2008 Annual School Report
MANILLA CENTRAL SCHOOL

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2008 Manilla Central School had an enrolment of 365 students. 45 indicated they were Aboriginal. There were no Non English Speaking Background students.

Students at Manilla Central School come from a variety of environments including those who live in the town of Manilla, those who travel in from the surrounding farms and a small number who travel from other centres to attend school in Manilla.

Staff
The staffing at the school is very stable with little or no movement through transfers in and/or out. The teaching staff are supported by school administrative support staff and a growing number of teachers’ aides.

Our staff is a good mix of youth and experience who are constantly looking at ways of self improvement that in turn benefit the students of Manilla Central School.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school ran a number of programs to give students extra educational support throughout 2008. These included:

- Priority Schools Program (PSP)
- WOSI Early Literacy and Middle School Initiatives
- Aboriginal Literacy Programs
- Personalised Learning Plans
- Newman’s Mathematics Analysis
- PlanIt Youth Mentoring
- Student Leadership Programs
- Gifted and Talented Programs
- Expansion of School Based Traineeships and Apprenticeships
- Premiers Sporting Challenge

In 2008 the Homework Centre continued to be well supported by both Primary and Secondary students. The Parents in Partnership Program involving Aboriginal Tutors and parents/carers working in classrooms continued to grow successfully.

Student achievement in 2008

Literacy – NAPLAN Year 3
Students’ results were placed between Bands 1 to 6. 96% of students achieved the minimum standard for spelling; 93% of students achieved the minimum standard for Reading and Writing and 89% of students achieved the minimum standard in punctuation and grammar.

Numeracy – NAPLAN Year 3
Students’ results were placed between Bands 1 to 6. 96% of students achieved the minimum standard, with the majority of students achieving Band 3 or higher.

Literacy – NAPLAN Year 5
In Reading students results were placed between Bands 3 and 8. Results were above state averages in Bands 5 and 6, but below in the Bands 7 and 8. In writing students results were placed between Bands 3 and 7, no student achieved Band 8. In Spelling Results fell between Bands 3 and 7, no student achieved Band 8. Results were above state averages in Band 6. In Grammar and Punctuation students results fell between Bands 3 and 8. Results were above state averages in Bands 5 and 6, but below in Bands 7 and 8.

Numeracy – NAPLAN Year 5
In Numeracy students results were placed between Bands 3 and 7. no student achieved Band 8. Students performed above the state average in Bands 5 and 6.

Literacy – NAPLAN Year 7
In Reading students results were placed between Bands 4 and 9. Results were above the state average in Band 7 and just below in Band 8. Writing results were excellent. In writing students results were placed between bands 5 and 9, with no students scoring a Band 4. Results were above the state averages in Bands 8 and 9. In spelling students results fell between Bands 4 and 8, with no student achieving Band 9. In grammar and punctuation students results fell between Bands 4 and 8, with no student achieving Band 9. Results were above the state average in Band 7.

Numeracy – NAPLAN Year 7
In Numeracy students results were placed between Bands 5 to 9. No student in year 7 received a band 4. The school was above state average for Band 7, but fell below state averages for Bands 8 and 9. No students was placed below the minimum standard.
Literacy – NAPLAN Year 9
In reading students results were placed between Bands 5 and 10, with no student receiving Band 9. In writing students results fell between Bands 5 and 10. In spelling students results fell between Bands 5 and 9, with no student achieving Band 10. In grammar and punctuation students results fell between Bands 5 and 8, with no student achieving Bands 9 or 10.

Numeracy – NAPLAN Year 9
In Numeracy students results were placed between Bands 5 and 10, with no student achieving Band 9.

School Certificate
School Certificate results, especially in the area of relative growth showed improvement in English, Science, History, Geography and Computing, but overall results for this examination are still causing concern.

Higher School Certificate
2008 Higher School Certificate results were very pleasing. The trend towards improving results is continuing although it is at a small rate. Twelve students sat the examination. Seven students elected to seek university entrance and all were successful.

Messages
Principal's message
Manilla Central School may be small in number, but 2008 has once again proved that our school is highly competitive in many fields.

Last year I apologised for the lack of air conditioning in our hall, but was pleased to announce the installation of the air conditioning into the MPC. January saw the re-roofing of the main Primary building and the construction of the COLA over the netball court at the Primary site. Next year we hope to see most, if not all the classrooms on both sites, air-conditioned and are also seeking Federal funding which will see the Hospitality, Construction and Metals and Engineering facilities refurbished at the secondary site.

Emerging leadership qualities are evident at assemblies and in public forums. Once again I thank and congratulate School Captains Rebecca Coote and Joel Cormie and Primary Captains Zach Butcher, Hannah Rose Ford, Jessica Mancell, and Nick Reyne for the job they have done in 2008 and I wish them every success in the future.

Major events for the past twelve months have included the school's highest ever UAI, excellent HSC results, ANZAC Day, a fantastic Horse Sports Day, outstanding results at the Tamworth Eisteddfod, an Excellence in Education Award for the Performing Arts, Reading Day, excursions to Oakhampton, Newcastle, Sydney and Dubbo, outstanding performances in Capers, continued academic and sporting successes. The successes of our netball teams, lawn bowls and chess teams in state competitions. Broady Walsh 3rd in the 100 and 200m at the Pacific School Games, and 1st in the 100 and 200m at the NSW Combined High Schools Championships, Jayne Bevitt’s selection in the national indigenous Under 18 basketball squad, Carols by Candlelight and a fantastic show ‘Romeo and Juliet’ to name just a few events of significance, not bad for a small rural school.

For the past two years I have learnt much about the Manilla Community. I am continually amazed by the generosity and genuine caring nature of the many people who support our school. To the businesses who donate goods and services to our many calls for assistance and the many volunteers who come into our school on a regular basis. Our PlanIt Youth mentors are often touted as examples of best practice, not only locally but also at a state level. I would like to publicly thank Bill O’Neill and Barb O’Brien for the outstanding work they do in developing music and our school band.

Our school is a caring school that takes pride in meeting the needs of the community. It is a school that encourages personal success, personal best and participation and this is a message I constantly give to the students.

The size of our school and community makes for a very personal and intimate knowledge of the strengths and needs of individuals. The values and code of ethics instilled in the students at school should be those that are determined by the community and supported and reinforced in the home.

Thankyou all for your ongoing support of the school and thankyou to the students and their families, the teachers and the support staff, the P& C and canteen workers, the AECG committee, volunteer helpers, parents and congratulations to the students of Manilla Central School on a great year’s work.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Janette Meehan
P&C Message

It gives me a great deal of pleasure to present this report for 2008. Many thanks go to a small group of people who have faithfully attended the meetings and who have worked tirelessly for the school throughout the year. The P & C has been involved in fund raising activities including:

- Mother’s Day and Father’s Day stalls
- Calendars
- Raffles at the RSL Club
- Catering for the Vintage Machinery Show in June
- Manilla Horse Sports
- October Platypus Festival.

Their efforts have enabled us to raise money that has been used to support the school in various ways. This has included:

- Donations to both libraries
- Garden makeover at the primary site
- Secondary Captains visit to Government House
- Supporting the Girl’s Netball team to the State Netball Championships
- Supporting Broady Walsh to the Pan Pacific Games.

A few people that deserve special thanks are:

- Teena Kelly who has taken over the canteen treasurer’s role, in addition to P & C Treasurer
- Jan Hanneman our fund raising co-ordinator who has organised the garden makeover and
- Leanne Good who managed her role as secretary while producing a healthy baby boy. Our congratulations to you.

They have willingly given countless hours of their time to ensure the success of P & C events. Also, thanks to all others who have given their time to help with these events. Also I would like to acknowledge the work of the Canteen committee, supervisors and volunteers for their work and support of the school. They have provided a vital service to the school and have supported the school with generous donations in many areas.

I would like to thank our Principal, Janette Meehan, for her positive leadership in the school in the education of our children. I would like to invite and encourage parents and carers to attend P & C meetings as we have the opportunity to discuss and be involved in our children’s education.

Robert Bowman – P & C President

Student representative’s message

The student body was ably led by Secondary Captains Joel Cormie and Rebecca Coote during 2008. Primary Captains Zach Butcher, Jessica Mancell, Dylan Manicorous and Hannah Rose Ford were exemplary leaders for Kindergarten to Year 6.

The secondary Student Representative Council also had another successful year. The group continued to fund raise for ‘Abush’, SRC representatives participated in the Barraba Relay for Life, and were one of only three teams who managed to walk continuously for the whole 24 hour period.

The SRC ran a number of school socials including a welcome for Year 7 and a farewell disco with an outer space theme for Year 12. The SRC were also instrumental in the organisation and running of Youth Week activities held at the end of Term 1.

Fundraising was also a significant part of their activities with major drives being conducted to support Bandanna Day,

Jessica Ride and Chad Smith
School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Enrolments in Years K to 6 were slightly lower than the peak of 244 which occurred midway through 2007. Enrolments during the year dipped to 216 late in Term 1, but rose to 237 by the end of Term 3.

Student attendance profile
Attendance rates for the primary years whilst just below the state average continue to be above 90% and are on a par with the region’s average. Attendance rates showed a slight improvement in comparison to the 2007 statistics.

Years K – 6
For the first time since 2005 attendance rates in the secondary Years 7 to 10 have crept above the state average and continue to be well above the region’s average.

Attendance rates for Years 11 and 12 were a little disappointing. The school’s rate was lower than both the state and regional averages for the first time since 2005. Given the small number of students this result can be linked to long term illnesses of three students and the increasing number of students who are absent from school doing work placements, traineeships and apprenticeships. Unsatisfactory attendance rates of a student in both Year 11 and 12 have also impacted negatively on this statistic.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KE</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>KL</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2/3W</td>
<td>2</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>2/3W</td>
<td>3</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3/4D</td>
<td>2</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>4/5O</td>
<td>4</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>4/5O</td>
<td>5</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>5/6F</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5/6F</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5/6N</td>
<td>6</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>5/6N</td>
<td>5</td>
<td>12</td>
<td>26</td>
</tr>
</tbody>
</table>

Although student numbers were indicative of nine classes being formed in the Primary the school used part of the Whole Staffing allocation to create a tenth class group for literacy and numeracy sessions. This initiative enabled class sizes in Stage 1 in particular to be kept well under the maximum numbers.

At the end of Term 3 student numbers increased and the tenth class was recreated full time. Increasing numbers in the upper primary placed some stress on the Year five and six classes, but staff and students were able to complete the year without the need for major reorganisation of classes.

Structure of classes

In the Primary, where possible, year group classes are created. In 2008 the year started with five year group classes and five composite classes. Composite classes consisted of two year groups and where constructed to provide the best educational outcomes for students and also helped to provide balance for the sexes.

Retention to Year 12

Whilst retention rates from the School Certificate to the Higher School Certificate are lower than the regional and state averages the school is generally pleased with its retention rates.

The statistics do not reflect those students who leave school during Years 11 and 12 who gain meaningful employment. The school has been very proactive in this process. The school considers these students to be successes. A small number also leave school and take on full time TAFE studies. Very few students have just left or ‘dropped out’.

Post-school destinations

Twelve students sat the Higher School Certificate Examination in 2008. Seven sought university entrance and all were successful. One student is studying medicine at the University of New England (UNE), one is studying Communications at UNE, one is studying Biomedical Science at UNE, one is studying nursing at UNE, one is studying civil engineering at Newcastle University, one is studying Sport and Exercise Science at South Cross University (SCU), one is studying Sport Tourism Management at SCU and one is studying Hotel and Resort Management at SCU.

Four other students are studying courses such as graphic arts, child care and hospitality at TAFE.
One student has gained full time employment in the real estate sector.

Most students who sat the School Certificate have returned to begin the Year 11 Preliminary Higher School Certificate. Two students have chosen to continue their studies at TAFE, one student has gained full time employment and one student is unemployed but hopes to begin full time TAFE studies in 2010.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school had a total of 32.6 teaching positions allocated in 2008. This included seven executive staff, 20.5 classroom teachers and support staff including teacher librarians and specialist support staff.

Staff establishment

The teaching staff were supported by a Senior Administration Manager, six School Administration Officers, an Aboriginal Education Officer, Teacher’s Aides, a part time Agricultural Assistant and a General Assistant.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20.5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32.6</strong></td>
</tr>
</tbody>
</table>

Staff retention

2008 saw the arrival of a third Assistant Principal, Mrs. Berril Ley in the Primary. There were no other changes to staff. In April the staff and students were saddened to hear of the death of former secondary teacher Helen Archer.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.3%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>93</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Position</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>184 761.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>257 912.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>191 942.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>78 924.72</td>
</tr>
<tr>
<td>Interest</td>
<td>10 970.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21 663.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>746 176.47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>31 005.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>13 679.33</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>31 286.58</td>
</tr>
<tr>
<td>Library</td>
<td>8 062.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>274 821.70</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>79 312.89</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>71 805.05</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>71 469.35</td>
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<tr>
<td>Maintenance</td>
<td>60 340.56</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20 236.14</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2 540.76</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>664 560.93</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>81 615.54</strong></td>
</tr>
</tbody>
</table>

The school continues to operate on a relatively poor financial footing. The long term effects of many years of drought are still being felt and the national and international economic downtown experienced at the end of 2008 has impacted on the school. Less money is coming in, but the expenses continue to increase. Of particular concern during 2008 were increasing maintenance costs and the continued drain on school finances of running the two sites.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008
Manilla Central School strives to offer students opportunities to participate in a number of activities across a broad spectrum. Student participation and achievement is valued and acknowledged across the range of activities in which students participate.

Achievements

Arts
Highlight of the school year was the awarding of an Education Week Award for Excellence in Music for the school band. In Term 4 a large number of students performed in CAPERS and the secondary students put on a highly entertaining version of Romeo and Juliet.

Primary students continued their winning successes in the Tamworth Eisteddfod in May with a number of first places.

CAPERS was the highlight of the Primary performing calendar with over half the school involved in some way or another. The Stage One mass dance, with over 200 performers, was choreographed by Manilla Central School Staff members Margaret O’Brien and Sara Da Silva.

![Stage 1 Mass Dancers, ‘Superheros’](image)

The end of the year saw a highly successful secondary performance of “Romeo and Juliet”. Particular mention must go to leads Chad Smith and Jessica Ride, who not only took on leading roles but also wrote most of the script. As one young primary student was overheard saying “That was worth $3.00”. I think Jo Evers words in the front of the program sums up anything I could say.

“I would never have thought producing Shakespeare’s ‘Romeo and Juliet’ would be such a challenging yet rewarding experience.

A great deal of credit for this production must go to Chad Smith and Jessica Ride, my senior drama students, who have supported this production from the beginning. From helping to modernize the script, the casting, staging and choreography to costume and music ideas, these two have seen and been part of it all. For their hard work and dedication, I thank Chad and Jess immensely for making my job a lot easier.

A huge thankyou to Mrs. Elly Davies for her amazing musical talent and vision. Elly, along with the band, have done a fantastic job in creating the sound track for this production.

To the entire cast and crew of this production, who have helped out in any way, big or small, I thank you. You have helped to turn this play into the memorable and enjoyable experience it has been.”

Sport
This year has seen another successful year in primary sport with many students participating in various school teams and PSSA Knockout teams. Manilla entered teams in a number of knockout sports including, Boys and Girls Basketball, Boys Cricket, Girls Netball, Boys and Girls Touch and Tennis with varying success.

The 5/6 Boys and Girls team and a 3/4 boys team were entered to play in the Tamworth Junior Basketball Competition all year round. The 5/6 Girls won the B Grade Grand Final in the first season and the 3/4 Boys won the C Grade Grand Final in the second season.

Once again we had a large number of students participating in the Peels Schools Rugby League Final. All teams did very well with our Under 8s winning their Grand Final.

The majority of students were involved in Swimming, Athletics and Cross Country Carnivals at School level, with many progressing onto Zone, Regional and State Level. This year our North West representatives were; Mathew Boman, who went to the State Swimming Carnival for the 50m Freestyle and Butterfly, whilst Taylor Skelton went to the State Athletics Carnival for the 100m and 200m races.

Students who also represented the North West in team sports were Brodii Ingram for Girls Touch, Taylor Skelton for Girls Basketball, Mathew Boman, Nick Reyne and Brock Eastam for Boys Basketball.

We were also lucky enough to provide opportunities to participate in a number of Gala days for Rugby League, Touch, Oz Tag, Cricket and Basketball.
In secondary sport the students of Manilla Central School have recorded some remarkable achievements in sport.

The number of records broken throughout the year is declining, but this is an indication that our student’s sporting achievements are becoming extremely competitive.

Throughout the year we have had some major successes in a variety of sports. Morgan McIlrick was 14 years reserve champion at the Dunedoo School Horse Sports Day, Jasmine Shields, first in the 110km Green Valley Farm endurance ride, an event with over 30 riders of all ages. Manilla of course ran it’s own successful Horse Sports Day.

Elysia Baker and Cameron McCormick represented North West at the State Swimming Carnival, whilst Matthew Monckton and Rebecca Coote represented in Cross Country. Ben Monckton also represented the North West at state carnivals in both Soccer and Basketball. This is an outstanding achievement for this young man.

Outstanding results were also achieved by Broady Walsh on the Athletics field. Broady was the overall Boys Champion Athlete for the NSW Combined High Schools State Athletics Carnival. Following this he competed at the Pacific School Games coming third in both the 100m and 200m races. In most races Broady continues to achieve personal bests.

Alysia Bonnett and Ben Monckton were also recognised for their contribution to coaching and acting as officials in the sports of netball and basketball. Alysia was also awarded the 2008 Pierre de Coubertin Award.

Manilla Central School Sporting Blues were also awarded to Jayne Bevitt and Broady Walsh. These two students were also named as Outstanding Athletes of 2008. Jayne was also named the Aboriginal Sports Person of the year at the Giyanha Dirrabu Murri Awards.

Other

Chess continues to have a strong presence in both the primary and secondary departments. Under the guidance of Mrs. Helen Alwyn in particular primary students are flourishing and developing a love of this sport of the mind.

The secondary team even though young in comparison to many of the teams they played continued their winning ways well into the competition. Many of the players in opposing teams were senior students in either years 11 and/or 12.

Academic

Throughout the year students have had the opportunity to participate in a number of academic competitions which allowed them to test themselves at state and often national level. Students who chose to compete in the external academic competitions continued to perform well.

In the Primary, students continued to do well in external academic competitions with a number of students gaining either a Distinction or Credit. To gain a distinction, students must place in the top 10% of Australasia.

Primary CSIRO Challenge Day

Secondary students competed in the Science and Engineering Challenge at TREC in Tamworth as well as achieving excellent results in the external academic competitions.
NAPLAN Testing

In the National Assessment Program (NAPLAN), 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 the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

In Reading the school’s average for students in Band 5 and 6 has increased in comparison to previous years and has decreased in Band 2.

In writing the school’s average for students in Band 5 and 6 has increased in comparison to previous years and has decreased in Band 2.

This was the first year spelling has been included so it is difficult to make comparisons. In the highest band, band 6, students at Manilla have performed better than other similar schools, but are below state average.
This was the first year punctuation and grammar has been included so it is difficult to make comparisons. In the highest band, band 6, students at Manilla have performed better than other similar schools, but are below state average.

Numeracy – NAPLAN Year 3

In numeracy the school's average for students in Band 5 and 6 has increased in comparison to previous years & has decreased in Bands 1 & 2.

Literacy – NAPLAN Year 5

Results in reading are poor in comparison to previous years. Results are above the state average for Bands 5 and 6, but below for Bands 7 and 8.

Students’ results for writing are poor in comparison to previous years. In 2009 the school will put various writing strategies in place in an attempt to improve these results.
Results in Numeracy are not as strong as in previous years. Students are performing well in the middle bands.

Results in literacy continue to improve with students performing above or near the state averages in Bands 7 and 8.
Results in writing were excellent with students performing above the state average in both of the two top bands, bands 8 and 9. There has been a large shift of students from Band 7 into Band 8 and from Band 4 into 5. No students scored Band 4.

This was the first year spelling has been included so it is difficult to make comparisons. No students achieved a Band 9, but over 38% of students have achieved Band 7 or 8.

Numeracy – NAPLAN Year 7

Students’ achievements in the middle bands continue to be above the state averages.
This was the first year reading has been tested in Year 9 so it is difficult to make comparisons. Over 70% of students scored Band 7 or higher.

This was the first year writing has been tested in Year 9 so it is difficult to make comparisons. Over 55% of students scored Band 7 or higher.

This was the first year spelling has been tested in Year 9 so it is difficult to make comparisons. Over 53% of students scored Band 7 or higher. No student scored a Band 10.

This was the first year grammar and punctuation has been tested in Year 9 so it is difficult to make comparisons. Over 54% of students scored Band 7 or 8. No students scored Band 9 or 10.
This was the first year numeracy has been tested in Year 9 so it is difficult to make comparisons. Over 56% of students scored Band 7 or higher.

Progress in literacy

These are excellent results with the school continuing to improve reading at a greater rate than the state average over a number of years.
No student achieved Band 1 or 2, the lowest bands, but unfortunately no student achieved a band 6, the highest.

<table>
<thead>
<tr>
<th>Percentage of students in performance bands: School Certificate English-literacy</th>
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<td>1</td>
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No student scored Band 1, the lowest band, but unfortunately no student achieved a band 6, the highest.

No student scored Band 1, the lowest band, but unfortunately no student achieved a band 6, the highest.
No student scored Band 1, the lowest band, but unfortunately no student achieved a band 6, the highest. Students performed well in Band 4.

Student’s performance in Computer Skills continues to be strong. In the examination one student did not demonstrate competence in this area.

School Certificate relative performance comparison to Year 5 (value-adding)

With the exception of Mathematics all other KLA curriculum areas showed improvement in this area. Australian Geography Civics and Citizenship continues to be the most positive performer. There has been significant improvement in English, Science and Australian History Civics and Citizenship.

Higher School Certificate

2008 HSC results were pleasing with all students seeking a UAI achieving this goal and entering courses at a variety of universities across the state. Those students not seeking university admission are all pursuing further study at TAFE. Small candidate numbers do not allow comparison graphs.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Relative growth is excellent for students in the middle bands, but was somewhat disappointing for students in the low and high bands. Individual students performed well, but some individuals performed below expected levels.

Jessica Bowman and Rebecca Coote representing Manilla Central School at the 2008 Education Week Captains Luncheon.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard in 2008</th>
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<td>Reading</td>
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<td>Writing</td>
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Significant programs and initiatives

Aboriginal education

The school received a number of grants to further education of Aboriginal students within the school. Supplementary Recurrence Assistance was provided in the form of two grants, a Cultural Grant and a grant which allowed the school to employ teachers aides. The school also received two Whole Of School Intervention (WOSI) Grants from the Federal Government. Once again these grants concentrated on improving literacy and numeracy of Aboriginal students.

The school community celebrated ‘National Schools Sorry Day on the 26th May with a K – 12 Assembly. Guest Speaker was Mrs. Stella Lamb who told her personal sorry about the Stolen Generation.

After a rather wet week in September the school celebrated NAIDOC Day. The date had been moved from the more traditional July date in hope of better weather. Whilst some of the outdoor activities had to be cancelled, the whole school enjoyed a NAIDOC Day cake and a performance by a very entertaining dance group.

A number of students received scholarships under various Aboriginal Education Programs. These included Jayne Bevitt and Jessica Ride in the secondary and Jessie Anne McKenzie and Nicole Cheetham in the primary.

Jayne Bevitt was awarded a Giyanha Dirrabuu Murri Award for Outstanding Achievement in Sport Award. These awards celebrate and recognise innovative, excellence and achievement by Aboriginal students in public schools and communities in the New England Region.

Jayne has represented Manilla and Tamworth and qualified for selection in the Development Squad for the Australian 2009 World Cup under 19 Women's Basketball Team.

Tiffany Gould
Nanga Mai Award Winner
Tiffany Gould was selected as one of two students from the state to receive a NSW Schools Nanga Mai Award in the category “Academic Excellence – Higher School Certificate”. Nanga Mai in the Eora language means “to dream”.

Tiffany has just begun her studies in medicine at the University of New England.

**Multicultural education**

Manilla Central School continues to promote a multicultural Australia philosophy through our teaching and practice. We are the only New England school that runs an interschool visit based on multiculturalism.

The 2008 exchange saw students from Manilla Central School visiting Cabramatta. Through this interschool visit students have increased their cultural literacy and have much improved cultural understanding.

The school has trained Anti Racism Contact Officers. Issues, which arise in the curriculum or through media reports, are addressed by staff so as to develop understanding of cultural, linguistic and religious difference.

**Respect and responsibility**

Respect and responsibility are the cornerstones of our teaching at Manilla Central School. Students are expected to participate fully in the life of the school and the community.

April saw another moving school ANZAC service followed by a large contingent of students marching under the school’s banner on ANZAC Day itself.

The school band and primary choirs again performed at a number of civic events including Senior Citizens Week, the Country Womens Association Conference and Carols by Candlelight. Senior students continue to visit Manallae Lodge and donate blood to the Red Cross Blood Service.

The reputation of Café Rakel continues to grow with many visitors to the school asking “Is Café on today?”

**Other programs**

**Priority Schools Program**

**Background**

Manilla Central School benefits significantly from the use of Priority Schools Program funds to further enhance opportunities for quality teaching and learning particularly in terms of literacy and numeracy. It is our underpinning goal to improve educational outcomes for all students and this is being achieved with continued improvement in NAPLAN results and the Higher School Certificate results in particular. Funding has been committed to a range of programs that support the school’s identified targets as outlined in the school improvement plan. In addition to literacy and numeracy, focus areas include success in the early years of education, community participation and congruence and student leadership.

**Findings and conclusions**

- Continuing awareness in our community of the positive outcomes from early reading.
- Intellectual quality of lessons enhanced through the use of Quality Teaching strategies.
- Continued increased literacy engagement.
- Student leadership improved and school student leaders becoming more involved with decision making processes within the school.
- Improving results in NAPLAN and the Higher School Certificate.
- Girls are out performing boys in most areas – this is directing us towards examining how we are teaching boys and will become a major focus in our 2009 – 2011 Improvement Plan.

**Future Directions**

- Continuation and further expansion of the ‘Born To Read’ program.
- Ongoing support for the homework centre and an increase in the number of students attending each week.
- Continuation of the ‘Parents as Partners’ program especially for the transition years, Kindergarten, Year 7 and Year 11.
- Investigation of boys education strategies.
- Greater emphasis on numeracy strategies.
- PSP staff supplementation will continue to be used to support literacy and numeracy sessions.
- Where possible, Teacher Professional Learning funds will also be used to support PSP priorities.
Progress on 2008 targets

Target 1
Improved School Certificate/Higher School Certificate Results

2008 results for the Higher School Certificate showed areas of improvement, although there were few students achieving in the highest band. School Certificate results showed some improvements.

Our achievements include:

- Value adding for individual students showed significant gains for students at the middle of the scale in particular.
- Most students who left school before completing the Higher School Certificate in particular gained meaningful employment.
- The number of students accessing vocational courses continued to grow. School Based Traineeships and Apprenticeships are increasing in number, variety and popularity.
- There has been an increase in the number of students accessing mentoring programs, such as PlanIt Youth. These students are now successfully pursuing their studies at school or have graduated to the university or TAFE course of their choosing.
- Attendance at parent information evenings, careers expo etc… was good with increasing numbers in comparison to previous events.

Target 2
Improved retention figures

There is still a concern regarding students from Manilla who choose to seek education from private schools in Tamworth. A small number elect to attend Tamworth Schools from Kindergarten and a number elect to seek secondary education in Tamworth.

Our achievements include:

- Students who choose to continue secondary schooling at Manilla Central School are generally achieving better results than in the past. The gaps between school, region and state are being narrowed. In some areas the school is near to state averages and well above regional and like school group averages.
- There was a decrease in the number of students who sought to attend a public high school in Tamworth.

- A number of students returned to both the primary and secondary departments after seeking education in Tamworth. Reasons for this varied from unable to cope with the travel, academic curriculum was not up to the standards set at Manilla, Manilla Central School more able to cope with individual student’s needs, through to the value of the ‘small school atmosphere’.

Target 3
Improved early years retention

Students enter Kindergarten with a range of abilities and social skills. As well teachers and schools have to deal with an ever increasing range of social and academic issues which are hindering the progress of students.

Our achievements include:

- The general performance levels of students in Stage 1 continued to show improvement.
- Ongoing meetings with Pre School staff and parents of pre school students resulted in a number of information afternoons being run. Guest speakers included an occupational therapist who gave parents ideas on how to best support their child. Each Kindergarten child was given a take home pack as well.
- Born to Read program – Continued expansion saw students from Pre School to Year 12 involved in this day in June. Older students were used as group/activity leaders as well as participating in work shop activities.
- Early identification of students at risk has enabled these students to have a more settled transition into kindergarten thereby minimising disruption to other students.
- Less welfare/behaviour referrals in Stage One.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of the operation of VET (Vocational Education Training) Courses within the secondary school and the numeracy groups within the primary school. The VET evaluation was done in conjunction with the “Internal Audit of RTO (Registered Training Operator) Compliance. This audit was conducted by an independent external team.
Internal Audit of RTO Compliance 2008
The following recommendations are identified by the audit process.

Areas of Strength

- School has addressed the last audit report findings. Standard 3.1
- The professional knowledge and commitment that teachers have in VET and demonstrated fully at Manilla CS in their manner, resources, knowledge and obvious positive relationships with their students. Standard 1
- Strong links to industry/business that have been forged in a variety of ways by staff and the school with the community. Standard 1.2, 2.3
- The organisation of VET by the VET coordinator and the relationship established with staff. Standard 3.1
- Inclusive delivery of VET to all students and support provided by the school and community in the workplace. Standard 2
- Willingness of staff to adopt and implement Learning and Assessment strategies. Standards I.1, 3.1

Areas for Encouragement

- Inclusion of RPL statement in written documents – subject selection book and information sheet to students. Standard 2.2
- Encourage the use of data in developing and informing the School Improvement plan and VET planning. Standards 1.1, 2.1
- Overall mapping of competencies is not consistent across the school. Standard 1.5
- Reporting to students about their progress – encourage to continue to provide written feedback and to investigate the inclusion in the reporting system (e.g. a eBOS print out stapled to report) Standard 2.5

Educational and management practice

Background

Results in Basic Skills and then NAPLAN external examinations have revealed that whilst there has been some improvement in numeracy results across the school this improvement has been at a lesser rate than the improvement in literacy. In 2008 within Stage numeracy groups were established. These groups were especially designed to cater for issues relating to the ‘number’ strand.

Groups of approximately 20 students were established, with teachers targeted for specific groups to meet the needs of the students. This addressed issues such as gifted and talented at one end and learning support at the other.

Establishment of the groups also addressed issues related to teaching Maths in composite classes as students were able to be placed in year groups.

Findings and conclusions

In 2008 NAPLAN results students results were stronger than those in Space and Geometry and Measurement Strands.

Smaller cohorts have enabled for more practical numeracy activities to be put into practice, this has beneficial for boys in particular.

Smaller cohorts have enabled students at risk to be more readily identified and referred to STLA and/or other support services.

Students are able to be moved from group to group as results improve.

Future directions

In 2009 groups will be extended in Stage 3 to cover all three strands of numeracy.

Given the large cohort of boys in Stage 3 specific boys education strategies will be investigated and trialled and/or implemented.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Parent discussion at P & C Meetings and Parent Teacher Meetings indicate a level of general satisfaction with the overall direction and management of the school.

Professional learning

Manilla Central School continues to expend all funds allocated to teacher professional learning (TPL). TPL is also supplemented through the Priority Schools Program and funds from the Global allocation. Staff have attended a wide variety of activities and most courses have proved highly beneficial.
School development 2009 – 2011

Targets for 2009 form the backbone of the school’s overall targets for 2009 – 2011 and generally are continuations of those of the previous three years.

Targets for 2009

**Target 1**

*Improved results in all external examinations – NAPLAN, School Certificate and Higher School Certificate.*

Over the past three years the school has continued to improve results in most external examinations. School Certificate results still cause the most concern, but are showing improvement at a slower rate than the others. Significant gains have been made in NAPLAN, which now incorporates the old Basic Skills, ELLA and SNAP tests. The school now achieves results which are above the regional averages and just below state averages.

In some areas the school’s results are now above state average. Aboriginal students at Manilla Central School continue to perform well above the state averages for Aboriginal students.

Strategies to achieve this target include:

- Reinvigoration of Gifted and Talented Programs across the school.
- Creation of Gifted and Talented Class in the Upper Primary school.
- Increased teacher professional learning in the area of Gifted and Talented.
- Improve opportunities for more students to access external academic competitions.
- Review processes to identify Gifted and Talented students.

Our success will be measured by:

- Increased number of students achieving highest two bands in external examinations across the school.
- Increased number of students accessing external academic competitions.
- Evaluation of Primary Gifted and Talented Class

**Target 2**

*Improved outcomes for boys.*

In external examinations across the school, girls generally out perform boys in most subjects. There are more boys not meeting national minimum standards and/or benchmarks. Boys also generally feature in more school statistics which would be considered negative including behaviour referrals and suspensions.

Strategies to achieve this target include:

- Staff to attend and engage in professional learning activities specifically targeting boys education.
- Investigation of new behaviour management processes through the ‘Positive Behaviour for Learning’ Program especially in relation to boys.
- Evaluation of current rewards programs offered especially in relation to boys.
- Investigate how we educate boys in the classroom setting.

Our success will be measured by:

- Decrease in the number of behaviour referrals and suspensions for boys in comparison to 2008.
- Improved results for boys in external examinations.
- Improved results for boys in the general classroom.
- Increased numbers of boys achieving positive rewards.

**Target 3**

*Improve behaviour and overall achievement across the school*

Whilst behaviour and achievement is generally good across the school, the school and wider community has an expectation that behaviour and overall achievement could be further improved.

Strategies to achieve this target include:

- Investigation of new behaviour management processes through the ‘Positive Behaviour for Learning’ Program
- Evaluation of current rewards programs offered.
- Improved recognition of positive achievements through classroom recognition, assemblies, school newsletter and local media.
- Earlier identification of students at risk.

Our success will be measured by:

- Decrease in the number of behaviour referrals across the school in comparison to 2008.
- Decrease in the number of suspensions both long and short in comparison to 2008 and previous five years.
• Increase in the number of students achieving positive rewards levels in comparison to 2008.
• Improved academic results in external examinations and general classroom.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Janette Meehan - Principal
Marlene Gates – Deputy Principal (Relieving)
Lee Bowman – Head Teacher
Liz Nist – Assistant Principal
Berrill Ley – Assistant Principal
Sue Davis – Assistant Principal
Joanne Evers – Drama Teacher
Geoff Philp – Teacher – Secondary Sport
Jonathan Willis – Teacher – Primary Teacher
Robert Bowman – P & C President
Karen Carter – AECG President
Jessica Ride – SRC Representative
Chad Smith – SRC Representative

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: