procedures within the school that are typical to our school. These handbooks are updated annually in order to keep the currency of the information.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School Policy and Procedures</p> <p>Annual mandatory school policies and procedures are appraised, documented and implemented and uploaded onto the A–Z Policy Implementation portal..</p>	<p>Due to the appraisal process being executed during staff meetings and work being completed before and after school, no funding was required to complete the appraisals.</p>	<p>Evidence of the whole school implementation processes, policy making and consultation process have been uploaded onto the A–Z Policy Implementation portal on the NSW Education Department's Intranet.</p>
<p>Whole School Evaluation</p> <p>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>	<p>As above, due to the appraisal process being executed during staff meetings and work being completed before and after school, no funding was required to complete the appraisals.</p>	<p>* School Excellence Framework:</p> <p>Learning: Sustaining and Growing.</p> <p>Teaching: Delivering.</p> <p>Leading: Delivering.</p> <p>* NESA assessment guidelines met.</p> <p>* VET audit:</p> <p>QA1 – pass</p> <p>QA2 – pass</p> <p>QA3 – pass</p> <p>QA4 – pass</p> <p>* WH&amp;S guidelines met.</p>
<p>Roles and Responsibilities.</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 MCS Teacher's Handbook.</p> <p>The roles and responsibilities of the administrative staff are appraised annually and distributed in the form of the MCS Administration Staff Handbook.</p>	<p>No funding was used to complete the roles and responsibilities as the staff involved completed these through good will during meetings held during the holidays and out of school hours.</p>	<p>Primary – each member of the school staff has a role to play in the running of the school. Roles and Responsibilities were reviewed and presented to the staff.</p> <p>The teachers handbook and the casual teachers handbooks were developed and distributed. These will be updated annually.</p> <p>Secondary –</p> <p>The roles and responsibilities of Executive at Manilla Central School were reviewed in 2017. The existing Executive structure consisted of 4 Head Teachers with a 0.2 release allocation and a Deputy Principal at 0.5 release allocation. The Head Teachers primary responsibilities in the existing model were:</p> <p>Head Teacher Maths/Science– Head Teacher Stage 5</p> <p>Head Teacher English/HSIE– Head Teacher Stage 6</p> <p>Head Teacher LST/TAS– Head Teacher Stage 4</p> <p>Relieving Head Teacher Welfare</p> <p>A variety of models were proposed, including changing the existing roles to;</p> <p>Head Teacher Administration</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Roles and Responsibilities.</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 MCS Teacher's Handbook.</p> <p>The roles and responsibilities of the administrative staff are appraised annually and distributed in the form of the MCS Administration Staff Handbook.</p>		<p>Head Teacher Secondary Studies</p> <p>Head Teacher LST/VET</p> <p>Relieving Head Teacher Welfare</p> <p>Head Teacher Instructional Leader (0.4)</p> <p>The reasons for the suggested changes was to address the changing needs of the school and build sustainable capacity building. The proposal also included a school based position of Instructional Leader at 0.4 allocation. The purpose being to lead, consolidate and embed Visible Learning. They will also lead secondary staff development in the implementation of learning progressions 7–10.</p> <p>There is ongoing long term planning into 2018 and further adjustments to Roles and Responsibilities to be explored.</p>

## Next Steps

In the school evaluation period of 2015 – 2017, we targeted the Strategic Direction of 'Sustainable Governance' because school policy and procedures hadn't been attended to for a period of time and they needed to be up–dated and the evidence gathering processes needed to be formalised.

It has been decided to cease this particular strategic direction and replace it with direction based on Community Involvement. This decision was made due to a number of reasons.

1. Due to the introduction of the A–Z Policy Implementation portal, the school executive teams are required to meet the annual mandatory up–dates of policies. Therefore, the gathering of evidence has been dispersed between the executive team as part of their role.
2. Because our first two strategic directions are so heavily reliant of teacher professional learning and classroom implementation, the majority of our time energy was spent here and it was left to a small team of personnel to gather the evidence and write the policy. We believe by disseminating the responsibilities throughout the executive team will ensure that jobs are completed annually.
3. From our External Validation in 2016, it was highlighted that we support our students and community extremely well, however we needed some processes in order to create transparency for the school community.

Therefore our Strategic Direction Three in the 2018 – 2020 period will be 'Community Involvement'. This will include the planning and Implementation of the following areas:

\* Transparency through the school's website –

### Website

- Communication through the schools newsletter and calendar.
- Each subject's Scope and Sequences will be published for each class subject in each year for parents to see what content is being taught to their children in the secondary..
- The assessment schedule is to be published along with a hyperlink to each assessment task set by each teacher, plus the content scaffold and marking criteria in the secondary for parents to access when required.
- In the primary classes a section for each class will display work samples for the parents to view the great work that is being completed.
- We will continue with the Information Days and Evenings.
- We will continue with the community involvement in our celebrations which include: Born to Read, Grandparents Day, Teddy Bear's Picnic, Aspirations Day, Welcome BBQ at the pool, Student led conferences, NAIDOC celebrations, Parent vs Student Games, PBL celebrations, Gold Day, Film Night, Reward Assemblies, CAPERS, Eisteddfod, Formal Assemblies and Primary fortnight assemblies.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	The RAM funding for aboriginal background loading \$192 269.	<p>The total number of Aboriginal students at Manilla is one hundred and sixteen. Our annual funding includes the Aboriginal Education Officers wage.</p> <p>Our 2017 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"> <li>1. Readiness for school – we continued our school (kindergarten) transition program, called Manilla Prep. The prep program prepares our transition students for formal schooling.</li> <li>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 provide cultural performances and workshops for our students to participate in.</li> <li>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.</li> <li>4. Literacy and Numeracy – our Aboriginal tutors were trained in QuickSmart (a numeracy program). After the training the tutors 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. Our senior students are provided with two tutors to assist them in understanding the content of their course and also to help our senior students with help with their assessment tasks.</li> <li>5. Leadership, quality teaching and workforce development. 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.</li> <li>6. Pathways to real post school options.</li> </ol> <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. Travel subsidies were provided for students to get to work</p>



<b>Aboriginal background loading</b>	The RAM funding for aboriginal background loading \$192 269.	experience and to educational excursions based on HSC work and to attend HSC classes in Tamworth.
<b>Low level adjustment for disability</b>	The RAM funding for low level adjustments for disability was \$233 640	<p>This monetary amount includes the wages of 1.8 teachers and our School Learning Support Officers. The employment of Learning Support Officers increased the level of students' participation and engagement in learning and significantly improved students' learning outcomes. Due to the fact that we have students with significant problems who don't attract funding, the school went over budget in this area in order to provide support for these students.</p> <p>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 2017 Manilla Central School once again 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. 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>
<b>Quality Teaching, Successful Students (QTSS)</b>	In 2017 QTSS staffing resource in Manilla Central School was <b>0.26</b> FTE.	<p><i>Quality Teaching, Successful Students</i> (QTSS) was initiated in 2015 to ensure that all primary students benefit from high quality teaching and learning practices that best meet the full range of student needs. It provides time to:</p> <ul style="list-style-type: none"> <li>• mentor and coach other teachers</li> <li>• observe teachers in their classrooms and demonstrate effective teaching strategies</li> <li>• monitor student performance data across the school to ensure teachers are focussed on areas of need.</li> <li>• support principals to help schools become thriving learning communities.</li> </ul> <p>In 2017 QTSS staffing resource in Manilla Central School was <b>0.26</b> FTE. This resource was used to release teachers to work with our Instructional Leader in order to appraise class data, look at high yielding teaching strategies, plot students on the Literacy and Numeracy continuums and plan for new learning.</p>
<b>Socio-economic background</b>	The RAM funding for Socio-economic background was \$391 890. This included a 0.8 teacher component.	<p>Our Socio-economic background funds were used to employ our Instructional Leader full-time in the primary as the education department provided us with a 0.6 allocation, so we topped his up to a full time component.</p> <p>We funded the release of our Assistant Principals in the primary and staff for</p>

<p><b>Socio–economic background</b></p>	<p>The RAM funding for Socio–economic background was \$391 890. This included a 0.8 teacher component.</p>	<p>curriculum integrity in the secondary.</p> <p>We also purchased some new furniture for the classrooms.</p> <p>Teaching resources were purchased for both the primary and the secondary.</p> <p>We purchased lots of technology, which included laptops and charging stations, a polycom, and we have commenced replacing interactive whiteboards.</p> <p>Funds provided opportunities for our staff to be professionally developed.</p>
<p><b>Support for beginning teachers</b></p>	<p>The RAM funding for beginning teachers was \$11 127.</p>	<p>The funding provided to our beginning teacher was used to provide the teacher with professional learning, programming and planning days and mentoring.</p> <p>The funds meant that the teacher could attend quality professional learning in 2017. This included:</p> <ol style="list-style-type: none"> <li>1. Quality Teaching Rounds, University of Newcastle.</li> <li>2. Visible Learning in Literacy – Douglas Fisher</li> <li>3. Innovative Learning Design Secondary Conference</li> <li>4. Cracking the Hard Class – Dr Bill Rodgers</li> <li>5. Google Applications Training</li> <li>6. The Sydney Story Factory HSC creative writing workshop</li> <li>7. Signs of Life – Holocaust literacy in the classroom.</li> </ol> <p>The school employed a Teacher Mentor one day a fortnight. This helped the beginning teacher to complete accreditation at proficient level.</p> <p>They used planning days to work with the Head Teacher on programming and to be involved in forward planning in the faculty.</p> <p>Mentoring also came in the shape of the Head Teacher and Deputy Principal in order to participate in group marking, formulating programs and assessment tasks plus classroom management.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	168	167	158	149
Girls	164	167	169	152

Our Kindergarten enrolments are very healthy and should sustain a healthy population in the primary department. We have two small classes about to enter the secondary department. Year 6 will enter the secondary next year as Year 7, while our Year 5 will enter Year 7 in 2019. These small classes will effect the secondary population considerably over the next six years. The majority of our Year 6 students are choosing to remain at Manilla Central School in order to complete their schooling.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.1	94.2	95.8	93.1
1	91.7	93.9	91.6	95.2
2	91.8	92.9	90.3	89.1
3	91.8	90	90.3	90.2
4	93.6	93.3	91.6	91.9
5	94.9	93.4	91.8	93.1
6	90.6	93.6	91.3	89
7	91	89.2	90.5	87.8
8	88.5	88.8	86.1	85.5
9	90.7	82.6	84.3	89.1
10	88.2	85.1	78.4	83.4
11	82.5	86.3	79	70.7
12	88.9	88.8	82.4	80
All Years	90.5	89.7	87.5	87
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

### Management of non-attendance

In NSW, it is a legal requirement that children attend everyday unless sick or on a planned holiday. This means all children between the ages of six and seventeen 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 nonattendance 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	3	10	10
Employment	0	23	57
TAFE entry	10	0	0
University Entry	0	0	24
Other	3	16	14
Unknown	0	0	0

### Post-school destinations

A number of students received early entry to university, while others attained their place at university via their ATAR. The universities that they enrolled include the University of New England and University of Canberra. Out of the ten students who attained placement at university, four have deferred enrolment until 2019.

A number of students who had deferred in 2017, have taken up university in 2018.

### Year 12 students undertaking vocational or trade training

Manilla Central School has a strong history in the fields of vocational or trade training.

In 2017, the majority of students once again studied one or more subjects in the areas of vocational and/or trade training. Most completed their Higher School Certificate.

Vocational education subjects are growing in popularity and are seen as an essential component of most students' subject selection.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	4
Classroom Teacher(s)	16.47
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	8.69
Other Positions	0.4

\*Full Time Equivalent

The Australian Education Regulation requires schools to report on the Aboriginal composition of their workforce. Manilla Central School has six staff members who identify as Aboriginal.

Our staff delight in the opportunity to work in such a welcoming, supportive and friendly community. We recognise that it is vital for our staff to cultivate positive relationships with the children and young people in our care; as well as with their families, so that our students can thrive. This is something that we do quite well at Manilla Central School.

In 2017, we had some changes to our staff. We welcomed to our team:

In the Primary:

\* Sarah Dixon as our Deputy Principal Instructional Leader. This is a three year appointment.

\* Jenine Milgate as Assistant Principal.

\* Emelia Ballard join us to relieve as Assistant Principal while Sarah is undertaking the Instructional Leader role.

\* Helen Alston joined us as our Interventionist K-2

\* Cassie Forrest replaced Cindy Fielding while Cindy is on an exchange of duty.

In the Secondary:

\* Danielle Jones commenced her position as our Hospitality teacher

\* Lara Neilson replaced Melissa Connors whilst she is on maternity leave.

\* Rowena Singleton joined us as our Music teacher.

\* Brittany Singleton joined us as our Mathematics teacher.

\* Rebecca Wrightson joined us as our PD/H/PE teacher.

Manilla Central School has been fortunate for many years, to have an outstanding teacher on our staff. Donna Philp has been an amazing teacher who has taught two generations of students at Manilla. She has achieved so many amazing results with her classes and has been regarded for many years by us and our regional education personnel as the one of the best educators that they have seen. We wish Donna the very best in her retirement.

### 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 2017 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 resilient self-sufficient successful learners. Four secondary staff went to the Visible Learning for Literacy course in Term Three. The content of the course taught us about low yielding teaching strategies and school practices that have a negative impact on student learning. As a group we problem solved how to negate these practices at school and implement more productive practices. These included the induction process for new students at our school, teachers lessening time away from their class,

ability grouping and the retention of students to name a few. We also looked at high yielding strategies that produced positive learning, such as the importance of academic vocabulary and surface learning in order to go deeper in learning and different ways to facilitate deep learning.

Staff returned to school and led staff in this new learning through our TLCs. More staff will be trained in Visible Learning for Literacy in 2018.

We also sent three more staff to a two day John Hattie symposium in order to explore the principles of visible learning in the task, in the process and as reflection plus how evidence-based teaching strategies can be effectively used to improve student learning and outcomes. They analysed effect size data and focused on methods of effective feedback, how they impact on learning and how they can be used.

The learning process was described as acquiring and consolidating surface knowledge, moving to deep knowledge and understanding, then to transfer of learning to new tasks, contexts and situations. They investigated strategies that could be used to move learners through this process, as well as measure where students are in their learning. In addition, they looked at lesson planning based on the learning model, where teachers identified strategies that could be used to check prior learning and move students through surface acquiring and consolidating, to deep acquiring and consolidating and then to the transfer phase of learning, for their chosen context.

These high-yielding strategies were reintroduced back into our school where our teachers also discussed strategies to measure the impact of their teaching on student learning for their chosen context.

Our teachers continued to run their Teacher Learning Communities. The work that the teachers are investigating and trialling form a comprehensive framework for effective classroom instruction and includes many innovative and sensible instructional strategies, which are based on sound evidenced based research.

We have found that the best way for staff to buy into a learning culture is through our TLCs. TLCs promotes collaborative teaching-learning practice among staff. It provides the opportunity to share and development best practice based on current educational theory that we aim to target. TLCs are run by staff and are very well attended. All staff contributes to the learning content of the TLCs and are encouraged to reflect on their own teaching practice. Staff genuinely enjoy the professional dialogue that is generated during these meetings. TLCs 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 workshopped. 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 Science and English
- \* Teacher Accreditation panel training
- \* Future Schools Conference
- \* SchoolEdge timetabling
- \* Edval timetabling
- \* Clickview Secondary resource for our staff and students
- \* Careers and VET meetings
- \* Quality teaching rounds
- \* Early Action for Success workshops and courses
- \* Building Numeracy Leadership program
- \* Ian Lillico.. Boys in Education.
- \* Sue Larkey –Autism
- \* National Futures Conference
- \* Minds Wide Open: Creative and Critical Thinking across the Curriculum
- \* Exploring Problem Solving and Working Mathematically K–6
- \* Positive Behaviour Learning
- \* Revised Best Start Kindergarten Assessment
- \* Health Care Procedures
- \* mEsh new Stage6 syllabus and assessment course
- \* Mandatory training i.e. Child Protection, Code of Conduct, Anaphylaxis, Cardio Pulmonary Resuscitation
- \* L3 OPL meetings and courses
- \* Corruption Prevention e–Learning
- \* HSC Reforms Information
- \* Wellbeing Matters for year advisors re: adolescent welfare
- \* Stage 6 mEsh – HSC Curriculum Leadership Conference (Project Leader Training – mEshPL)
- \* mEsh roadshow: Stage 6 science courses (mEsh PL)
- \* Stage 6 Science Syllabus Conference (mEshPL)
- \* Rural and Remote Education Conference (mEsh PL)

- \* Growing Regional and Agricultural Students in Science (mEsh PL – facilitator)
- \* Science and Maths Conference 2017 – Changing Lives Through Inspired Learning (mEsh PL)
- \* Reading Recovery
- \* Learning Support Team
- \* Art Express Visual Arts Teachers Day
- \* Money Smart
- \* LMBR
- \* Science and Mathematics Conference
- \* mEsh workshops for Science and Mathematics Standards
- \* SchoolEdge
- \* LMBR for executive
- \* Beginning Teachers planning days



## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

A full copy of the school's 2017 financial statement is tabled at the annual general meetings of the Parent and Citizen's Committee. Further details concerning the statement can be obtained by contacting the school.

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

The voluntary school contribution for families was \$40.00 for the first child, \$40.00 for the second child and capped at \$100 in total for three or more children. The total income of voluntary contributions was \$5 429.00 i.e. Primary \$2 080 and Secondary \$3 349, however the school would have welcomed the \$12 480 it could have made through the voluntary contributions to assist in paying for student printing, internet, stationary, ambulance levy, technology and student assistance.

We love spoiling our students, but it comes at a cost. The voluntary contributions help us out a great deal.

Receipts	\$
<b>Balance brought forward</b>	<b>83,824</b>
Global funds	349,497
Tied funds	965,339
School & community sources	89,151
Interest	3,678
Trust receipts	26,596
Canteen	0
<b>Total Receipts</b>	<b>1,434,261</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	38,103
Excursions	52,727
Extracurricular dissections	21,421
Library	4,889
Training & Development	4,519
Tied Funds Payments	742,568
Short Term Relief	33,453
Administration & Office	76,799
Canteen Payments	0
Utilities	85,557
Maintenance	60,969
Trust Payments	23,929
Capital Programs	37,894
<b>Total Payments</b>	<b>1,182,829</b>
<b>Balance carried forward</b>	<b>335,257</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	377,354
Appropriation	344,041
Sale of Goods and Services	1,914
Grants and Contributions	31,400
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-251,591
Recurrent Expenses	-251,591
Employee Related	-173,343
Operating Expenses	-78,247
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	125,763
<b>Balance Carried Forward</b>	125,763

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of a parent and citizen meeting. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,635,544
Base Per Capita	49,974
Base Location	65,983
Other Base	3,519,586
<b>Equity Total</b>	818,922
Equity Aboriginal	192,269
Equity Socio economic	391,890
Equity Language	1,123
Equity Disability	233,640
<b>Targeted Total</b>	196,660
<b>Other Total</b>	290,247
<b>Grand Total</b>	4,941,373

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

### Value Added Data of student growth from 2015 – 2017.

The Value Added reports show the growth of our student scores between each pair of assessment years, e.g. K–3; Yrs 3–5; Yrs 5–7; Yrs 7–9 and Yrs 9–12, after adjustment for the demographic characteristics of the students. The data over time shows schools as either Working Towards Delivering; Delivering; Sustaining and Growing then Excelling.

This data is very useful to gain an overview of changes in performance as it highlights any changes and differences in results over time and across our school.

### Best Start to NAPLAN3 Value Added Across Years (K–3)

\* Displays the growth of student scores in our school between kindergarten and Year 3.

Value added data shows Manilla Central School as **Sustaining and Growing**.

### NAPLAN Value Added Across Years (3–5)

\* Displays the growth of student scores in our school between Years 3 and 5.

Value added data shows Manilla Central School as **Sustaining and Growing**.

### NAPLAN Value Added Across Years (5–7)

\* Displays the growth of student scores in our school between Years 5 and 7.

Value added data shows Manilla Central School as **Delivering**.

### NAPLAN Value Added Across Years (7–9)

\* Displays the growth of student scores in our school between Years 7 and 9.

Value added data shows Manilla Central School as **Sustaining and Growing**.

## NAPLAN 9 to HSC Value Added Across Years (9–12)

\* Displays the growth of student scores in our school between Years 9 and 12.

Note: Year 9 data is based on NAPLAN and Year 12 data is based on HSC scores.

Value added data shows Manilla Central School as **Delivering**.

### Year 3 NAPLAN

Our trend data of student results over the past four years shows a large growth in student performance in Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. Our students performed well above the Statistically Similar School Group of Schools, plus 91% of our students performed above the National Minimum Standard in Reading, 95% in Writing, 90% in Spelling, 81% in Grammar and Punctuation and 95% in Numeracy.

### Year 5 NAPLAN

Our trend data of student results over the past four years shows a large growth in student performance in Reading, Spelling and Numeracy plus sound growth in Writing, Grammar and Punctuation. Our students performed well above the Statistically Similar School Group of Schools, plus 94% of our students performed above the National Minimum Standard in Reading, 92% in Writing, 93% in Spelling, 92% in Grammar and Punctuation and 95% in Numeracy.

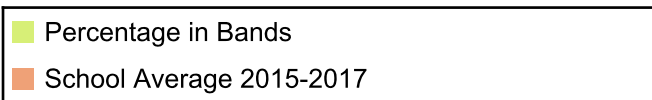
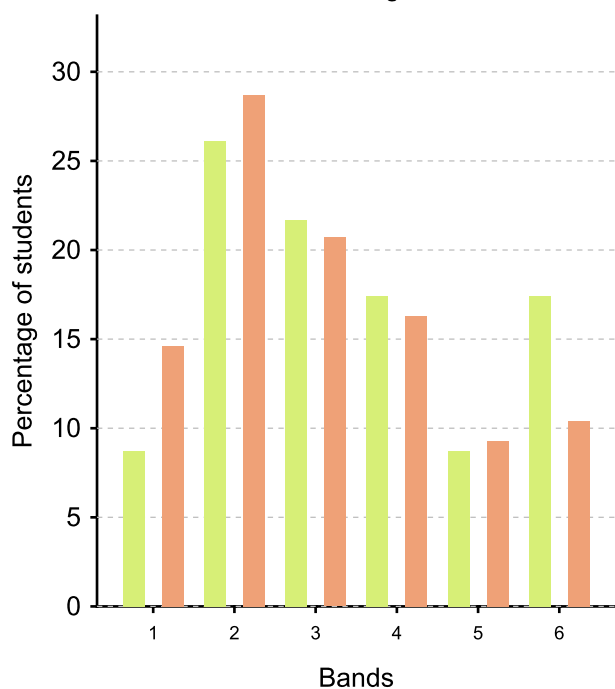
### Year 7 NAPLAN

Our trend data of student results over the past four years shows growth in student performance in Reading, Grammar and Punctuation, while there was minimal growth in Writing, Spelling and Numeracy. Our students performed above the Statistically Similar School Group of Schools in Reading, Writing, Grammar and Punctuation, Numeracy but below in Spelling. 82% of our students performed above the National Minimum Standard in Reading, 64% in Writing, 72% in Spelling, 68% in Grammar and Punctuation and 91% in Numeracy.

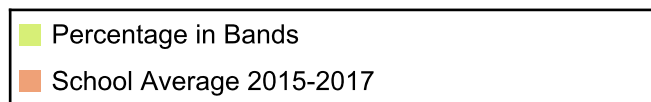
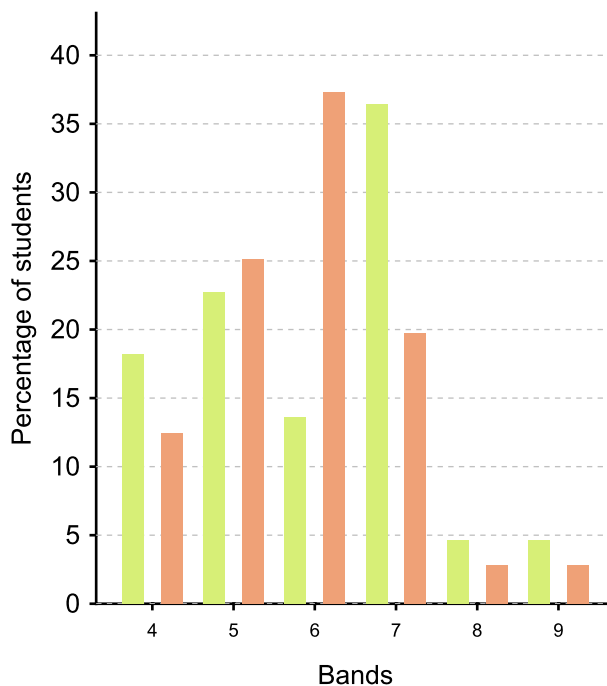
### Year 9 NAPLAN

Our trend data of student results over the past four years shows a slight decline in student performance in Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. Our students performed above the Statistically Similar School Group of Schools in Reading, Writing and Numeracy but below in Spelling, Grammar and Punctuation. 92% of our students performed above the National Minimum Standard in Reading, 54% in Writing, 79% in Spelling, 79% in Grammar and Punctuation and 96% in Numeracy.

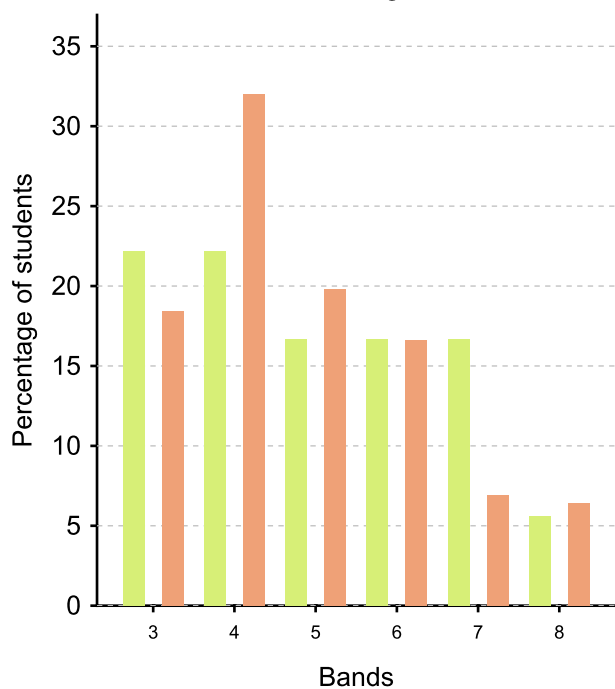
**Percentage in bands:**  
Year 3 Reading



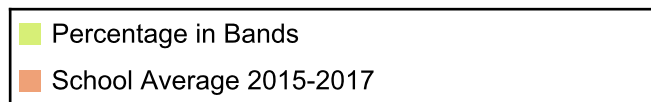
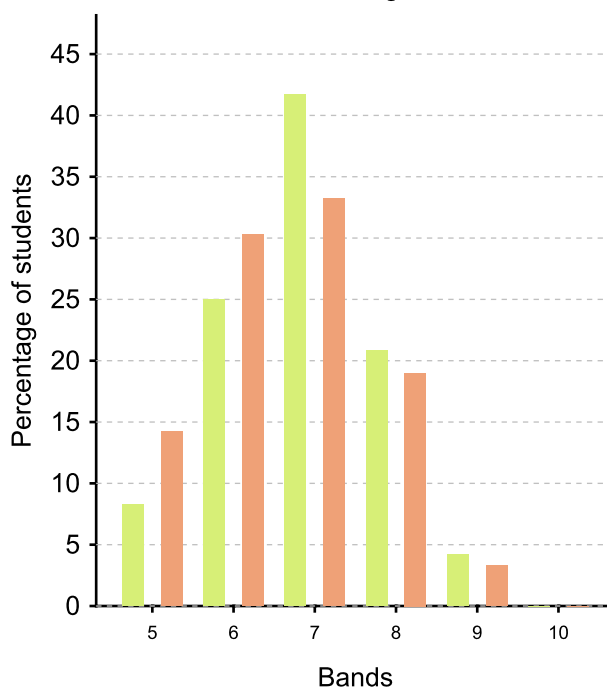
**Percentage in bands:**  
Year 7 Reading



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 9 Reading



Year 3 NAPLAN

Our trend data of student results over the past four years shows a large growth in student performance in Numeracy. Our students performed well above the Statistically Similar School Group of Schools, plus 95% of our students performed above the National Minimum Standard in Numeracy.

Year 5 NAPLAN

Our trend data of student results over the past four years shows excellent growth in student performance in Numeracy. Our students performed well above the Statistically Similar School Group of Schools, plus 95% of our students performed above the National Minimum Standard in Numeracy.

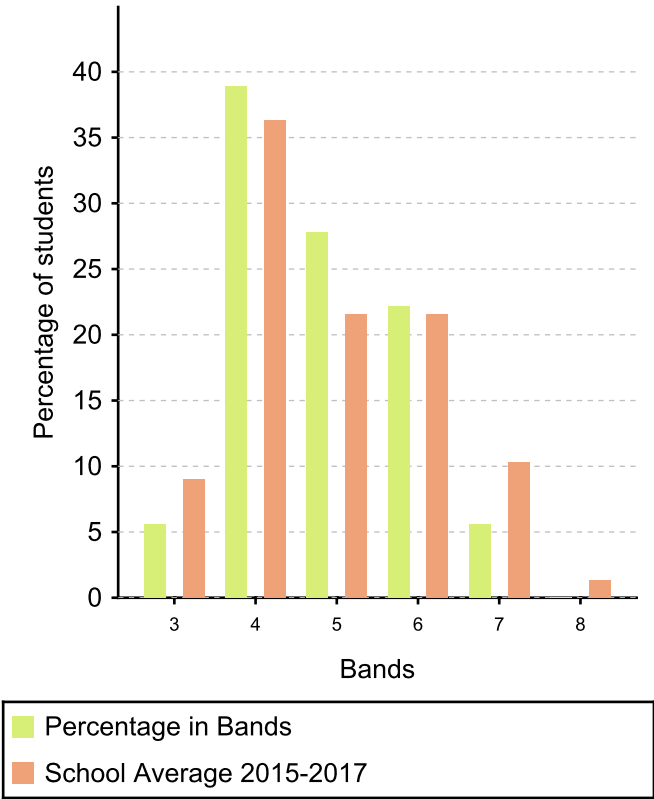
Year 7 NAPLAN

Our trend data of student results over the past four years shows minimal growth in student performance in Numeracy. Our students performed the same as the Statistically Similar School Group of Schools, plus 91% of our students performed above the National Minimum Standard in Numeracy.

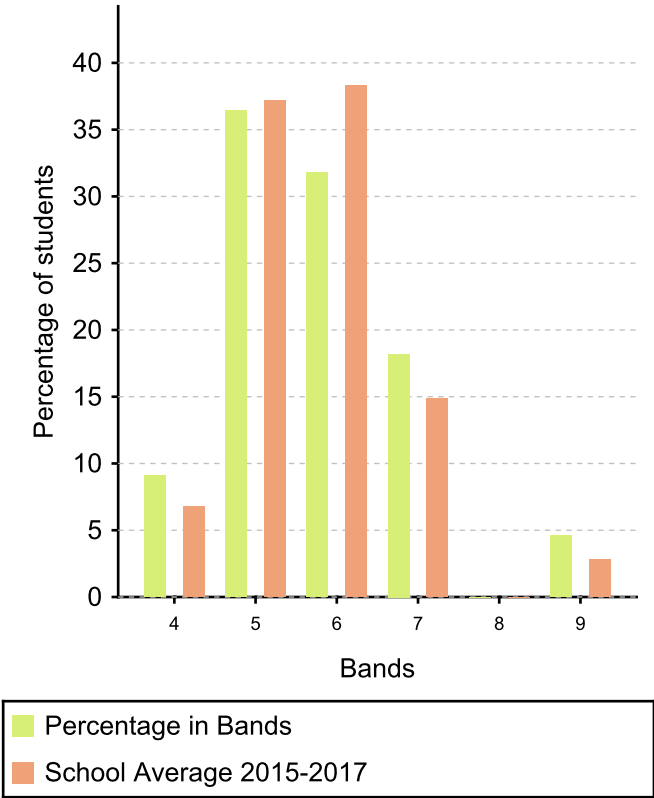
Year 9 NAPLAN

Our trend data of student results over the past four years shows a slight decline in student performance in Numeracy, however our students performed above the Statistically Similar School Group of Schools. 96% of our students performed above the National Minimum Standard in Numeracy.

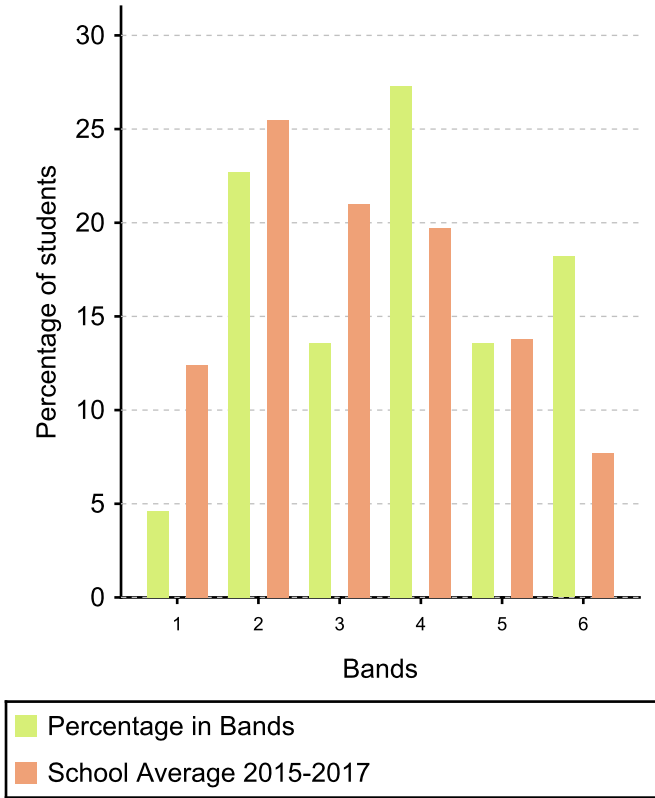
Percentage in bands:  
Year 5 Numeracy



Percentage in bands:  
Year 7 Numeracy

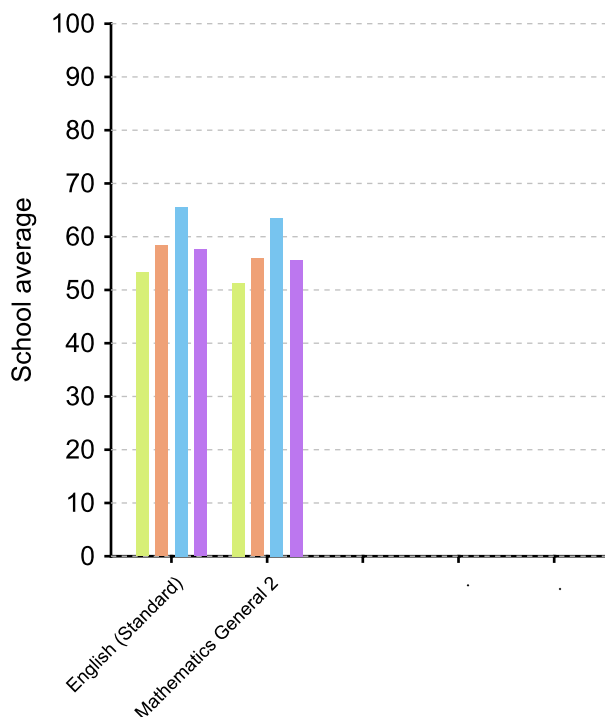
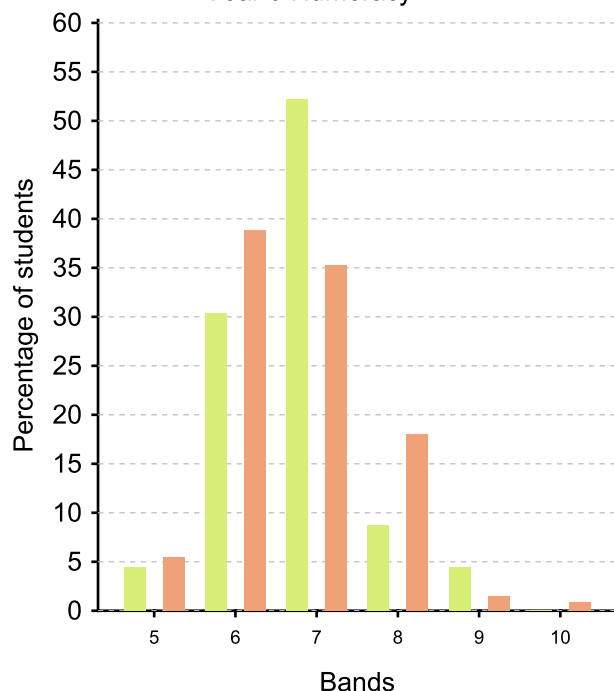


Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

School 2017 SSSG Average 2017  
State Average 2017  
School Average 2013-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

### Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Due to the low number of students in each class cohort, data is only provided for English Standard and Mathematics Standard. Most HSC classes consist of least than 10 students so external comparison data is not available.

## 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.

Our NAIDOC Celebrations were a delight as we celebrated the rich culture of our Aboriginal nation. Our students K–12, learned about the traditions of a smoking ceremony through the knowledge of Len Waters and entertained through didgeridoo playing of Mark Atkins and songs from Buddy Knox in the secondary and the primary.

During our K–12 assembly, fifty two students were rewarded for their commitment towards learning plus we were treated to a Welcome to Country by Len Waters, a keynote speech by Stella Lamb from the NSW Department of Education, an awesome song sung by the Primary choir plus two beautiful songs performed by Moesha Clark and Buddy Knox. We also were entertain through a performance of storytelling by Len Waters, musical items from Buddy Knox and Mark Atkins as well as a traditional dance performance by the Gomeroi Dance Company.

In the primary the students learnt a lot about the



aboriginal culture as rotated through different workshops which included: Art work, Traditional Stories, Boomerang Throwing, Didgeridoo playing and an array of songs and Aboriginal Languages.

Other highlights in 2017, was when Shona Hughes won the poetry section in the Myall Creek Memorial Art and Poetry Competition and Ms Eagles taking the staff through the Education Department's Aboriginal Policy.

### **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 Nepal. Once again, this project gives our students the opportunity to study the country and its culture. The Manilla CWA ladies judged the projects about Nepal and many of our students won a prize with very informative and well-presented projects in Stage Two and Three, while our Kindergarten and Stage One students won prizes for their beautiful artwork.

Harmony Day is a day of cultural respect for everyone who calls Australia home. The Primary celebrated our cultural diversity by dressing in orange and gathering together under the COLA for lunch and cake, whilst in the Secondary, fifty two Harmony Day certificates were handed out to our worthy students.

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 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.