

2021 Annual Report

Manilla Central School



7305

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Manilla Central School

Wilga Ave

Manilla, 2346

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

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

6785 1184

School vision

Our vision is to be partners in the learning and sociological growth of our students. Through high yielding teaching and wellbeing practices, our students will become resilient self regulated learners.

School context

Manilla Central School places the highest priorities on student learning, wellbeing and continuous improvement in order 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 meeting and exceeding those expectations.

We have a well-established P&C Association 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 CS 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 Leaders in the primary and secondary for targeted individual professional development as well as meeting whole school goals. We are a well-resourced, supportive school that is an important focal point of the community of Manilla.

Manilla Central School's high level areas for improvement and further development are based on the findings of the school's situational analysis.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of our assessment is to gather relevant information that measures student performance in order to ensure improved student outcomes at higher levels on external and internal school performance measures.

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective practices
- Data Informed Practice

Resources allocated to this strategic direction

Socio-economic background: \$116,794.00

Professional learning: \$21,506.00

English language proficiency: \$3,680.00

Literacy and numeracy intervention: \$35,000.00

COVID ILSP: \$137,600.00

QTSS release: \$25,339.00

Summary of progress

Our teachers continued to build onto our transition processes that support the continuity of learning for all of our students at the seven critical transition points. These transition points commence at our Manilla Prep program and flow into Stage One, Stage Two, Stage Three, Stage Four, Stage Five and Stage Six. Our teachers use the School Success Model by formatively checking in on student success in learning every five weeks. They then assess every semester about what strategies, programs and pedagogy works best with students learning, analysing and evaluating data to make decisions about what to keep, throw and continue to evolve and grow.

Our Student Feedback Meetings are a strategy which we will continue to grow. Each meeting focuses on each student's academic growth, wellbeing, attendance and career aspirations. These meetings demonstrate our commitment to have a strong collaboration between our parents, students and the community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• The proportion of Year 3 and 5 students achieving the top two bands in NAPLAN reading will be at least 20.7% (baseline data system-negotiated target).• The proportion of Year 7 and 9 students achieving the top two bands in NAPLAN reading will be at least 2.1% (baseline data system-negotiated target).• The proportion of Year 3 and 5 ATSI students achieving the top three bands in NAPLAN reading will be at least 31% baseline data system-negotiated target).	<ul style="list-style-type: none">• 18.4% of Year 3 and 5 students achieved in top 2 bands NAPLAN reading, indicating the school has not yet reached its baseline target of 20.7%.• 9.1% Year 7 and 9 students achieved in top 2 bands NAPLAN reading, indicating the school has exceeded its the baseline target of 2.1%.• 12.5% of Year 3 and 5 ATSI students achieved in top 3 bands NAPLAN reading, indicating the school has not yet reached its baseline target of 31%.
<ul style="list-style-type: none">• The proportion of Year 3 and 5 students achieving the top two bands in	<ul style="list-style-type: none">• 13.2% of Year 3 and 5 students achieved in top 2 bands NAPLAN numeracy, indicating the school has not yet reached its baseline target of

<p>NAPLAN numeracy at least 13.5% (baseline data system-negotiated target).</p> <ul style="list-style-type: none"> • The proportion of Year 7 and 9 students achieving the top two bands in NAPLAN numeracy will be at least 2.2% (baseline data system-negotiated target). • The proportion of Year 3 and 5 ATSI students achieving the top three bands in NAPLAN numeracy will be at least 33.3% (lower bound system-negotiated target). 	<p>13.5%.</p> <ul style="list-style-type: none"> • 5% Year 7 and 9 students achieved in top 2 bands NAPLAN numeracy, indicating the school has exceeded its baseline target of 2.2%. • 12.5% of Year 3 and 5 ATSI students achieved in top 3 bands NAPLAN numeracy, indicating the school has not yet reached its baseline target of 33.3%.
<ul style="list-style-type: none"> • The proportion of Year 12 students achieving the top two bands in HSC subjects will be at least 9.2% (baseline data system-negotiated target). • The proportion of Year 12 students achieving the top three bands in HSC subjects will be at least 33.8% (baseline data system-negotiated target). • Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity. • Increase the number of staff trained in HSC marking from 1 staff to 3. • Increase the number of staff trained in NAPLAN marking in writing 75% to 80%. 	<ul style="list-style-type: none"> • 0% of students achieved results in the top two HSC bands, indicating the school is not yet reached its baseline target of 9.2%. • 24.1% of students achieved results in the top three HSC bands, indicating the school is trending towards its baseline target of 33.8%. • 17% of students who were enrolled at Manilla CS in Year 9, in 2018 completed the HSC in 2021. • The training and involvement in HSC and NAPLAN marking was restricted due to COVID-19 restrictions. One teacher participated in HSC marking while no primary or secondary staff were involved in NAPLAN marking.

Strategic Direction 2: Teacher Clarity

Purpose

We are committed to teachers identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidenced based teaching strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching
- Pedagogical Framework

Resources allocated to this strategic direction

Socio-economic background: \$199,000.00

Professional learning: \$20,000.00

Per capita: \$37,370.00

Aboriginal background: \$186,661.00

Integration funding support: \$189,657.00

Low level adjustment for disability: \$68,254.89

Literacy and numeracy: \$4,780.00

Early Action for Success (EaFS): \$102,908.00

Summary of progress

Through ongoing development, our teachers continue to develop their understanding of Teacher Clarity, embedding agreed Non-Negotiables within their daily classroom practise. The use of explicit Learning Intentions and Success Criteria has been evidenced through the integration of formative assessment checkpoints within program documentation. Peer and supervisor observations have been used to collaboratively reflect on the embedding of explicit teaching practises to improve student engagement. Formative and formal assessment data is collated and analysed for trends

Teachers collaborate to share student data, curriculum knowledge and effective teaching strategies in order to enhance student performance.

The 'agreed practices' of our pedagogical framework are published in our completed Teaching and Learning handbook.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• The proportion of students achieving expected growth in NAPLAN reading between Year 3 and 5 will be at least 43.4% (baseline data system-negotiated target).• The proportion of students achieving expected growth in NAPLAN reading between Year 7 and 9 will be at least 54.2% (baseline data system-negotiated target).• The proportion of students achieving expected growth in NAPLAN numeracy between Year 3 and 5 will be at least 49.2% (lower bound system-negotiated target).	<ul style="list-style-type: none">• 68.75% of students achieved expected growth in NAPLAN reading between Year 3 and 5, indicating the school has exceeded its baseline target of 43.4%.• 23.1% of students achieved expected growth in NAPLAN reading between Year 7 and 9, indicating the school has not yet achieved its baseline target of 54.2%.• 43.75% of students achieved expected growth in NAPLAN numeracy between Year 3 and 5, indicating the school is not yet reached its baseline target of 49.2%.• 92.3% of students achieved expected growth in NAPLAN numeracy between Year 7 and 9, indicating the school has exceeded its baseline target of 65.92%.• The value added data from Years 5 to 7 students in NAPLAN has remained at Delivering, with progress yet to be seen towards Sustaining

<p>target).</p> <ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy between Year 7 and 9 will be at least 65.9% (baseline data system-negotiated target). • The value added data from Years 5 to 7 students in NAPLAN reading increases from Delivering to Sustaining and Growing. • The value added data from Years 5 to 7 students in NAPLAN numeracy increases from Delivering to Sustaining and Growing. 	<p>and Growing.</p> <ul style="list-style-type: none"> • The value added data from Years 7 to 9 students in NAPLAN has achieved Sustaining and Growing, demonstrating the achievement of the lower bound system-negotiated target.
<ul style="list-style-type: none"> • Student engagement is measured through 'on task behaviour' measurement. • Student on task behaviour in the primary classrooms increases from 70% to 75%. • Student on task behaviour in the secondary classrooms increases from 62% to 67%. 	<ul style="list-style-type: none"> • Percentage of students recorded as demonstrating on task behaviour through teacher observations. • Student on-task behaviour in the primary classrooms increased from 70% to 78%. • Student on-task behaviour in the secondary classrooms showed a baseline data set of 62% engagement. The achievement of this target will be prioritised in the next School Planning cycle, allowing comparison against this baseline figure.
<ul style="list-style-type: none"> • Increase the percentage of staff using the non-negotiables as deliberate practice in their class from 60% to 70%. 	<ul style="list-style-type: none"> • There was an increase in the percentage of staff using the Non-Negotiables as deliberate practice in their class from 60% to 70%. This was integrated into the peer and supervisor observations through the PDP process checkpoints. • To ensure all new staff and current staff understand what our Non-Negotiables look like within the typical classroom, a Teaching and Learning handbook is to be produced by the executive staff that explains how these strategies work. Each strategy will have QR Codes demonstrating what each one looks like within the classroom.

Strategic Direction 3: Every Student is Known and Cared For

Purpose

We are committed to implementing and further developing systems and practices in place in order to develop resilient self regulated students and have transparent processes and a culture of high expectations with our school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- K-12 Wellbeing
- Community Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$182,517.00

Per capita: \$25,033.00

Low level adjustment for disability: \$179,388.00

School support allocation (principal support): \$15,799.24

Location: \$56,764.00

Summary of progress

MCS staff have consistently implemented agreed Wellbeing practices to facilitate a planned approach in supporting the individual needs of our students, fostering deep connections and a sense of belonging within a strong learning community. Collective responsibility is shared by parents, community and the school to ensure students experience success as learners. Improved data analysis has allowed for evidence-based decision making regarding engagement and attendance intervention, with student achievements celebrated across the whole school setting. Our students feel that they belong, both across both school sites and academic transition points, and within the wider community as members of sporting teams and community projects.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• The percentage of primary students attending school at least 90% of the time increases from 68.7% to at least 73.8% (lower bound system-negotiated target).• The percentage of secondary students attending school at least 90% of the time increases from 43% to at least 51.5% (lower bound system-negotiated target).	<ul style="list-style-type: none">• 59% of Year 1 to 6 students attended school at least 90% of the time, indicating the school is trending towards the system-negotiated base line target of 68.7%.• 30.1% of Year 7 to 11 students attended school at least 90% of the time, indicating the school is yet to reach the system-negotiated base line target of 43%.
<ul style="list-style-type: none">• The primary wellbeing data increases from 89.1% to at least 91.8% (lower bound system-negotiated target).• The secondary wellbeing data increases from 61.6% to at least 66.1% (lower bound system-negotiated target).	<ul style="list-style-type: none">• Tell Them From Me 2021 Data shows a school mean of 62% of student experience a positive sense of belonging.• 2021 data reflects positive sense of belonging in 66% of Primary students, a decrease of 23.1% from 89.1%. This data indicates some progress in working towards meeting the lower bound system negotiated target of 91.8%.• 2021 data reflects positive sense of belonging in 58% of Secondary students, a negligible decrease of 3.6% from 61.6%. This data indicates some progress in working towards meeting the lower bound system negotiated target of 66.1%.• Of particular strength were Year 7 students, of which 87% (+9% above state) feel positively about their sense of belonging at school. Overall, the average sense of belonging reflects a negligible decrease of 3% on data

<ul style="list-style-type: none"> • The primary wellbeing data increases from 89.1% to at least 91.8% (lower bound system-negotiated target). • The secondary wellbeing data increases from 61.6% to at least 66.1% (lower bound system-negotiated target). 	<p>collected earlier in 2021. This data is reflective of an effective transition program, supporting the central school nature despite separated sites. Decline in percentages are an amplification of the same state trend, with school and state percentages realigned by Year 10.</p> <ul style="list-style-type: none"> • Tell Them From Me 2021 Data shows a school mean of 82% of students value their schooling outcomes. • 2021 data reflects believe that schooling contributes positively towards their future in 91% of Primary students, and 73% in Secondary students. • Trendline data across 2020-2021 shows a continual increase in the school mean. Sustained focus on subject selection choices, assessment for learning practices and due diligence in completing classwork continues to make positive impacts on students' perception of the importance of their learning. • Tell Them From Me 2021 Data shows a school mean of 84.5% of students feel that they have positive relationships at school. • 2021 data reflects believe that they have friends at school that they can trust to help them make positive choices in 83% of Primary students, and 86% in Secondary students. • Comparative data across Secondary and State shows an 8% increase above the NSW State norm. Student Wellbeing has maintained a focus on positive relationships with pastoral care and PBL programs. • Tell Them From Me 2021 Data shows a school mean of 30% of students have advocacy at school. • 2021 data reflects believe that schooling contributes positively towards their future in 91% of Primary students, and 73% in Secondary students. • Trendline data across 2020-2021 shows a continual increase in the school mean. Sustained focus on subject selection choices, assessment for learning practices and due diligence in completing classwork continues to make positive impacts on students' perception of the importance of their learning.
<ul style="list-style-type: none"> • The number of primary students attaining gold awards increases by 5%. 82 Gold students increases to 86. • The number of primary students attaining Platinum awards increases by 10%. 23 Platinum students increases to 25. • The number of secondary students attaining gold awards increases by 5%. 21 Gold students increases to 22. • The number of secondary students attaining Platinum awards increases by 10%. 10 Platinum students increases to 11. 	<ul style="list-style-type: none"> • Sentral Data shows that the number of Primary students attaining Gold awards was 94 in 2021, compared to 82 students in 2020. This data has increased by 14.6%, indicating the achievement of the lower bound target of 5% improvement. • Sentral Data shows that the number of Primary students attaining Platinum awards was 37 in 2021, compared to 23 students in 2020. This data has increased by 60.8%, indicating the achievement of the lower bound target of 10% improvement. • Sentral Data shows that the number of Secondary students attaining Gold awards was 34 in 2021, compared to 21 students in 2020. This data has increased by 61.9%, indicating the achievement of the lower bound target of 5% improvement. • Sentral Data shows that the number of Secondary students attaining Platinum awards was 17 in 2021, compared to 10 students in 2020. This data has increased by 70%, indicating the achievement of the lower bound target of 10% improvement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$189,657.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Manilla Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical Framework <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) with the Quality Teaching Advisor and Peer Mentor. • staffing release to build teacher capacity around observing 'on-task' behaviour and curriculum monitoring. • intensive learning and wellbeing support for funded students. • Explicit teaching 'non negotiable' using evidenced-based practices were consolidated through Teacher Learning Communities, PDP's and ongoing professional learning. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Further development of the non-negotiables to support explicit teaching and learning for all students. This included the use of the Third Teacher, Learning Intentions, Success Criteria, Activators, Formative Check-ins, Vocabulary Instruction, Feedback and Summarising Learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to review the induction process so that all new and existing teacher have an understanding of the school's preferred pedagogical framework. • to publish a Teaching and Learning Handbook that contains QR Codes, explanations and links to research and what works best. • to use a range of qualitative and quantitative evidence to measure impact.
<p>Socio-economic background</p> <p>\$498,311.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Manilla Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective practices • Community Partnerships • Data Informed Practice • Pedagogical Framework • Quality Teaching • K-12 Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs and initiatives that support identified students with additional needs. • supplementation of extra-curricular activities. • professional development of staff through programs to support student learning. • staff release to increase community engagement. • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 70% of teaching staff regularly using high yielding strategies within their classrooms.

<p>Socio-economic background</p> <p>\$498,311.00</p>	<ul style="list-style-type: none"> • 100% of students indicating that having an exemplar to work from made their understanding of what was expected from them clear. • School Excellence Framework Self assessment indicating a marked increase; Assessment - Excelling, Student Performance Measures - Sustaining and Growing. Data Skills and Use - Sustaining and Growing. • an analysis of our NAPLAN Reading data in relation to syllabus outcomes assessed and types of comprehension questions assessed. It was confirmed that when comparing the number of questions presented over a number of years in literacy that the recurring comprehension problems were in the following areas; Inferential Comprehension, Connecting Ideas, Literal Comprehension and Main Ideas. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.
<p>Aboriginal background</p> <p>\$186,661.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Manilla Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical Framework <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the continued employment of tutors to delivering the programs specific to supporting the needs of targeted students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to review the type of programs that the tutors are trained to deliver to ensure that the programs provide uplift in student learning and that the tutors have an accountable measure to be monitored against.
<p>English language proficiency</p> <p>\$3,680.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Manilla Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the making and purchasing of explicit resources. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • a marked increase in learning for our identified students. Resources were purchased to assist the teacher with the initial delivery of instruction. <p>After evaluation, the next steps to support our students with this funding will be:</p>

English language proficiency \$3,680.00	<ul style="list-style-type: none"> • to continue monitoring student progress against the national literacy and numeracy learning progressions every 4 to 5 weeks to ensure that they meet stage standards.
Low level adjustment for disability \$247,642.89	<p>Low level adjustment for disability equity loading provides support for students at Manilla Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K-12 Wellbeing • Pedagogical Framework <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • integrated students, non diagnosed students and students with low level support needs being catered for in every classroom, in every lesson. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to support students in every lesson, in every classroom, every day.
Location \$56,764.00	<p>The location funding allocation is provided to Manilla Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate. • student assistance to support excursions. • technology resources to increase student engagement. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the purchasing of classroom resources. • the provision of professional learning for the staff enabling them to stay abreast of current evidenced based learning. • the employment of an extra teacher on staff enabling smaller classes in the primary. This made covering classes for absent colleagues manageable. • students being able to attend curriculum based excursions. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue providing the school with access to the 'widening their world scheme' which supports students with comprehension. • to continue assisting our staff to implement our current teaching and learning, support and administrative practices through our staff attending professional learning and not being inhibited due to the tyranny of distance.
Professional learning \$41,506.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Manilla Central School.</p>

<p>Professional learning</p> <p>\$41,506.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective practices • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging staff in targeted professional learning. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • our school being validated as excelling in the Teaching and Learning Domains of our External Validation. • six more teaching staff being trained in Teaching Sprints. • all primary staff and secondary mathematics teachers being trained in Multiplicative mathematical strategies. • teaching and non teaching staff being involved in online professional learning during the COVID-19 restrictions. • all teaching staff attaining the professional hours need for teacher accreditation and maintenance. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to target the Non-Negotiables (high yielding classroom teaching strategies), teaching sprints, student feedback meetings and a rigid assessment routine.
<p>School support allocation (principal support)</p> <p>\$15,799.24</p>	<p>School support allocation funding is provided to support the principal at Manilla Central School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of a School Administration Officer to undertake duties for the principal. <p>The allocation of this funding has resulted in:</p> <p>the completion of time restricting compliance duties thus allowing time to focus on the important educational programs aimed at uplifting student performance.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to provide principal support to complete compliance duties so that the principal's focus is predominantly student academic progress.</p>
<p>Literacy and numeracy</p> <p>\$4,780.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Manilla Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical Framework <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • updating numeracy resources to meet the needs of students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • each teacher having quality teaching resources in their classroom, thus enhancing student engagement and learning.

<p>Literacy and numeracy</p> <p>\$4,780.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to appraise the quality of resources that staff use and to request upgrades and extra resources as needed.
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Manilla Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical Framework <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • in our staff receiving high quality professional learning that targeted proven evidence-based research in high yielding teaching strategies, data rich practices and student focused learning and an improvement model based on the School Success Model. This led to our teaching staff being leaders in their field, thus resulting in four staff attaining higher level executive appointments. Our support staff were trained in the high yielding teaching strategies. This resulted in having highly trained support staff assisting our teachers with the academic progress of our children. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continually appraise our teaching pedagogy through the Successful Schools Model of collaboratively checking in on our students progress every 4-5 weeks and adjusting our teaching programs to ensure all students are progressing in their learning.
<p>QTSS release</p> <p>\$25,339.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Manilla Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • staff members working together to ensure all students learning needs are targeted and that all students are successful learners. As this is primary focused funding, Assistant Principals were presented with valuable time to meet with their staff and have dynamic discussions around student learning, high yielding strategies, academic programs, curriculum policy monitoring and individual student progress. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to present each Assistant Principal with the time to meet with their teaching staff on a fortnightly basis in order to present our students with a quality education.
<p>Literacy and numeracy intervention</p> <p>\$35,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Manilla Central School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$35,000.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an Assistant Principal to support the delivery of evidence-based literacy and numeracy programs and data driven practices. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the engagement of an Assistant Principal who targeted the continuation of numeracy and literacy initiatives with our K-6 teachers. This was in response to our Instructional Leader being seconded to regional office on higher duties. This enabled us to stay on track with our numeracy and literacy initiatives which included our teaching sprints, in class data driven practices and collective efficacy at our K-6 data walls. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue with our positive trajectory in numeracy and literacy implementation through the two new positions of Assistant Principal Curriculum and Instruction.
<p>COVID ILSP</p> <p>\$203,055.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • releasing staff to analyse school and student data. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • each of our Stage 6 students receiving extra tuition in each of their subject areas, which resulted in the students having a deeper understanding of their course content. This also helped them write comprehensive essays and taught them how to study for exams. Our students have less anxiety towards what is expected as a high level learner. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> •to continue to support our Stage 6 students to attain university entry, traineeships or sustained employment.
<p>Per capita</p> <p>\$62,403.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Manilla Central School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical Framework • K-12 Wellbeing • Community Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Curriculum Policy Monitoring. <p>The allocation of this funding has resulted in:</p>

<p>Per capita</p> <p>\$62,403.00</p>	<ul style="list-style-type: none"> • our school being validated as Excelling in Curriculum during our External Validation. Our curriculum monitoring is evidence-based and adheres to NESA guidelines and the curriculum policy monitoring processes. The school has explicit processes to collect, analyse and report specific internal assessment data through centralised reporting systems. There is a clear handover process between teachers and the conclusion of each year. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue with our practices, plus introduce a School Administration Officer into the primary as a means to organise evidence for the NESA audits. There will be continued refinement of the NESA monitoring processes as a means to streamline monitoring documentation and to make registration both consistent and efficient for staff. Expectations for monitoring standards will continue to be developed through Curriculum Policy Monitoring conferencing with our teaching staff.
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	139	130	122	114
Girls	130	135	134	121

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	86.7	89.1	88.6
1	92.3	90.5	88.5	88.9
2	93	92	88.9	87.1
3	89.1	89.9	91.2	90.8
4	88.7	89.3	92.2	88.6
5	89.8	88.8	93.2	90.9
6	88.9	88.8	91.4	87.1
7	89	87	87.3	85
8	81.2	86.9	87.5	82.4
9	79.9	69.1	87.5	79.7
10	83.6	75.1	79.1	84.4
11	77	71.8	73.9	77.2
12	85.7	85.4	81.6	81.1
All Years	86.1	84.5	87.2	85.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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	0	0
Employment	0	25	58.3
TAFE entry	5	8	25
University Entry	0	0	16.6
Other	0	0	0
Unknown	0	0	0

Students in the 2021 Higher School Certificate candidates have secured career pathways across employment, TAFE entry with Traineeships/Apprenticeships. Four students pursued University entry, all succeeded in gaining an offer into courses of their choice. One student has begun their University studies, with the other three students working through their gap year before commencement in 2022.

Year 12 students undertaking vocational or trade training

92.31% of Year 12 students at Manilla Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Manilla Central School expected to complete Year 12 in 2021 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)	17.78
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	0.2

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	996,404
Revenue	5,984,453
Appropriation	5,873,050
Sale of Goods and Services	13,200
Grants and contributions	97,953
Investment income	251
Expenses	-6,241,154
Employee related	-5,096,062
Operating expenses	-1,145,093
Surplus / deficit for the year	-256,701
Closing Balance	739,703

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.

	2021 SBAR Adjustments (\$)
Targeted Total	189,290
Equity Total	936,518
Equity - Aboriginal	186,785
Equity - Socio-economic	498,410
Equity - Language	3,680
Equity - Disability	247,644
Base Total	3,977,557
Base - Per Capita	63,108
Base - Location	56,764
Base - Other	3,857,685
Other Total	477,938
Grand Total	5,581,304

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

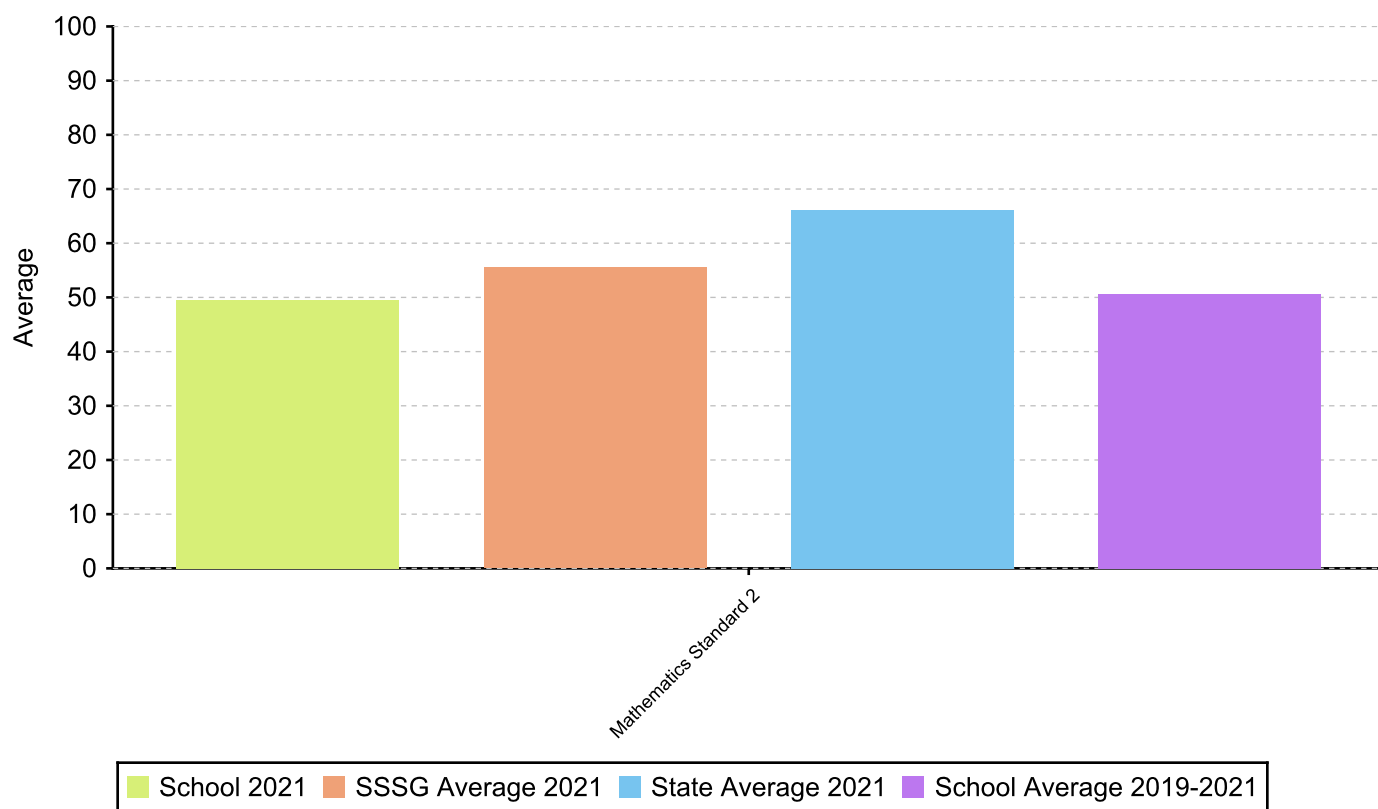
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2021	SSSG	State	School Average 2019-2021
Mathematics Standard 2	49.5	55.5	66.1	50.6

Parent/caregiver, student, teacher satisfaction

A focus group of 83 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 42 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

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.