

2022 Annual Report

Manilla Central School



7305

Introduction

The Annual Report for 2022 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.

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Message from the principal

Dear Parents, Staff, and Community Members,

I am pleased to present the annual report for Manila Central School for the academic year 2022. This report highlights our achievements, challenges, and plans for the future.

Our students have achieved pleasing academic results this year. Our NAPLAN scores show improvement in reading, writing, and numeracy, with a significant increase in the number of students achieving above the national minimum standards. Our Year 12 students have achieved in their Higher School Certificate and are pursuing their chosen career paths.

We continue to focus on student welfare, providing a safe and inclusive learning environment for all our students. We have implemented and continue to develop various programs to support student wellbeing, including Positive Behaviour for Learning and Pastoral Care programmes across our school.

We have prioritised the professional development of our teachers to ensure they are equipped with the latest teaching methodologies and skills. We have facilitated numerous professional development sessions for our teachers, including workshops on digital technology, differentiated instruction, and student-centered learning.

We have made significant infrastructure upgrades to our school this year. We have begun construction of our outdoor classroom and wellbeing space at the secondary campus which will provide ample space for activities across the school. Our continuing commitment to the currency of our technology for learning continues to provide students with equitable access to new technology.

We faced several challenges this year, including the continued disruption caused by the COVID-19 pandemic, and staffing shortages. However, we have responded effectively to these challenges, implementing remote learning programs and ensuring the safety of our students and staff.

We aim to continue improving our academic standards and student welfare programs Kindergarten to Year 12 in the coming year. We plan to expand our extracurricular activities and provide more opportunities for our students to develop their skills and interests. We also aim to further enhance our infrastructure to provide the best possible learning environment for our students.

In conclusion, I would like to express my gratitude to our dedicated staff, students, parents, and community members for their continued support of Manila Central School. Together, we can ensure the success and wellbeing of our students.

Yours sincerely,

Rachael Ferguson

Principal (Relieving), Manila Central School.

School vision

Our vision is to be partners in developing our students as holistic life-long learners. Through high yielding teaching and wellbeing practices, our students will become resilient self-regulated learners. Our school aspires to strengthen and build productive community relationships, working towards our students being active and engaged members of the wider community.

School context

As of 2022, 240 students are enrolled at Manilla Central School, comprising of 120 Primary students and 120 Secondary students. 36% of students identified as being of Aboriginal and/or Torres Strait Islander descent. An additional 2 students identify as English as An Additional Language or Dialect (EADL).

At Manilla Central School, we have a well-established and supportive Parents and Citizen's Association. We are a split site school, which means that our primary and secondary departments are on separate campuses. As a K to 12 school, Manilla offers students the opportunity to complete their entire 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 School's high level areas for improvement and further development areas are based on the findings of the school's situational analysis. We place the highest priorities on student learning, wellbeing and continuous improvement, in order to develop resilient, self-sufficient learners. Pedagogical priorities include building teacher capacity through explicit Quality Teaching Frameworks, the provision of targeted professional learning addressing improvement of Literacy and Numeracy outcomes, and the utilization of internal and external data sources to inform teaching through reflective practice.

Our school strives to meet the diverse range of needs of our students, through a multi-tiered continuum of care. School and community values are reinforced through a system of Pastoral care and Positive Behaviour for Learning (PBL) programs. Wrap around care is provided to support the growth and wellbeing of our students, ensuring positive mental health and engagement in learning.

Opportunities are provided to students to engage in a multitude of extracurricular activities, school representation and community initiatives. The school encourages and supports academic, cultural and sporting pursuits of our students to meet the unique aspirations of the individual.

Our school prides itself on planning for and providing every student with access to current technologies to facilitate and enrich learning experiences. The appointment of a Technical Support Officer ensures every student K-12 has an optimized learning device, to meet the demands of face-to-face and remote learning.

Infrastructure development of the school is set around promoting a positive educational environment. Our Primary and Secondary Campuses will receive upgrades to the oval surfaces, ensuring safe and accessible sporting facilities. Outdoor learning sites will also be established, with a Meeting Circle at the Primary Campus, and a Wellbeing Courtyard at the Secondary Campus, as resources to be shared by students, staff and community.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Engaging in regular internal and external assessment allows the collation of student data longitudinally to monitor and measure individual and collective growth against performance measures. This drives the Teaching and Learning Cycle to refine and improve best practice within every classroom.

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

Professional learning: \$23,582.50

Location: \$11,100.00

Socio-economic background: \$55,780.00

Summary of progress

Our 'Highly Effective Practices' initiative encompasses the implementation of the Crossroads Literacy Program in 'Mending The Wall' around identified student needs. Professional learning opportunities were embedded within Staff Development Days, including regular staff and individual mentoring, routine teaching demonstrations and the development of whole school literacy strategies, on a term by term basis. Strategies were informed by initial staff surveys, and 'cold' writing data, to plan, implement and analyse the impact of targeted literacy interventions. External data sources were plotted longitudinally through Planning Literacy and Numeracy (PLAN2), Centre for Education Statistics and Evaluation (CESE) and SCOUT packages, giving triangulated trends and driving classroom teaching sprints. As a result, students have developed portfolios of writing samples, excel data sets and personal writing reflections, to inform future goal setting within Personalised Learning Plans (PLP)s for 2023. Barriers to progress have arisen from staffing shortages, resulting in allocated Learning and Support Teachers being reallocated to classroom positions. Additionally, the inability to source casual teaching staff has hindered the opportunity to provide classroom teachers with intensive mentoring and release time.

The Middle School Literacy and Numeracy Project saw several major projects were planned, budgeted and delivered by the student body during Term 2 and Term 4. High student engagement was evident, with increased student engagement attributed to the student directed nature of the project. Students writing for a specific purpose was evidenced through improved understanding of writing forms, text structure and intended audience. Numeracy skills were developed through real-life, practical application within budgeting and quantifying materials. Continuation of 'Project Based' learning within a middle school framework will be prioritised for 2023, in the aim of sustaining and growing authentic applications of Literacy and Numeracy skills.

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
• The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in reading will be at or above the system-negotiated lower bound target of 27.8%.	• 2022 NAPLAN data showed Year 3 students in the Top 2 bands for Reading to be 6.67% (-21.13% below target). • 2022 NAPLAN data showed Year 5 students in the Top 2 bands for Reading to be 30.00% (+2.2% above target).
• The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in reading will be at or above the system-negotiated lower bound target of 18.4%.	• 2022 NAPLAN data showed Year 7 students in the Top 2 bands for reading to be 19.23% (+0.83% above target). • 2022 NAPLAN data showed Year 9 students in the Top 2 bands for reading to be 10.71% (-7.69% below target).

<ul style="list-style-type: none"> • The proportion of Year 3 and 5 Aboriginal students achieving in the top 3 NAPLAN bands in reading will be at or above the system-negotiated lower bound target of 37.6%. 	<ul style="list-style-type: none"> • 2022 NAPLAN data showed No Data for Year 3 ATSI students in the Top 2 bands for Reading. • 2022 NAPLAN data showed Year 5 ATSI students in the Top 2 bands for Reading to be 33.33%. • 2022 NAPLAN data showed Year 5 ATSI students in the Top 3 bands for Reading to be 66% (+28.4% above target).
<ul style="list-style-type: none"> • The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in numeracy will be at or above the system-negotiated lower bound target of 20.6%. 	<ul style="list-style-type: none"> • 2022 NAPLAN data showed Year 3 students in the Top 2 bands for Numeracy to be 6.67% (-13.93% below target). • 2022 NAPLAN data showed Year 5 students in the Top 2 bands for Numeracy to be 15.00% (-5.06% below target).
<ul style="list-style-type: none"> • The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in numeracy will be at or above the system-negotiated lower bound target of 9.1%. 	<ul style="list-style-type: none"> • 2022 NAPLAN data showed Year 7 students in the Top 2 bands for Numeracy to be 0% (-9.1% below target). • 2022 NAPLAN data showed Year 9 students in the Top 2 bands for Numeracy to be 0% (-9.1% below target).
<ul style="list-style-type: none"> • The proportion of Year 3 and 5 Aboriginal students achieving in the top 3 NAPLAN bands in numeracy will be at or above the system-negotiated lower bound target of 38.3%. 	<ul style="list-style-type: none"> • 2022 NAPLAN data showed No Data for Year 3 ATSI students in the Top 2 bands for Numeracy. • 2022 NAPLAN data showed No Data for Year 5 ATSI students in the Top 2 bands for Numeracy. • 2022 NAPLAN data showed Year 3 ATSI students in the Top 3 bands for Numeracy to be 2.5% (-35.8% below target). • 2022 NAPLAN data showed Year 5 ATSI students in the Top 3 bands for Numeracy Reading to be 67% (+28.7% above target).
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN reading between Year 3 and 5 will be trending towards the system-negotiated lower bound target of 54.7%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN reading between Year 7 and 9 will be trending towards the system-negotiated lower bound target of 61.5%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy between Year 3 and 5 will be trending towards the system-negotiated lower bound target of 57%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy between Year 7 and 9 will be trending towards the system-negotiated lower bound target of 70.4%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • The proportion of Year 12 students achieving in the top 2 HSC bands will be trending towards the system-negotiated lower bound target of 15.3%. 	<p>2020 HSC Band % Data shows:</p> <ul style="list-style-type: none"> • Band 1: 20.3% • Band 2: 30.4% • Band 3: 31.6% • Band 4: 17.7% • Band 5: 0% • Band 6: 0% <p>2022 HSC Band % Data shows:</p> <ul style="list-style-type: none"> • Band 1: 0% (-20.3% on 2020) • Band 2: 47.4% (+27.1% on 2020) • Band 3: 36.8% (+5.2% on 2020) • Band 4: 15.8% (-1.9% on 2020) • Band 5: 0% • Band 6: 0%

<ul style="list-style-type: none"> • The proportion of Year 12 students achieving in the top 2 HSC bands will be trending towards the system-negotiated lower bound target of 15.3%. 	<p>Comparison between the years shows a shift of students from the Lower 2 bands towards the Middle 2 bands across the 2 year period.</p>
<ul style="list-style-type: none"> • The proportion of Year 12 students achieving in the top 3 HSC bands will be trending towards the system-negotiated lower bound target of 40.2%. 	<ul style="list-style-type: none"> • 2022 HSC Band % Data shows students in the Top 3 bands for HSC to be 15.8% (-24.4% below target).
<ul style="list-style-type: none"> • The portion of Aboriginal students attaining the HSC whilst maintaining cultural identity will be trending towards the network lower bound target of 59.2%. 	<ul style="list-style-type: none"> • 2022 HSC Band % Data showed No Data for ATSI students completing the HSC.
<ul style="list-style-type: none"> • Increase the number of staff trained in HSC marking from 3 staff to 4. • Increase the number of staff trained in NAPLAN marking for writing from 75% to 80%. 	<ul style="list-style-type: none"> • Staff trained in HSC marking remained at 3 for 2022, although applications were made by two additional staff members to NESA for consideration for marking • 1 Staff member was involved in Curriculum Reform writing for the 7-10 syllabus draft development • 1 Staff member was training in VALID10 marking • All staff were upskilled around NAPLAN marking through the Crossroads Literacy Project.

Strategic Direction 2: Teacher Clarity

Purpose

The school is committed to teachers identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. All curriculum documentation is aligned and NSW Education Standards Authority (NESA) compliant to reflect the progression of student learning, with explicitly defined learning intentions and attainable success criteria. Classrooms consistently reflect 'What Works Best' evidence-based practices, including professional responsibility of teachers in reflecting upon and adjusting their practice to meet the need of individual students. High expectations, explicit teaching and effective feedback to students, are key elements to developing independent, self-aware and engaged learners.

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

Professional learning: \$9,982.00

Low level adjustment for disability: \$183,873.60

Socio-economic background: \$91,936.80

QTSS release: \$24,822.94

Summary of progress

Goal setting through the Performance and Development Plan (PDP) process to ensure all staff fostered professional responsibility in contributing towards the achievement of the school's Improvement Measures. Collaborative discussion of teaching practice, including reflective dialogue around teacher observations, was used to inform and refine effective teaching practice to enhance student growth. Non-negotiables including Learning Intentions and Success Criteria were reinforced through supervisor mentoring and reflective discussion following lesson observations. Investment in resources to support teachers in delivering non-negotiables and quality learning environments was implemented by school executive.

Internal auditing of NESA compliance and Curriculum and Policy Monitoring was delayed due to staffing shortages. This will remain as an ongoing focus for 2023, with the planned establishment of the NESA room and supporting School Administration and Support Staff (SASS) allocation.

Quality Teaching Rounds (QTR) were investigated by executive during 2022, with commitment to piloting a QTR NSW Schools Partnership in 2023. In doing so, we commit four school leaders to participate in in the project from Term 2 2023. The 'agreed practices' of our pedagogical framework will be published in our completed Teaching and Learning handbook in 2023.

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
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.	• Value added for Years 5-7 cannot be calculated for 2020/22 as the NAPLAN test was not run in 2020.
Increase the percentage of staff using	• 2022 Secondary PDP Supervisor Observation Feedback evidenced

the non-negotiables in their class from 70% to 80%.	84.7% of Non-Negotiable criteria being met within classrooms.
<p>Student on task behaviour in the primary classrooms increases from 75% to 80%.</p> <p>Student on task behaviour in the secondary classrooms increases from 67% to 70%.</p>	<ul style="list-style-type: none"> • SENTRAL 2021 Primary Negative Behaviour data demonstrated 466 incidents • SENTRAL 2022 Primary Negative Behaviour data demonstrated 777 incidents (+66.74% increase on 2021 data) <ul style="list-style-type: none"> • SENTRAL 2021 Secondary Negative Behaviour data demonstrated 1712 incidents • SENTRAL 2022 Secondary Negative Behaviour data demonstrated 1601 incidents (-6.48% decrease on 2021 data) <p>Classroom Engagement Checkins were not conducted during 2022 due to ongoing staffing shortages, but remain a priority for 2023 onwards.</p>

Strategic Direction 3: Every Student is Known and Cared For

Purpose

Manilla Central School strives to provide a multi-layered continuum of care, through universal, targeted and individualized supports. Our Pastoral Care and Positive Behaviour for Learning programs explicitly teach school and community values. Arising from COVID isolation and remote learning, a range of social and family-based challenges presented within the student body. The school initiated additional wrap around supports to address an increase in mental health related and antisocial behaviours. We aim to connect students with each other, support staff and the wider community, building a sense of belonging within a positive school culture.

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

Aboriginal background: \$164,791.89

Socio-economic background: \$195,757.82

Student support officer (SSO): \$96,058.00

English language proficiency: \$2,670.18

Low level adjustment for disability: \$60,055.12

Integration funding support: \$246,802.00

Professional learning: \$10,750.28

Location: \$21,355.85

Summary of progress

The establishment of the Aboriginal Voice Initiative has seen all students engage in a range of enrichment opportunities in connecting with local culture and traditions. This has included immersion of all students within ATSI Art Exhibitions, Traditional Ceremonial experiences and attending the Thalgarah Environmental Educational Centre. As a result, students have engaged with culture and 56% confirm having a significant sense of belonging, as reported in the Tell Them From Me Student survey data. Additionally, only 12% disagreeing that feel pride about their culture. During 2023, ATSI student literacy and numeracy will continue to be a target for growth and improvement. This will include the ongoing development and review of Individual PLP documentation through conferences with LST team, parents and students, to further integrate and motivate students towards achieving their own learning goals. The appointment of permanent LST staff at both the Primary and Secondary Campuses has resolved previous staffing issues that presented as barriers to this process.

Universal Wellbeing programs, including Positive Behaviour for Learning (PBL) and Pastoral Care, have explicitly taught behaviour expectations and facilitated the development of meaningful Positive Relationships with mentoring staff members. The appointment of Stage Advisors within the Secondary Campus has developed a multi-layered approach to establishing a continuum of care for every student to be known and cared for. Attendance concerns are resolved promptly, and internal and external behaviour supports ensure all students can access wrap around care as required to meet individual needs.

School initiatives are informed through Student, Parent and Community feedback mechanisms, including TTFM and Student Voice Surveys. As a result, curriculum offerings have been tailored to meet the interests and career aspirations of our students, ensuring engagement and significance within classroom learning environments. Positive rapport with Parents and the Wider community has been evidenced through increased attendance at weekly Primary Assemblies, Formal Assemblies and Celebratory events, including Mothers Day, Fathers Day and the Easter Hat Parade.

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
• The proportion of Year 1 to 6	• 2022 Cohort Attendance Rate data showed the proportion of Year 1 to

students attending school at least 90% of the time will be trending towards the system-negotiated lower bound target of 73.8%.	<p>Year 6 students attending school 90-95% of the time is 23.1%</p> <ul style="list-style-type: none"> • 2022 Cohort Attendance Rate data showed the proportion of Year 1 to Year 6 students attending school 95-100% of the time is 10.8% • 2022 Cohort Attendance Rate data showed the proportion of Year 1 to Year 6 students attending school 90-100% of the time is 33.9% (-39.9% below target).
<ul style="list-style-type: none"> • The proportion of Year 7 to 10 students attending school at least 90% of the time will be trending towards the system-negotiated lower bound target of 51.5%. 	<ul style="list-style-type: none"> • 2022 Cohort Attendance Rate data showed the proportion of Year 7 to Year 10 students attending school 90-95% of the time is 11.3% • 2022 Cohort Attendance Rate data showed the proportion of Year 7 to Year 10 students attending school 95-100% of the time is 3.5% • 2022 Cohort Attendance Rate data showed the proportion of Year 7 to Year 10 students attending school 90-100% of the time is 14.8% (-36.7% below target).
<ul style="list-style-type: none"> • The proportion of Year 4, 5 and 6 students identifying positive wellbeing as recorded in the three TTFM measures will be trending towards the system-negotiated lower bound target for wellbeing of 91.8%. 	<p>2022 TTFM Social-Emotional Outcomes Data showed the following:</p> <ul style="list-style-type: none"> • 63% of students have a positive Sense of Belonging (28.8% below target). • 79% of student have Positive Relationships (-12.8% below target). • 80% of students feel they have Positive Behaviour at School (-11.8% below target). <p>The Average % Value of the Three TTFM Measures is 74% (-17.8% below target).</p>
<ul style="list-style-type: none"> • The proportion of Year 7 to 12 students identifying positive wellbeing as recorded in the three TTFM measures will be trending towards the system-negotiated lower bound target of 66.1%. 	<p>2022 TTFM Social-Emotional Outcomes Data showed the following:</p> <ul style="list-style-type: none"> • 56% of students have a positive Sense of Belonging (-10.1% below target). • 80% of student have Positive Relationships (+13.9% above target). • 72% of students feel they have Positive Behaviour at School (+5.9% above target). <p>The Average % Value of the Three TTFM Measures is 69.3% (+3.2 above target).</p>
<p>The number of primary students attaining gold awards increases by 5%. 86 Gold students increases to 90.</p> <p>The number of primary students attaining Platinum awards increases by 10%. 25 Platinum students increases to 27.</p> <p>The number of secondary students attaining gold awards increases by 5%. 22 Gold students increases to 23.</p> <p>The number of secondary students attaining Platinum awards increases by 10%. 11 Platinum students increases to 11.</p>	<p>SENTRAL 2022 Positive Behaviour Data indicates:</p> <ul style="list-style-type: none"> • The number of Primary students attaining Gold awards was 81 (-5.8% below target). • The number of Primary students attaining Platinum awards was 38 (+52% above target). • The number of Secondary students attaining Gold awards was 22 (-5% below target). • The number of Secondary students attaining Platinum awards was 13 (+30% above target).
<ul style="list-style-type: none"> • The number of total suspensions decreases by 5% from 95 to 91. 	<ul style="list-style-type: none"> • SENTRAL data shows 109 suspensions during 2022 (+14.73% above suspensions target limit). • This is anticipated to drop significantly in 2023 due to the new IER suspension guidelines.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$246,802.00</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"> • K-12 Wellbeing <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 targeted professional learning around mental health <p>The allocation of this funding has resulted in the following impact: Tell Them From Me data reflected that 75% (+11% on 2021) of students find classwork set challenging. Of this, 23% of student felt they had the skill level to address the work set, an increase from 11% during 2021. This confidence could be attributed to the improved classroom supports through additional SLSO staff within mainstream classes.</p> <p>Student Feedback Survey data indicates that Stage 4 - 6 student prefer to complete assessment tasks during class time, due to the increased support of their teacher for clarification. They also reported a preference for accessing SLSO support within mainstream classes, and felt that this was a major factor in assisting them to complete their tasks to the best of their abilities. This viewpoint is supported by Tell Them From Me data, where only 30% (-24% on State) of students expressed Positive Homework Habits.</p> <p>Specific areas of numeracy based courses were identified as the most challenging of subjects across Stage 4 and Stage 5 students. As a result, additional SLSO staff were placed against Maths and Science classes to assist teachers, many of whom are teaching out of subject area.</p> <p>School refuser data showed positive reengagement of 3 students through personalised learning plans, utilising Part Day Exemptions, school counselling and SLSO support. This has significantly impacted attendance, having increased the Stage 5 student's attendance from 4.7% in Term 1 to 88.2% (+83.5%) in Term 4. Additionally, the Stage 4 student's attendance during Term 1 2022 of 41.4% has increased to 79.3% (+37.9%) in Term 4 2022.</p> <p>After evaluation, the next steps to support our students will be: Review of SLSO expenditure and allocation based on ongoing need and staffing across KLAS.</p>
<p>Socio-economic background</p> <p>\$343,474.62</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"> • Data Informed Practice • 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"> • professional development of staff through 'Mending the Wall' programme with Dr. Kate Bricknell to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services

<p>Socio-economic background</p> <p>\$343,474.62</p>	<ul style="list-style-type: none"> • Community partnerships <p>The allocation of this funding has resulted in the following impact: Employment of additional Learning Support Staff to support student learning. The purchase of resources to provide an increase of access to content in the curriculum and equitability of access to services. Supplementation of travel for all excursions K-12 in order for all students to access sporting, cultural and academic experiences. Professional development of staff through programmes to support student learning. K-12 focus on 'Mending the Wall' with a focus on 'cold write' and consistent teacher judgement across the school. The results have seen a consistent approach across the school, increased word count across very stage group and a shared common language in identifying next steps in school based Literacy targets.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage our Literacy mentor Dr. Bricknell to support our students literacy development and achieve set targets. At this point we have not chosen a specific Numeracy programme K-12, but have analysed internal and external data identified this as a priority with a focus on multiplicative and additive strategies improvement for students. We will continue to develop and strengthen our use of data across the school to inform whole school focus.</p>
<p>Aboriginal background</p> <p>\$164,791.89</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"> • K-12 Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Students have had significant supplementation of excursion costs in order to allow equitable access to connecting with local culture. Stage 4 to 6 students attended the 'Songlines' cultural immersion experience at the Tamworth Gallery. Stages 3 and 4 also attended cultural programs facilitated by Thalgarah Environmental Education Centre. As a result, students have engaged with culture and 56% confirm having a significant sense of belonging, as reported in the Tell Them From Me Student survey data. Additionally, only 12% disagreeing that feel pride about their culture.</p> <p>Traditional ceremonies were included within this year's NAIDOC celebrations, including Indigenous Dancers and a Smoking Ceremony as a whole school event. Students had the opportunity to engage with local ATSI peoples and attempt some of the local dances and weaving as part of the activities.</p> <p>Several students engaged in the Director Education Leadership (Namoi Network) Aboriginal Voice Initiative, resulting in the collation of interview footage to inform regional planning for 2023.</p> <p>After evaluation, the next steps to support our students will be: To establish further links to with the NSW Aboriginal Education Consultative Group to try to incorporate traditional landmarks and local language within daily curriculum. Aboriginal and Torres Strait Islander student literacy and</p>

<p>Aboriginal background</p> <p>\$164,791.89</p>	<p>numeracy to continue to be a target for growth and improvement, including engaging Aboriginal and Torres Strait Islander students involvement in intervention programs, such as MacqLit. Exploring cultural programs for curriculum delivery such as 8 ways will also continue to be priority in 2023. Ongoing review of Individual Personalised Learning Plan documentation through conferences with Learning Support Team, parents and students, to further integrate and motivate students towards achieving their own learning goals.</p>
<p>English language proficiency</p> <p>\$2,670.18</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"> • 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 Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Engagement of additional staff with specialised knowledge of the Learning Support Team has ensured best practice in engaging parents of key students, and updating personalised documentation, including personalised learning plans. The school and home partnership in supporting the child achieve their learning outcomes has been a strength. The purchase of resources to support student learning assist the teacher with the initial delivery of instruction.</p> <p>After evaluation, the next steps to support our students will be: Continue to support, monitor and communicate with all key stakeholders with regular meetings and assessing student progress against the national literacy and numeracy progressions and target areas for intervention.</p>
<p>Low level adjustment for disability</p> <p>\$243,928.72</p>	<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"> • 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"> • 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 • employment of LaST and interventionist teacher • targeted students are provided with an evidence-based intervention MacqLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Integrated students, non-diagnosed students and students with low level support needs are being supported in their learning journey in every classroom, in every lesson.</p>

<p>Low level adjustment for disability</p> <p>\$243,928.72</p>	<p>After evaluation, the next steps to support our students will be: Despite staffing restrictions impacting Learning and Support Team (LST, students were supported through formal assessment tasks through the employment of additional SLSO staff to work to support within mainstream classes. 2023 staff planning will allow for the reinstatement of the LST positions, allowing for the continuation of formalised intervention programs, such as MacqLit, and formal assessment task support. Advertising LST positions to be permanently filled by staff members to add stability and continuity to the programs running within the school</p>
<p>Location</p> <p>\$32,455.85</p>	<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"> • Highly effective practices • 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 • Communication improvement to students, families and community <p>The allocation of this funding has resulted in the following impact: Subsidised excursion costs ensured all students had the opportunity to attend extracurricular learning experiences. Staff completed the training package for the implementation of the SENTRAL Parent Portal allowing parents to access attendance, additional communications and wellbeing notifications.</p> <p>System generated SMS sent through SENTRAL have also been utilised to communicate in a timely and effective manner to parents, regarding absences and reminders. The response rate for absenteeism has improved, with fewer Phone Intervention Program calls being placed for unexplained absences.</p> <p>All student assessment tasks are now emailed out to parents and students in electronic versions, as well as being posted onto the website for ease of access and clarity in due dates. Anecdotal evidence from parents indicates appreciation of the direct communication of the assessment notifications, informing parents of task requirements.</p> <p>After evaluation, the next steps to support our students will be: The SENTRAL Parent and Student portals will be launched in 2023 allowing access and clarity around all information regarding individual learning at school. Continued support through subsidy of excursion transport and student assistance to ensure breadth, diversity and inclusivity for each child's holistic educational experience.</p>
<p>Professional learning</p> <p>\$44,314.78</p>	<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>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 • K-12 Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing

<p>Professional learning</p> <p>\$44,314.78</p>	<p>The allocation of this funding has resulted in the following impact: Cold Write data from Terms 2-4 showed significant improvements in explicitly taught aspects of grammar, including >90% consistent implementation of the following: Full stops Capital letters Paragraph formatting Clear introduction. Additionally, the average word counts for most year groups has increased across two terms of targeted writing instruction, averaging 194.7 words in 20 minutes in Term 3, and 150 words in 20 minutes in Term 4. Staff survey results reflected continued commitment to the Literacy Project, with 93.4% of staff stating support for continued explicit PL around Literacy strategies. Explicit teaching of reading increased significantly, with 12.5% (previously 0%) stating that they could mentor a staff member, while 50% stated that they were very confident (+11.5%). Explicit teaching of writing increased significantly, with 6.3% stating that they could mentor a staff member, while 23.1% staff originally stated that were not confident was minimised to 0%. Explicit teaching of punctuation through drafting written pieces increased significantly, with 62.5% staff often teaching punctuation within their class (+24%). 38.5% of staff rarely or never taught punctuation in Term 1, which has decreased to 6.3% in Term 4.</p> <p>After evaluation, the next steps to support our students will be: Continuing to implement the Literacy Project through Kate Bricknell into 2023. Continued Cold Writing each term to map the growth of students longitudinally in response to the targeted literacy strategies. Integration of the explicit teaching and assessment of literacy strategy into the whole school calendar, based one cycle per term.</p>
<p>QTSS release</p> <p>\$24,822.94</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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Providing teacher release to support new curriculum implementation across the school. Providing release to establish collaborative teaching practices, allowing teachers to work together and learn from each other through observation and discussion. Providing mentoring and coaching support by expert teachers to ensure the ongoing development and improvement of all teachers. Strengthening quality teaching practices through the analysis of student data to drive ongoing, school wide improvement in teaching practice and student results. Employing a specialist to lead improvement in an area where teachers need support, such as Literacy.</p> <p>After evaluation, the next steps to support our students will be: Continuing our work in Literacy with Dr. Bricknell K-12 to facilitate improvement and confidence and capability in Teaching and Learning. Our school is going to introduce Quality Teaching Rounds in 2023 in a partnership programme with the University of Newcastle. This will be led by</p>

<p>QTSS release</p> <p>\$24,822.94</p>	<p>the a four person leadership team to implement across the school to promote and develop dynamic discussions and planning around student learning, high yielding strategies, academic programmes, curriculum policy monitoring and individual student progress. Ongoing professional development opportunities for staff to engage with the new syllabus in planning and implementing quality teaching and learning programmes K-12.</p>
<p>COVID ILSP</p> <p>\$160,442.00</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 2022.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Each of the Stage 6 students received extra tuition in each of their subject areas, which resulted in the students having a deeper understanding of course content. This also helped them develop skills in essay writing specific to subject and taught them how to prepare and study for examinations. As a result, the students had less anxiety and a better understanding as to what was expected as a high level learner. The school also identified Stage 3 students to engage in an intensive reading programme, which targeted students not meeting the progressions targets. Students worked in small groups with their tutor. Base line data for each student was collated and the students were tracked over a term with mid point and end of tuition data to show student improvement. This has resulted in students engaging more confidently in their learning and seen improvement in their willingness and interest in engaging with reading for pleasure.</p> <p>After evaluation, the next steps to support our students will be: Stage 6 students to attain university entry, traineeships or sustained employment. Stage 3 students to confidently meet progression targets and successfully transition through to High School with reading confidence.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</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"> • K-12 Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Wellbeing Services engaged by SSO, including online resources: <p>Head Space Reach Out Schools Beyond Blue IAM suicide counselling - Tamworth SomeONE.health telecounselling Samaritans Tamworth</p> <ul style="list-style-type: none"> • CentreCare: Provision of additional student and family support within the school sites • DOE Learning support teams, accessing Complex Case Management support.

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>The allocation of this funding has resulted in the following impact: Engagement of the Student Support Officer (SSO) secondary campus, with specialised knowledge of behaviour and social support has ensured best practice in engaging parents of key students. The SSO has been a key part of the Wellbeing and Learning and Support team, through updating personalised documentation, including Health Care plans, Individual Behaviour Support Plans and Risk Assessment documentation. The SSO is an integral part of our multi-tiered system of care for our students. There has been an increased access to external support services facilitated by the SSO. As a result, more families and students engage and use the school as a hub to access economic, social, health and wellbeing services.</p> <p>After evaluation, the next steps to support our students will be: For future focus in 2023, is to explore the employment of a second SSO to support students on our primary campus in order to continue building strong student support across both campuses.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	130	122	114	123
Girls	135	134	121	125

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	86.7	89.1	88.6	87.9
1	90.5	88.5	88.9	86.1
2	92.0	88.9	87.1	88.9
3	89.9	91.2	90.8	82.9
4	89.3	92.2	88.6	87.9
5	88.8	93.2	90.9	82.9
6	88.8	91.4	87.1	87.4
7	87.0	87.3	85.0	81.5
8	86.9	87.5	82.4	79.7
9	69.1	87.5	79.7	73.4
10	75.1	79.1	84.4	63.5
11	71.8	73.9	77.2	63.5
12	85.4	81.6	81.1	60.7
All Years	84.5	87.2	85.7	79.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

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	12	21	60
TAFE entry	0	0	0
University Entry	0	0	40
Other	8	1	0
Unknown	0	0	0

Distance Education:

Students within the Year 10 and Year 11 cohorts who engaged in 'other' post school destinations were all transitioned as either shared or full enrolments with Distance Education through Camden Haven.

Higher School Certificate and Post School Destinations:

Students of the Higher School Certificate have secured career pathways employment and TAFE entry. Out of 5 students completing the HSC in 2022, 2 students sought and were successful in attaining University entry. The 3 other students are employed full-time in their chosen career pathways.

Year 12 students undertaking vocational or trade training

83.33% of Year 12 students at Manilla Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

83.3% of all Year 12 students at Manilla Central School expected to complete Year 12 in 2022 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)	3.2
Head Teacher(s)	4
Classroom Teacher(s)	17.77
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	9.49
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Appointment of Assistant Principal Curriculum and Instruction (APCI)

The appointment of 1.2 APCI positions has been fundamental in analysing student data and forward planning around strengthening staff capacity to explicitly teach students literacy and numeracy concepts. The APCIs have lead the unpacking and planning for implementation of the new syllabii delivered as part of the NSW Curriculum Reform. Through the development of staff capacity, APCIs are leading the implementation of evidence-based practices, ensuring students are given opportunities to engage with deep content knowledge, and encouraging confidence in their ability to learn, adapt and be responsible citizens.

Whole School Management of Actual or Potential Aggression (MAPA) training

In response to community trauma and staff need, all staff were trained in MAPA behaviour interventions. In completing the program, staff felt more confident in dealing with escalating student behaviour through proactive and preventative strategies, as well as minimising trauma by deescalating crisis situations quickly and calmly.

Crossroads Literacy Program: Dr Kate Bricknell

All teaching staff have had ongoing training around the explicit teaching of literacy in all Key Learning Areas (KLAs). Using unassisted writing tasks as baseline data, students progress is monitored each term and explicit strategies are developed to address areas identified for further development. Staff are upskilled around literacy conventions, writing and reading strategies, explicit teaching strategies, and Stage appropriate outcomes.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	462,907
Revenue	6,337,437
Appropriation	6,211,494
Sale of Goods and Services	6,611
Grants and contributions	107,600
Investment income	2,651
Other revenue	9,081
Expenses	-5,394,450
Employee related	-4,795,136
Operating expenses	-599,314
Surplus / deficit for the year	942,987
Closing Balance	1,405,894

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.

	2022 SBAR Adjustments (\$)
Targeted Total	246,802
Equity Total	890,709
Equity - Aboriginal	164,792
Equity - Socio-economic	479,319
Equity - Language	2,670
Equity - Disability	243,929
Base Total	4,058,988
Base - Per Capita	59,279
Base - Location	53,926
Base - Other	3,945,783
Other Total	665,262
Grand Total	5,861,761

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.

Student Growth:

Individual student growth and value added scores are not available due to there being no comparative data collected during 2020 (cancelled) NAPLAN period.

Premier's Priority Data Sets:

As a result, analysis of Top 2 Bands in Reading and Numeracy has been used to assess progress against implementation measures.

Reading:

- 2022 NAPLAN data showed Year 3 students in the Top 2 bands for Reading to be 6.67% (-21.13% below target).
- 2022 NAPLAN data showed Year 5 students in the Top 2 bands for Reading to be 30.00% (+2.2% above target).
- 2022 NAPLAN data showed Year 7 students in the Top 2 bands for reading to be 19.23% (+0.83% above target).
- 2022 NAPLAN data showed Year 9 students in the Top 2 bands for reading to be 10.71% (-7.69% below target).

Numeracy:

- 2022 NAPLAN data showed Year 3 students in the Top 2 bands for Numeracy to be 6.67% (-13.93% below target).
- 2022 NAPLAN data showed Year 5 students in the Top 2 bands for Numeracy to be 15.00% (-5.06% below target).
- 2022 NAPLAN data showed Year 7 students in the Top 2 bands for Numeracy to be 0% (-9.1% below target).
- 2022 NAPLAN data showed Year 9 students in the Top 2 bands for Numeracy to be 0% (-9.1% below target).

Reading and Numeracy Guided Data Package:

Additionally, Reading and Numeracy Guided Data Package within scout has been utilised to identify areas for specific, targeted intervention. Trends are summarised and supported by included graphics below:

Reading:

Particular strengths were shown across the following outcomes:

- Stage 2 Literal Comprehension
- Stage 3 Main Ideas
- Stage 4 Main Ideas
- Stage 4 Literal Comprehension
- Stage 4 Text Features

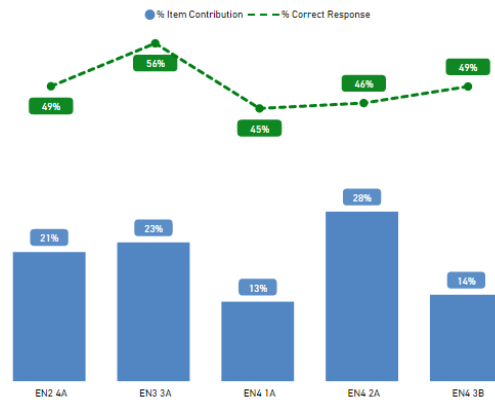
Additional focus for 2023 school planning will be placed on Comprehension (47% Item contribution, 49% incorrect responses), with support through explicit teaching of Vocabulary (7% Item contribution, 53% incorrect responses) and Text Structure (8% Item contribution, 51% incorrect responses) to increase students ability to access and engage with text content.

Numeracy:

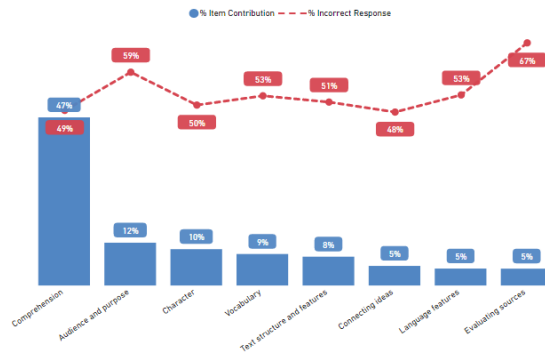
Particular strengths were shown across the following outcomes:

- Stage 2 Statistics and Probability - Data
- Stage 2 Addition and subtraction
- Stage 2 Multiplication and Division
- Stage 3 Fractions and Decimals
- Stage 3 Number and Algebra

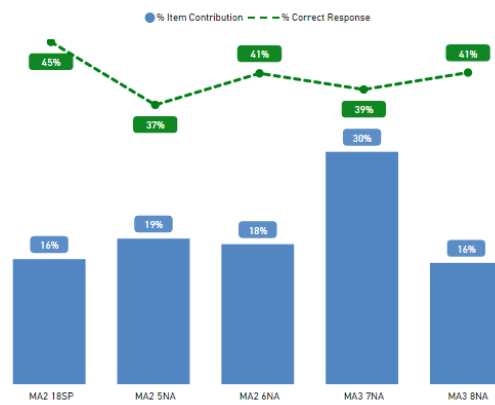
Additional focus for 2023 school planning will be placed on Multiplicative Thinking (16% Item contribution, 58% incorrect responses), with support through explicit teaching of Additive Thinking skills (14% Item contribution, 59% incorrect responses) to increase students ability to manipulate numbers and justify their numerical reasoning.



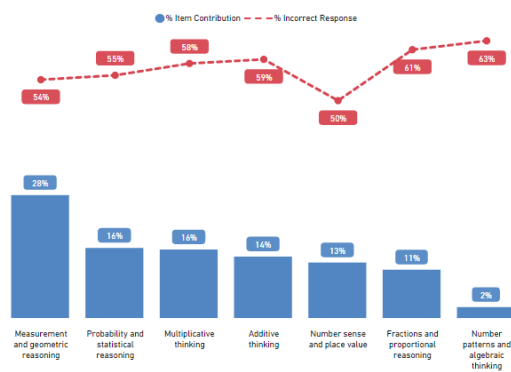
Top 5 Reading Item Contribution and Correct Responses



Areas of Focus Reading Item Contribution and Incorrect Responses



Top 5 Numeracy Item Contribution and Successful Responses



Areas of Focus Numeracy Item Contribution and Incorrect Responses

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.

HSC Bands

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 statistical or graphical representation of student performance is not available. In 2022 Manilla Central School had 5 students sit the HSC.

2022 HSC Band % Data shows:

- Band 1: 0% (-20.3% on 2020)
- Band 2: 47.4% (+27.1% on 2020)
- Band 3: 36.8% (+5.2% on 2020)
- Band 4: 15.8% (-1.9% on 2020)
- Band 5: 0%
- Band 6: 0%

2022 HSC Band % Data shows students in the Top 3 bands for HSC to be 15.8% (-24.4% below target).

Analysis of HSC Engagement and Performance:

Head Teachers and Classroom Teachers have worked with the Senior Executive to use the Results Analysis Package (RAP) and Scout, to analyse the 2021 HSC Results. Feedback from this analysis has included recommendations and strategies to improve performance in 2022, with RAP analysis of HSC results underway to examine the impact of specific changes to individual programming. Executive team noted a significant decrease in diligence and student application in the lead up to the HSC examination period of 2022. This can be associated with declined attendance and lower levels of student engagement over 2019-2021, where continued periods of localised and statewide COVID lockdown measures impacted on our learner's mental health and commitment.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me (TTFM):

Parents were surveyed using TTFM surveys through various communication channels, including student notes home, the newsletter, Skoolbag and Facebook. Additionally, links to the TTFM survey were sent directly via SENTRAL to parents' mobile contacts. As a result, a significant increase in survey completion rate was evident, from 6 returned in 2021 to 32 in 2022, an increase of 357%. The feedback from TTFM parent surveys emphasised the following key points:

Two Way Communication:

- 8.5/10 of parents feel welcome when they enter the school
- 8.1/10 feel that they can easily speak with the Principal
- 8.0/10 agree that administrative staff are helpful in addressing concerns or problems

School Supports Positive Behaviour:

- 8.9/10 of parents state that their child has a clear understanding of the school rules and behaviour expectations.
- 8.0/10 agree that teachers expect their student to pay attention within their classes.

The improved communication between the school and community was evidenced by 48% of parents identifying they had spoken with their child's teacher 3 or more times.

Parent and Community Meetings:

Community engagement has improved significantly during 2022 as reflected by the increase in P & C numbers, from 4 members at the start of 2022 to 22 parents currently involved. This has allowed increased community input into school decision making, including the review of the mobile phone policy and implementation of new YONDR phone pouches.

Parent Teacher Evenings:

Parent/teacher evenings recommenced on school site during 2022 with COVID measures in place. All evenings were well attended and parents were able to access all classroom teachers and executive members. This is emphasised through 81% of parents responding to the TTFM survey indicating that they had attended at least 1 parent teacher evening in 2022.

Teacher:

The People Matter NSW Public Sector Survey 2022 saw the response rate improve from 39% in 2021 to 76% in 2022. Employee engagement relating to their connection to their organisation increase above 5 percentage points in each area. Results in Job satisfaction increased from 62% in 2021 to 74% in 2022. Results in the area of Risk and Innovation improved from 49% in 2021 to 69% in 2022. The growth area of most significance in setting direction, executing strategy, shaping culture and inspiring purpose and delivering results in Leadership has improved from 33% in 2021 to 67% in 2022. We continue to address improvement across the school in Feedback and Performance management.

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.

Other School Programs (optional)

YONDR Community Consultation and Mobile Phone Policy:

Anti-social behaviour across social media continued to remain a major concern regarding student wellbeing issues at school. SENTRAL negative behaviour incident data during 2021 reflected Inappropriate Mobile Phone use as the main antecedent for negative referrals and conflict between peers. 'Effective Communication' workshops facilitated by the Student Support Officer and external agencies provided wellbeing counselling to social groups, and students and parents were surveyed through Tell Them From Me regarding the purpose of mobile phones on school grounds. Through community consultation, surveying and P&C input, the school reviewed the mobile phone policy to include proactive management of phones by the student body in providing YONDR magnetic phone pouches.

The pouches will be implemented with student education and introduction packages for Term 1 2023, with the aim of encouraging students to engage positively and productively within the classroom with a focus of collaboration and learning. The Yondr Program utilizes a simple, secure pouch that stores a phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones and

will not use them until their pouches are opened at the end of the school day. Students are required to bring their YONDR pouch to and from school each day and are responsible for their pouch at all times. Manilla Central School is subsidizing the entire cost of students' first pouch, as we believe that uninterrupted classroom time is a priority and crucial to improved learning focus and personal wellbeing

The success of YONDR will be measured through the reduction of negative SENTRAL referrals, as well as continued surveying of students and parents.

Manilla Central School Wellbeing Framework:

Review K-12 in relation to the Inclusive, Engaging, Respectful Schools (IERS) framework: Consultation and Planning Phase. The Inclusive, Engaging and Respectful schools package includes:

- Inclusive Education Policy for students with disability
- Student Behaviour Policy and Procedures
- Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy and Procedures.

These policies work together to support the inclusion and engagement of students. They will ensure schools are in the best position to help all students reach their full potential across the entire NSW public education system.

Executive staff will undertake a range of professional learning opportunities to upskill around the new policy and its implementation. Review of the Manilla Central School Wellbeing flowcharts will occur to refine and streamline processes ensuring procedural fairness. The school's Behaviour Support and Management Plan will be developed with a focus on proactive management and intervention of student wellbeing, with drafts for consultation released to executive, teaching staff, parents and community members in early 2023.

Schools Community Charter

Manilla Central School works to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for. The best education happens when students, parents and schools work together.

As per the charter, staff are responsible for responding to parent and community enquiries or concerns within a timely manner. Parents and community members can expect:

- to be welcomed into our schools to work in partnership to promote student learning
- communication from teaching staff will be timely, polite, informative and solutions focussed
- professional relationships with school staff will be based on transparency, honesty and mutual respect
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

Parents and community members are responsible for ensuring communication is positive, appropriate and constructive in nature. In all workplaces, people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.