

Manilla Central School

2019 Annual Report



7305

Introduction

The Annual Report for 2019 is provided to the community of Manilla Central School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

It is with great pleasure that I present the Manilla Central School 2019 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 2019, 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. These have now been placed into evidence sets in preparation for our next External Validation.

Building Numeracy Leadership (BNL) Number Talks were extended in to Stage Four as well the use of Learning Progressions. The focus within the initiative is the use of number talks in classrooms to build on students' number sense. Our Mathematical Scope and Sequence better supports the learning trajectory of our students as does the number talks which confirms our students learning through articulating mathematical processes. We employed an instructional leader in the secondary. Mrs Felstead has assisted staff in understanding and using Learning progressions and high yielding teaching strategies.

We continue to lead the Department of Education's Central Schools Learning Progression project. We commenced an academic partnership with Dr Simon Breakspear. We sent staff members to undertake training in Teaching Sprints. They in turn returned to school and taught our staff the mechanics of Teaching Sprints. The Teaching Sprints have enhanced our approach to teaching. They enables the staff to take an in-depth look at their students' data and put a face to that data via our data walls. They enable our staff to have a comprehensive talk about what needs to be taught and what each student's needs are. They involve short sharp teaching sessions. We have commenced this process from Kindergarten through to Stage Four.

We formed a partnership with Whitehaven Mines to annually expose our students to a variety of work choices. We took

20 students from Year 6–10 to the mines and will make this an annual pilgrimage. In order to provide our students with pathways into their chosen occupation, we held a careers education day in order to expose our students to a variety of jobs. These included a news reporter (journalist), policemen, teacher, paramedic, firefighter, farmer, commercial businessman and a doctor.

This year we trialled the careers concept in the primary as our secondary student receive a lot of direction in this area. However, in stating this our school was successful in attaining a \$20000 grant to implement careers education programs from K–12.

Year 5 student Jessica Wise had a stellar year through competing at the NSWPSSA Swimming Championships, being a recipient of the Tamworth Network Education Week Awards and being awarded the major prize winner in the Andy Griffiths Writing Competition. Her story was framed and illustrated by Terry Denton.

We acknowledge the wonderful service of three of our school community members. Jessica Wise (Year 5): Student Achievement Award. Mr David Ridgewell (long standing volunteer): outstanding contribution to a school by a volunteer and Mrs Rachael Ferguson (Deputy Principal): outstanding contribution to a school by a staff member. We are blessed to have such amazing people as part of our MCS community.

Manilla Central School was one of seven schools in Australia to be selected in the Agrifutures program, National Brilliant Kids Festival held at Sydney University. Chalmonie Fletcher, Meegan Taylor, Millie Sutherland, Jessica Paull and Rayah Fletcher earned their position to this prestigious event via their presentations of their Agrifuture's proposals of the Hydrocrate and Eperb Pouch. The girls and their invention came runner up champions which is an amazing result.

Our students excelled in the sporting arena. Ben Coomer–Ison and Sekora Daley competed in the NSWPSSA Athletics Carnival in shot put and discus. Zac McNeill and Adam Stackman represented New South Wales in the Australian Men's Under 20's Netball Championships. Samantha McCubbin, Angela McCubbin and Zac McNeill were selected to represent the North West in the NSWSSA Basketball Championships. Our Under 16 and Opens Netball teams won their way through to the State Central Schools Championships. The Opens team were silver medallist. Outstanding result ladies!

Our children also participated in CAPERS being involved in the choir and mass dance performance at the TRECC.

There has been a wealth 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 teacher 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

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.

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.

Our school achieves at the level of ‘Sustaining and Growing’, within all ‘Learning’ Elements as described in the School Excellence Framework.

Teacher ability to produce self-regulated learners is evidenced through Performance and Development Plans.

By 2020, the deliberate practice of high yielding strategies of our Non-Negotiables will be present in every classroom.

Progress towards achieving improvement measures

Process 1: Further learning in John Hattie's research in Visible Learning and high yielding teaching strategies.

Evaluation	Funds Expended (Resources)
All primary staff will have been formally trained by the completion of 2020, whilst we will have 75% of our secondary staff trained.	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$20000.00)

Process 2: Undertake further professional learning in Douglas Fisher and Nancy Freys Unstoppable Learning to assist with the set up of systems and classrooms for learning.

Evaluation	Funds Expended (Resources)
When the opportunity arises to train more primary and secondary staff in Douglas Fisher's research, we will take it. His professional learning timetable is released in the new year.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$12000.00)

Process 3: Undertake professional learning in Dylan William's research into Formative Assessment.

Evaluation	Funds Expended (Resources)
After formalising Teacher Learning Communities, we have now undertaken an academic partnership with Dr Simon Breakspear and are undertaking 'Teaching Sprints'. The sprints began in the primary and in 2019 we have ventured into Stage 4 English classes. In 2020, we are training more staff from K–12.	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$8000.00)

Process 4: Disseminate practices learnt from professional learning through Teacher Learning Communities.

Evaluation	Funds Expended (Resources)
It was crucial to the continuation of the Teacher Learning Communities to formalise the Professional Learning Timetable and link the Teacher Learning Communities timetable to it. Through our teaching sprints, our primary staff meet every four weeks. They look at student work samples and discuss the progress of the students within their stage and plot them on our data walls.	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$20000.00)

Progress towards achieving improvement measures

Process 5: Teachers appraised / developed through the Accreditation process and Australian Teaching Standards.

Evaluation	Funds Expended (Resources)
In 2020, the accreditation process at Manilla Central School will be formalised by documenting each step in the Teaching and Learning Handbook. It will be mandated that all teaching staff to write the Australian Professional Teaching Standards descriptors on the Performance and Development Plans. Teachers will be taken through the standards descriptors and judge where they are working well and put into their plans where they are not addressing particular descriptors.. We will train our staff how to record Teacher Identified PD into their e-TAMS account.	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$5500.00)

Process 6: Teachers developed through Performance and Development Plans.

Evaluation	Funds Expended (Resources)
Accessibility to the Performance and Development Plan will be improved by having staff and supervisors access the plans through OneNote in Teams. We will formalise the process through the accreditation section in our staff induction booklet.	Planning days are provided for staff to work with their supervisor, mentor and curriculum peer. Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$12000.00)

Process 7: Teachers participate in targeted professional learning in curriculum implementation and preparation for External Validation..

Evaluation	Funds Expended (Resources)
All professional learning has been structured around our Strategic Directions and plotted onto our professional learning calendar. In accordance to our milestones, our professional learning will be structured around our Strategic Directions in 2020. We have established teams that are focussing on appraising our progress using the School Excellence Framework. The teams include: Teacher Clarity, Assessment and Reporting, NESA Compliancy, VET, Wellbeing and Community Partnerships.	Principal Support Officer Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$22000.00)

Process 8: Ensure teacher clarity through the implementation of Learning Goals, Success Criteria, Feedback, Academic Vocabulary, Exemplars and Non Negotiables.

Evaluation	Funds Expended (Resources)
Walkthrough data showed that 70% of staff consistently used Teacher Clarity as deliberate practice.	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$1200.00)

Process 9: Track student progress through Learning Progressions.

Evaluation	Funds Expended (Resources)
Our school has led the implementation of the K-10 Literacy and Numeracy Learning Progressions for the education department. In 2019, we formed an academic partnership with Dr Simon Breakspear and undertook 'Teaching Sprints' training. The sprints began in the primary then we have ventured into Stage 4 English classes. In 2020, we are training more staff from K-12 and will continue to track our students progress via data wall discussions using the K-10 Literacy and Numeracy Learning Progressions.	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$23000.00)

Process Professional development via professional learning bodiessuch as the ETA, HTA, MTA, ETC etc

Progress towards achieving improvement measures

10:

Evaluation	Funds Expended (Resources)
We no longer use this milestone to measure our School Plan 2018 – 2020.	N/A Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Next Steps

In 2020, we will focus on consolidating our non negotiables in the classroom. We will timetable lesson observations to monitor Teacher Clarity in the classrooms.

We will conduct interviews with our staff and support them with the Curriculum Monitoring Process.

We will formalise our processes into a Teaching and Learning Handbook with QR Codes as a support resource for our teachers and support staff.

Strategic Direction 2

Data and Planning

Purpose

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

Improvement Measures

All teachers meet or exceed level of proficiency as described in the Australian Teaching Standards.

Our school achieves the level of 'Sustaining and Growing' in all elements described within the School Excellence Framework.

Highly effective teaching strategies monitored through Walk throughs and Learning Walks.

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%.

Classroom behaviour referrals decrease by 10% in 2018, a further 10% in 2019 and a further 10% in 2020.

Progress towards achieving improvement measures

Process 1: Ongoing Professional Learning to ensure all teaching staff has deep understanding of current NSW syllabus K – 12 documents.

Evaluation	Funds Expended (Resources)
<p>We have combined the programming presented to us in the PDHPE meetings and combined it with our iPlay Functional Skill Development, Child Protection and Drug Education programs. The next step will be to address each stage program against the School Improvement, Curriculum Monitoring processes to ensure we are NESA compliant.</p> <p>All Key Learning Areas programs from Early Stage One through to Stage 6 will be assessed against the School Improvement, Curriculum Monitoring processes to ensure we are NESA compliant.</p> <p>We will finish constructing our NESA rooms in the primary and the secondary.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$8000.00)

Process 2: Teachers involved in Teacher Learning Communities in order to consolidate learning in highly effective teaching practices and pedagogy.

Evaluation	Funds Expended (Resources)
<p>It was crucial to the continuation of the Teacher Learning Communities to formalise the Professional Learning Timetable and link the Teacher Learning Communities timetable to it. Through our teaching sprints, our primary staff meet every four weeks. They look at student work samples and discuss the progress of the students within their stage and plot them on our data walls.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$20000.00)

Process 3: K–12 Assessment procedures match NESA guidelines.

Evaluation	Funds Expended (Resources)
<p>In 2019, we have reviewed our assessment and reporting processes from K–12. Assessment and Reporting Booklets are published annually in Stage 5 as a component of our ROSA processes and in Stage 6 as a component of our HSC monitoring process.</p>	<p>Professional Development</p> <p>Data Walls (laminating, copying, cutting, pins, billboards etc)</p>

Progress towards achieving improvement measures

Due to our involvement in Early Action for Success and Teaching Sprints, our K–6 teachers have a rigid assessment routine where they check in on their students progress every 4 weeks. Teachers meet and enter their data onto PLAN2 and onto our Data Walls..

We addressed the vital need for and the strategies of formative assessment during our Teaching Learning Community meetings. Regular check-ins are vital for timely meaningful feedback and teacher direction.

This direction is vital for teacher improvement and student success. We are so happy about this area and how we have established such a great regime. In 2020, we will publish our MCS Assessment and Reporting Booklet in order to cement 'how we do things at Manilla Central School'. QR Codes will accompany the booklets so that any new teacher that commences to work at our school has a clear induction process.

We will also write a Stage 4 Assessment Booklet.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$23000.00)

Process 4: K–12 syllabus implementation is aligned with NESA guidelines.

Evaluation	Funds Expended (Resources)
<p>All Key Learning Areas programs from Early Stage One through to Stage 6 will be assessed against the School Improvement, Curriculum Monitoring processes to ensure we are NESA compliant. A timetable will be implemented with each subject in each stage being reviewed once a year, except if the subject is on the Curriculum Monitoring Program agenda, then we will check-in with the subject teams once a term or more frequent where required.</p> <p>We will finish constructing our NESA rooms in the primary and the secondary.</p> <p>We will ready ourselves for a NESA Random Inspection Strand A. In 2020 Strand A we will look at child protection, PDHPE in Years K–10 plus one strand of Mathematics with a focus on assessment and reporting while Years 11 and 12 will be assessed on assessment policies.</p> <p>In preparation for a NESA Random inspection Strand B, we will review our practices in HSIE in the primary, Stage 4 Technology Mandatory and one Stage 5 Technologies elective and Stage 6 Mathematics.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5200.00)

Process 5: Appraise teacher clarity through Walk throughs and Learning Walks.

Evaluation	Funds Expended (Resources)
<p>As a result of the checklist observations we were able to determine that 58% of staff use Teacher Clarity techniques as deliberate practice in every lesson, whilst 92% of staff mostly use Teacher Clarity techniques.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Process 6: Teachers track student progress using Learning Progressions.

Evaluation	Funds Expended (Resources)
<p>Our school has led the implementation of the K–10 Literacy and Numeracy Learning Progressions for the education department. In 2019, we formed an academic partnership with Dr Simon Breakspear and undertook 'Teaching Sprints' training. The sprints began in the primary then we have ventured into Stage 4 English classes. In 2020, we are training more staff from K–12 and will continue to track our students progress via data wall discussions using the K–10 Literacy and Numeracy Learning Progressions.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$12000.00)

Progress towards achieving improvement measures

Process 7: Teacher buddies measure student on task behaviour.

Evaluation	Funds Expended (Resources)
No work was completed in this milestone. It will be carried over into 2020.	Funding Sources: • (\$0.00)

Process 8: Reignite PBL K–12 and make improvements.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour Learning (PBL) commenced the year with the knowledge that we needed to reappraise the school's processes and bring them up to date with our current children and processes. In an attempt to reconnect our new staff and our current student population we made a video that explained how the school previously came up with our PBL logo, its significance and how the values were developed. Four of our staff members (two primary and two secondary) underwent formal training via a two day course. Topics that have been workshopped in our Term 3 Staff Development Day, where to update the matrix as Primary and Secondary, an overview of our value statements: Respect for Self, Others and the Environment as staff wanted PBL to reflect learning. Surveying students, community and staff took place and has presented us with a lot of information and directions to pursue in 2020.</p> <p>This year in the secondary, the PBL messages were conveyed via information and bonding days that were conducted at the river for all year groups. Students were involved in team building exercises, self-confidence and resilience building activities and essentially an individual check in to make sure everyone was ok. We continued to employ a student wellbeing officer / chaplain who worked across the primary and secondary sites. The quantity of times that positive rewards were issued was increased. Girls and boys attended separate White Ribbon Camps and learnt about domestic violence, support avenues and how to manage your friends or family who may be involved in domestic violence. Our Year 11 students attended the Mt Kaputar Camp as a form of team and self-actualisation building. We introduced a secondary rewards excursion to Forster.</p> <p>The Primary PBL team met every second Thursday. All teachers continued to teach lessons from the existing matrix (respect for self, others and environment). Staff were buddied up and created fortnightly lessons on necessary expectations. An overview of whom was scheduled for programming this was sent out at the beginning of each term. Lessons were decided on at meetings. Mrs McDonald created a new lesson plan profroma for PBL which included the PDH outcomes and necessary non-negotiables.</p> <p>The rate of suspensions in the primary and secondary continues to decrease. This year's number of suspensions was 106.</p> <p>PBL rewards excursion unfortunately postponed, firstly due to fires around Forster. It is our plan to move the excursion into Term 1 2020.</p> <p>We have begun to investigate a pastoral care program to run with the three transition groups in secondary. The purpose for this pastoral care is for students to learn about life long skills along with making solid friendships with their peers and school community.</p> <p>The number of gold and platinum students continues to increase in the primary and secondary campuses. Our primary gold students were treated to an excursion to the Barraba Pool and as an extra those who attained platinum status enjoyed a luncheon with the principal.</p> <p>The number of gold students in primary was 82, whilst the number of gold</p>	<p>Funding Sources: • Socio-economic background (\$25000.00)</p>

Progress towards achieving improvement measures

students in secondary was 8.

The number of platinum students in primary 44, whilst the secondary had 2 students.

Process 9: Implement and measure Best Start Kindergarten and Year 7, plus VALID 6, 8 and 10.

Evaluation	Funds Expended (Resources)
<p>It was great to see that all Best Start data was placed onto PLAN2 so that our teachers could commence the tracking of their students. In regards to the Best Start Year 7 assessments, it was confusing at first to discover that all of the previous year's data on the students had turned to orange, which meant that the progressions had to be reassessed. We made enquiries to the Teaching and Learning Directorate and the reasons behind the changes were explained.</p> <p>Our results in VALID for Year 6, 8 and 10 once again showed growth in our trend data. We could only pull the data for Year 10 when we looked at individual student growth in the sciences. 50% showed significant growth, whilst another 33.3% showed minimal growth.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$23000.00)

Process 10: Undertake professional learning in Bill Rodger's research into managing the classroom.

Evaluation	Funds Expended (Resources)
Milestone achieved in 2018.	N/A

Next Steps

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. This process will be documented in a MCS Assessment and Reporting booklet that will clearly outline how these processes are executed at Manilla Central School.

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.

Improvement Measures

Increase membership of membership on the parent and citizens committee from six members in 2018 to nine members 2019.

Parents' positive responses continue to remain in the 90 percentile for each question in the Quality of School Life survey.

Parent attendance ratio representing school families increases from 30% to 50%.

Hits on our website increase from hits per week.

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.

We implemented the 'Tell Them From Me' online surveys in Term Three in order to gauge parent satisfaction.

We continue to provide our parents support in supporting their child's learning at home via our 'For Parents' tab. In this section, parents of our secondary students can look at the scope and sequences for each subject and download all of the assessments tasks assigned to their children. They can also access the Stage 4, Stage 5 and Stage 6 assessment guidelines and booklets.

Most teachers in the Primary use the See-Saw App or similar as an online platform to keep their parents informed of the great things that happen in their classroom.

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.

We continue to encourage and to increase our parent involvement in our parent information evenings. This year we introduced the drop off the children at the disco and meet with the teachers whilst their children are dancing up a storm. In Term Three we trialed a movie night, where we looked after the kids whilst the parents attended the information sessions.

Progress towards achieving improvement measures

Process 1: Increase parent involvement in their child's learning through parent information sessions.

Evaluation	Funds Expended (Resources)
In 2019, we tried a variety of strategies to encourage parents and carers to attend parent information sessions. In the primary, we held a disco at the same time as the interviews, so that parents and carers could drop off their kids at the disco, whilst they met with their child's teacher.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4000.00)

Progress towards achieving improvement measures

In second semester, we held a movie night for our students whilst their parents attended the parent / teacher interviews.

The number of parents who attended these events were:

Primary Disco and Meet the Teacher Night = 29% attended this evening but a further 24% arranged an alternative meeting, therefore the total percentage is 53%

Primary Semester One Parent Teacher Interviews = 63%

In the secondary, we held information evenings for entering into Year 7 as well as Year 11 and Year 12. We also held our Semester One and Two report evenings. These evenings are catered for by our Hospitality students.

The number of parents who attended these events were:

Secondary Year 6 – 7 night = 100%

Secondary Semester One Parent Teacher Interviews = 42%

Year 11 Parent Teacher Interviews = 42%

Year 12 Parent Teacher Interviews = 56%

Year 10 in Year 11 Information Night = 42%

We will continue to encourage our parents and carers to attend the parent teacher interviews in Semester One and Two as a means to keep them informed of their child's progress.

Process 2: Provide events within our school for our community to be involved.

Evaluation	Funds Expended (Resources)
<p>We enjoyed providing a bevy of events and activities during 2019 that included our Easter Hat parade, Aspirations Day, NAIDOC celebrations, Born to Read activities, Grandparents Day, Welcome BBQ and disco night, ANZAC Ceremonies (town and school), P&C meetings, SRC fortnightly meetings, Information nights, Reward Assemblies, Formal Assemblies and Primary fortnight assemblies.</p> <p>Our school community support our celebrations in large numbers. Attendance at our class and formal assemblies are traditionally quite large, therefore in 2020 we will target these assemblies to attain feedback about parent / carer school satisfaction and other focus group questionnaires.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$4000.00)

Process 3: To provide our parents with access to their children's academic regime.

Evaluation	Funds Expended (Resources)
<p>In order to provide our families with access to their children's academic regime, we have established a 'For Parents' section on our website. We employ a School Administration Officer to manage the website and in particular this section.</p> <p>– Scope and Sequences are published for each class subject in each year for parents to see what content is being taught to their children in the secondary.</p> <p>– The assessment schedule is published for each Stage group in the secondary along with the Stage Four, Stage Five and Stage Six assessment booklet. Each assessment has a hyperlink to each assessment task set by</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$12000.00)

Progress towards achieving improvement measures

each teacher that contains the content scaffold and marking criteria for parents and students to access when required.

– In the primary classes a section for each class is a display of work samples for the parents to view the great work that is being completed.

Therefore parents and carers have 24 hour access to their child's academic regime.

Process 4: Structured programs such as mentoring and volunteering.

Evaluation	Funds Expended (Resources)
<p>Our structured Stage 5 mentoring program was placed in hiatus in 2019, however community mentors still helped out with our students in the areas of farm work, cattle showing, hospitality and school to work programs.</p> <p>We have wonderful community volunteers who go above and beyond for our students and staff. They volunteer in the form of exam Reader / Writers, mathematics tutoring, student classroom support, canteen, breakfast club, scripture and the cattle show team.</p> <p>Mr David Ridgewell (long standing volunteer) received an Education Week Tamworth / Namoi Network Award for his outstanding contribution to a school by a volunteer</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2500.00)

Process 5: Provide communication to our school community through the MCS Website, Newsletter, MCS Skoolbag App, School Signage, FaceBook page and local newspaper.

Evaluation	Funds Expended (Resources)
<p>We provide our school community with a variety of communication platforms as means to keep them up o date with our school's events and news. It would be interesting to assess what mode of delivery our school community prefers. Our communication platforms include: MCS FaceBook page, MCS Skoolbag App, School Sign, School Newsletter, Manilla Express Newspaper, telephone, text messages and postage.</p> <p>In 2020, we will survey our parents and carers about what preferred mode do they use when attaining information from the school.. We need to survey every family in regards to what medium they prefer us to use in regards to communication as we assume all parents are accessing all of our communication devices. We will conduct telephone interviews to attain this information from all of our parents and carers.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$8000.00)

Process 6: Keep an open channel of communication with the school community in regards to student, parent and staff satisfaction.

Evaluation	Funds Expended (Resources)
<p>This year we implemented the 'Tell Them From Me' survey with our students, parents and staff as our primary form of attaining their school satisfaction levels.</p> <p>The results tallied from the 'Tell Them From Me' on line surveys were quite small in total, and although favourable cannot be used as a total guide of parent opinion.</p> <p>In 2020, we will assign our captains to survey attendees at each school community function so that we can capture the opinion of a wider section of our school community.</p>	<p>Tell Them From Me surveys.</p>

Progress towards achieving improvement measures

Process 7: Our students provide services for our community.

Evaluation	Funds Expended (Resources)
<p>Our SRC was involved in fundraising. For Beanie Day they raised money for Brain Cancer research. Wyaliba Public School was destroyed in the bushfires. Our SRC raised money to purchase the school a twelve month subscription for an online reading resource. They also assisted the RSL by planting an Australian Flag on every service person's grave over ANZAC Day and Remembrance Day periods then helped gather them in.</p> <p>Students volunteered to help set up and pack up the pavilion at the Manilla Show. They assisted with the agricultural and food sections. Students continued to volunteer at the hospital and Manallae Lodge for the elderly.</p> <p>Zac McNeill and Dylan walker volunteered their time and ran an afterschool T-Ball competition for town's primary students. Zac was recipient of Manilla's Youth of the Year Award.</p> <p>Our Primary Industries students travelled to Tingha for BlaizeAid and volunteered to erect fences on properties that were effected by the bushfires in 2018.</p> <p>Our Stage One students raised smiles for the elderly at Manallae lodge at Easter and Christmas.</p> <p>In 2020, we look at further means to provide service to our community.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Student Fundraising (\$2870.00)

Process 8:

Evaluation	Funds Expended (Resources)
<p>There are no milestones to report on.</p>	<p>N/A</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Next Steps

It appears that our Facebook Page, Skoolbag App and Newsletter are the most effective forms of communication. Our parents and community are very supportive of our formal, rewards, class and NAIDOC assemblies, Easter and Book Week parades and community activities such as our ANZAC and Born to Read. The attendance numbers at these events continue to be high.

The Website and School Sign are used by our parents and community when they need to.

Although we are trying different methods to increase numbers of attendance at our information evenings, the number of parents in attendance was similar to 2018. The movie night in the primary saw numbers increase slightly so we will continue with this method in 2020.

The results tallied from the 'Tell Them From Me' on line surveys were quite small in total, and although favourable cannot be used as a total guide of parent opinion.

In 2020, we will assign our captains to survey attendees at each school community function so that we can capture the opinion of a wider section of our school community.

We need to survey every family in regards to what medium they prefer us to use in regards to communication as we assume all parents are accessing all of our communication devices. We will conduct telephone interviews to attain this information from all of our parents and carers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	The RAM funding for aboriginal background loading \$160 517.	<p>The total number of Aboriginal students at Manilla is one hundred and one. Our annual funding includes the Aboriginal Education Officers wage along with the tutors' wage, most of the funding is used up here . Our 2019 targets continued to centre around the six priority areas of the Aboriginal and Torres Strait Islander National Education Action Plan. Other programs that were partly funded through this area were:</p> <p>Our fifteen week kindergarten transition program (Manilla Prep). This provides our four year old's with an academic, social and emotional head start to formal school. Our tutors implemented the QuickSmart numeracy program for students in the primary.</p> <p>As a means to connect with culture we enlisted the Opportunity Hub to work with our aboriginal students from Year 5 to Year 10.</p> <p>Funding was allocated towards our NAIDOC celebrations.</p> <p>Our goal to increase student engagement. Student absences are slightly lessening while the number of suspensions has decreased dramatically.</p>
Low level adjustment for disability	The RAM funding for low level adjustments for disability was \$245 173.	The majority of this funding is allocated to our students who receive integration funding from the NSW Department of Education. They have diagnosed impairments. We take pride in ensuring all of our students are catered for. Therefore, we employ extra Learning Support Officers to work with our students with learning and physical issues and mental health problems. We spent an extra \$120 000 in employing extra support officers to support our children.
Quality Teaching, Successful Students (QTSS)	In 2019 QTSS staffing resource in Manilla Central School was 0.231 FTE which equates to \$24 661.	Where we could, we employed a permanent casual teacher to release staff to work with the instructional leader for programming support, data analysis and teaching sprint support. Unfortunately our QTSS support was not consistent through out the year as all of our casuals ended up attaining full time appointment elsewhere.
Socio-economic background	The RAM funding for Socio-economic background was \$389 265. This included a 0.8 teacher component.	<p>Equity funding enabled us to employ an Instructional leader in the secondary. We were able to give executive in the primary some release. We purchased a lot of technology and teaching resources. It provided us with the opportunity to supplement our professional learning strategy.</p> <p>Through the supplementation of the professional learning strategy, it enabled us to concentrate on our work within the School Excellence Framework, this sustaining us at Sustaining and Growing in the Teaching and</p>

Socio-economic background	The RAM funding for Socio-economic background was \$389 265. This included a 0.8 teacher component.	Learning domains. Our instructional leader in the secondary has led development in the use of learning progressions, teaching sprints, data analysis and writing development. The funds enabled every curriculum area within the school to function and to be resourced appropriately. Interactive whiteboards were upgraded as well as the laptops and iPads.
Support for beginning teachers	The RAM funding for Beginning Teachers loading \$4269.00.	<p>Beginning Teacher funds went towards providing our staff member who is in their second year in attaining the Beginning Teachers Funding. This provided the staff member with planning days with their mentors and curriculum team. These days led to program development, how to analyse data and ways to complete their accreditation. It also provided them with opportunities to experience world class professional development by attending courses with Douglas Fisher, Eddie Woo and curriculum focused courses.</p> <p>Through attending these courses our staff member attained new knowledge in how to implement learning progressions through teaching sprints, attain training in the new content in HSC courses, high yielding teaching strategies and complete their accreditation at proficient level.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	158	149	139	130
Girls	169	152	130	135

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	93.1	92.6	86.7
1	91.6	95.2	92.3	90.5
2	90.3	89.1	93	92
3	90.3	90.2	89.1	89.9
4	91.6	91.9	88.7	89.3
5	91.8	93.1	89.8	88.8
6	91.3	89	88.9	88.8
7	90.5	87.8	89	87
8	86.1	85.5	81.2	86.9
9	84.3	89.1	79.9	69.1
10	78.4	83.4	83.6	75.1
11	79	70.7	77	71.8
12	82.4	80	85.7	85.4
All Years	87.5	87	86.1	84.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	11
Employment	0	16	67
TAFE entry	12.5	8	0
University Entry	0	0	11
Other	0	0	11
Unknown	8.3	0	0

Year 12 students undertaking vocational or trade training

62.96% of Year 12 students at Manilla Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.5% of all Year 12 students at Manilla Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	4
Classroom Teacher(s)	17.48
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	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	743,486
Revenue	5,534,366
Appropriation	5,400,439
Sale of Goods and Services	14,367
Grants and contributions	117,867
Investment income	1,692
Expenses	-5,179,805
Employee related	-4,565,008
Operating expenses	-614,797
Surplus / deficit for the year	354,561

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	258,765
Equity Total	794,955
Equity - Aboriginal	160,517
Equity - Socio-economic	389,265
Equity - Language	0
Equity - Disability	245,173
Base Total	3,808,871
Base - Per Capita	63,118
Base - Location	57,405
Base - Other	3,688,348
Other Total	436,560
Grand Total	5,299,151

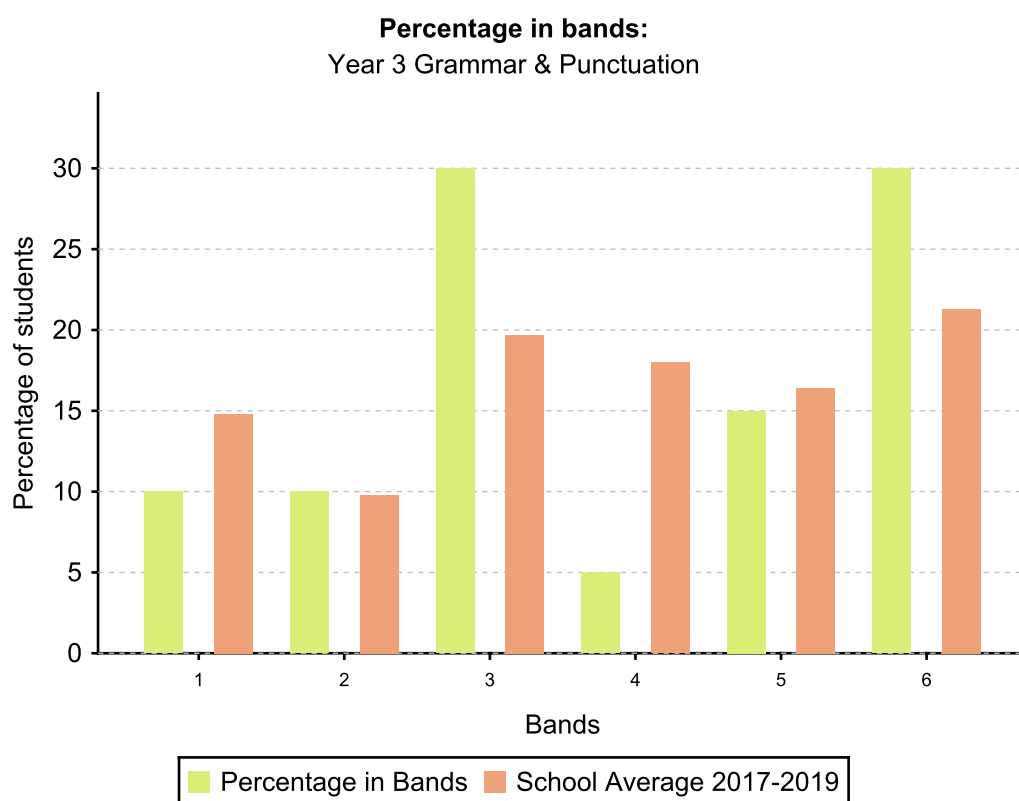
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

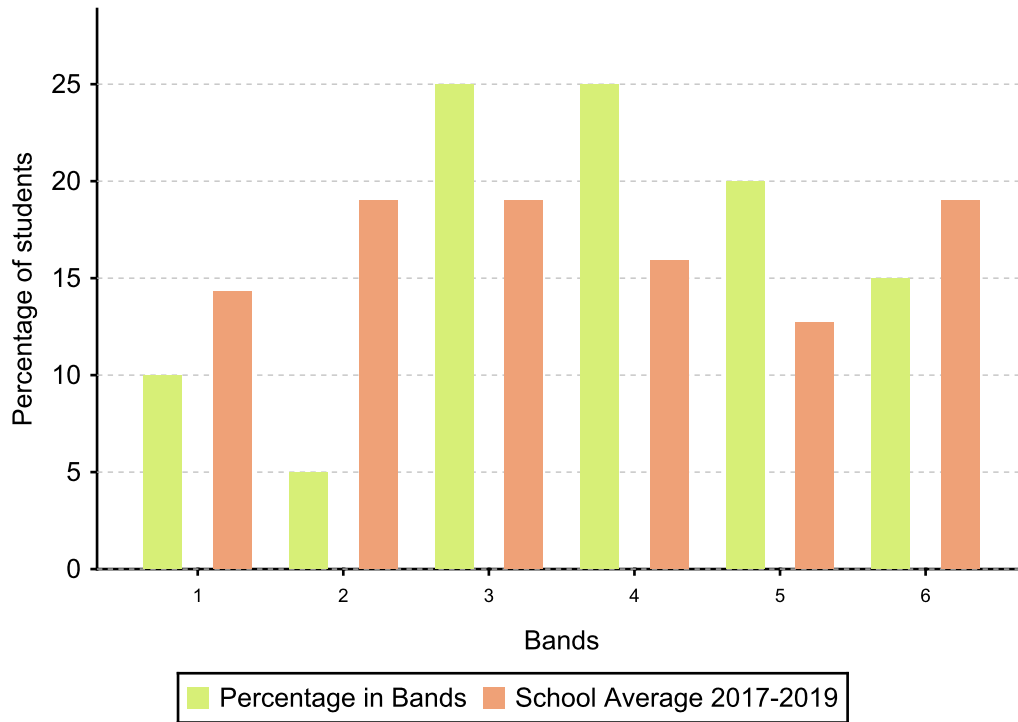
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



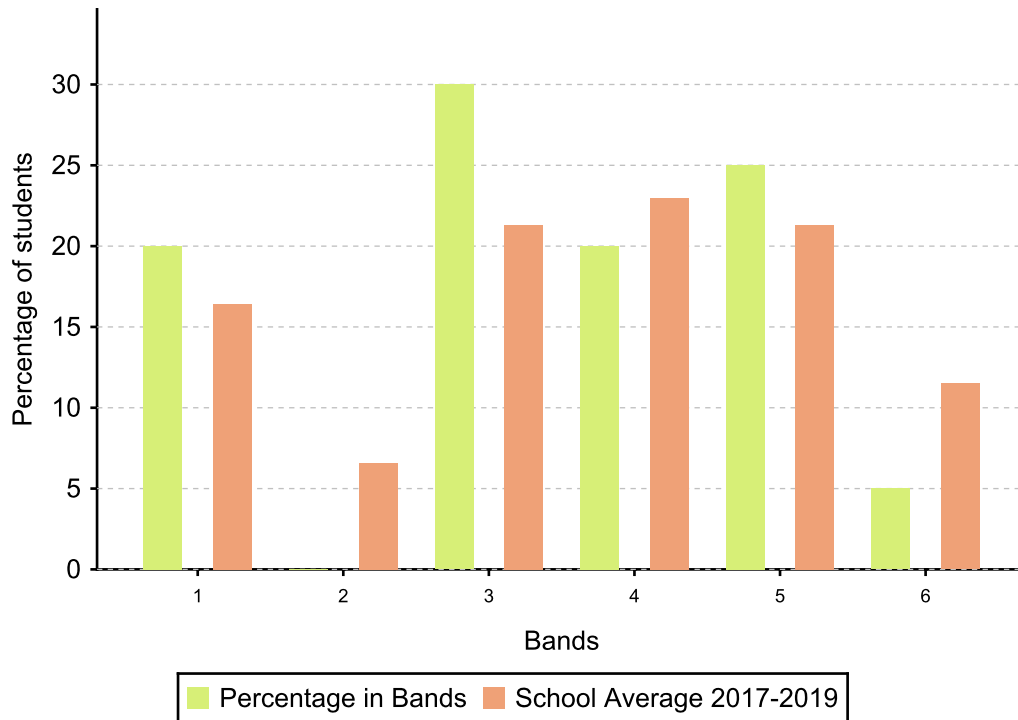
Band	1	2	3	4	5	6
Percentage of students	10.0	10.0	30.0	5.0	15.0	30.0
School avg 2017-2019	14.8	9.8	19.7	18	16.4	21.3

Percentage in bands:
Year 3 Reading



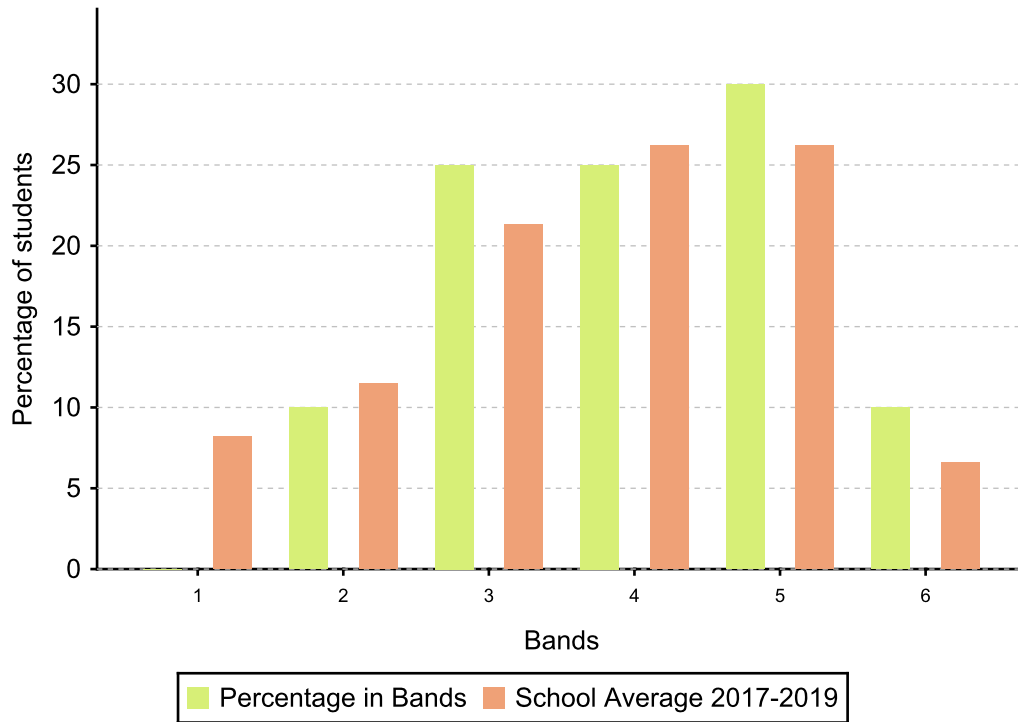
Band	1	2	3	4	5	6
Percentage of students	10.0	5.0	25.0	25.0	20.0	15.0
School avg 2017-2019	14.3	19	19	15.9	12.7	19

Percentage in bands:
Year 3 Spelling



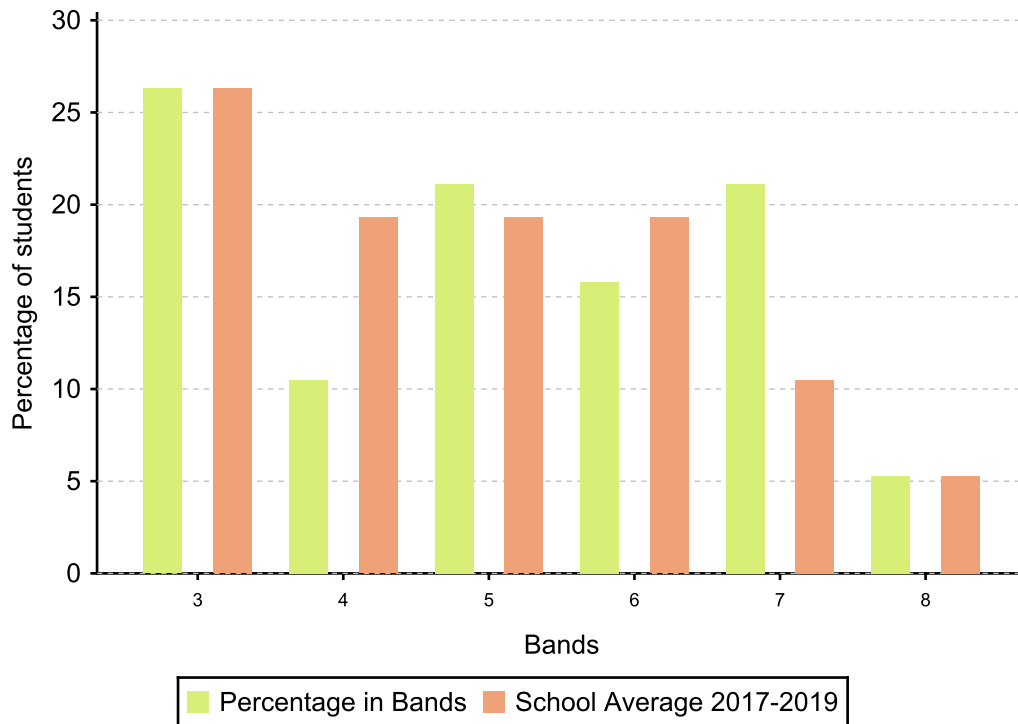
Band	1	2	3	4	5	6
Percentage of students	20.0	0.0	30.0	20.0	25.0	5.0
School avg 2017-2019	16.4	6.6	21.3	23	21.3	11.5

Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	25.0	25.0	30.0	10.0
School avg 2017-2019	8.2	11.5	21.3	26.2	26.2	6.6

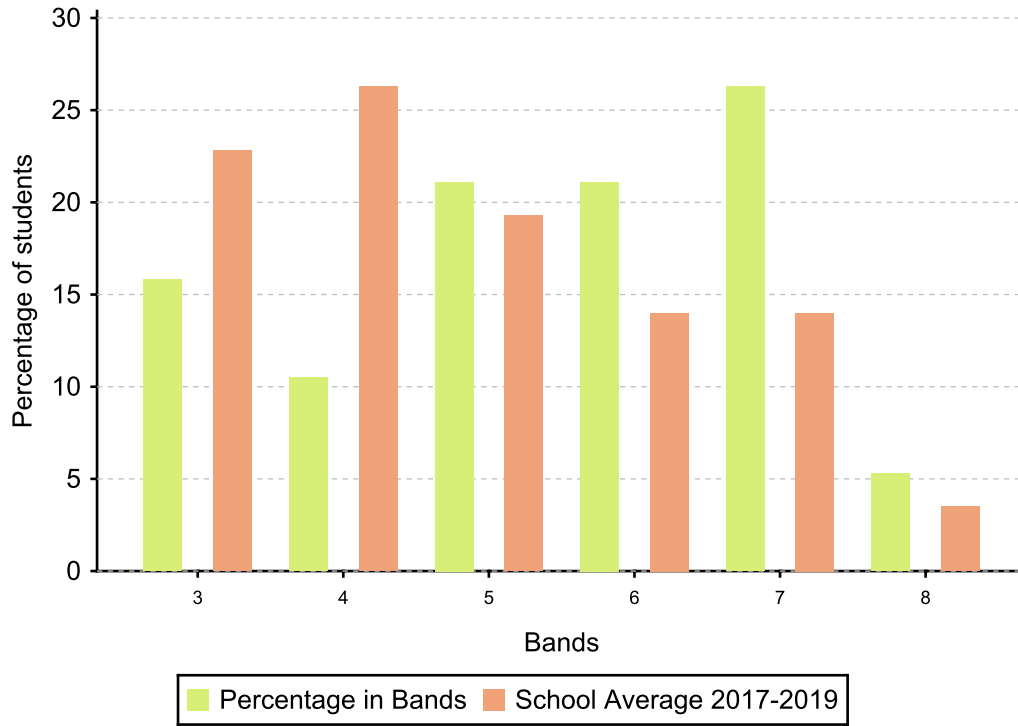
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	26.3	10.5	21.1	15.8	21.1	5.3
School avg 2017-2019	26.3	19.3	19.3	19.3	10.5	5.3

Percentage in bands:

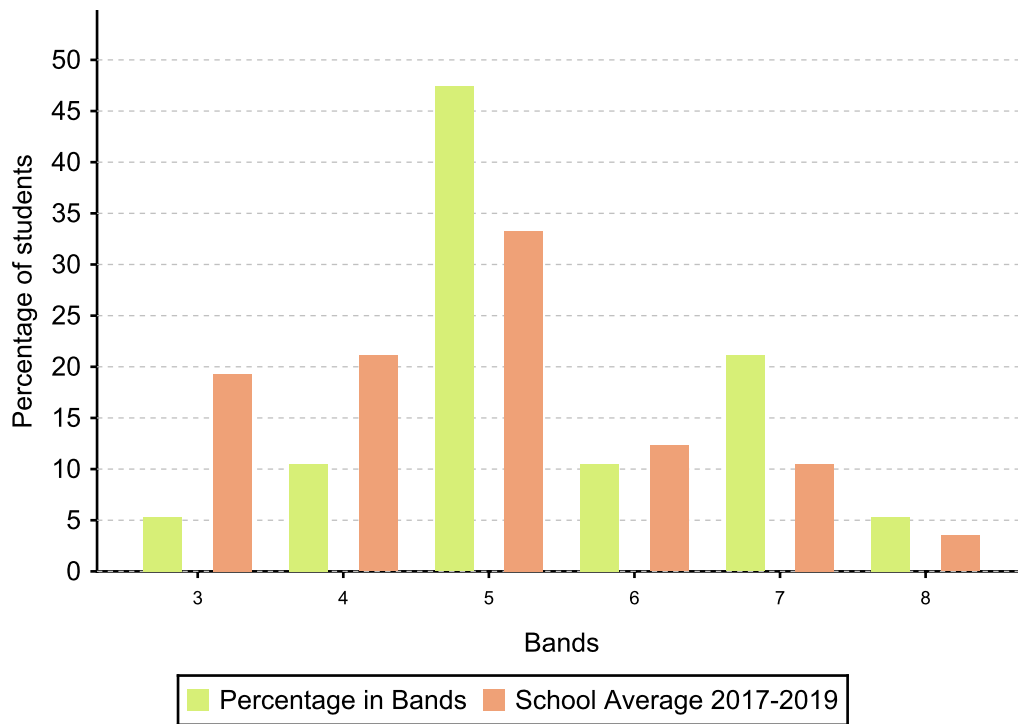
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	15.8	10.5	21.1	21.1	26.3	5.3
School avg 2017-2019	22.8	26.3	19.3	14	14	3.5

Percentage in bands:

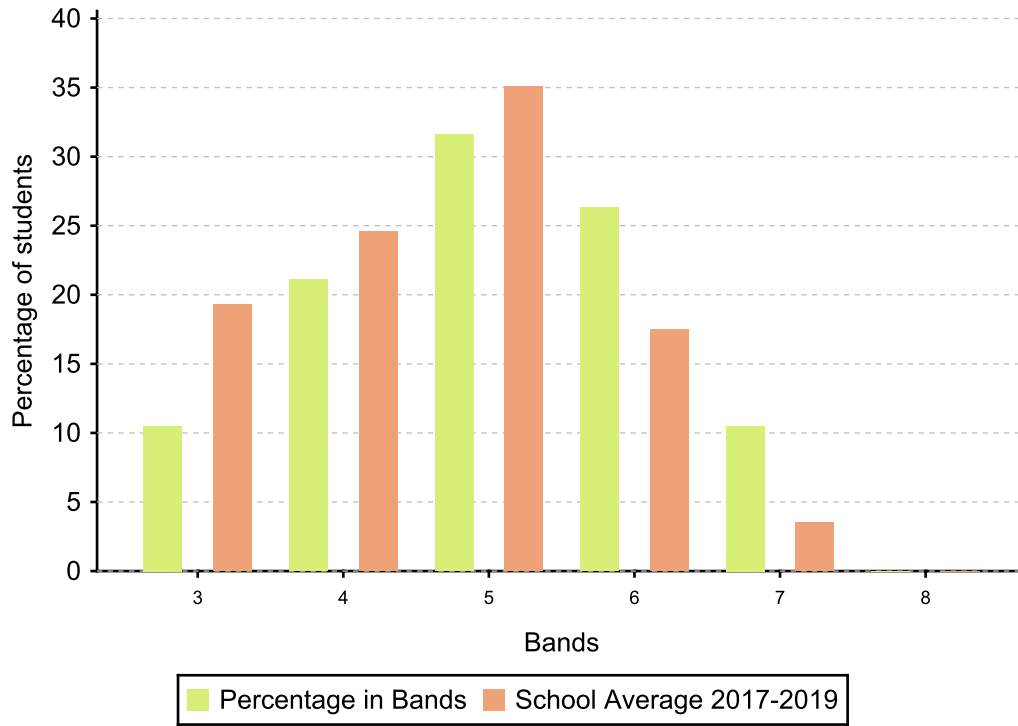
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	5.3	10.5	47.4	10.5	21.1	5.3
School avg 2017-2019	19.3	21.1	33.3	12.3	10.5	3.5

Percentage in bands:

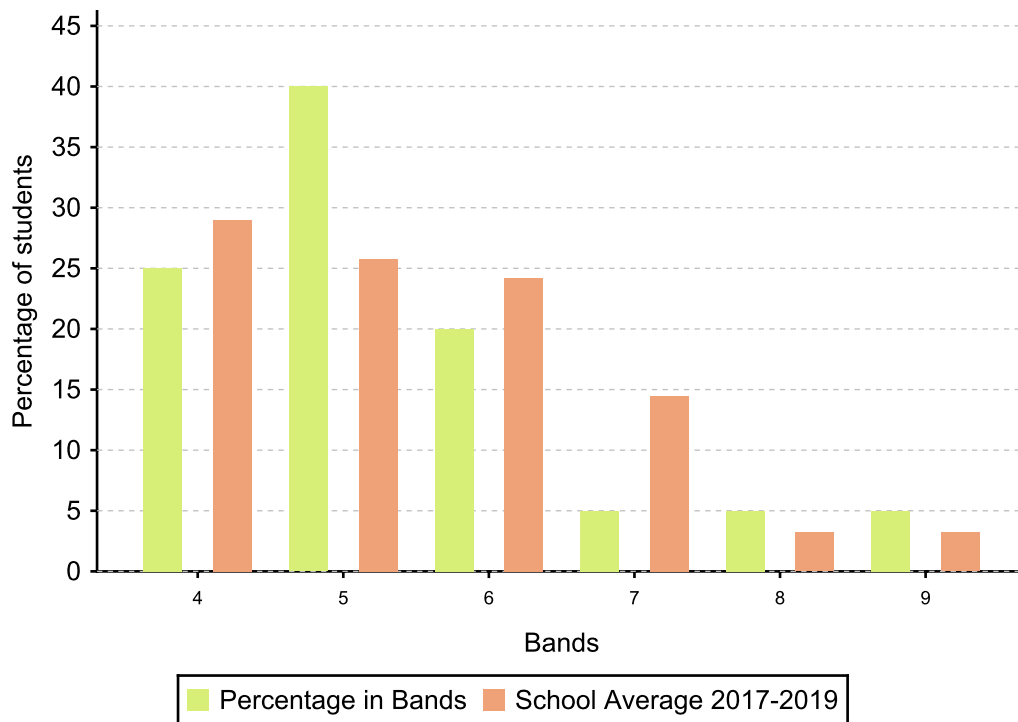
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	10.5	21.1	31.6	26.3	10.5	0.0
School avg 2017-2019	19.3	24.6	35.1	17.5	3.5	0

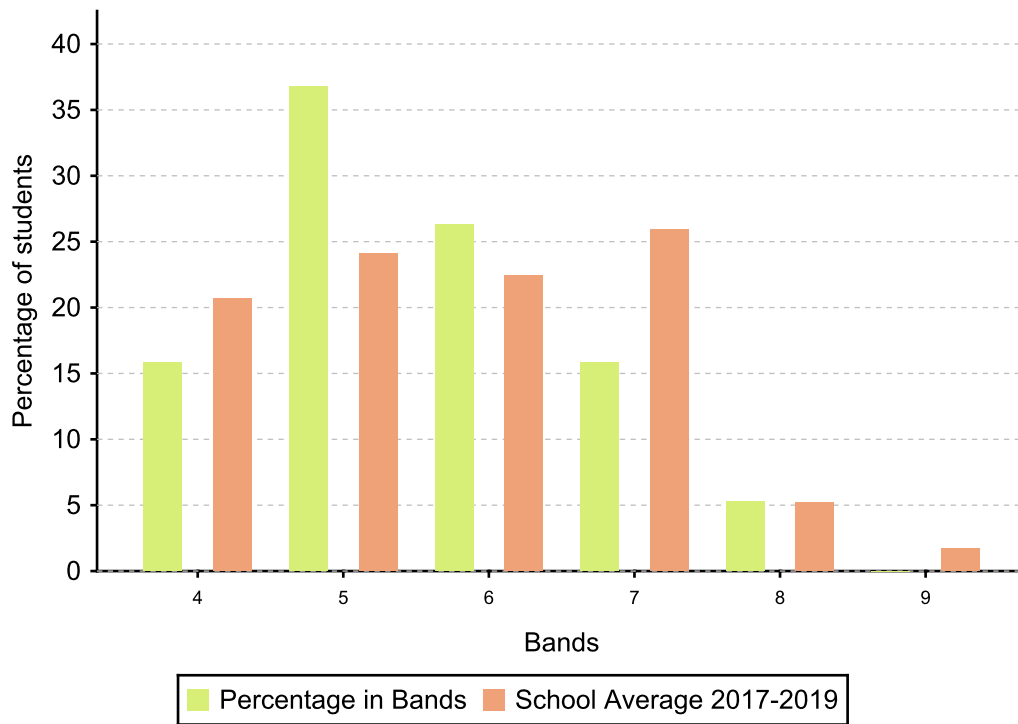
Percentage in bands:

Year 7 Grammar & Punctuation



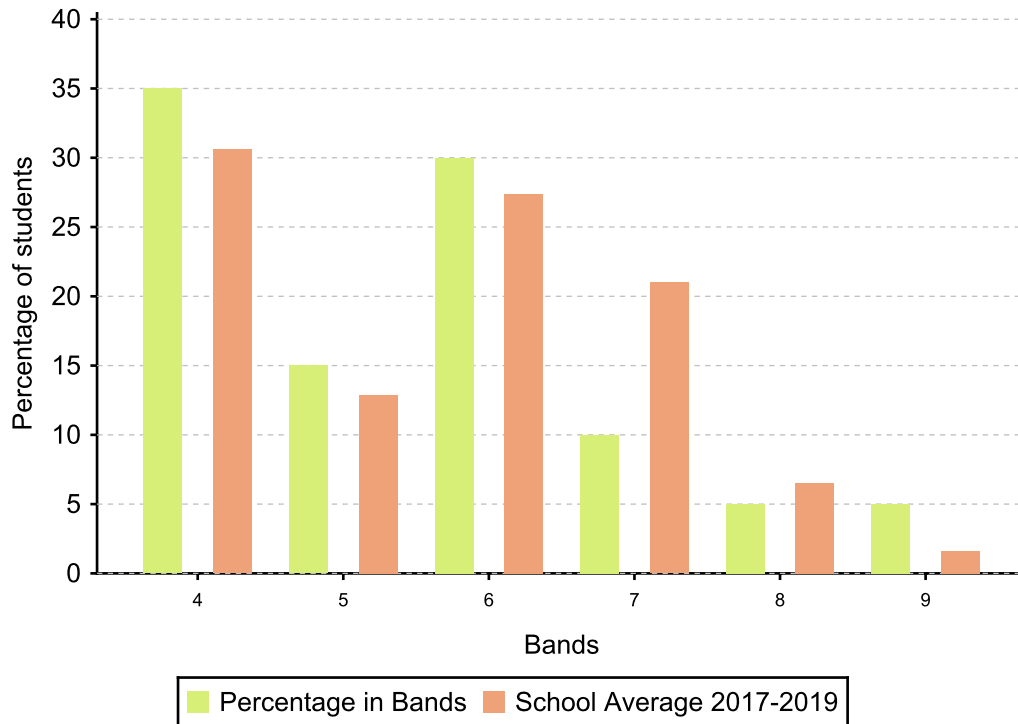
Band	4	5	6	7	8	9
Percentage of students	25.0	40.0	20.0	5.0	5.0	5.0
School avg 2017-2019	29	25.8	24.2	14.5	3.2	3.2

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	15.8	36.8	26.3	15.8	5.3	0.0
School avg 2017-2019	20.7	24.1	22.4	25.9	5.2	1.7

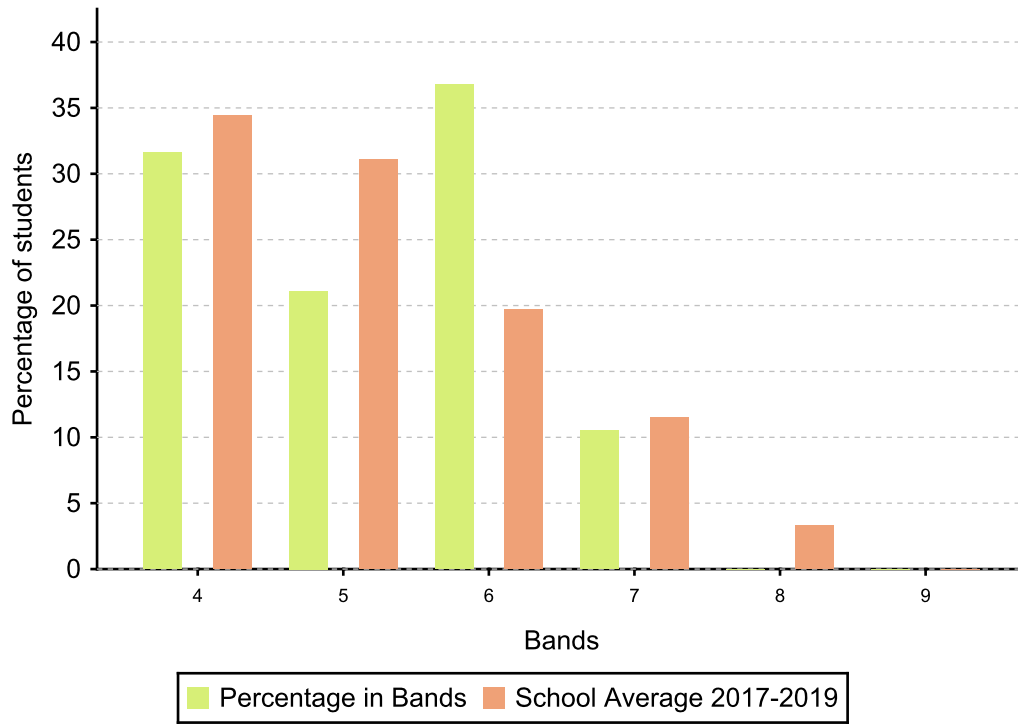
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	35.0	15.0	30.0	10.0	5.0	5.0
School avg 2017-2019	30.6	12.9	27.4	21.0	6.5	1.6

Percentage in bands:

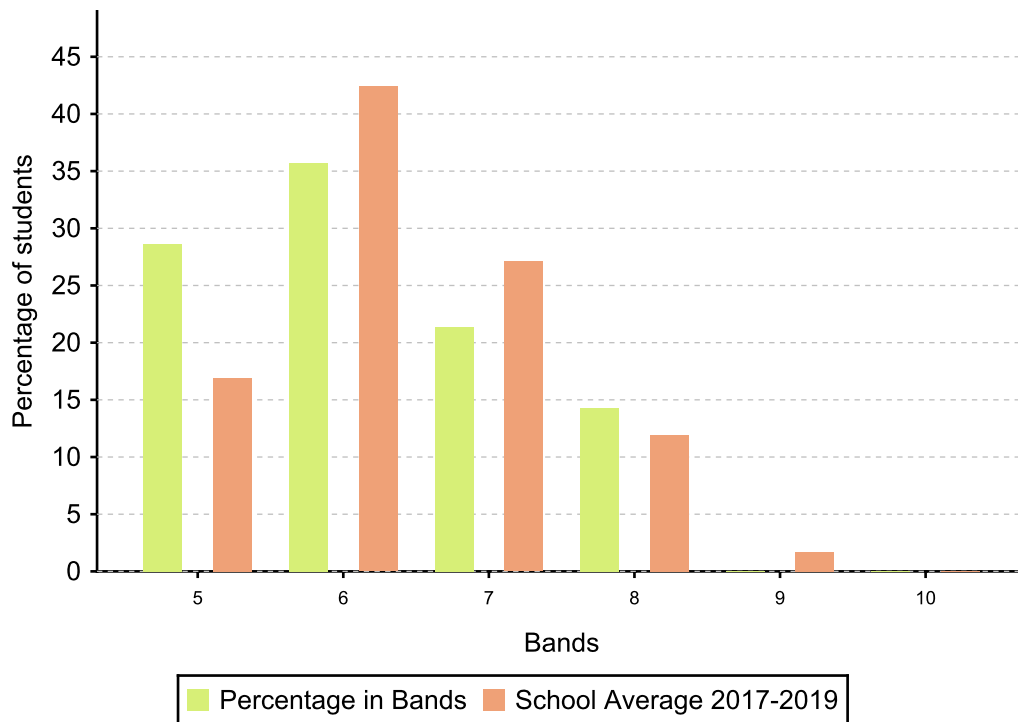
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	31.6	21.1	36.8	10.5	0.0	0.0
School avg 2017-2019	34.4	31.1	19.7	11.5	3.3	0

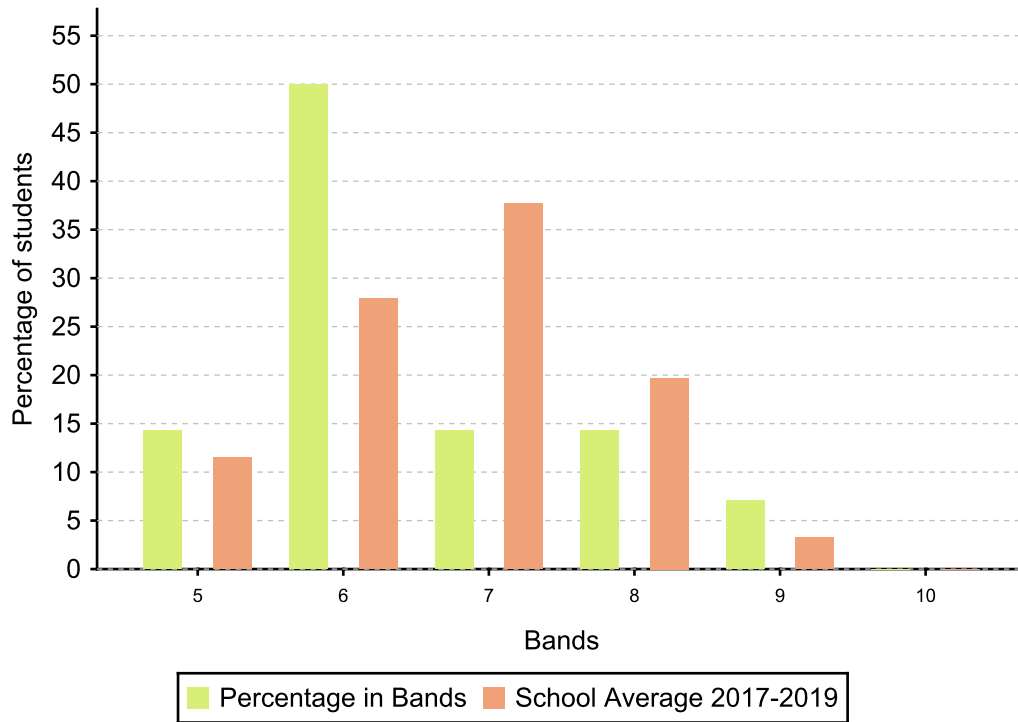
Percentage in bands:

Year 9 Grammar & Punctuation



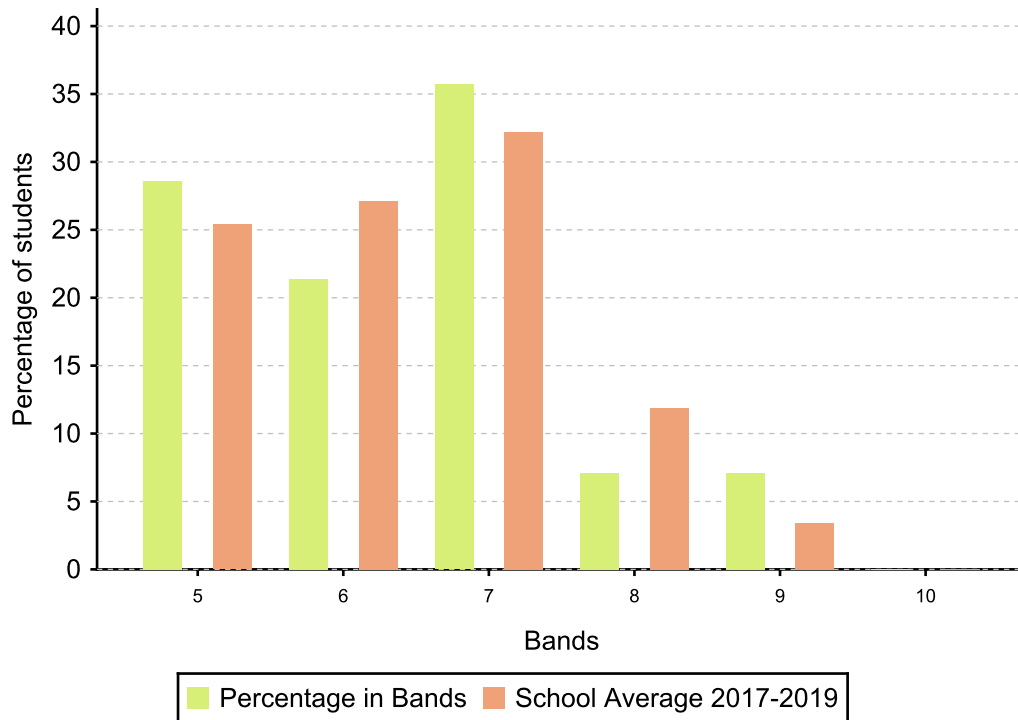
Band	5	6	7	8	9	10
Percentage of students	28.6	35.7	21.4	14.3	0.0	0.0
School avg 2017-2019	16.9	42.4	27.1	11.9	1.7	0

Percentage in bands:
Year 9 Reading



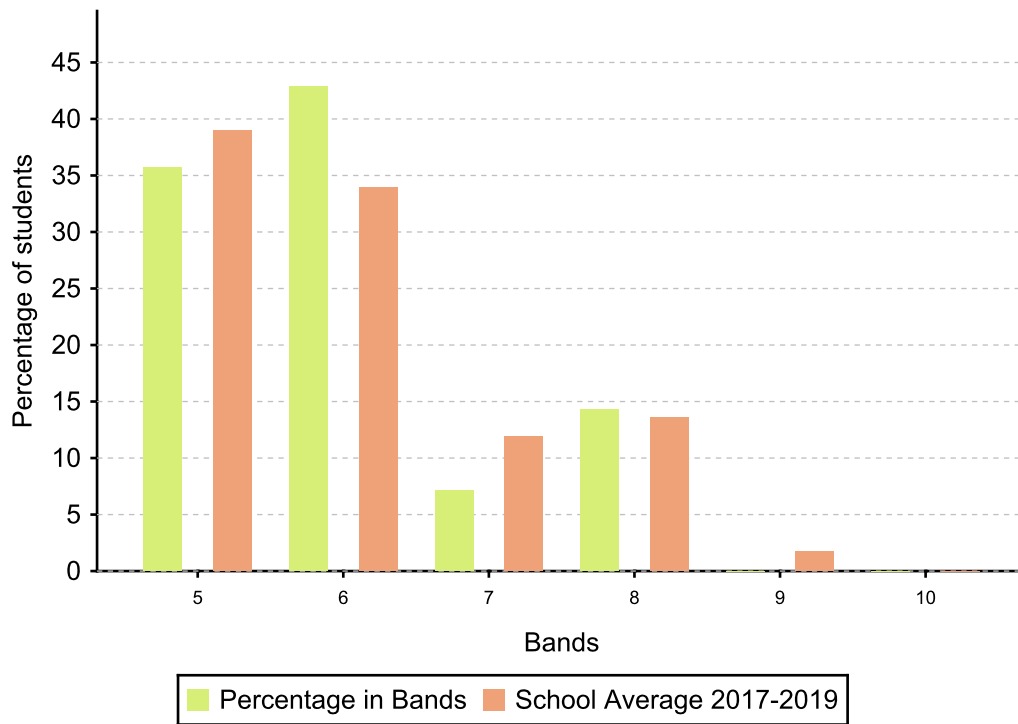
Band	5	6	7	8	9	10
Percentage of students	14.3	50.0	14.3	14.3	7.1	0.0
School avg 2017-2019	11.5	27.9	37.7	19.7	3.3	0

Percentage in bands:
Year 9 Spelling



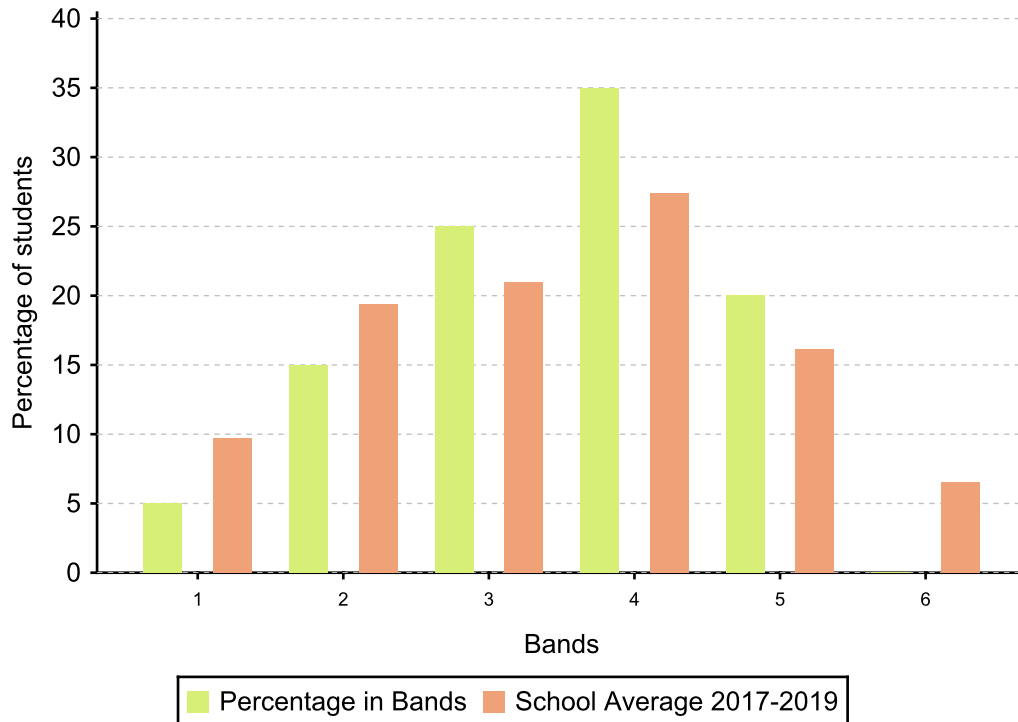
Band	5	6	7	8	9	10
Percentage of students	28.6	21.4	35.7	7.1	7.1	0.0
School avg 2017-2019	25.4	27.1	32.2	11.9	3.4	0

Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	35.7	42.9	7.1	14.3	0.0	0.0
School avg 2017-2019	39	33.9	11.9	13.6	1.7	0

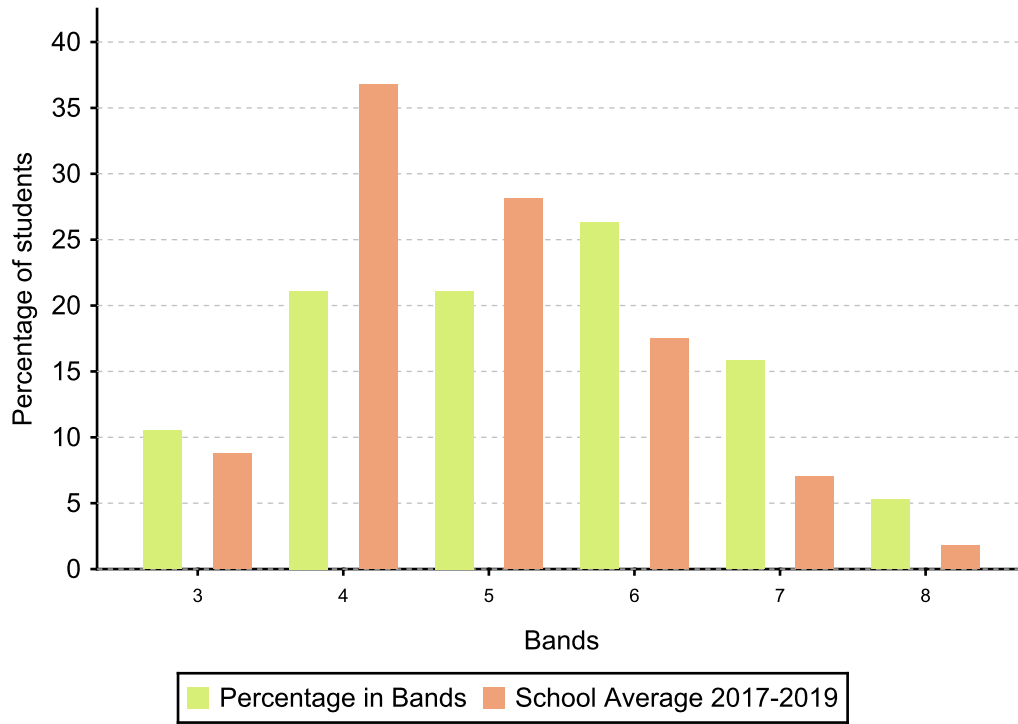
Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.0	15.0	25.0	35.0	20.0	0.0
School avg 2017-2019	9.7	19.4	21	27.4	16.1	6.5

Percentage in bands:

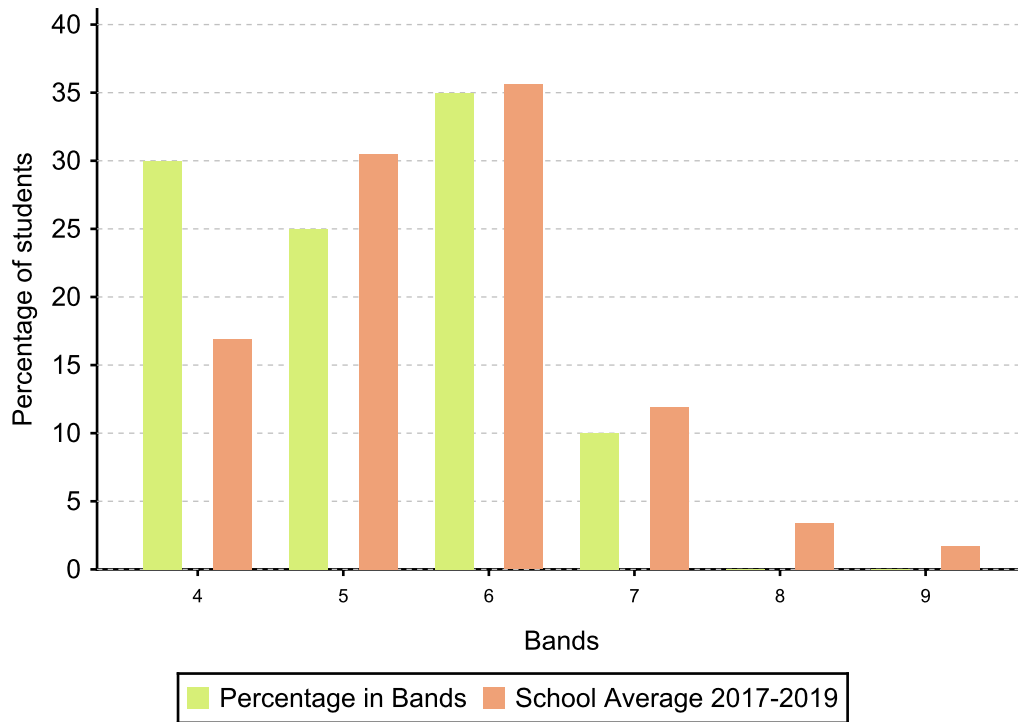
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	10.5	21.1	21.1	26.3	15.8	5.3
School avg 2017-2019	8.8	36.8	28.1	17.5	7	1.8

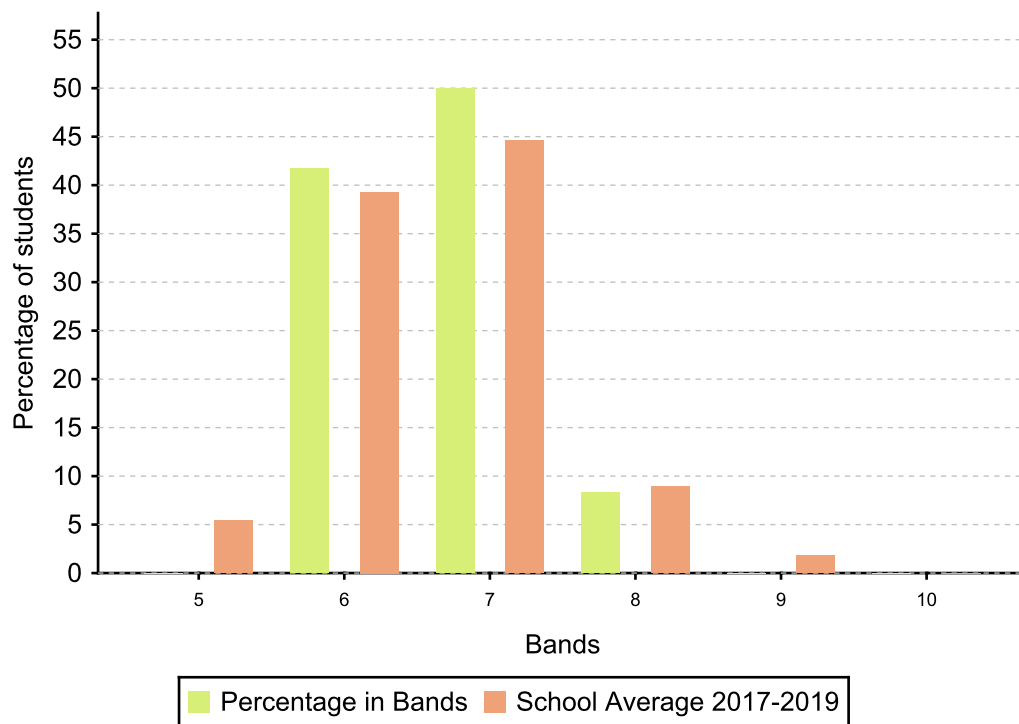
Percentage in bands:

Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	30.0	25.0	35.0	10.0	0.0	0.0
School avg 2017-2019	16.9	30.5	35.6	11.9	3.4	1.7

Percentage in bands:
Year 9 Numeracy

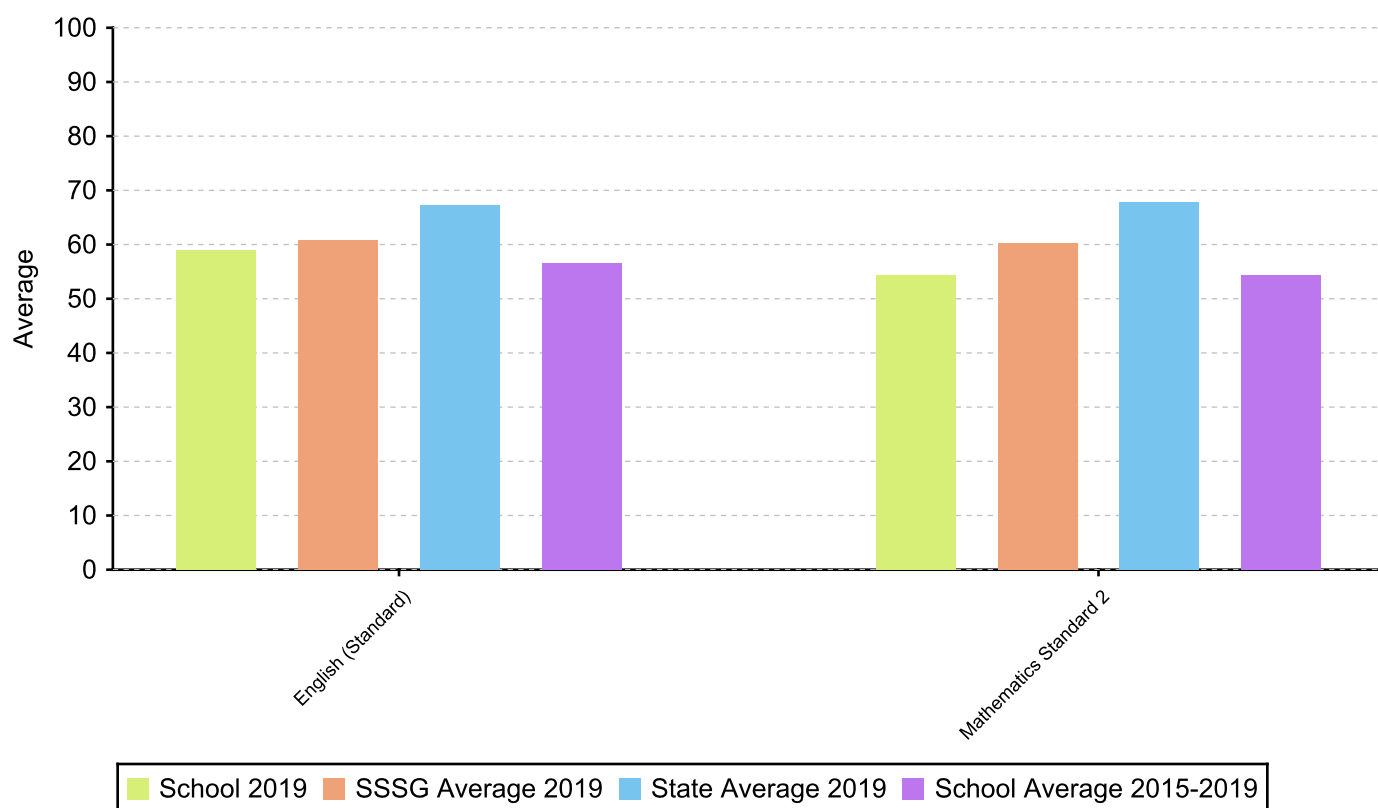


Band	5	6	7	8	9	10
Percentage of students	0.0	41.7	50.0	8.3	0.0	0.0
School avg 2017-2019	5.4	39.3	44.6	8.9	1.8	0

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	58.9	60.8	67.3	56.6
Mathematics Standard 2	54.3	60.3	67.7	54.3

Parent/caregiver, student, teacher satisfaction

The results tallied from the 'Tell Them From Me' on line surveys were quite small in total, and although favourable cannot be used as a total guide of parent opinion.

In 2020, we will assign our captains to survey attendees at each school community function so that we can capture the opinion of a wider section of our school community.

Some snippets of what our **parents** said:

Our parents felt overwhelmingly welcomed at our school. They felt informed about school happenings and their children plus they thought that the school supports learning and positive behaviour. They felt uncertain about supporting learning at home (homework) and finally they thought that the school helps prevent bullying.

We need to survey every family in regards to what medium they prefer us to use in regards to communication as we assume all parents are accessing all of our communication devices. In 2020, we will conduct telephone interviews to attain this information from all of our parents and carers.

The Tell Them From Me surveys that were undertaken by our students are reliable as the majority of our students completed the survey.

A snippet of what our **'Secondary' students** said:

75% of students have friends at school they can trust and who encourage them to make positive choices.

72% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

76% are confident that they do not get in trouble at school and display appropriate behaviour.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

A moderate amount of students (23%) in Year 8, 10 and 12 truanted from school or classes.

32% of students do homework for their classes with a positive attitude and in a timely manner.

42% of students are intellectually engaged and find learning interesting, enjoyable, and relevant.

26% of students are interested and motivated in their learning.

There is a significant spike in harassment in Year 8.

A high proportion of our students (71%) plan to go onto Year 12. 57% of these students plan pursue a trade or apprenticeship program while 41% plan to attend university.

A snippet of what our **'Primary' students** said:

84% of students feel accepted and valued by their peers and by others at their school.

82% of students have friends at school they can trust and who encourage them to make positive choices.

88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

80% are confident that they do not get in trouble at school and display appropriate behaviour.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

A moderate amount of students (23%) in Year 8, 10 and 12 truanted from school or classes.

28% of students do homework for their classes with a positive attitude and in a timely manner.

66% of students are interested and motivated in their learning.

92% of students try hard to succeed in their learning.

A bit less than a half of staff completed the 'Tell Them From Me' survey which doesn't produce the best data. Here is a snippet of what our **teachers** said:

That they want to work on providing quality feedback between staff and students, working with parents, using technology when analysing data on student learning and that they believe that there is a student engagement problem. They would like their school leaders to spend more time observing them in the classroom and that they work with school leaders to create a safe and orderly school environment.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Manilla Central School has 101 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.

The Opportunity Hub based in Tamworth commenced work in our school this year. They ran separate girls and boys sessions each week in the secondary, while they ran a Stage 3 students session every Thursday in the primary. The purpose of combining with the Hub was to present our students the opportunity to touch base and learn about their cultural identity.

It was a privilege hosting ex-NRL player, Boxing champion and mental health advocate, Joe Williams as our keynote speaker at our NAIDOC assembly. Joe also ran workshops for our Years 5 – 11 students, which were very thought provoking and extremely worthwhile. Fourteen students received beautifully aboriginal designed backpacks made by the Bundurra company for their NAIDOC theme writing. They looked awesome. We also had students receive book vouchers for winning the aboriginal artwork competition.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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 Papua New Guinea. Once again, this project gives our students the opportunity to study the country and its culture.

The Manilla CWA ladies judged the projects about Papua New Guinea 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.

The prize winners performed 'My Island Home' by Christina Anu for the ladies of the Manilla Country Women's Association before receiving their prizes.

CWA International Country of Study Winners

Kindergarten: William Woodward, Cohen Zaicos, Parker Freeman, Liam Webb, Charm Hackett

1/2: Taya Burns, Emillia Van Reenen, Eavie Rollason, Zari Keighran

3/4: Eleanor Fisher, Addison Buffett, Liam Hawley, Bella Scanlon

4/5: Jessica Wise, Amber-Lily Gregson, Brooklyn Russell

5/6: Shakaya Fenton, Meaghan Hawley, Claire Fisher