

# 2020 Annual Report

## Manilla Central School



7305

## Introduction

The Annual Report for 2020 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.

### School contact details

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## School vision

- *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>

### Self-assessment using the School Excellence Framework

Elements	2020 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

On 26th August 2021 Manilla Central School will participate in its second External Validation. Our school teams have been preparing for the validation since 2017 and are excited about showing the growth of our school in relation to the Schools Excellence Framework.

## 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)
Our overall plan is to have every staff member undertake the two day formal training presented by John Hattie. COVID prevented any of our staff attending any courses as they all of the courses were cancelled. We still have four primary staff to be trained and seven secondary staff.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li></ul>
Our school has achieved the level of 'Sustaining and Growing', within all 'Learning' Elements as described in the School Excellence Framework.	

**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)
A further ten staff were trained in Surface, Deeper and Transfer methods in Visible Learning in Mathematics and Literacy. All staff were presented with a copy of Fisher, Hattie and Frey's books Visible Learning in Mathematics and Visible Learning in Literacy to read as part of their personal professional learning. The hours when reading these books are logged onto the Teacher Identified PD.	Making Literacy Visible course = \$2090  Making Mathematics Visible course = \$1858  How Students Learn = \$1440  = \$5388.000
Our school has achieved the level of 'Sustaining and Growing', within all 'Learning' Elements as described in the School Excellence Framework.	

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

Evaluation	Funds Expended (Resources)
We were to have a further eight teachers to be trained in Dr Simon Breakspear's 'Teaching Sprints'. The courses were cancelled due to COVID. No online courses were offered in 2020. The courses have been transferred to 2021. Before all of the courses were cancelled two staff members were	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$3300.00)</li></ul>

## Progress towards achieving improvement measures

able to attend an introductory course in Sydney.

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

Evaluation	Funds Expended (Resources)
<p>K-12 Teacher Learning Communities occur every three weeks. Our staff worked through workshops on a variety of topics, that included the Third Teacher, Check-ins, Feedback and Exemplars. 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>75% of staff deliberately practice high yielding strategies of our Non-Negotiables in their classroom.</p>	

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

Evaluation	Funds Expended (Resources)
<p>All teaching staff to aligned the Australian Professional Teaching Standards descriptors with their goals on the Performance and Development Plans. Staff was trained in how to record Teacher Identified PD into their e-TAMS account. We will continue this training in 2021. Teachers were taken through the standards descriptors and judged where they are working well and put into their plans where they are not addressing particular descriptors. This process will continue in 2021 and be offered as Goal 3 in their Performance and Development Plans. All SASS staff completed their Performance and Development Plans.</p>	<p>Quality Teaching Advisor employed 0.2 FTE.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$15580.00)</li></ul>

**Process 6:** Teachers developed through Performance and Development Plans.

Evaluation	Funds Expended (Resources)
<p>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.</p> <p>All teachers have documented how they are producing self-regulated learners in their Performance and Development Plans.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$1200.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
<p>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 2021. 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 Compliance, VET, Wellbeing and Community Partnerships.</p> <p>Our SEF S-aS data indicates in the element of Learning Culture the need to implement explicit benchmarks within each transitional point in our K-12 environment. We plan to identify the key foundational skills of each student in each stage in order to maintain constant student growth in relation to the school targets.</p>	<p>Principal Support Officer \$16277</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

## Progress towards achieving improvement measures

Our goal is to improve the theme of Data Use in Teaching through the implementation of deliberate reflective practices around student growth in each stage. The use of data walls using the progressions K-10 will be the vehicle of tracking students' growth. Stage teams with the assistance of AP's, HT's and instructional leaders will regularly meet every 3-4 weeks to analyse students work samples, plot student growth on the data walls and collaborative plan new directions / next steps in student learning.

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

Evaluation	Funds Expended (Resources)
<p>Walkthrough data showed that 85% of primary staff and 77% of secondary staff consistently used Teacher Clarity as deliberate practice.</p> <p>The staff were surveyed in relation to what they believe should be our Strategic Directions in the 2021-2024 School Improvement Plan. Teacher Clarity was selected as one of the improvement measures. This is to ensure that our students have total clarity of what they are learning and what success looks like. In 2021 we will continue to focus on Learning Intentions, Success Criteria, Classroom Set Up, Feedback and Check ins (checking for understanding). Via walkthroughs, supervisors will use checklists to record the use of Teacher Clarity in each classroom.</p>	Teacher Clarity observation checklists.

**Process 9:** Track student progress through Learning Progressions.

Evaluation	Funds Expended (Resources)
<p>Sport was collapsed into one afternoon so that stage teams could work together and collect data using the learning progressions. This enabled each stage team to meet every three weeks for 90 minutes during school hours and 30 minutes outside of school hours as an extra data collection allowance and / or professional learning period. Data was collected for Understanding Texts (Reading), Quantifying Numbers and Additive Strategies and updated on the data walls in the primary and secondary.</p>	

**Process 10:** Professional development via professional learning bodies such as the ETA, HTA, MTA, ETC etc

Evaluation	Funds Expended (Resources)
We no longer use this milestone to measure our School Plan 2018 - 2020.	

## Next Steps

In 2021, we will publish our MCS Assessment and Reporting Booklet in order to entrench '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 take a closer focus on student progress at the K-12 key transitional stages through the use of Data Walls and 'K - 12' assessment regime.

We have commenced training staff in the secondary in how to conduct Teaching Sprints. We will trial and apply this knowledge in Stage 4. COVID stalled the training in the sprints however we have re-enrolled in 2021.

We will continue to track student progress using Literacy and Numeracy Learning Progressions via the data walls.

Exemplars will continue to give clarity of what students need to learn through what 'what a good one looks like'. Staff will gather and use exemplars of each year / stage standard.

## 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>In 2020, our teachers were engaged in Remote Learning Strategies. Due to COVID-19 our professional learning schedule had to be changed to include Working from Home strategies and more individualised and independent Professional Learning for staff.</p> <p>In order to remain compliant with the NSW Educational Standards Authority, we established a MCS focus group, 'NESA Compliance'. We established one of our previous faculty rooms as our NESA compliance centre in the secondary and used the meeting room in the primary to store all of our programs. All of our teaching staff completed two or the six online Curriculum Policy Monitoring modules in order to understand the processes embedded in Curriculum Policy Monitoring procedures.</p> <p>Our Curriculum Audit that was to be conducted by the High performance Unit and NESA was postponed due to COVID. We are confident that our processes are compliant and complete.</p>	<p>MyPL Curriculum Policy Monitoring courses</p> <p>0.4 SAO NESA room</p> <p>Online programming using Google Suite, Microsoft Teams and Zoom for meetings. Online professional learning from a range of sources, linked to Online Learning and PDP's.</p>

**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>K-12 Teacher Learning Communities occur every three weeks. Our staff worked through workshops on a variety of topics, that included the Third Teacher, Check-ins, Feedback and Exemplars. 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>Walkthrough data showed that 85% of primary staff and 77% of secondary staff consistently used Teacher Clarity as deliberate practice.</p>	

**Process 3:** K-12 Assessment procedures match NESA guidelines.



## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
All Stage 4, Stage 5 and Stage 6 Assessment booklets are compliant with the NESA and ACE manuals. All primary assessment tasks are curriculum based and inform all teaching from Early Stage 1 to Stage 3. Next step in primary is to document all of their agreed assessment practices into an Assessment and Reporting Handbook.	

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

Evaluation	Funds Expended (Resources)
All teaching programs were collected every term and appraised for syllabus and NESA compliancy. 100% of teaching programs ES1 - S6 are compliant.	

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

Evaluation	Funds Expended (Resources)
<p>The observations of the trial were to see what data could be recorded in a short amount of time and then in whole lessons.</p> <p>Findings: The observer could observe LI, SC and exemplars at the initial part of the lesson. Some staff used their IWB to display these while others used their whiteboard to write theirs. The longer the observer stayed in the classroom, the more non negotiables were observed such as the check-ins, formative feedback and summarising.</p> <p>As part of wrapping up Teacher Clarity as one of our Strategic Directions, it was time to check-in and see what areas of Teacher Clarity non-negotiables were being used as deliberate practice. A survey was taken by staff. Results:</p> <p>Primary: 87.5%</p> <p>Secondary: 77%</p>	

**Process 6:** Teachers track student progress using Learning Progressions.

Evaluation	Funds Expended (Resources)
Our Primary data shows that we are on track to meet our 2022 targets. It is noticeable that we have more students working above their stage progression target in the junior years than we do in the senior years. In stating that, all of our year cohorts are on track to meet the 2022 targets.	Student work samples

**Process 7:** Teacher buddies measure student on task behaviour.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure is an average of 90% on task behaviour in K - 12 classrooms.</p> <p>Average Primary on task behaviour was 85.24%</p> <p>Average Stage 4 on task behaviour was 65.7%</p>	

**Process 8:** Reignite PBL K-12 and make improvements.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Suspension data remains on a downward trend. The Gold and Platinum Award numbers are on a positive trend.

We are ready to relaunch PBL in the primary. New expectations have been voted in. Safe, Respectful, Responsible Learners. A mascot has been selected. PBL shirts ordered. The launch date has been booked. 24 March 2021.

We will review the processes involved in the Pastoral Care groups in the secondary. It is a great avenue for relationship building with staff and students. Our community service project was put on hold this year due to COVID and social restrictions. We will relaunch this program in 2021 when social restrictions are lifted.

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

Evaluation	Funds Expended (Resources)
<p>* Year 3: Reading 28% = 5 students Numeracy 20.5% = 3 students</p> <p>* Year 5: Reading 37% = 7 students Numeracy 38% = 7 students</p> <p>* Year 7: Reading 9% = 2 students Numeracy 9% = 2 students</p> <p>* Year 9: Reading 9% = 2 students Numeracy 9% = 2 students</p> <p>* Year 12 Top 2 = 3 students</p> <p>* Year 12 Top 3 = 9 students</p> <p>Our Value Added Data has been consistently in the Sustaining and Growing level for the past four years. These are pleasing results because it means that our students are consistently learning and improving.</p> <p>Over the past 5 years MCS has mostly outperformed its SSSG schools in Reading and Numeracy. In stating that, MSC has been outperformed by its SSSG schools for the past three years in Year 7. This was worthy of an investigation. In 2020 MCS embarked on a professional learning project focussing on the teaching of reading in the secondary. The main areas to target that came out of this investigation was that: teachers needed PL in matching students to text; targeting Tier 2 academic vocabulary plus comprehension strategies.</p> <p><b>Types of comprehension that need to be targeted</b></p> <p>As a result of an analysis of our NAPLAN Reading data from 2017 - 2019 in relation to syllabus outcomes assessed and types of comprehension questions assessed we were able to pinpoint our areas of focus. It was confirmed that when comparing the number of questions presented over a number of years in literacy that the reoccurring comprehension problems occurred in:</p> <ol style="list-style-type: none"> <li>1. Inferential Comprehension</li> <li>2. Connecting Ideas</li> <li>3. Literal Comprehension</li> <li>4. Main Ideas</li> </ol> <p>As a result, the school will target these types of questions and present our students with targeted lessons aimed at teaching them how to problem solve o locate the answers in a variety of text.</p> <p><b>Number of students in the Tops 2 Bands in Reading</b></p> <p>According to the tables presented in our situation analysis, it is unknown if Year 3 will meet its target. Year 5 students are on target. Year 7 students are</p>	

## Progress towards achieving improvement measures

on target. It is likely that Year 9 students are on target.

To ensure that our growth is sustainable, our secondary department is involved in a reading project with the N.S.W. Department of Education. Our staff have had a close look at how they are teaching reading in their faculty. After a close analysis of our teaching, our staff came up with three areas with which they would like to work with. These are matching students to text, tier 3 vocabulary and comprehension strategies.

### Sub strands in Mathematics that need to be targeted

As a result of an analysis of our NAPLAN Numeracy data from 2017 - 2019 in relation to syllabus outcomes assessed and types of sub strand questions assessed it was clear that our students were having the same reoccurring problems with these four sub strands.

Areas of focus:

- Fractions and Decimals
- Multiplication and Division
- Data
- Patterns and Algebra
- Addition and Subtraction

This has highlighted a need to focus our attention on presenting our students with NAPLAN type questions that target the five areas of focus. Fractions and Decimals, Multiplication and Division, Data, Patterns and Algebra plus Addition and Subtraction.

The DoE targets for MCS are for:

3 of our Year 3 students in 2022 to attain either Band 5 or 6 in NAPLAN Numeracy.

7 of our Year 5 students in 2022 to attain either Band 7 or 8 in NAPLAN Numeracy.

2 of our Year 7 students in 2022 to attain either Band 8 or 9 in NAPLAN Numeracy.

2 of our Year 9 students in 2022 to attain either Band 9 or 10 in NAPLAN Numeracy.

According to the table below. It is unknown if Year 3 will meet its target. Year 5 students will not meet the target. Year 7 students will not meet the target. It is likely that Year 9 students are on target.

Number of students in the Tops 2 Bands in Numeracy(graph)

Mathematics is an area that requires attention in the secondary as our students are not registering in the Top 2 Bands in NAPLAN. Our primary department has been involved in some significant professional learning over the past four years in relation to Building Numeracy Leadership, Number Talks, Learning Sprints and Learning Progressions. This has had a dramatic impact on the way in which our staff teach mathematics and how they check in for understanding with their students.

According to our RAP four students in the past three years have attained Band 5 and no students have attained Band 6. In 2019, 27 Band 4's were achieved and in 2020, 24 Band 4's were achieved. In our current Year 10 class we will have five aboriginal students planning to complete their HSC. Of these all of these students are capable of attaining Top 3 bands..

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

**Evaluation**

**Funds Expended**

## Progress towards achieving improvement measures

Evaluation	(Resources)
Achieved in 2018	

## Next Steps

We will document the process of 'Agreed Practice' protocols in each classroom in our Teaching and Learning Booklet in order to have common practice across the school plus support newly appointed staff at Manilla Central School.

The Agreed Practices are documented in our Teaching and Learning Booklet about how when and what Number Talks can include. We will do this so there is consistency in each classroom about how we implement Number Talks. This will assist new staff to follow the routines, processes and practices. A Scope and Sequence is developed for our Number Talks.

We will formalise the process of Curriculum Policy Monitoring in the Teaching and Learning Handbook for all new and current staff to follow the process. We will continue with the employment of SAO for NESA room in the secondary FTE 0.2. Our primary to formalise Meeting Room to accommodate programs ready for Random NESA audits.

Teacher accountability and accreditation will continue to be formalised and monitored through classroom observations, performance and development plans and program appraisals.

## 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.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All community and parent activities have been halted due to the COVID restrictions. Our staff had contact with our parents / carers via Zoom, the See Saw App, Google Classrooms, telephone calls and conversations at the school gate. As COVID restrictions lightened, staff were able to meet with a parent / carer face to face for emergency cases.	

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

Evaluation	Funds Expended (Resources)
All community and parent activities have been halted due to the COVID restrictions. Our staff had contact with our parents / carers via Zoom, the See Saw App, Google Classrooms, telephone calls and conversations at the school gate. As COVID restrictions lightened, staff were able to meet with a parent / carer face to face for emergency cases.	

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

Evaluation	Funds Expended (Resources)
<p>Manilla Central School has a parent portal on its website that parent access to view their child's scope and sequences of learning in Stage 4, Stage 5 and Stage 6.</p> <p>The parents also have access to their child's assessment tasks each term, where they can download the assessment task, resources and marking criteria.</p> <p>Parents also have access to stage 4, Stage 5, Stage 6 assessment booklets.</p> <p>All COVID student programs were dispersed either either through the bus run or school handouts. Every class and subject work was uploaded onto the 'Working from home during COVID' section of our website. Parents could also access their child's work via the See-Saw App and the Google Classrooms.</p>	<p>Employ 0.2 SAO to maintain website. \$13604</p> <p>COVID resources \$13240</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$26844.00)</li></ul>

### Progress towards achieving improvement measures

Next step is to email out to parents their child's assessment tasks, plus sent them a SMS message informing them that an assessment task has been issued and inform the parents of the due date for each subject area.

**Process 4:** Structured programs such as mentoring and volunteering.

Evaluation	Funds Expended (Resources)
This program was postponed in 2020 and will be used in 2021 when the COVID restrictions lift.	

**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>151 families were invited to undertake a communication survey. Of the 151 families 56 declined. The survey data below accounts for the 95 families that participated in the survey.</p> <p>1. How do you receive school information?</p> <p>18 Newsletter, <b>39 School App</b>, 25 Facebook, 5 email, 12 phone, 14 other.</p> <p>2. Do you have the School App? 74% yes</p> <p>3. Do you use our Facebook page? 64% yes</p> <p>4. Do you use the website? 26%</p> <p>5. Which platform do you prefer to receive information on?</p> <p>10 Newsletter, <b>31 School App</b>, 19 Facebook, 18 email, 4 phone, 8 text, 18 Don't have a preference.</p>	

**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>A focus group of families were surveyed about their opinion of Manilla Central School. Results are as follows</p> <p>Manilla Central School is a place where:</p> <p>100% My child feels welcome.</p> <p>100% Students do well and are noticed and congratulated.</p> <p>92% My child enjoys attending</p> <p>100% Teachers care about their students</p> <p>83% Teachers help those students who have personal problems.</p> <p>92% The teachers have high expectations of students.</p> <p>92% Students have difficulties in their learning are noticed and supported.</p> <p>92% Teachers listen to students and are fair.</p> <p>100% The school support positive behaviour.</p>	

## Progress towards achieving improvement measures

**Process 7:** Our students provide services for our community.

Evaluation	Funds Expended (Resources)
The purpose of the community service programs was to increase the community satisfaction towards the school and to increase the community spirit in our students. Due to all activities being cancelled due to COVID social restrictions, no measurement of satisfaction was measured.	

**Process 8:**

Evaluation	Funds Expended (Resources)
We no longer use this milestone to measure our School Plan 2018 - 2020.	

## Next Steps

In order to map student engagement which is situated in the Assessment section of the SEF S-aS, we will formalise the process of measuring 'on task' behaviour observations in the classrooms. Other forms of engagement will be sort after during the bi-annual Student Feedback Meetings. We will also participate in the DoE's 'Attendance Sprints' pilot project to increase the attendance rates of our students, which is another measurement of student engagement.

A close working relationship with parents, students and staff will occur through the biannual Student Feedback Meetings. Academic progress, attendance, wellbeing and career aspirations are discussed during these meetings.

Students connect to their learning, forge respectful relationships and experience a sense of belonging to their school through community partnerships .

Students engage in community service projects and acquire life skills and humility, as well as provide a service to those who need it most within our community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$167 743.00)</li> </ul>	<p>The total number of Aboriginal students at Manilla is one hundred and one.</p> <p>Our annual funding includes the Aboriginal Education Officers wage along with the tutors' wage, most of the funding is used up here . Our 2020 targets continued to centre around the six priority areas of the Aboriginal and Torres Strait Islander National Education Action Plan.</p> <p>8 aboriginal students were involved in the Kindergarten Transition program (Manilla Prep). Their exit report showed that 100% showed improvement in academic preparation for formal school in 2021 and that all had no anxiety about commencing formal school.</p> <p>Tutors were employed to assist with the implementation of support programs for students in the primary and secondary.</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. The staff and students were surveyed about the impact of this weekly program and as a result of the findings; we will continue with the primary program as is. The staff would like to receive a term overview of the program so that they can discuss more with the students. There will be a change the secondary program to a one day a term cultural program. Opportunity Hub staff will be used for targeted individual support.</p> <p>Funding was allocated towards our NAIDOC celebrations. Our goal to increase student engagement. Student absences are slightly lessening while the number of suspensions has decreased dramatically.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$243 269.00)</li> </ul>	<p>This amount includes 1.6 of Learning and Support teaching staff.</p> <p>All students requiring Individual Learning Plans and Personal Learning Plans have them completed in a timely fashion and these are regularly updated. Due to a large number of our students not being eligible for support funding and / or not accessed by a paediatrician, our School Learning Support Services were increased to ensure all students that require support, receive it at a rate above that was issued to the through this specific funding.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>In 2020 QTSS staffing resource in Manilla Central School was 0.231 FTE which equates to \$24 661.</p>	<p>All staff continue to maintain accreditation at 'Proficiency' level.</p> <p>QTSS funds staff to work with the instructional leader for programming support, data analysis and teaching sprint support. This year we targeted Additive strategies.</p>



<b>Quality Teaching, Successful Students (QTSS)</b>	<p>In 2020 QTSS staffing resource in Manilla Central School was 0.231 FTE which equates to \$24 661.</p>	<p>Unfortunately, our QTSS support was not consistent due to COVID home schooling and lack of casuals due to the COVID casual program distributing casual staff elsewhere.</p> <p>The results of the professional learning in Additive Strategies appear in the table below represents the percentage of students working above, within or below the Year standard.</p> <p>K: 0% above 0% within 100% below</p> <p>Y1: 37% above 42% within 21% below</p> <p>Y2: 5% above 39% within 56% below</p> <p>Y3: 0% above 60% within 40% below</p> <p>Y4: 0% above 35% within 65% below</p> <p>Y5: 0% above 0% within 100% below</p> <p>Y6: 0% above 5% within 95% below</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$448 134.00)</li> </ul>	<p>Due to the lack of casual teachers we expanded curriculum offerings in the primary by adding another class. We expanded wellbeing and curriculum offerings in the secondary through the employment of a Head Teacher Wellbeing and Instructional Leader.</p> <p>These have enabled less classes in the primary having to be split; the implementation of the Pastoral Care program in the secondary and the support of teacher quality practices that have a significant impact on student learning and wellbeing.</p>
<b>Support for beginning teachers</b>		<p>No funding was provided in this dissection.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	149	139	130	122
Girls	152	130	135	134

Total school enrolment is 258 students. The K-6 enrolment is 137, whilst the Yr7 - 12 population is 121. The school's aboriginal enrolment is 95 students making it a population of 37%. 2% EALD population.

Student enrolment has declined by 18% since 2016.

FOIE is 150 and is increasing each year. 74% of our parent population is in the bottom quartile of economic.

The town has suffered from the economic downturn due to the drought and will continue with this decline. Families have been forced to move out of Manilla in search of employment. During the drought, 60 students have moved away with their family in search of work.

The population of children entering our school from preschool and long daycare is small but consistent. Each cohort of children for the past three years is approximately 20 students. We attain approximately 90% of children who attend these facilities. Therefore, we do not predict our numbers to climb in the next two to three years.

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	92.6	86.7	89.1
1	95.2	92.3	90.5	88.5
2	89.1	93	92	88.9
3	90.2	89.1	89.9	91.2
4	91.9	88.7	89.3	92.2
5	93.1	89.8	88.8	93.2
6	89	88.9	88.8	91.4
7	87.8	89	87	87.3
8	85.5	81.2	86.9	87.5
9	89.1	79.9	69.1	87.5
10	83.4	83.6	75.1	79.1
11	70.7	77	71.8	73.9
12	80	85.7	85.4	81.6
All Years	87	86.1	84.5	87.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Over the past three years K-12 attendance has remained constant at around 81% and is slightly below state average and significantly above SSSG schools. The school is below the benchmark of 90% attendance for a large percentage of students.

In relation to our attendance goals, the school meets with the Home School Liaison Officer every three weeks to look at our attendance concerns. Letters are sent to parents of students who have attendance concerns and phone calls are made to offer support where it is required.

Our numbers have been affected due to students who either have moved inter state and have not enrolled in a government school or the students have moved from Manilla and have significant wellbeing issues and do not attend school in their new town. Our data is affected by these students as we must legally keep them as enrolled at Manilla Central School until we are notified that they are enrolled in a new school. Their 0% days affect our attendance records significantly.

In 2020, the Home School Liaison Officer has been working closely with the school in an attempt to take these students off our register.

Our suspension data has gradually declined over the past six years. In fact the total of suspensions has halved since 2015.

### Management of non-attendance

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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	NA	NA	6
Employment	19	NA	46
TAFE entry	NA	NA	24
University Entry	NA	NA	12
Other	NA	7	12
Unknown	NA	NA	0

### Year 12 students undertaking vocational or trade training

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77.78% of Year 12 students at Manilla Central School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

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94.1% of all Year 12 students at Manilla Central School expected to complete Year 12 in 2020 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
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,098,047
<b>Revenue</b>	5,631,109
Appropriation	5,570,202
Sale of Goods and Services	16,111
Grants and contributions	33,190
Investment income	629
Other revenue	10,977
<b>Expenses</b>	-5,732,752
Employee related	-4,948,091
Operating expenses	-784,661
<b>Surplus / deficit for the year</b>	-101,642
<b>Closing Balance</b>	996,404

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	243,200
<b>Equity Total</b>	859,146
Equity - Aboriginal	167,743
Equity - Socio-economic	448,134
Equity - Language	0
Equity - Disability	243,269
<b>Base Total</b>	3,949,890
Base - Per Capita	63,637
Base - Location	57,210
Base - Other	3,829,043
<b>Other Total</b>	425,861
<b>Grand Total</b>	5,478,098

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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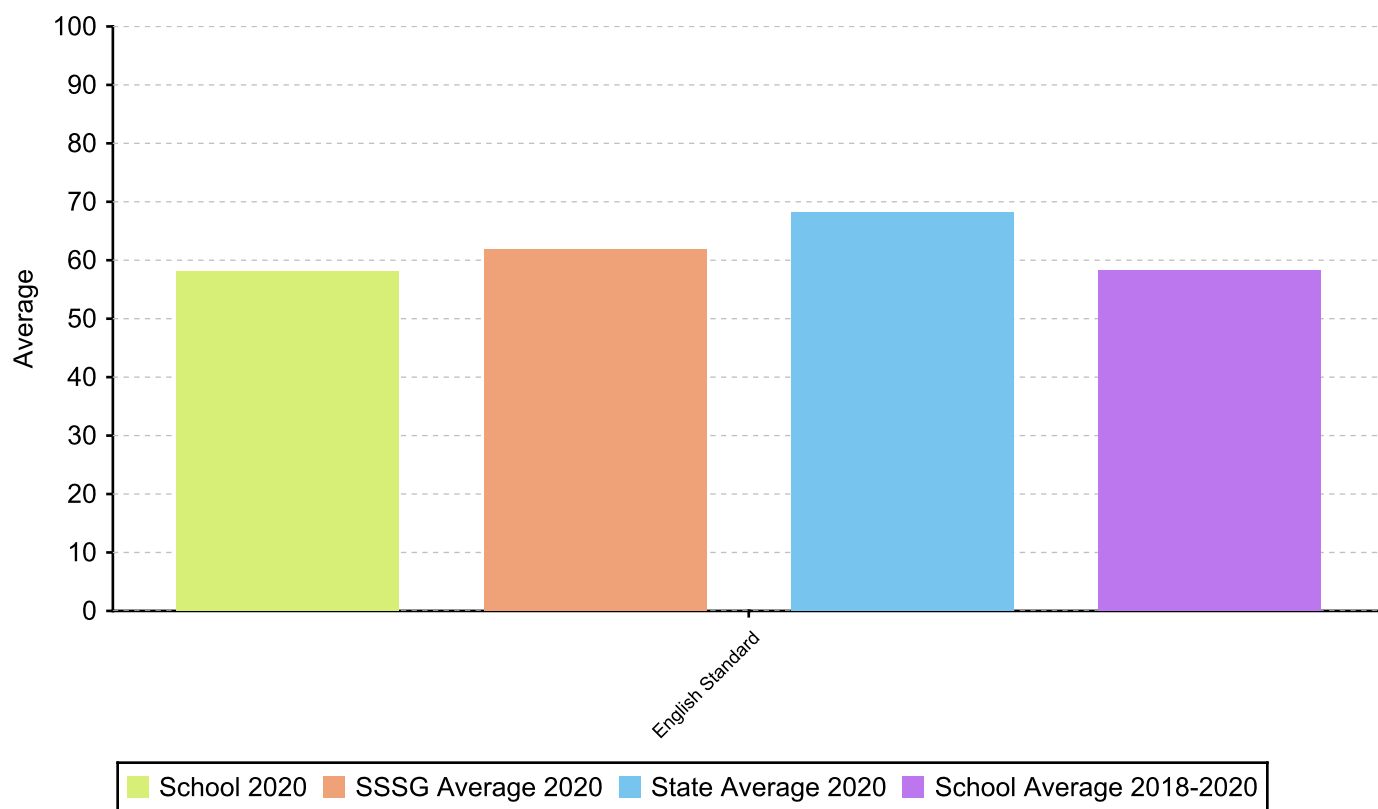
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020	SSSG	State	School Average 2018-2020
English Standard	58.1	61.9	68.1	58.2

## Parent/caregiver, student, teacher satisfaction

A focus group of 65 students were surveyed about their opinion about Manilla Central School. Results are as follows

Manilla Central School is a place where:

97% I feel welcome.

100% Students do well and are noticed and congratulated.

92% I enjoy attending

98% Teachers care about their students

95% Teachers help those students who have personal problems.

95% The teachers have high expectations of students.

94% Students have difficulties in their learning are noticed and supported.

84% Teachers listen to students and are fair.

92% I feel happy and safe in the playground.

A focus group of 36 families were surveyed about their opinion of Manilla Central School. Results are as follows

Manilla Central School is a place where:

100% My child feels welcome.

100% Students do well and are noticed and congratulated.

92% My child enjoys attending

100% Teachers care about their students

83% Teachers help those students who have personal problems.

92% The teachers have high expectations of students.

92% Students have difficulties in their learning are noticed and supported.

92% Teachers listen to students and are fair.

100% The school support positive behaviour.

# Policy requirements

## Aboriginal Education Policy

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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

## Anti-Racism Policy

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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.

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

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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 of study was cancelled due to COVID.