

Manilla Central School

Annual Report



2018



7305

Introduction

The Annual Report for **2018** 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

School contact details

Manilla Central School

Wilga Ave

Manilla, 2346

www.manilla-c.schools.nsw.edu.au

manilla-c.school@det.nsw.edu.au

6785 1184

Message from the Principal

It is with great pleasure that I present the Manilla Central School 2018 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 2018, our school continued the practices of visible learning highlighting the areas of Teacher Clarity, data gathering / analysis and planning, building staff capacity through professional learning and evidence-based data driven practice, and fostering productive relationships with our local and wider community.

We continued with Early Action for Success, which we extended our learning into Building Numeracy Leader to Stage Two and Three. This meant many great things, which included providing a deeper understanding of teachers with mathematical concepts, recreating the schools Mathematical Scope and Sequence to better support the learning trajectory of our students and number talks which confirms our students learning through articulating mathematical processes. 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.

We led the Department of Education's Central Schools Learning Progression project. As a result of this project, we attained professional learning from the Teaching and Learning Directorate and the Centre for Education Statistics and Evaluation. They support us in the implementation of Learning Progressions from Kindergarten to Year 10. We in turn provided the rest of the state with exemplars of how to support teachers across the curriculum areas when implementing the progressions.

There has 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 continuous improvement in order to produce to create resilient self-sufficient 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.

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.

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.

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

In the domain of Learning, our school has focused on the areas of learning culture, curriculum, assessment, reporting and wellbeing. The school's on balanced judgement in this element is Sustaining and Growing.

The school has continued with its literacy tiered intervention and numeracy intervention in order to ensure that our students progress in their learning. We have continued to train our teachers in Teacher Clarity, which is a stem of visible learning. We do this in order for our students to be clear in what they are learning about and what they need to do to be successful in their learning.

In the area of wellbeing we continued to grow our commitment towards PBL through the commitment to rewarding our students, providing student assistance, in-serving our staff and reappraising our behaviour expectation matrix. Our commitment towards White Ribbon went to a grander level with the girls camp where strong women from our community worked educated our girls about inner strength and self worth.

Our curriculum programs are not only compliant with the NSW Education Standards Authority, they are differentiated to cater for all ranges of ability and are conducive to attaining high standards of work.

In the domain of student performance measures our value added data showed that we were sustaining and growing. We were unable to employ an instructional leader in the secondary. Through the use of learning progressions through Early Action for Success and the Central Schools project, our practices became more succinct and systematic.

In the domain of Teaching, our school focussed on the domains of effective classroom practice, data and skills use, professional standards and learning and development. The school's on balanced judgement in this element is Sustaining and Growing.

We continued to focus on explicit classroom practice and honing in on our skills in learning intentions, success criteria, the use of exemplars and timely feedback. It is our intention to have these observed as deliberate practice in every classroom by 2020.

Early Action for Success and Building Numeracy Leadership initiatives have effectively facilitated data collection and analysis through Kindergarten to Year 6 as have our assessment booklets that explicitly outline how subjects are assessed and when.

Our Teacher Learning Communities are a place where we encourage development through supportive professional dialogue. We plan together, trial strategies and encourage growth in each other. We invest a lot in the professional development of our teachers. Our beginning teachers have worked with teacher mentors who provide support, group planning and ongoing feedback.

Our school led a research project for the Department of Education based on Learning Progressions in Upper Primary and Secondary. Learning Progressions are a sequence of skills in English and Mathematics that students advance through from Kindergarten through to Year 10.

In the domain of Leading, our school focussed on the domains of educational leadership, school planning, implementation and reporting, school resources and management practices and processes. The school's on balanced judgement in this element is Delivering.

Our school leadership team plays an integral part in ensuring the school priorities, processes and practices are communicated to the staff, students and school community. We have rejuvenated our website to make it easier for parent to navigate through. The parent section where they can access their children's assessment tasks and scope and sequences has been well received. We encourage community input in our school planning.

The school funds initiatives that increase the learning of our staff and students. These initiatives have been carefully planned and documented in our 2018 – 2020 school plan. Our team collects and analyses data based on the school excellence framework. Our 2018 – 2020 school plan is based on continuous improvement, deliberate practice and the development of resilient self regulated students.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Teacher Clarity

Purpose

Teacher clarity, "serves as a catalyst for the other productive effect sizes to become possible". For students to progress confidently and become resilient self-regulated learners, it is essential that teacher and students have shared clarity about what is to be learnt. They need to be clear about the big picture of the learning, and the day-by-day learning steps towards it.

Overall summary of progress

In order for Teacher Clarity to become deliberate practice, we will target two strategies per year. In 2018, we implemented Learning Goals and Success Criteria as a means for our students to have clarity and direction about what they are learning and what they are to produce.

Teacher clarity "serves as a catalyst for the other effect sizes to become possible". For students to progress confidently and become resilient self-regulated learners, it is essential that teacher and students have shared clarity about what is to be learnt. They need to be clear about the big picture of the learning, and the day-by-day learning steps towards it.

As a means for our teachers to understand what the end product of teacher clarity looks like we sent a team of educators to spend two days in a symposium with John Hattie and then another group to spend a day with Douglas Fisher. These two educators are the world leaders in Visible Learning, so it was a privilege to have staff spend time learning from the experts.

These teachers returned to school and imparted their new found knowledge with the rest of teachers through our Teacher Learning Community (T.L.C.). We then deliberated over the effect size of the different strategies that would have the highest impact on student learning. These strategies were compounded under Teacher Clarity; Learning Goals, Success Criteria, Feedback, Academic Vocabulary and Consolidating Learning. We are also using high yielding teaching strategies in the form of non negotiables from the research gathered from 'turn-around schools' in the U.S.

We made the decision to concentrate on two strategies per year commencing with Learning Goals and Success Criteria. We workshopped what these looked like in practice, then trialled them in our classrooms, before meeting again for further workshops in the T.L.C.

We put the two strategies into practice whilst we steered the Central Schools Learning Progressions for the NSW Department of Education. Our supervisors monitored the Learning Goals and Success Criteria in action in the classrooms, plus each staff member had Teacher Clarity as a component of the Personal Development Plans.

Preparation time was given to staff through QTSS sessions and planning days, however school business, wellbeing of students and cancellation of meetings hindered some progress towards deliberate practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student growth K-3, 3 to 5; 5 to 7 and 7 to 9 in National Testing: Literacy and Numeracy is at or above state average.	\$20000 allotted from Teacher Professional Learning funds.	Expected growth: Y3 – 5. – Reading: 44% – Gram/Punct: 38% – Spelling: 42% – Writing: 58% – Numeracy: 46%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student growth K–3, 3 to 5; 5 to 7 and 7 to 9 in National Testing: Literacy and Numeracy is at or above state average.		<p>Y5 – 7.</p> <ul style="list-style-type: none"> – Reading: 42% – Gram/Punct: 32% – Spelling: 47% – Writing: 67% – Numeracy: 53% <p>Y7–9.</p> <ul style="list-style-type: none"> – Reading: 48% – Gram/Punct: 55% – Spelling: 20% – Writing: 55% – Numeracy: 60%
Students (other than those identified with a learning disability) meet or exceed grade standards in twice quarterly Literacy and Numeracy assessments as measured on the K – 10 Learning Progressions.	\$15000	MCS led the Leaning Progressions Project for the Department of Education. This involved weekend training, professional reading, meetings and classroom trials.
Our school achieves at the level of 'Sustaining and Growing', within all 'Learning' Elements as described in the School Excellence Framework.	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.	In 2018 we attained Sustaining and Growing in the Teaching and Learning domains of the School Excellence Framework.
Teacher ability to produce self-regulated learners is evidenced through Performance and Development Plans.	Funds have been allocated for the Instructional Leaders and supervisors to work with teachers and reflect on their practices. \$8200.	100% of teachers had Teacher Clarity implementation as a component in their PLP.
By 2020, the deliberate practice of high yielding strategies of our Non-Negotiables will be present in every classroom.	\$9000	Different strategies within our non negotiables are workshopped in our TLC's, then practised in the classrooms and problem-solved in planning meetings.

Next Steps

In 2019, we will use academic vocabulary and feedback.

If you have never heard of the word, you will never say or write the word, which will make reading and understanding the word quite difficult. Academic Vocabulary refers to words that are used in academic dialogue and text. These types of words are used to explain a concept; they are not necessarily common or frequently encountered in informal conversation. If students have never heard of the terminology before they will find it difficult to learn. So it is imperative that our teachers immerse our students in terminology.

The other strategy is the use of timely feedback. We will target feedback because it has the highest impact on student learning than any other teaching strategy (omitting teacher collective efficacy from teaching strategies). Feedback lets students know how they are going while telling them how they can improve. Our teachers will learn how to use feedback to improve student achievement and then in turn produce self regulated learners.

In 2020, we will focus on consolidating our non negotiables in the classroom

Strategic Direction 2

Data and Planning

Purpose

We gather explicit data in order to plan for successful learning.

Overall summary of progress

2018 commenced with the introduction of the new Best Start Kindergarten assessment. We scheduled time for our new arrivals to have a one on one session with their teacher and Instructional Leader and undertake some literacy and numeracy tasks. These tasks provided valuable quantitative data on each student so that their teacher had a solid platform in which to use to commence the kindergarten students' learning journey.

Our K–2 staff commenced the year with a comprehensive data gathering process in the form of learning progressions in literacy and numeracy. Every four to five weeks they plotted the progress of their students into PLAN2 software, then set themselves the task of progressing their students further along the progressions.

Our K–6 staff were led by our Instructional Leader in how to conduct this process and use the progressions to inform the skill level of each student and for the teachers to use the progressions as a clear scaffold of skills to teach and for the students to attain.

In Term 2 we introduced the learning progressions into Years 3 – 6. As there was little support for teachers to use the progressions from Year 3 – 10, we approached the Teaching and Learning Directorate and asked them to assist us in developing an implementation plan for Years 3 – 10, which they could use when introducing the progressions into the upper primary and secondary years in 2019. We enlisted the help of ten other central schools and for the rest of 2018, we trained our staff and trailed implementing the progressions from K–10.

The secondary have a tight assessment regime which is clearly documented in assessment booklets for staff, students and parents to follow. These are also timetabled on our website.

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.

ACE 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 NESA 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, NESA, Illness and misadventure, N–Determination procedures, Appeals and Assessment Calendar outlines. All of the booklets contain the school procedures for assessment.

We continued to gather data and resources to meet the standards of the School Excellence Framework. The data gathered informs whole school planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers meet or exceed level of proficiency as described in the Australian Teaching Standards.	Beginning Teachers: \$38461 Planning Days: \$9000	100% of teachers are at the level of Proficiency.
Our school achieves the level of 'Sustaining and Growing' in all elements described within the School Excellence Framework.	Nil	Manilla Central School has attained the following levels when assessed against the School Excellence Framework. Learning: Sustaining and Growing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Our school achieves the level of 'Sustaining and Growing' in all elements described within the School Excellence Framework.		Teaching: Sustaining and Growing. Leading: Delivering
Highly effective teaching strategies monitored through Walk throughs and Learning Walks.	Relief: \$4000	100% of staff were observed implementing Learning Goals and Success Criteria whilst teaching.
Students (other than those identified with a learning disability) achieve Stage Standards.		
The yearly average of students on task behaviour in lessons is 90 – 100%.	Nil	Not implemented in 2018.
Classroom behaviour referrals decrease by 10% in 2018, a further 10% in 2019 and a further 10% in 2020.	\$5000	In 2018, negative referrals decreased by 11% in the Primary, but increased in the secondary.

Next Steps

In 2019, we will use exemplars and formative assessment. Exemplars illustrate the standard of work the students are working towards. The use of Exemplars to enable our students to have clarity of what standard of work is expected of them. Students moderate exemplars (work samples) in order to understand the marking criteria used by teachers. This will help our students to develop an eye for quality and become self-regulated learners.

Formative assessment is assessing student learning 'on the run'. It is a major component of consolidating learning. Formative assessment provides crucial information about what students understand and what they don't. ... Formative assessment is "assessment as learning". The data gathered about students is timely and the feedback to each student is used to improve the learning. Our teachers will be equipped with an array of assessment techniques.

In 2020 we will take a further step towards self-efficacy through expanding on the philosophy of student voice via Peer Assessment Strategies such as Gallery Walks, Two stars and a Wish, Peer edit, peer assessments and feedback. Plus Self Assessment Strategies such as capacity matrix, self assessment against criteria, smiley faces, thumbs up, traffic light cups, plates and pegs.

As part of our Strategic Direction in 'Data and Planning'. We are formalising common assessment tasks from K – 10 in order to have consistency in judgment and collective efficacy when designing learning tasks and differentiating instruction.

We will also improve our report comments by listing the skills sequenced in the progressions which will be translated into 'the student can' type comments and concentrate on learning. Student voice features in the primary academic reports, so we will add a section in the secondary reports as well.

Strategic Direction 3

Community Engagement

Purpose

To have systems and practices in place in order to have transparent processes with our school community.

Overall summary of progress

Links with our school community continue to strengthen. The use of social media has enabled us to promote the great things that our students do and are involved in on a daily basis. Platforms such as Facebook, the MCS App and website are great ways to showcase our students and staff. Some teachers use See-Saw as an online platform to keep their parents informed of the great things that happen in the classroom.

The website provides loads of information for our community including subject scope and sequences and scheduled assessment tasks for each subject in each year.

Our students volunteer their time in the community at Manellae Lodge, Manilla Hospital and in various other businesses. We have great community mentors and volunteers that work in our school every week.

We provide different avenues of communication with our community, which includes a weekly newsletter, the school electronic sign, the school App, the MCS Facebook page, formal assemblies, community events and P&C meetings.

We continue to run our Kindergarten transition class (Manilla Prep) as a service to our community. Through the prep program our pre-schoolers become accustomed to school and classroom routine, reduces any anxiety our pre-schoolers have about 'big school' and enables the teacher to commence work on literacy and numeracy concepts that prepares the students to be able to access the Early Stage One curriculum.

As a means to increase our parent involvement in our Meet the Teacher evenings we held the BBQ at the local pool. After a month of scorching hot weather, we experienced inclement weather on the day and night of the BBQ, so not many families attended.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase membership of membership on the parent and citizens committee from six members in 2018 to nine members 2019.	Nil	The numbers of the P&C were very healthy at the beginning of the year and it looked like we would have a membership over fifteen. Nine members paid their membership fees.
Parents' positive responses continue to remain in the 90 percentile for each question in the Quality of School Life survey.	Nil	MCS registered to do the Tell them From Me surveys but lost access to the surveys when the survey window was open for the parents.
Parent attendance ratio representing school families increases from 30% to 50%.	\$3000	The level of involvement differed with each type of activity. On average 40% of families were represented at various school and community events.
Hits on our website increase from hits per week.		

Next Steps

In 2019 we will rebuild the website to make it easier for our parents to navigate through. Each term the students scope and sequence will be uploaded as well as each assessment task in every subject in Stages 4, 5 and 6. A hyperlink will be provided so that students and parents can download the assessment task and marking criteria. An alert will be sent

through the MCS App to alert parents that an assessment is due two weeks before then one week before the assessment is due.

We will continue to involve our community with our community based activities such as: Born to Read, Discos, Grandparents Day, Book Week, Teddy Bear's Picnic, Welcome BBQs , NAIDOC celebrations, PBL celebrations, ANZAC ceremony, Gold Day, Reward Assemblies, Formal Assemblies, Primary fortnight assemblies, P&C and SRC.

We will increase our activities to involve; Parent vs Student Games, Student led conferences, Film Nights and Aspirations Day.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	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. Our 2018 targets continued to centre around the six priority areas of the 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, called Manilla Prep. The prep program prepares our transition students for formal schooling. It is one of the best assets in our school. 2. Engagement and Connections –Visible Learning, highly effective teaching strategies and success engages the learner. We continued to implement and train our staff. 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. Our staff revisited the Aboriginal Education Policy. 3. Attendance – all students at MCS are checked twice a term to ensure that their attendance rate is over 85%. Letters and text messages 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 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. 5. Leadership, quality teaching and workforce development. We continue to train our teachers in Visible Learning. Our senior students have regular interviews in preparation for university. Plus we continue to provide our students with school to work opportunities. 6. Pathways to real post school options. Our teachers hold after hours study sessions as well as holidays. We provide the use of our library outside of school hours plus purchased laptops and Wi-Fi for our senior students to use at home when required. 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.

<p>Low level adjustment for disability</p>	<p>The RAM funding for low level adjustments for disability was \$233 640</p>	<p>This monetary amount includes the wages of 1.6 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 substantially over budget in this area in order to provide support for these students. In 2018 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>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>In 2018 QTSS staffing resource in Manilla Central School was 0.26 FTE.</p>	<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: * mentor and coach other teachers * observe teachers in their classrooms and demonstrate effective teaching strategies * monitor student performance data across the school to ensure teachers are focussed on areas of need. * support principals to help schools become thriving learning communities. In 2018 QTSS staffing resource in Manilla Central School was 0.26 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 progressions and plan for new learning.</p>
<p>Socio-economic background</p>	<p>The RAM funding for Socio-economic background was \$391 890. This included a 0.8 teacher component.</p>	<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. We funded the release of our Assistant Principals. We provided our staff with a lot of professional learning opportunities. We also purchased new furnishings for the classrooms and offices. All teaching resources were purchased for both the primary and the secondary. We purchased lots of technology, which included laptops and charging stations, another</p>

Socio-economic background	The RAM funding for Socio-economic background was \$391 890. This included a 0.8 teacher component.	<p>polycom and we continued to replace the failing interactive whiteboards.</p> <p>We saw a quite substantial rise in student assistance due to the drought. We paid for the bus travel for our athletics carnival, plus we heavily subsidised excursions and sporting trips.</p> <p>Casual staff was bought to enable us to release staff for planning days. and to spend time with teacher mentors.</p>
Support for beginning teachers	The RAM funding for Beginning Teachers loading \$38 461.	<p>The funding provided to our beginning teacher was used to provide the teacher with professional learning, programming and planning days and mentoring. The funds meant that the teacher could attend quality professional learning in 2018. This included:</p> <ol style="list-style-type: none"> 1. Visible Learning with John Hattie in Brisbane. 2. Visible Learning in Literacy – Douglas Fisher 3. Subject based professional learning 4. Cracking the Hard Class – Dr Bill Rodgers 5. HSC subject based training. <p>The school employed a Teacher Mentor one day a fortnight. This helped the beginning teacher to complete accreditation at proficient level. Mentoring also came in the shape of the Deputy Principal in order to participate in group marking, planning days, writing programs, assessment tasks plus classroom management.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	167	158	149	139
Girls	167	169	152	130

Kindergarten enrolments are very healthy and should sustain a healthy population in the primary department. Due to two small classes entering the secondary department in 2018 and 2019 and two larger cohorts graduating from Manilla Central School, our secondary population has dropped. This will effect the secondary population considerably over the next five 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	2015	2016	2017	2018
K	94.2	95.8	93.1	92.6
1	93.9	91.6	95.2	92.3
2	92.9	90.3	89.1	93
3	90	90.3	90.2	89.1
4	93.3	91.6	91.9	88.7
5	93.4	91.8	93.1	89.8
6	93.6	91.3	89	88.9
7	89.2	90.5	87.8	89
8	88.8	86.1	85.5	81.2
9	82.6	84.3	89.1	79.9
10	85.1	78.4	83.4	83.6
11	86.3	79	70.7	77
12	88.8	82.4	80	85.7
All Years	89.7	87.5	87	86.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

Management of non-attendance

In NSW, it is a legal requirement that children attend everyday unless sick or on an approved planned holiday. This means all children between 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. Period by period attendance is also recorded daily in the secondary. 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 by letter 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 concerns. This includes letters being sent home to the parents of the students identified, phone calls are made to parents / carers plus interviews with parent / carers are conducted when required.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	10	0
Employment	57	20	67
TAFE entry	0	40	13
University Entry	0	0	13
Other	0	30	7
Unknown	43	0	0

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 Newcastle, Southern Cross University, and the University of New England. Out of the ten students who attained placement at university, four have deferred enrolment until 2020.

Year 12 vocational or trade training

Manilla Central School has a strong history in the fields of vocational or trade training. In 2018, 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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	4
Classroom Teacher(s)	17.21
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	8.49
Other Positions	0.6

*Full Time Equivalent

Linda Spillett received a '40 Years Service Award' from the NSW Department of Education this year and after a sterling 40 years she has 'hung up her boots' and has headed into the land of retirement. Linda has been the backbone of our administration department for many, many, many years and she has left; a legacy of support for her colleagues, a commitment and dedication to our school plus a huge corporate knowledge with which she has shared with all of the School Administration Managers across the New England region that few will rival. Most of all Mrs Spillett has been a great friend to all of us. Mrs Spillett will be missed by our school and from the NSW Department of Education. Best wishes Mrs Spillett. You are certainly a precious gem and such an important person in our school community.

The above information doesn't include our Instructional Leader's position in the primary. We will duplicate this position in the secondary in 2019.

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 learning this year. This has been beneficial as we continue to unpack the NSW Curriculums in the subjects of English, Mathematics, PDHPE, History, Geography and Science.

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 2018 we continued to train staff in Visible Learning. Teacher Clarity which is embedded in Visible Learning has become 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. Three more secondary staff went to the Visible Learning for Literacy Douglas Fisher course in Term Three. The content of the course taught them about low yielding teaching strategies and school practices that have a negative impact on student learning. The teachers returned to school and presented their findings to our K-12 Teacher Learning Community (T.L.C.)

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. More staff will be trained in Visible Learning for Literacy in 2019.

We also sent nine more staff to a two day John Hattie symposium in order to explore the principles of Teacher Clarity in visible learning and the impact this has on improving student learning and outcomes. They analysed effect size data and focused on methods such as collective efficacy, effective feedback and teacher clarity and how these impact on student learning and how they can be used.

These high-yielding strategies were reintroduced back into our school through our T.L.C. We have found that the best way for staff to buy into a learning culture is through our T.L.C.s. T.L.C.s promote collective efficacy among staff. It provides teachers the opportunity to share and development best practice based on current educational theory that we aim to target. T.L.C.s are run by staff every three weeks and are very well attended. All staff contribute to the learning content of the T.L.C.s and are encouraged to reflect on their own teaching practice. Staff genuinely enjoy the professional dialogue that is generated during these meetings. T.L.C.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 T.L.C., e.g. Learning Goals and Success Criteria may have been the topic workshopped. Teachers then have the next two weeks to practice these strategies in their classroom and then returned to the next T.L.C. and talked about their

successes and / or questions about implementation for the group to provide solutions.

All teachers and Learning Support staff attended the Bill Rogers professional learning day based on classroom management.

The administrative staff and the principal received training in the new administrative software that the NSW Department of Education released. This training included the new finance, student wellbeing, timetabling, reporting and human resource packages

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
- * Exploring Problem Solving and Working Mathematically K-6
- * Positive Behaviour Learning
- * Rock and Water
- * Revised Best Start Kindergarten Assessment
- * Health Care Procedures
- * New Stage 6 syllabus and assessment courses
- * 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
- * mEsh roadshow: Stage 6 science courses

- * Futures education conference.
- * National Agricultural conference
- * Learning Support Team
- * Art Express Visual Arts Teachers Day
- * LMBR
- * Workshops for Science and Mathematics Standards
- * LMBR for executive
- * Beginning Teachers planning days

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	125,763
Revenue	5,538,800
Appropriation	5,376,362
Sale of Goods and Services	16,596
Grants and Contributions	136,115
Gain and Loss	0
Other Revenue	8,110
Investment Income	1,616
Expenses	-4,921,078
Recurrent Expenses	-4,921,078
Employee Related	-4,426,356
Operating Expenses	-494,722
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	617,723
Balance Carried Forward	743,486

This was our first year using the departments' new financial system. Our School Administration Manager and principal spent the first semester of the year training how to use and work within the Enterprise Financial Planning Tool (eFPT). They then had the second semester trialing using the budget within the tool.

Another component of the training was in using the Human Resource Tool as it determined how we allocated the teaching, learning and administrative staff within the school year. The school was provided with 28.727 full time equivalent teaching load plus an 8.488 administrative staff. This was translated into the Human Resource Tool in order to match with the financial component allocated to the school.

During trial, we were not able to see how much money was in our account, so caution was used in the expenditure of school funds. Money was allocated to employ casual teaching staff so that our teachers could undergo professional learning, participate in planning days and be employed to cover programs such as Literacy and Numeracy initiatives, but unfortunately there were no casual staff available. This why there was a surplus at the end of the year.

Projects for 2018 included:

- * A marked increase in student assistance.
- * The purchase of new laptops and PC's.
- * The engagement of a number of SLSOs to support students with additional learning and support needs.
- * Professional Learning.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,811,216
Base Per Capita	58,088
Base Location	62,798
Other Base	3,690,330
Equity Total	818,441
Equity Aboriginal	182,699
Equity Socio economic	401,713
Equity Language	0
Equity Disability	234,029
Targeted Total	281,479
Other Total	293,141
Grand Total	5,204,277

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Value Added Data of student growth from 2015 –2018. The Value Added reports show the growth of our student scores between each pair of assessment years, e.g. K–3; Years 3–5; Years 5–7; Years 7–9 and Years 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 NAPLAN 3 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 **Delivering**.

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

Sustaining and Growing.

Year 3 NAPLAN

Our trend data of student results over the past six years shows a 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.

Year 5 NAPLAN

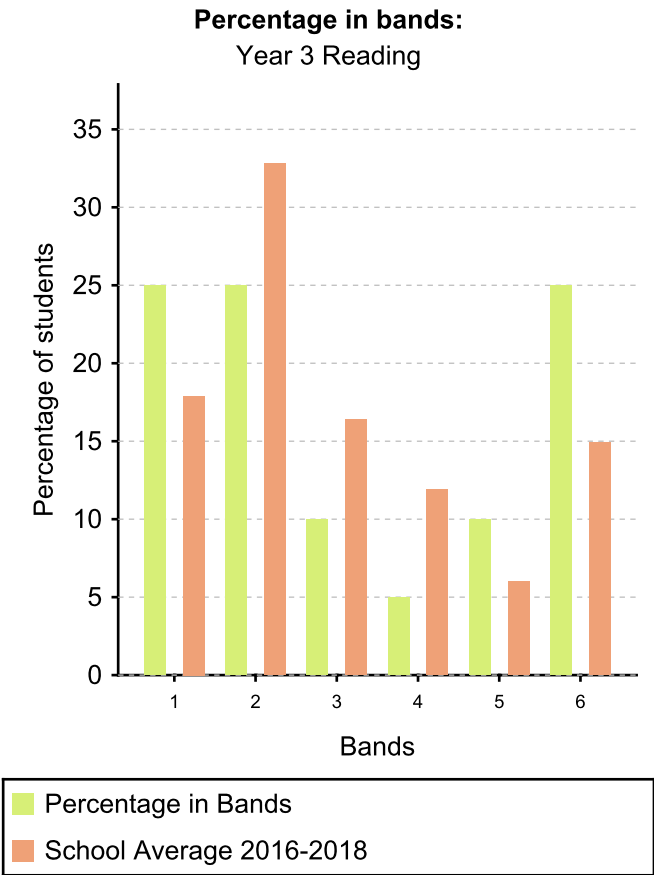
Our trend data of student results over the past six years shows a growth in student performance in Spelling, Grammar and Punctuation. There was a slight decline in Reading and Writing. Our students performed above the Statistically Similar School Group of Schools.

Year 7 NAPLAN

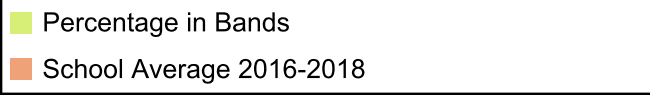
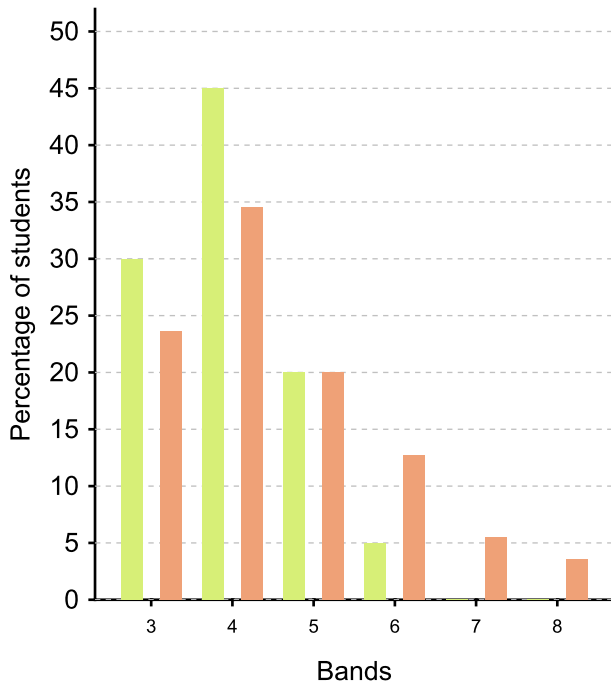
Our trend data of student results over the past six years shows growth in student performance in Reading and Grammar and Punctuation, while there was minimal growth in Writing and Spelling. Our students performed above the Statistically Similar School Group of Schools in Reading, Writing, Grammar and Punctuation but below in Spelling.

Year 9 NAPLAN

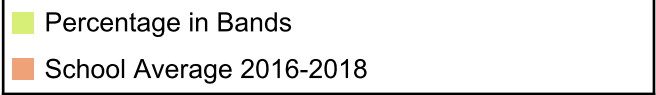
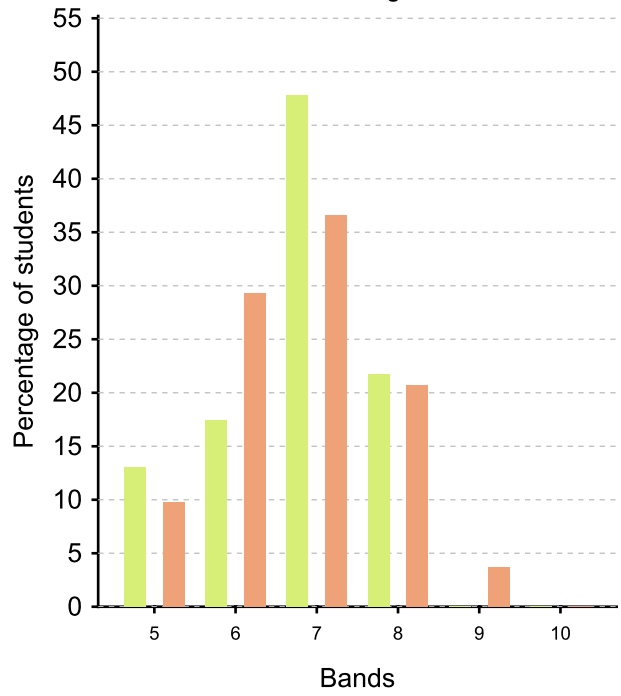
Our trend data of student results over the past six years shows a slight decline in student performance in Reading, Writing, Grammar and Punctuation and Spelling. Our students performed above the Statistically Similar School Group of Schools in Reading and Writing but below in Spelling, Grammar and Punctuation.



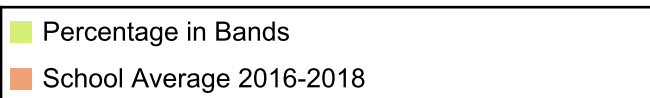
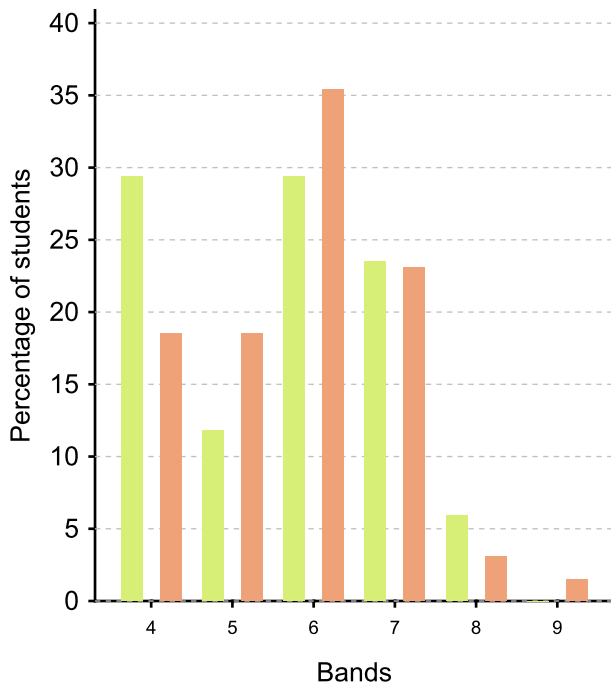
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 7 Reading



Year 3 NAPLAN

Our trend data of student results over the past six years shows growth in student performance in Numeracy. Our students performed slightly below the Statistically Similar School Group of Schools.

Year 5 NAPLAN

Our trend data of student results over the past six years shows growth in student performance in Numeracy. Our students performed slightly below the Statistically Similar School Group of Schools.

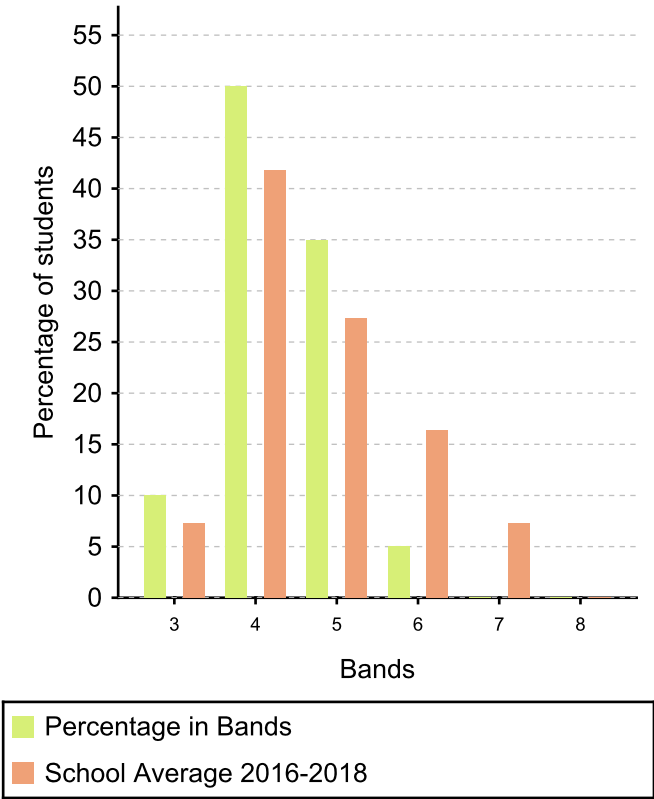
Year 7 NAPLAN

Our trend data of student results over the past six years shows slight decline in student performance in Numeracy. Our students performed slightly below the Statistically Similar School Group of Schools.

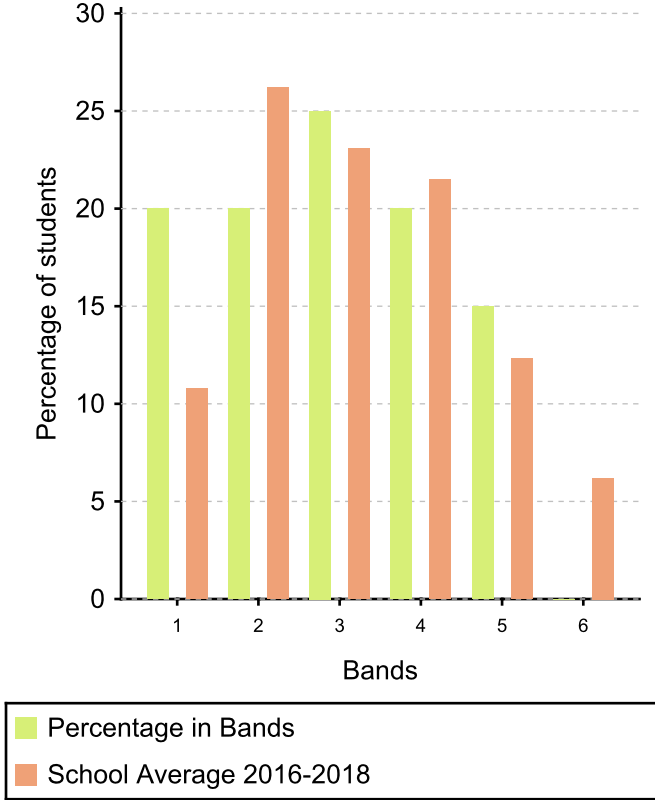
Year 9 NAPLAN

Our trend data of student results over the past six years shows a slight decline in student performance in Numeracy. Our students performed slightly below the Statistically Similar School Group of Schools.

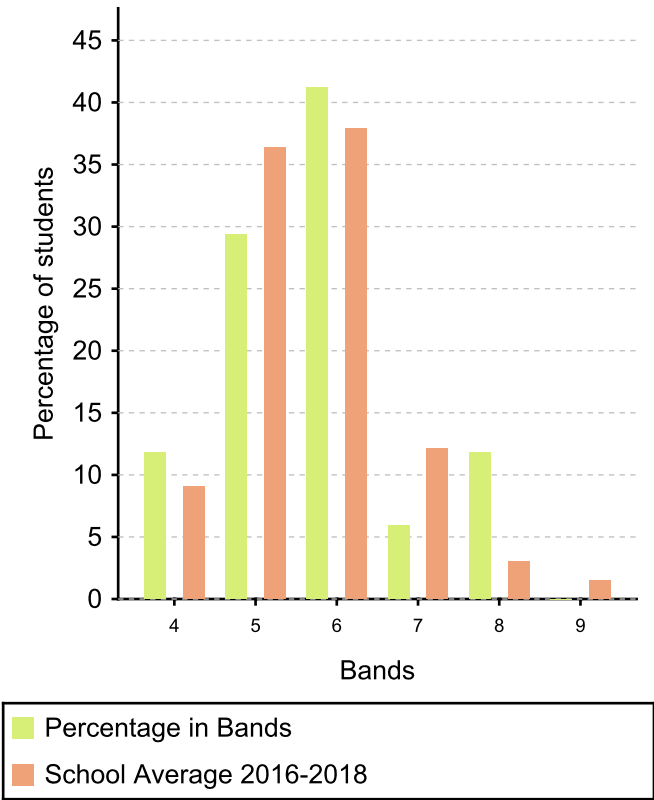
Percentage in bands:
Year 5 Numeracy



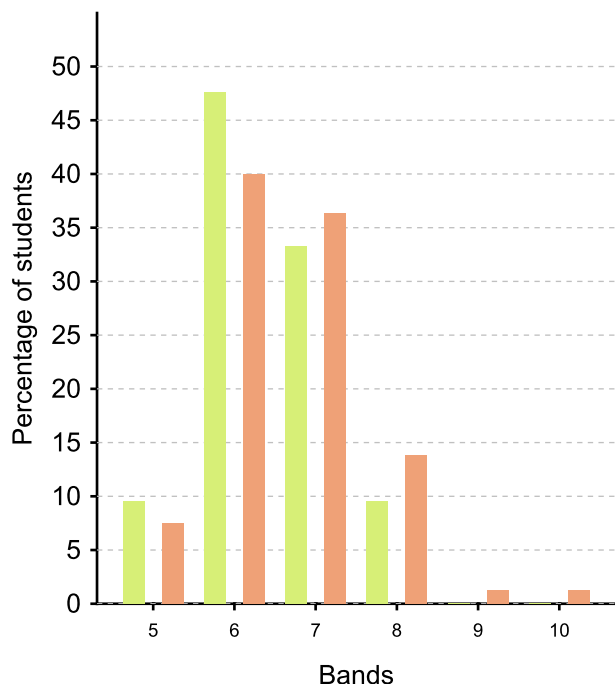
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 7 Numeracy



Percentage in bands: Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

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.

In accordance with the Premier's Priorities: Improving education results, schools are required to report on their students' performance in the top two NAPLAN bands in reading and numeracy. Our school scored an average significantly above the Premier's priority for growth in Year 5 in Reading and Numeracy. We were above the priority set in Year 7 in Reading. We were above the priority set in Year 9 in Numeracy.

The State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands, is also to be reported on by schools. Our school performed state average in Year 3 and Year 7 in Reading and Numeracy.

Average NAPLAN growth score:

From Year 3 to Year 5: Reading 101.1 points, Grammar/Punctuation: 82.8 points, Spelling: 96.4 points, Writing: 58.5 points and Numeracy: 97.8 points.

This average growth is well above similar school groups and state average.

From Year 5 to Year 7: Reading: 39.8 points, Grammar/Punctuation 25.4 points, Spelling: 56.0 points, Writing: 49.6 points and Numeracy: 40.1 points.

This average growth is above similar school groups and state average in Reading, Spelling and Writing.

From Year 7 to Year 9: Reading: 37.5 points, Grammar

/Punctuation: 49.3 points, Spelling: 24.9 points, Writing: 23.9 points and Numeracy: 48.4 points.

This average growth is above similar school groups in Grammar, Numeracy and Writing and state average in Numeracy.

At or Above Expected growth:

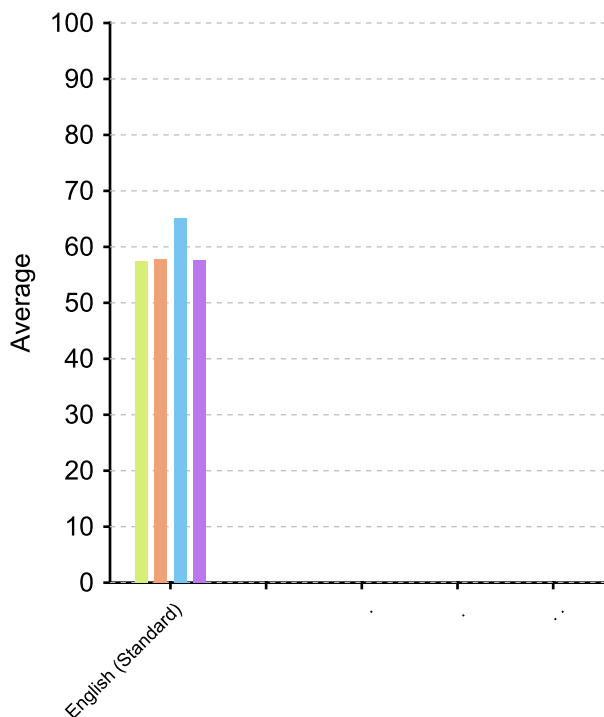
From Year 3 to Year 5: Reading 45%, Grammar/Punctuation: 42%, Spelling: 37%, Writing: 48% and Numeracy: 42%.

From Year 5 to Year 7: Reading: 42%, Grammar/Punctuation 35%, Spelling: 53%, Writing: 75% and Numeracy: 59%.

From Year 7 to Year 9: Reading: 50%, Grammar/Punctuation: 58%, Spelling: 21%, Writing: 53% and Numeracy: 63%.

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 less than 10 students so external comparison data is not available.



School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018

Parent/caregiver, student, teacher satisfaction

In 2018, it was intended that we used the Tell Them From Me survey to attain our feedback. We registered for the surveys but missed the window to use them. We used a variety of methods to gain feedback from parents, students and staff.

Methods included a variety of phone calls and informal discussions.

The feedback highlighted that the school needed to improve collaboration around school vision and shared goal setting but it was reported that a good use of tools were used to communicate to parents and the wider community.

The SRC wanted to see more parent involvement in the school and stricter guidelines around our uniform.

The students interviewed expressed that they wanted support around students who didn't abide by behaviour codes, more shade areas and more equipment for play and sport.

Our teachers appreciate the professional learning that is accessible for them, but would like to have consistency in having Teacher Learning Community meetings.

Our parents interviewed stated that they would like to hear about less disruptions in classrooms, better shade / facilities for their children and liked the way that their children are known and cared for at school.

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. Embedded in our 2018 – 2020 school plan we have placed a significant amount of emphasis on the six priority areas of the Aboriginal and Torres Strait Islander National Education Action Plan.

Our NAIDOC celebrations consisted of smoking ceremonies and a cultural day where our children immersed themselves into traditional Aboriginal culture. The students learnt about jewellery making, cooking Johnny Cakes, dancing, history about weapons used by Aboriginal people, Dreamtime Stories and Ochre face painting. At our annual K–12 NAIDOC assembly our special guests, Jodie Herden and Kate Sutherland, conducted thought provoking key note speeches.

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 Poland. Once again, this project gives our students the opportunity to study the country and its culture. The Manilla CWA ladies judged the projects about Poland 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 students celebrated our cultural diversity by dressing in orange and gathering together for lunch and cake.

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.