

Manly West Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Manly West PS as an account of the school's operations and achievements throughout the year.

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

Mrs Julie Organ

Principal

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Message from the Principal

Congratulations to the Manly West Community on an outstanding year with incredible highs in so many Academic, Sporting, Creative Arts and Student Wellbeing areas culminating in the Year 6 Farewell, the School Spectacular featuring our Choir, the Year 5 Eminent Person Display and the Christmas Concert for our four incredibly talented bands.

This year, we had two major events with the Art Auction, where every student in our school participated in completing the class artwork and our amazing K–6 Production 'A Manly West Tale', where every student also performed with dance, drama, fabulous costumes, props and lighting. This year, we introduced the new Science Technology, Engineering and Maths (STEM) room and strengthened our Science, Music and PDHPE programs across K–6. Computer coding was also introduced and supported the already successful Robotics programs.

Our students experience such a diverse cross section of programs including the Dance program, Arts North Dance and Music Festivals, the Choral Festival, Maths Olympiad, the Premier's Reading, Debating, Spelling and Multicultural Public Speaking competitions, the Band Eisteddfods and Festivals and the large number of events for students to excel in sports at Local, Regional, State and National levels. Manly West PS also increased the grants from Sporting Schools Australia to extend the range of sports and skills for students and introduced a new Kindergarten and Year 1 Social Skills program to assist students with strategies when playing together.

Manly West PS was selected to be involved in the External Validation in November by the Department of Education. The school was validated against the School Excellence Framework and we were acknowledged as excelling in a number of areas across Teaching, Learning and Leading Elements including the Learning Culture of our school. This is a great achievement and has been officially documented.

Our School Plan 2015–2017 has 3 strategic directions:

When reflecting on the Quality Teaching Direction:

The staff worked tirelessly this year on Quality Teaching and introduced Visible Learning for students. They continued to focus on Literacy and Maths as well as the new syllabus areas. The students directly benefited from the increase of knowledge, teaching skills and innovative program approaches. The evidence of success was evident in our NAPLAN and PLAN data.

When reflecting on Building Leadership and Student and Staff capacity:

We embedded a professional learning culture of collaboration and communication across grades using the Australian

Professional Standards of Teaching. Instructional Leadership was introduced this year with teachers mentoring, coaching and providing explicit teaching assistance to their colleagues.

The Positive Behaviour for Engaging Learners (PBEL) has been further strengthened with the introduction of the Bounce Back program. Over 200 parents attended the Bounce Back and Resilience workshops. Building student capacity continues through our K–6 leadership programs, the Student Representative Council (SRC) and students hosting assemblies. These programs highlight the focus we are placing on Student Wellbeing. It is increasingly clear that students need to feel happy, safe and secure to maximise the benefits from the programs offered to them. Enrichment and Learning Support programs have also increased and strengthened this year. Evidence of improvement surrounding this strategic direction came in the form of teacher accreditation, leadership programs, data of extensive programs offered, student surveys and decreased behaviour incidences.

When reflecting on the third strategic direction Transparent Whole School Culture:

This is really about our partnerships which include a school wide collective responsibility. The African proverb of 'It takes a Village to raise a child' is truly reflected at Manly West. We celebrate together with our parents, caregivers and community volunteers when supporting our students and we thank them for their passionate and enthusiastic contribution.

We recently conducted interviews with our 2017 Prefect Team and it was clear from their responses that they, as representatives of our student body are becoming increasingly aware and responsible as local and global citizens. They want to help others. Many of them suggested that they were very appreciative of what is offered at Manly West and that they wanted to give back to their school with programs such as Buddies, Trucks and Blocks and through many of our community programs such as the Stephanie Alexander Kitchen Garden, the SRC commitments and the Northern Beaches Learning Alliance projects such as the Leadership Camp, Design, Make and Innovate and Project Penguin.

Our students are being actively encouraged to develop learning goals, to gain feedback from teachers and to use student voice with their teachers and all the partnerships are encouraged to support them with their aspirations, challenges and achievements.

We have supported parents through a number of parent workshops this year and value the incredibly large number of parents/caregivers and community volunteers who assist us with learning in the classrooms and beyond. The evidence is clear that all stakeholders are positive about the partnerships. Parent surveys and PLAN data also support this.

Manly West students benefited first hand from the fundraising that has been organised by the P&C this year including the Art Auction.. The school has been able to purchase \$30 000 worth of quality teaching texts, readers and maths equipment for all classes and teachers to access and support enrichment and learning diversities. The library has new computers and the Year 5 and 6 students will have a ratio of 2:1 computers by the end of the year. The Stephanie Alexander Kitchen Garden has continued to strengthen and is integrated across K–6. On behalf of the students and staff, I would like to thank the P&C community led by the President Mr Fred Kelly for the amazing whole school support that has been evident this year and for all these wonderful resources.

I would like to thank all Year 6 students who have been excellent role models and buddies for Kindergarten students this year. We wish them all the best for the future. We say good bye and thank you to all the Year 6 parents who are leaving Manly West in 2016. Thank you all, as partners of the Manly West School Community.

Mrs Julie Organ

Principal Manly West PS

Message from the school community

In my final year as President of Manly West P&C, my aim for 2016 was to provide a financially strong and stable P&C for the incoming President and their Executive. I believe the current Executive and I have achieved this. There has been an enormous amount of challenges in trying to make this a reality. I would like to reiterate that the support the school receives from the community, the parents and carers and its students is amazing and this has contributed greatly to the success of 2016. I would really like to thank the Senior Executive of the P&C in particular Kate Grant, Kirsten Highnam and Helen Yardley for their support in making the P&C successful over the past two years while I have been president.

On behalf of the P&C, I would like to thank all of our staff for their dedication, care and help that they provide to our children throughout the year particularly Sarah and her staff at BASC, Natalya Hansson in the Uniform Shop and Rachel Kassel and Shona McKenzie in the Canteen. I would like to thank the Executive, committees and sub-committee members for their support and commitment to the school throughout 2016. I would especially like to thank the following people and their teams for stepping up and doing a tremendous job in 2016. Fundraising Co-ordinator Tracey Martin,

BASC Chairperson Megan Harris, Band Co-ordinators Wendy Beard and Natalie Ball, Enrichment Co-ordinator Anita Tymkiw and Year 6 Farewell Co-ordinator Kerrie King.

With regards to our fundraisers, it was the aim of the P&C to ensure that both the parents and the students enjoyed 2016 and not be bombarded with continual fundraising activities. Our major fundraiser for the year, the Art Auction was a great success. The standard of the art that our children produced was amazing and you can see that it has developed significantly since the last Art Auction in 2014. This is reflected in the amount that was raised with the figure being in excess of \$26 000. This year, the P&C provided in excess of \$130 000 to the school to help with education and to provide better facilities for our children with the following being provided to the school as an example:

Boys Kindergarten Toilets \$11 000, Literacy, Numeracy and Library \$30000, Enrichment \$20 000, Computers and Technology \$50 000, Kitchen Garden \$16 000 and Canteen \$2 700.

The Outdoor Learning Area between the Old BASC and the Year 5 classrooms is still in the pipeline and will be developed by BASC. There has been delays with the Asset Management Unit of Department of Education. The development of this area will be overseen by Sarah Peters from BASC and of course Julie Organ and the new P&C President.

The future aim of the P&C is to raise funds for a large shade and weather shelter to be built between the new School Hall and the Canteen. It is the belief of the P&C Executive that this will provide the children of Manly West with a great educational and protective play area from the sun and weather and big enough space for the whole school to gather as a group. The amount that the P&C have budgeted for with regards to the development of this structure is \$350 000. Currently the P&C has \$200 000 raised which will be placed aside towards this project leaving sufficient funds available to provide for the school in 2017. All funds raised from the 2017 Manly West Carnival will be put towards this structure, making it possible that this project could be available for the school in 2018. In 2017, the P&C will provide the school with \$50 000 from current funds on hand with \$20 000 going to enrichment and \$30 000 provided for Literacy and Technology. Over the summer break it has been recommended that a new digital sign will be installed on the roundabout at Hill St to provide parents with up to the minute announcements about what is happening within the school community. Along with this sign and the new Manly West App that the P&C will be providing for the members of the school community it is hoped that everyone will be kept up to date about what is going on at the school.

In 2016, the P&C took over the financial operations of the Manly West Bands. I would like to thank Rachel McCallum the Band committee treasurer and Gabbi Davis for doing an outstanding job in making this all come to fruition. The Bands all had their most successful year ever. I was lucky to see the performance band play at Town Hall this year and their standard was amazing. I would like to thank Penny Coucill and all of her tutors for making the Band program at Manly West so successful. I know the P&C and the school believe the band is a great asset to the school and it will continue to grow and succeed for many years to come.

On behalf of the P&C and the parents and carers of Manly West I would like to thank the Deputy Principals Mrs Adrienne Bruce, Mrs Wendy Mwanga and all of the staff and the teachers for doing a fantastic job in educating and looking after our children in 2016. Finally I would like to thank the School Principal, Mrs Julie Organ for supporting and guiding me through my two years as President of the Manly West P&C. I have thoroughly enjoyed my time as President. This was my last year as a parent at Manly West with my daughter Ruby leaving. I know she has thoroughly enjoyed all of her time at Manly West and she has made lifelong friends. I wish to thank the school for everything over the past 8 years and I wish the new President, the Executive, the Principal, Staff, Parents, Carers and especially the students at Manly West all the best for the future.

Fred Kelly

Manly West P&C President

Message from the students

Student Representative Report

In 2016, the SRC consisted of two representatives from 22 classes from Years 2–6. Students met regularly to discuss ideas or issues, coordinate fundraising for selected charities and participate in community events, either in the local or global community.

Each meeting, the SRC considered suggestions from classes (from their suggestion boxes) and discussed them with the student leadership team. guided by Executive staff. As a result, in 2016, students actively promoted Positive Behaviour Engagement for Learning (PBEL) in areas such as the school playground, toilets and play areas on the oval. Students in Year 6 placed information in the school newsletter, presented at both K–2 and 3–6 assemblies and closely monitored areas of concern.

The SRC worked closely with the school canteen by:

- helping to promote a special treat day;
- judging the K–6 colouring competition;
- listening to student recommendations and
- liaising with canteen staff to taste test new foods.

To promote environmental awareness, the SRC invited a guest from the Manly Environment Centre to speak about the problem of plastic in our oceans. The school participated in Plastic Free July to help raise awareness of the amount of plastic used in everyday life. Many students came up with personal suggestions to reduce the amount of plastic used each day. Posters were put up around the school to remind students and some classes participated in the Recycling Poster Competition.

The Australia My Country competition organised by Forestville RSL was also supported by the SRC with some students winning prizes for their writing and art entries.

In 2016 Manly West supported a number of charities. A Super Hero mufti day was held and raised over \$1 300 for Bear Cottage. Dr Ryan Snaith, from Kenya Aid, was also a guest presenter at our Primary Assembly. Students learnt about the work Kenya Aid does for school children in Shekunga. A mufti day was held as part of the Year 6 Peddlars' Parade and over \$1200 was raised. Students are looking forward to Dr Snaith's return visit in 2017 to learn more of the work that has been done on his last visit to Kenya.

School Leaders

As the 2016 Manly West Captains, we had many opportunities to represent our school in the local community at events such as the Anzac Service in Hyde Park, the Remembrance Day Service at Manly Dam and the Commemoration of the attack on Sydney Harbour at North Head. Some of our highlights as Manly West School Captains were, participating in a Leadership Camp where we met Year 6 leaders from other local schools and attending a morning tea for school leaders with the Premier, Mr Mike Baird at Parliament House. We also participated in many events and programs within the school, with our responsibilities including welcoming 2016 Kindergarten parents, judging the School Canteen Colouring Competition and helping coordinate fundraising activities with the SRC.

Our leadership team included Grace Hyland, Finn Beachley, Rose Dowdle, Sienna Hayles, Charlie Adams, Jordan Figuiere, Ami Barnes, Rachel Ainsworth, Xavier Carlile, and Carter Daly. As a team we organised and ran the fortnightly Primary Assembly and participated in all SRC meetings as well as other leadership duties within the school. We were very proud to be leaders of our school and grateful for all the opportunities this role has given us.

Soraya Gerritsen and Jonathan Ryan.

Manly West PS 2016 School Captains

School background

School vision statement

Quality teaching and learning is provided at Manly West PS in a respectful, supportive, engaging and challenging learning environment that incorporates school wide collective responsibility so that all students reach their full learning potential as healthy, active, local and global citizens who contribute to their school, community and society.

School context

Manly West PS is a large primary school (880 students in 2016) located in the heart of Balgowlah on the Northern Beaches of Sydney. Manly West PS delivers excellent Academic, Sporting, Creative and Performing Arts programs that ensure all students achieve high quality teaching and learning activities in a safe and secure environment. An outstanding partnership has been developed with students, staff, parents and the wider community. The P&C is actively involved and has strongly supported the many and varied school initiatives including the Stephanie Alexander Kitchen program currently in place.

The vision is to deliver high quality education that inspires students to succeed in an inclusive environment that nurtures individual differences, fosters high expectations and prepares them as active local and global citizens. A school focus has been on curriculum differentiation and effective assessment practices are currently being embraced across all stage teams. Teacher Professional Learning is highly regarded and planned around the strategic directions of the school.

The school is focussed on providing a broad curriculum to cater for a wide range of talents and also to offer extensive opportunities. The school has an outstanding Band and Music reputation and provides a wide variety of extra-curricular Enrichment and Sporting activities. The positive school climate is evident through a strong Student Welfare program that includes the Positive Behaviour Engaging Learning (PBEL) program and an active Student Representative Council. The expectations of the PBEL program are Respect, Responsibility and Aspire. Manly West PS boasts beautiful grounds and outdoor facilities that enhance learning for students. The school has excellent teaching and learning resources and technology facilities to inspire a love of learning and knowledge and innovative and creative thinking. The school is a member of the Northern Beaches Learning Alliance (NBLA) group.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Manly West PS participated in the External Validation process in 2016:

This year, Manly West PS undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the Learning Domain, that Manly West was excelling in the Learning Culture and Wellbeing elements and Sustaining and Growing in the other three elements.

The results of this process indicated in the Teaching Domain, that the results were consistent with the School's self-assessment with four elements at the Sustaining and Growing level and one element at the Delivery level.

The results of this process indicated in the Leading Domain, that three of the elements were at the Excelling level and one at the Sustaining and Growing level.

Our self-assessment and the external validation process assisted the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Future directions were formed with the external validation. These included Quality Professional Learning such as Visible Learning, effective assessment, reporting and feedback for students to improve learning outcomes in every grade, Student Wellbeing focus and continuing to embed partnerships and networks with the Manly West School Community.

Strategic Direction 1

Quality Teaching

Purpose

Quality Teaching is the key to improving student learning. Teachers understand and use Quality Teaching methods to maximise student learning.

To use evidence-based teaching practices and innovative delivery mechanisms where appropriate.

To support all teachers to identify, understand and implement effective teaching methods to allow students to be engaged, challenged and learn to the best of their ability.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students.

Overall summary of progress

Quality Teaching was enhanced by a number of strategies and Professional Learning sessions across the grades. Teachers became more familiar with the Maths Syllabus. Super Six Comprehension strategies continued with Year 2–6 grades. The Instructional Leader Model was used with the QTSS teaching allocation for improvements with TENS, Literacy and Numeracy Activities for K–2. explicit teaching of Grammar and Writing 3–6, Literacy and Numeracy continuums and PLAN data. K–6. Visible Learning was introduced with Maths and Writing across K–6. An Assessment Tool for Maths was introduced across K–6 grades. Parent workshops assisted parents with Numeracy strategies and an extra Numeracy group was established for 3–6 students with learning needs. Maths Building Block Modules were organised for 2016 and 2017 TPL sessions. The 2016 Creative Writing competition was successful with a Manly West Book being produced with outstanding pieces of writing and artwork selected by a panel of expert judges.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional Performance and Development Framework reviews show increased evidence of Quality Teacher expectations, Visible Learning and increased knowledge of new syllabus.	<p>The staff participated in several Professional Learning sessions using the numeracy assessment tool. This has been implemented across all grades K–6. The sessions increased staff knowledge of the Numeracy Continuum. Teachers also refined their maths programs using the new maths syllabus.</p> <p>Teachers were identified for their expertise to model Best Practice in all classes K–6. TENS and Numeracy and Literacy groups were targeted as well.</p>	<p>Quality Teaching, Successful Students (QTSS) staff allocation of 0.65 was used. Two Executive led this initiative in collaboration with other Network Exec. Numeracy Tools were organised across K–6.</p> <p>Teachers were released to refine their maths programs in each grade. The P&C donated \$20 000 funding for English and Maths Resources.</p>
Excellence Framework and Business intelligence data, NAPLAN and PLAN data was used for the External Validation to show evidence of improved student outcomes and assessment for learning.	PLAN, NAPLAN and Business Intelligence data were used to target students who were needing support or extension as well as to monitor the growth of students. Programs were adjusted and monitored by teachers, supervisors and L&ST in response to this data.	\$5000– teachers worked with Instructional Leaders. \$5000 for instructional coding and Mini COGE at the UNSW. \$5000 Quality Teaching and Growth Mindset. Presentations– Jenny Gore and Steve Dinham.
Visible Learning is evidenced with Maths and Writing in classrooms.	Teachers participated in classroom observations. The staff participated and implemented the strategies gained from Professional Learning using John Hattie research.	Teachers were identified for their expertise as Instructional Leaders and Quality Teachers

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Visible Learning is evidenced with Maths and Writing in classrooms.	<p>Instructional Leaders collaboratively worked with teachers for explicit teaching in Writing and Maths..</p> <p>Visible Learning was evident in all classrooms but it was noted that more in depth Professional learning about Visible Learning in 2017 would assist in embedding Visible Learning in the classrooms.</p> <p>Presentations on Visible Learning research were organised throughout the year for all staff.</p>	<p>to model Writing and Maths in all classes K–6.</p> <p>They also were encouraged to promote Visible Learning in the classrooms and a collaborative culture.</p> <p>\$10 000 was allocated for the Instructional Leading model. This was used for teachers to be released for preparation and lesson study and action learning with peers.</p>
Tell Them From Me survey; These show high levels of engagement from staff, students and parents	The results were monitored particularly for the External Validation, student engagement and effective feedback regarding assessment and reporting. The professional Learning was adjusted in response to the feedback from surveys. Assessment and Reporting was an area identified by staff that needed priority.	\$5 000 was used for quality teaching direction targeting programming, quality teaching and feedback.

Next Steps

Visible Learning Foundation Series will be introduced formally in 2017 on the School Development Day in February 2017. A series of baseline data will be collected before the implementation of this program in Term 2. This will continue to be introduced with Writing and Maths. The Principal and Executive will also attend 'A framework for transforming learning in schools: Innovation and the spiral of inquiry' presentation by Dr Helen Timperley, which will further consolidate the strategies employed and gain consistency across all the grades.

Literacy and Numeracy Continuums will continue to be used with PLAN data to plot students for learning.

The Maths Building Blocks modules will be completed by Term 1 2017.

Teachers will refine Maths programs and align with Maths indicators for reporting K–6 in Semester One and Two. Professional Learning sessions with Literacy indicators will begin the process for changes in assessment and reporting in Semester Two.

The School Development Day will enhance teacher strategies with speakers such as Ann McIntyre and Dan Haesler about Growth Mindset and Quality Teaching.

Two executive will attend Professional Learning with Instructional Leadership model with Janice Farmer–Hailey and implement explicit teaching model for their grade throughout 2017.

All teachers will continue to have high expectations of student learning and increase their own professional development to enhance improvements with student outcomes.

Strategic Direction 2

Build Leadership and Student and Staff Capacity

Purpose

Equity and excellence are embedded into teaching and learning programs. Student Wellbeing is paramount to learning. Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the schools' vision, values and priorities.

Building leadership and staff capacity allows staff to develop their full potential as high quality teachers and leaders.

Each student and staff member is supported to build their capacity to full potential using outstanding Student Wellbeing programs, BOSTES Australian Professional teaching standards and Teacher Award initiatives. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Completed Accreditations indicates Beginner Teachers supported through Induction program and Professional Learning with mentors. Teachers completed PDPS and lesson observations. Performance and Development goals linked to Australian Professional Standards.	<p>Permanent, temporary and casual beginner teachers participated in the Accreditation Induction package led by both Deputies. Many completed their accreditation and others will complete in 2017.</p> <p>All staff completed their PDPs and goals were aligned to the Strategic Directions.</p> <p>All staff completed training in the Australian Professional standards and participated in lesson observations.</p> <p>Many staff completed their maintenance of accreditation.</p> <p>Some executive staff attended Leadership programs and information sessions on Highly Accomplished and Lead teacher.</p> <p>Both Deputies and Principal attended specific Leadership programs.</p>	<p>\$26000 Beginner Teacher funds.</p> <p>QTSS staff allocation was used for Instructional Leader role and all teachers were supported with mentors, coaching, modelling and Professional Learning \$20000</p> <p>Funds for Professional Learning was allocated for leadership courses across all Executive levels and for those aspiring leaders.</p>
Adjustments updated for Learning plans for Students with learning needs. NCCD National Disability Survey completed. Excellence Framework Data.	<p>GATS students were identified for Enrichment Maths and other KLA opportunities across K–6.</p> <p>The National Disability Survey was completed with student adjustments for all nominated students.</p> <p>All Aboriginal students are provided with Individual Learning Plans.</p> <p>Students access English Language proficiency through a specialist teacher and are provided with funds for extra teaching resources.</p>	<p>Funds were available for 2016 Creative Writing Book. Student Enrichment opportunities were supported in all KLA areas. GATS resources \$2000 P&C funds \$20000</p> <p>Comparison 2015–2016 Equity Socio:\$8736,10647 Equity Aboriginal:\$1822,\$4588; Equity English: \$30196,\$59388equity Disability \$\$118146+34250; \$131526+28641</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Tell Them From Me surveys about Student engagement and Student Wellbeing. Bounce Back implemented.</p>	<p>The PBEL signs were installed in 2016 ensuring a consistent approach for all students. Bounce Back was introduced in July 2016 and two successful parent workshops were attended by over two hundred parents.</p> <p>There was a strong focus on student voice with SRC and with learning and feedback.</p> <p>Students access a variety of dance and sport programs, beautiful outdoor facilities and kitchen garden areas to enhance their wellbeing and build their capacity.</p>	<p>\$10000 PBEL signs;</p> <p>Funds for Regular SRC resources and meetings were allocated.</p> <p>Funds were allocated for Student leaders for badges and Student awards, banners and prizes.</p> <p>\$5000 Resources for Bounce Back books, counsellor Professional learning sessions and parent workshops.</p> <p>Funds were provided for students for all types of sports programs to assist their PDHPE wellbeing programs.</p>

Next Steps

Continue to offer induction packages for beginning teachers. In 2017, Manly West PS will have 2 beginning permanent and one temporary teacher eligible for funding. In 2017, three temporary teachers will need to be supported with accreditation. Three aspiring leaders will attend Lead Professional Learning. Teachers will be offered opportunities to attend Highly Accomplished and Lead courses and Deputies will begin the Principal Credential Modules.

Continue to strengthen L&ST systems and processes to have a highly effective management of students with Learning Needs, Disability, English Language Proficiency and Gifted and Talented students.

Increase staff capacity through Visible Learning, Professional Development, Performance and Development Framework, lesson observations and mentoring and coaching culture.

Increase student capacity through SRC, Visible Learning and Student Wellbeing programs.

Update the Student Welfare Discipline Policy in line with the Student Wellbeing Framework.

Continue to implement Bounce Back lessons for all grades K–6.

Continue to install PBEL signs around playground to have consistency with student engagement in all areas of the school.

Strategic Direction 3

Transparent Whole School Culture

Purpose

Partnerships and respectful relationships with students, staff and parents and the wider community promote high levels of student, staff and community engagement.

To support a productive learning environment with positive and respectful relationships across the school. This would include a school wide collective responsibility for student learning and success with high levels of students, staff and community engagement.

Practices of assessment and reporting are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All staff implementing KLA Syllabus documents in Performance Development Framework goals and the mentoring and coaching culture is sustained throughout the school.. Tell Them From Me surveys–parents, students and staff.</p> <p>Excellence Framework Data –Student outcomes improved with more effective teaching practices and partnerships with staff, students and parents.</p>	<p>Collaborative partnerships with staff were sustained with a mentoring and coaching culture embedded by Instructional Leadership programs and class observations.</p> <p>This formed part of the PDF progress for all teachers.</p> <p>New Geography and History syllabus documents were implemented.</p> <p>Assessment and Reporting processes improved to encourage feedback for students and parents and improve student outcomes.</p>	<p>QTSS staffing allocation.</p> <p>Funds were allocated in Literacy and Numeracy budgets to support staff with their PDPs and knowledge of syllabus documents.</p> <p>\$5000 History and Geography resources.</p> <p>Extra funds were allocated for teacher release for Professional Development with assessment and reporting.</p>
<p>NAPLAN growth from Years 3–5 and 5–7 and internal and external exam results.</p>	<p>NAPLAN and Business Intelligence Data reported growth across all areas of Numeracy and English.</p> <p>The growth was in line with the Premiers Priorities of 8% growth into the top 2 bands by 2019. Manly West PS achieved 4% by 2016.</p> <p>The Instructional Leader model was organised to assist staff with students to improve student growth.</p>	<p>Funds were allocated through QTSS staff allocation of 0.65 and numeracy and literacy funds.</p> <p>Voluntary donations of time–Parents are recognised as Partners in Learning and offer assistance with Reading, Literacy and the myriad of extra-curricular activities and excursions offered to support student learning on a voluntary basis.</p>
<p>Project initiatives and results e.g Stephanie Alexander Kitchen Garden grant expectations.</p>	<p>Partnerships with parents, staff and students were strengthened with the 2016 Creative Writing Book that was published at the end of 2016.</p> <p>Partnerships were strengthened with Kitchen Garden, Literacy, Numeracy and Bounce Back</p>	<p>\$10000 for Creative Arts Initiatives such as the Manly West Tale production and Art Auction.</p> <p>Kitchen Garden grant.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Project initiatives and results e.g Stephanie Alexander Kitchen Garden grant expectations.	<p>initiatives, Project Penguin, Design, Make and Innovate, Manly West Tale Production K–6, Dance Expo, the Art Auction and the 2016 Creative Writing Book.</p> <p>Parent workshops were organised for Numeracy, Bounce Back, Interrelate and Cyber Bullying. The P&C assisted and organised some of these workshops.</p>	<p>P&C funds for specialist horticulturalist.</p> <p>\$3000 resources for the Stephanie Alexander Kitchen Garden and teacher preparation and collaborative time with the staff.</p> <p>These workshops were funded by the school or by P&C donations.</p>

Next Steps

Continue to strengthen collaborative partnerships with students, staff, parents and networks within the wider school community to support a collective responsibility for student learning and high levels of engagement.

Continue to improve assessment and reporting practices that include feedback and student agency and are supported by Visible Learning professional development.

Continue to encourage Project initiatives that include networking with Local, Regional, State, National and International agencies to assist students to use Critical Thinking and Creative General Capabilities in all KLA areas.

Connect with a Sister School in Hamilton, Canada in Term 3, as part of a Year 6 project to enhance Global Connections.

Continue to expand the Stephanie Alexander Kitchen Garden program and link this with Bushlink and the Environmental Committees.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Both teachers used observations and assessment at the beginning and end of each term. EAL/D progression and ESL scales were used to plan differentiated instruction and assessment tasks. EAL/D surveys were completed. Reports were sent to parents at the end of each semester. Interviews were also held as required with parents and caregivers.	\$59000 included staffing, flexible staffing and updated resources including Sir Henry Parkes Library resources, panaboard and ipads.
Low level adjustment for disability	The Learning and Support Team met regularly to monitor targeted students. The L&ST analysed data from NAPLAN, PLAN and other measures to prioritise student support and organise action plans. Resources were bought and Support officers were employed to assist students. NCCD survey was completed. Individual plans were organised and review meetings were held with parent and caregivers throughout the year	Teacher allocation of .8 for Learning and Support needs. P&C funding of \$20000 allowed students to access enrichment programs and improve access for students with Learning Difficulties. Flexible funding of \$49909 was used for additional support and resources for students. \$11687.60 was used for integration support and \$1600 for OoHC funds for a student.
Socio-economic background	All students received support, enrichment or L&ST needs if required. Students accessed excursions and incursions when needed. Adjustments were made for any students with support needs and literacy resources were purchased for students with high interest low reader levels.	\$10647 was used for purchasing text books, uniforms , excursions and literacy resources specifically targeted for those students in need.
Support for beginning teachers	Teachers attended induction sessions all year run by Deputy Principals. One teacher attended the new network group called NTN and the GERRIC course at UNSW. Programs reflect assistance by supervisors, mentors and induction programs. PDPS reflect assistance being given. Teachers completed accreditation process. Mentoring and coaching is part of the Manly West culture.	\$30837 Beginner Teacher funding is used for all the programs to assist teachers to build their capacity. This is linked with the Strategic Direction of Building Teacher and Leader Capacity and the Quality Teacher Direction.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	402	398	429	441
Girls	429	419	412	427

Student numbers have grown strongly over the past few years at Manly West. We only accept local area enrolments due to increased enrolment pressures. Demographers' figures show that the school will continue to grow over the next few years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	95.8	95.4	96.5
1	94.7	95	94.8	96.1
2	95	95.2	94.7	94.8
3	95.8	94.6	95.3	95.9
4	95.8	95.9	94.3	95.4
5	95.9	96	96.1	95.6
6	95.5	93.8	94.8	95.8
All Years	95.5	95.3	95	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance has remained relatively consistent over the past five years.

Class sizes

Class	Total
K SILVER	21
K BLUE	22
K RED	22
K PURPLE	22
K ORANGE	23
K YELLOW	23
K GREEN	23
1D	25
1S	26
1P	25
1M	26
1G	26
2N	26
2M	25
2LA	25
2H	25
2DG	26
3JL	28
3F	28
3B	28
34R	30
3L	28
4W	28
4S	28
4G	27
4B	27
5S	29
5R	30
5P	30
5B	29
6T	26
6M	26
6G	25
6C	25

Structure of classes

The students were organised into 33 age appropriate, mixed ability classes together with 1 composite class, giving the school 34 classes in all. Throughout the year, students participated in lessons taken by specialist teachers in Library, Science and Music.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.05
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	5.17
Other Positions	0

*Full Time Equivalent

The Department of Education and Training provides the school with teachers based on the number of children enrolled in the school. This is termed the school's establishment.

No staff members of Indigenous Aboriginal descent form part of the school workforce at Manly West Public School.

The teachers at Manly West Public School have a wide range of teaching experience. New teachers recently appointed to our school have been selected on merit. Teachers have a mix of experience, enthusiasm and current knowledge and understanding of all new curriculum and support documents. They are committed to maintaining a professional, compassionate approach to all students. Teachers worked collaboratively to plan quality teaching programs across each stage.

There were 59 members of staff in 2016. This included permanent, temporary and part-time teachers and school administration staff. We had seven Executive staff consisting of the Principal, two Deputy Principals, and four Assistant Principals and 30 classroom teachers. We also had:

- one full-time and part-time (2 days) teacher librarian;
- two part time English as Additional Language or Dialect teachers;
- four part-time science teachers;
- one part-time music teacher;
- a school counsellor and
- two part-time teachers to support students with learning difficulties in Literacy and Numeracy.

The teaching staff and School Executive are supported by a School Administration Manager, four School Administration Officers and a General Assistant. Additional Student Support Learning Officers are provided by Commonwealth funds to support students with special needs.

Workforce retention

Staff retention at Manly West is high. After 14 years at Manly West Mrs Jane Pinsker retired. The school acknowledged her dedication over the years and thanked Mrs Pinsker for all her efforts.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

Professional learning and teacher accreditation

Teacher Professional Learning is integral to the professional growth of all teachers at Manly West. Professional Learning is planned focusing on quality teaching to build leadership and staff capacity and is linked to Strategic Directions in the 2015–17 School Plan. All staff participated in professional learning activities that focused on research by Professor John Hattie on Visible Learning, Dylan Williams on Assessment, Reporting and Feedback to improve quality teaching, differentiation, adjustments for students and student voice with their learning and Professor Stephen Dinham on Evidence on Teaching and Learning. The Instructional Leader (AP) model was implemented referencing research such as Change Theory, adult learning principles and Best Start Practice to guide the implementation of sustainable quality teaching practice in Literacy. Teachers worked intensively with the Instructional Leader to adapt practice from research into their own teaching. A focus on quality practices ensured students access Literacy and Numeracy activities at their developmental level.

Manly West staff has a strong presence with leading curriculum within our community of schools, the Northern Beaches Learning Alliance. Many of our staff regularly lead and attend network meetings. The staff is to be commended for their commitment in these areas, as the majority of courses are conducted outside school hours.

Teachers engaged in professional learning areas:

- Assessing, providing feedback and reporting on student learning and making consistent and comparable judgements, by completing Modules 1–3 of Mathematics Building Blocks for Numeracy;
- Incorporating Visible Learning elements of Learning Intentions and Success Criteria in Writing and Numeracy Programs;
- Teachers sharing Best Practice in teaching explicit Writing utilising Learning Intentions and Success Criteria;
- Grades worked collaboratively with mentors to program Maths assessment tasks;
- 4 teachers completed the Mini COGE (Certificate of Gifted Education) & staff attended North GaTE TeachMeet workshops focusing on Futures Learning and Creative Writing;
- Every Student Every School (ESES) and National Consistent Collection Data (NCCD) identification procedures and adjustment levels to enable students to access the curriculum;
- Australian Professional Teaching Standards;
- Performance Development Framework (PDF) goals;
- NAPLAN Data analysis;
- PBEL for whole school positive behaviour management;
- WH&S staff induction and Student Wellbeing modules;
- Numeracy and Literacy continuum and PLAN Data;
- Disability Standards for Education and Child Protection Awareness Training;
- Anaphylaxis, Asthma and Diabetes Training and
- Cardio Pulmonary Resuscitation (CPR).

Beginning Teachers

As part of the Great Teaching, Inspired Learning (GTIL), an Induction Accreditation Program was developed by Northern Beaches Learning Alliance (NBLA) Primary and High School Deputy Principals to support and guide the high number of Beginning, New Scheme and casual teachers through the accreditation process at Proficient Level. The Seven sessions addressed each Professional Standard and were scheduled across the 2016 school calendar to ensure that teachers demonstrate appropriate levels of Professional Knowledge, Professional Practice and Professional Engagement. Manly West Public School had 3 Beginning, 2 New Scheme and 3 casual teachers working towards Board of Studies Teaching and Education Standards (BoSTES) Accreditation in 2016. One teacher attended 6 New Teacher Network (NTN) sessions. Three teachers completed their

Accreditation Report for Proficient Level. Twenty-two of our new scheme teachers are maintaining accreditation at Proficient Level. Feedback from Beginning, New Scheme and casual teachers indicate they are developing a greater understanding of the requirements for accreditation. Survey analysis indicates positive responses of becoming a confident teacher, having equitable access to professional learning, believing he/she will remain in the teaching profession for the next 5 years and frequently referring to and understanding the Australian Professional Teaching Standards.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	389 788.18
Revenue	6 465 310.79
(2a) Appropriation	5 784 697.67
(2b) Sale of Goods and Services	5 036.91
(2c) Grants and Contributions	666 885.94
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	8 690.27
Expenses	-6 209 078.66
Recurrent Expenses	-6 209 078.66
(3a) Employee Related	-5 317 199.07
(3b) Operating Expenses	-891 879.59
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	256 232.13
Balance Carried Forward	646 020.31

The financial management processes and governance structures meet financial policy requirements. Some funds carried over from 2016 end of year expenses and these funds have been planned for expenditure on the playground, sound systems and to replace old interactive whiteboards in 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	5 354 745.98
Base Per Capita	45 342.84
Base Location	0.00
Other Base	5 309 403.14
Equity Total	206 150.16
Equity Aboriginal	4 588.42
Equity Socio economic	10 647.21
Equity Language	59 388.39
Equity Disability	131 526.14
Targeted Total	42 006.72
Other Total	107 368.88
Grand Total	5 710 271.74

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

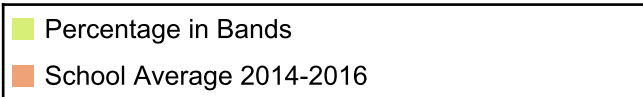
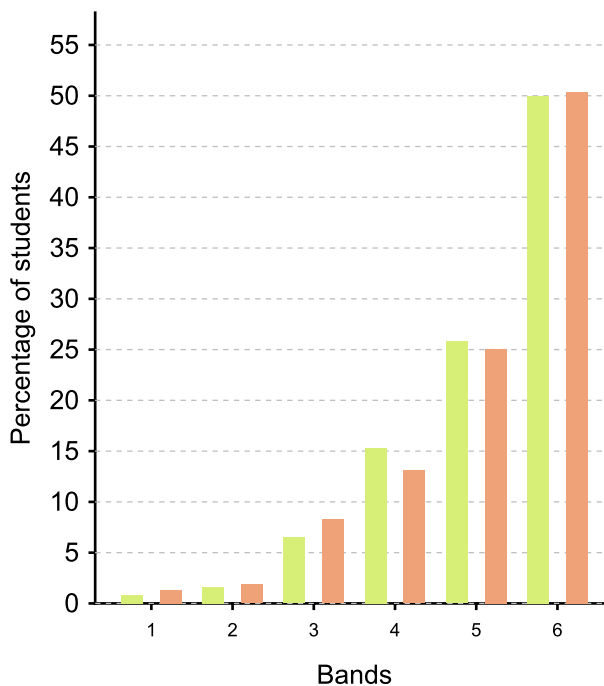
NAPLAN

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.

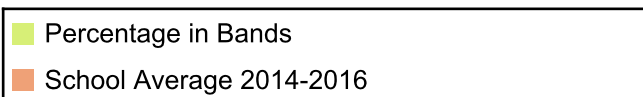
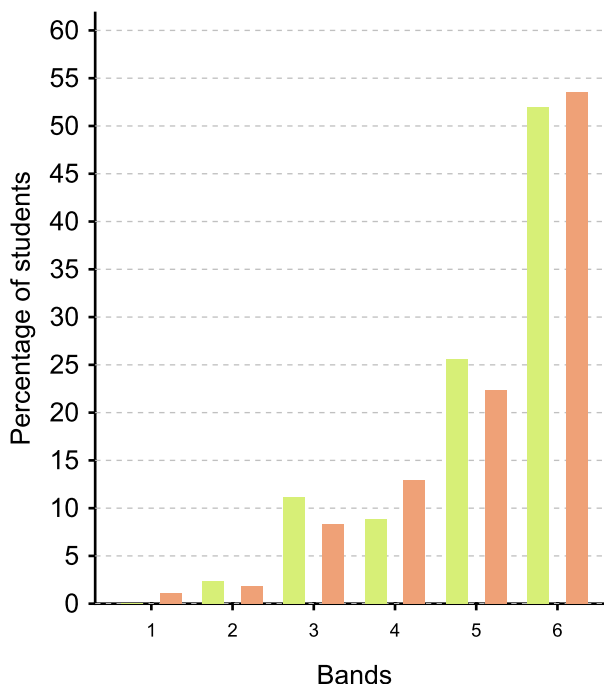
NAPLAN – Year 3 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation). The Year 3 average scores were significantly higher than the state average. 75.8% of students were placed within the two highest bands of Year 3 Reading achievement. In Year 3 Writing, 75.5% of Year 3 students were placed within the highest two bands.

NAPLAN – Year 5 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation). The Year 5 average Reading score was significantly higher than the state average Reading score, with 62.2% of students placed within the highest two bands of Year 5 Reading achievement and 69.8% of students in Year 5 were placed within the highest two bands for Grammar and Punctuation.

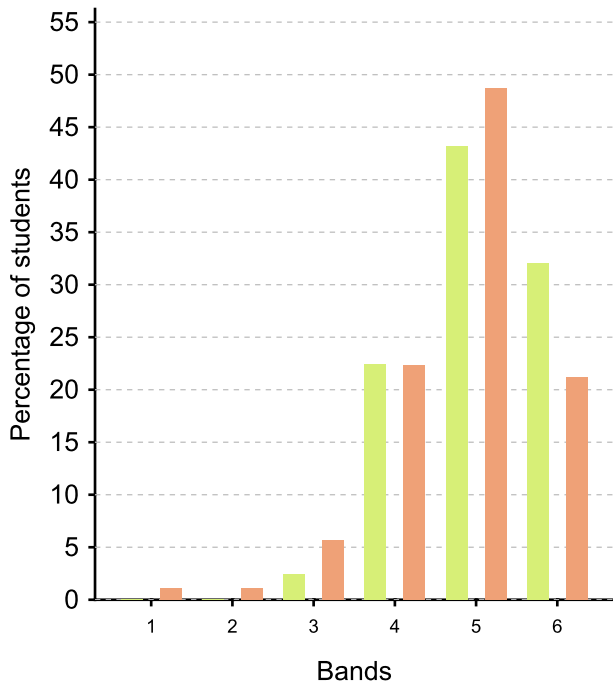
Percentage in bands:
Year 3 Reading



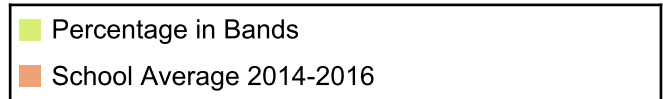
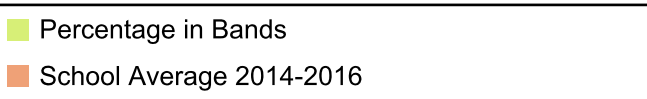
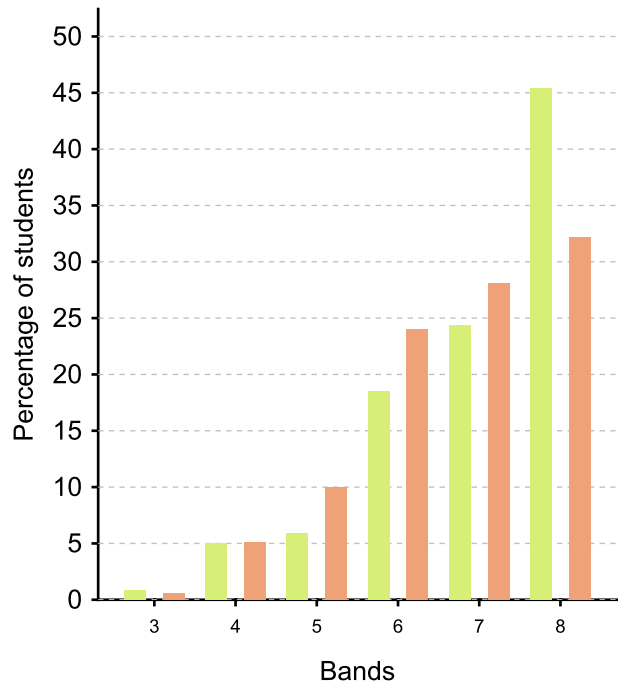
Percentage in bands:
Year 3 Grammar & Punctuation



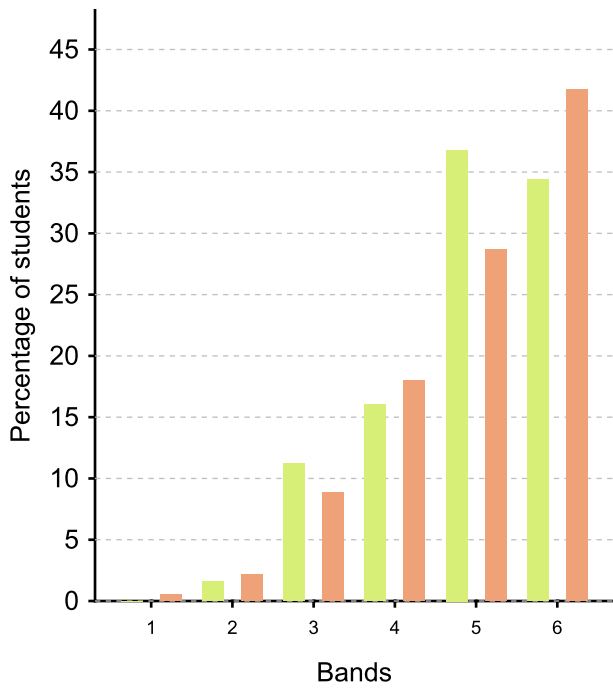
Percentage in bands:
Year 3 Writing



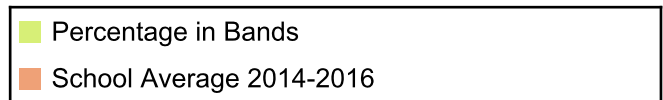
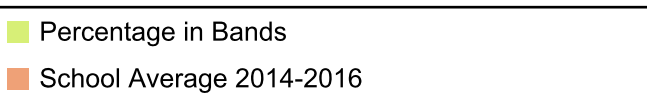
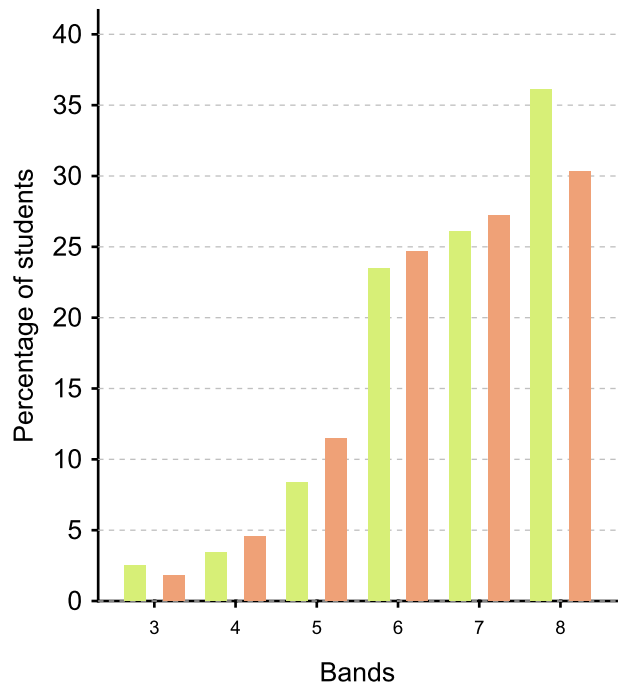
Percentage in bands:
Year 5 Grammar & Punctuation



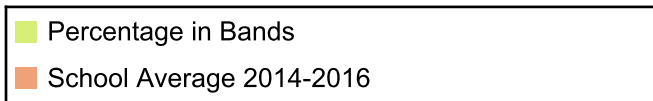
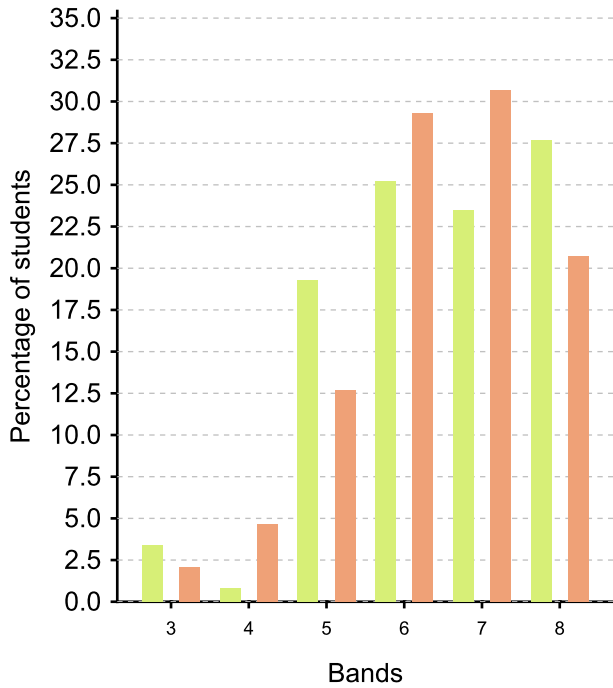
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



NAPLAN – Year 5 Numeracy (including Data, Measurement, Space & geometry, Number, Patterns & Algebra).

In Year 5, 57.2% of students were placed within the highest two bands for Numeracy, which was significantly higher than the state average and was a 23% increase from 2015.

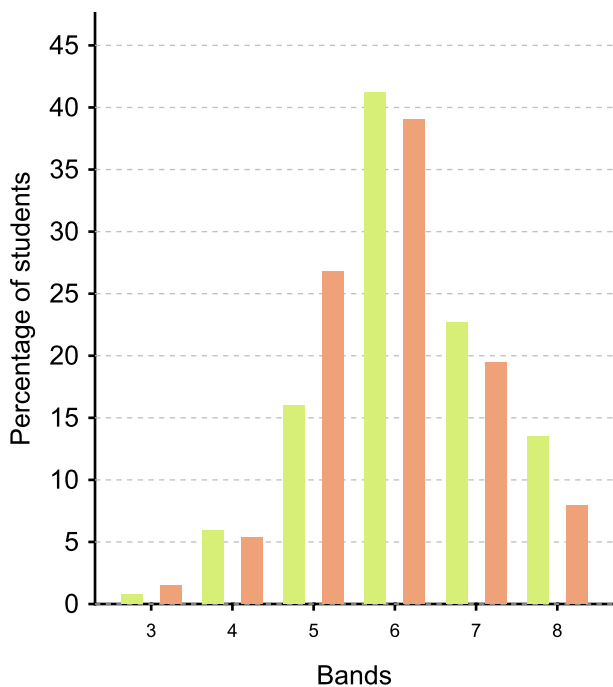
NAPLAN and Premiers 'Priorities

In 2016, according to the Business Intelligence Data report, Manly West was on track to meet the Premiers' priority of increasing the number of students reaching the top 2 bands with NAPLAN.

The Premier wanted a growth of 8% more students reaching the top 2 bands by 2019. Manly West had tracked a 4% improvement of the number of students in the top 2 bands in Literacy and Numeracy in 2016 compared to other years.

The targeted professional learning for teachers with targeting the needs of students, explicit teaching and teachers having high expectations of our students was considered as reasons for growth. This level of professional learning will continue to assist our students at Manly West for student improvement and wellbeing.

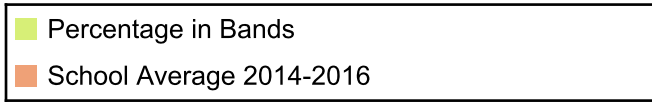
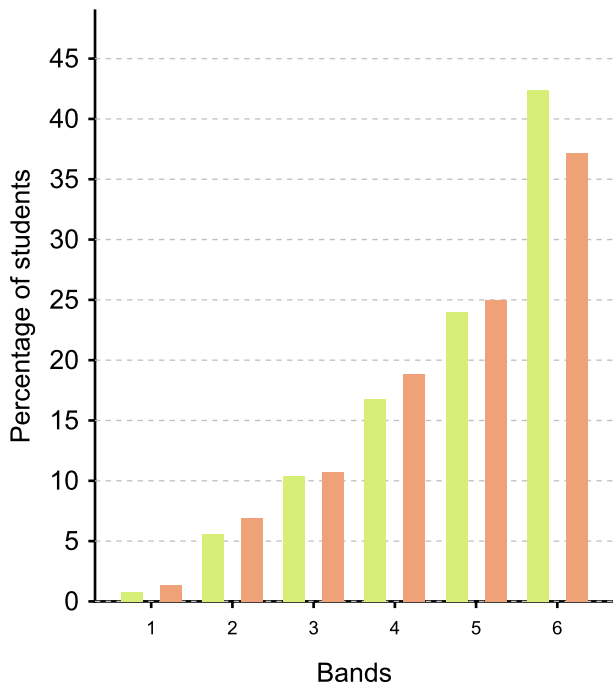
Percentage in bands:
Year 5 Writing



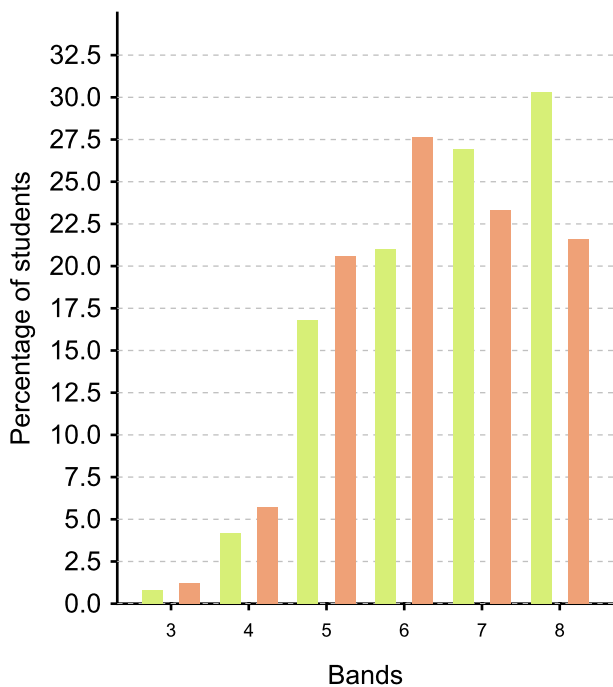
NAPLAN – Year 3 Numeracy (including Data, Measurement, Space & geometry, Number, Patterns & Algebra).

The Year 3 Numeracy score was significantly higher than the state average Numeracy score with 66.4% placed within the two highest bands of Year 3 Numeracy achievement.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



In 2016, according to the Business Intelligence report, Manly West was on track to meet the Premier's Priority of more students reaching the top 2 bands with NAPLAN. The Premier wanted a growth of 8% more students reaching the top 2 bands by 2019. Manly West had tracked a 4% improvement already by 2016

compared with other years. The targeted Professional Learning for teachers with explicit teaching and high expectations for our students was considered as reasons for this growth.

Parent/caregiver, student, teacher satisfaction

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2016, the school sought the opinions of parents, students and teachers about Learning. The survey data provided valuable information about our community's attitudes and perceptions towards Student Learning.

'Student Learning' – Parent Survey

The parent survey provides school principals and school leaders with parents' perspective on their school as well as learning at home. Communication between parents and staff, activities and practices at home, and parent views on the school's support of learning and behaviour all help build an accurate and timely picture that schools can use for practical improvements.

150 parents responded to the Partners in Learning Survey. Their responses have been summarised:

At Manly West:

- 83% of parents responded that they feel welcome when they visit the school.
- 80% of parents responded that school reports are written in clear language about their child's progress in school.
- 77% of parents responded that teachers listen to parental concerns.
- 77% of parents responded that teachers show an interest in their student's learning.
- 75% of parents responded that teachers encourage students to do their best.
- 89% of parents responded that they feel the school supports positive behaviour.

'Student Learning' – Teacher Survey

The Focus on Student Learning asked teachers to consider whether they:

- presented challenging and visible learning goals for students;
- planned learning opportunities which involved an intentional transfer of skills and knowledge;
- provided quality feedback that guided students' effort and attention; and
- supported students to achieve their learning goals.

Teacher responses have been summarised.

- 93% of teachers establish clear expectations for classroom behaviour.
- 89% of teachers set high expectations for student learning.
- 88% of teachers link a new concept to previously mastered skills and knowledge.
- 86% of teachers monitor the progress of

individual students.

- 81% of students receive feedback on their work that brings them closer to achieving their goals.
- 86% of teachers monitor the progress of individual students.
- 85% of teachers work with parents to help solve problems interfering with their child's progress.

Findings

The results from the Teacher Survey on Student Learning reflect that quality teaching is the key to improving student learning. School leaders support all teachers to identify, understand and implement effective teaching methods to allow students to be engaged, challenged and learn to the best of their ability. As a result teachers understand and use effective teaching methods to maximise student learning. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Student Learning Survey

Students from Years 4 to 6 participated in the Tell Them From Me Student Learning survey. The focus of the survey is on student wellbeing, engagement and effective teaching practices to help improve the learning outcomes of students.

Year 4–6 Student responses have been summarised:

Students in Years 4–6 play sports with an instructor.

- 94% of students had a high rate of participation in sports. The NSW Govt norm for these years is 83%.

Students in Years 4–6 take part in art, drama, or music groups; extra-curricular school activities; or a school committee.

- 68% of students participated in extra-curricular activities. The NSW Govt norm for these years is 55%.

Students in Years 4–6 have friends at school they can trust and who encourage them to make positive choices.

- 94% of students had positive relationships. The NSW Govt norm for these years is 85%.

Students in Years 4–6 who do not get in trouble at school for disruptive or inappropriate behaviour.

- 89% of students had positive behaviour. The NSW Govt norm for these years is 83%.

Students in Years 4–6 believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 96% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.

Students in Years 4–6 try hard to succeed in their learning.

- 89% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

- 90% of the girls and 88% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

Findings

Survey results indicate that equity and excellence are being embedded into teaching and learning programs. Student Wellbeing is paramount to learning.

Extra-curricular learning opportunities are provided, support student development and are aligned with the schools' vision, values and priorities.

- Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- Relevance

Students find classroom instruction relevant to their everyday lives.

- Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them

Policy requirements

Aboriginal education

Our school continues to grow in our understanding and respect for Aboriginal culture and perspectives. Our school acknowledges the Kayamai people of the Guringai clan as the traditional owners of our land at school assemblies and formal occasions.

All students continue to participate in Aboriginal perspectives as a mandated aspect of the school curriculum. Our teaching and learning programs throughout the year have included dreamtime stories as well as the making and creating of indigenous artwork.

Our programs have reflected, explored and recognised Aboriginal perspectives and have been implemented to enhance and deepen student understanding of our Indigenous past.

Manly West celebrated NAIDOC Day with a visit from Fred Reid. To develop a better understanding of Aboriginal people and their culture Fred Reid shared his story of coming from the Daingattie tribe of North Western NSW and being separated from his family in the mid 1960's.

Students also took part in Yulunga – Indigenous games. Led by Year 6 students, classes rotated

through different games using the skills needed for spear throwing, hunting, being evasive, running, catching, hitting and hopping. The games were enjoyed by staff and students and the Year 6 students showed outstanding leadership skills.



Multicultural and anti-racism education

At Manly West Public School we ensure that the Multicultural Education Policy is implemented in all areas of the curriculum. Our school policies and practices are consistent with the policy.

Multicultural education strategies (including anti-racism strategies and provisions for English language learners, newly arrived and refugee students) are identified in our school plans. The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school expectations of 'Respect, Responsibility and Aspire'.

Two Year 6 students are selected each year as Multicultural Officers. They present the Acknowledgement of Country, lead Harmony Day Assembly and activities with guidance from the teachers. They are also involved in other activities throughout the year that promote harmony and inclusiveness.

Manly West had an EAL/D (English as a Second Language/Dialect) teacher allocation of 4 days (0.8) a week in 2016. This is an increase of 2 days (0.4) as additional funding was received to support new arrival students. This funding enabled the school to implement a New Arrivals Program.. Under this program students were withdrawn to provide small group intensive English language sessions by a specialist EAL/D teacher.

The EAL/D Program supports students in their acquisition of English. The EAL/D teacher advises and

supports classroom teachers to plan and implement programs suitable for EAL/D students in their class. Newly arrived students and students assessed in the lower end of the EAL/D progression are given priority for support. This assists the students to settle into their new environment more easily and to improve their Literacy skills.

Other school programs

Significant Programs and Initiatives

Environmental Education and Sustainability – Stephanie Alexander Kitchen Garden Program

Stage 2 students have used the Manly West Kitchen Garden as a learning space to cover Geography, Science and Environmental outcomes in 2016. The students have followed the Stephanie Alexander Kitchen Garden philosophy of Grow, Harvest, Prepare and Share to learn more about seasonal produce, organic gardening and sustainability, through hands on lessons. Stage 2 students have also developed a bush tucker garden area where they have been able to identify the indigenous uses of many plants.

Students from K–6 have had opportunities to visit the garden for lessons which have integrated a variety of KLA's. The garden program relies on parent and community members to assist the students with lessons and garden maintenance. This year, parents have been able to secure a grant from Stocklands Balgowlah to assist with the purchase of a new water tank to irrigate the east garden.

P&C Enrichment Committee

Manly West Writing and Illustrating Competition

The second ever Manly West Creative Writing and Illustrating Competition was held during Term 2. The competition was open to all students from Years 2 to 6 and attracted 100 art works and almost 200 stories. Entries were judged by local authors, the Manly Library Youth Librarian and the senior art curator from the Manly Art Gallery. Prizes and recognition certificates were awarded to 27 writing and 20 art entries at a 'Young Writers and Artists Assembly' in Term 3.

Winning stories and art works were published in the 2016 Manly West Book of Stories and Art.

Academic

Student outcomes in all classes are consistently high. Standardised tests and class assessments indicate that our students are performing strongly. The Best Start data shows our new Kindergarten children are coming to school well prepared to commence formal learning.

The Targeting Early Numeracy (TEN) program in Stage 1 and Kindergarten has been successful. We are now introducing the continuation of plotting this data through Stages 2 and 3. Students performed well in the 2016 International Competitions and Assessment for Schools

(ICAS) conducted by the University of New South Wales. 44 Merit, 126 Credit, 66 Distinction and 5 High Distinction certificates were awarded to students in 2016.

Extension and Enrichment Programs

A number of children from Year 6 attended extension studies at Balgowlah Boys' High School. The children were part of a comprehensive program teaching Science, Technology, History and Mathematics. This also included excursions to Taronga Zoo to study animals and Luna Park to study physics. As part of Science & Technology programs Year 4 and 5 students participated in a number of project based learning challenges. The Year 4 students worked in teams guided by high school mentors from Balgowlah Boys and Mackellar Girls engaging in Design Thinking to redesign an existing board game to meet a specific need using recycled materials. Year 5 students engaged in a conservation education program aimed at increasing their knowledge of the Little Penguins, threats to their colony and developing positive actions to protect the species.

Maths Olympiad

Manly West had Sixty–nine students from Years 4, 5 and 6 participate in the Australasian Problem Solving Mathematical Olympiads (APSMO) in 2016. The competition offered our talented mathematicians an opportunity to test their knowledge and skills against their peers.

Year 4 Results: Three students scored in the top 10%, four students scored in the top 20%, two students scored in the top 25% and two students scored in the top 30%..

Year 5 Results: Nineteen scored in the top 10%, three students scored in the top 20% and three students scored in the top 25%.

Year 6 Results: Seven students scored in the top 10%, five students scored in the top 20% and three students scored in the top 25%.

Years 1 – 3 Enrichment Programs

Academically able mathematicians in Years 1 to 3 attended weekly lessons with Mrs Wendy Mwanga. The focus of these lessons was to encourage students to take risks in their learning and develop the confidence and competence to use various strategies and find multiple solutions to mathematical problems.

Multicultural Public Speaking

The District Multicultural Perspective Public Speaking Competition attracted many keen students. The competition aims to heighten the awareness of multicultural issues. The adjudicator noted that our four finalists, Eve Dowse, Aiman Shahriar, Millie Baker and Rachel Ainsworth were confident and engaging speakers.

Their prepared speeches were well developed,

interesting and showed an understanding of multiculturalism. They demonstrated a balance of personal opinion, humour and sincerity.

Debating

Building a strong foundation was the main purpose for debating in 2016. This year, the aim was to provide more students with the opportunity to experience competitive debating and increase the number of Year 4 and 5 debaters involved in 'Friendly' debates. Our Year 5 and 6 teams participated in the Premier's Debating Challenge. The Year 5 team developed sound teamwork skills in formulating their debates. The team won many debates, some of which were against more experienced Year 6 teams. The Year 6 team built on the knowledge and skills they had developed the previous year. Their skill at presenting effective arguments as well as rebutting their opponent's case was formidable. The

Year 6 team won all their 5 round debates and progressed to the Sydney North Finals. Lucy Matthews was selected into the Northern Sydney Team and the team won against the Far North Coast team in the finals of the Primary Schools State Debating Championships. All Manly West debaters should be very proud of their achievements.

Information Technology

In 2016, teachers from Kindergarten to Year 6 have continued to work towards effectively embedding technology into teaching and learning programs. Our aim has been to promote quality learning and to encourage students to collaborate, think critically and problem solve effectively. With a combination of existing Interactive Whiteboards and seven new Interactive Touch Screen Panels, teachers and students have continued to lead each other through their learning journeys.

Personalised access to computers is a school wide focus for Manly West. K–2 students had weekly access to the PC Lab. Years 3–4 students utilised the 32 laptops within Lapland. Year 5 students shared laptops and demonstrated their innovative use of these by creating websites for the Eminent People Exhibition. Year 6 students utilised a combination of laptops and desktop computers to apply and extend their understanding of curriculum outcomes.

K–2 students continued to refine their skills in logging in, creating and saving documents and are developing effective researching strategies. Years 3– 6 students used a variety of web tools such as Google Apps for Education, Edmodo, KODU Game Laboratory, Wikispaces, Weebly and Prezi to support and foster their learning.

As the digital technology landscape continues to change, an understanding of how to create the programs that control technology is just as important as learning how to use technology. A lunch time Code Club also provided interested students with the opportunity to develop their skills and Year 6 students learned the basics of programming with Lego NXT

Robots.

The Connected 'Virtual' Classroom is used regularly and has allowed opportunities for staff and students to engage with people and places worldwide.

Library

The Manly West Public School Library is a central source of information, digital technology, print resources, quality literature and picture books for the entire school community. Teaching and learning programs of all curriculum areas are supported with numerous resources and subscriptions to data bases and online services. The library provides a welcoming atmosphere for students, parents, teachers and school staff to offer opportunities, activities and lessons that cater to the many different learning and reading needs of its users..

A new computer system called OLIVER was implemented to improve library processes and access to resources for both students and teaching staff.

This year's Book Week theme, 'Australia: Story Country,' and the love of reading was showcased through a myriad of activities and events. Children were exposed to the Children's Book Council of Australia (CBCA) shortlisted titles by Australian authors and voted for their favourite one. They were also treated to a performance based on a selection of the shortlisted books named, ' Fair Dinkum.'

The students' and teachers' enthusiastically participated during the Annual Book Parade bringing story characters to life. Some children were rewarded for their cleverly created costumes, where others won a guessing contest regarding teachers' favourite Australian books and many just enjoyed being a part of the fun filled atmosphere in response to their favourite book characters.

Learning and Support

At Manly West Public School, we have an active Learning and Support Team consisting of the Principal, all school executive, the school counsellor, the Learning and Support Teacher and class teachers. The team meets once a fortnight. Students with additional learning needs are supported within the regular classrooms via the Learning Support Team in collaboration with the class teachers, with options for additional support as required.

Students may, at times, work in small groups and/or individually with the Learning and Support Teacher or School Learning and Support Officers (SLSO), as part of an individualised learning program. Intensive supports may be implemented to support students with more significant difficulties. This may include short periods of instruction away from the regular class, if this is deemed to be the most effective means to assist the student's learning. Our Gifted and Talented students are supported through differentiated programming and opportunities to participate in writing and mathematics competitions.

Creative and Performing Arts

Manly West continues to offer an extensive range of opportunities for all students to explore, develop and experience all aspects of the Creative Arts. Highlights of the 2016 program included:

Dance

Throughout the year, all students participated in weekly dance lessons with specialist dance teachers. They learned and practised many different elements of dance including rhythm, timing and body control. Some students also had experience in collaboratively composing and performing dance routines. Many grades enjoyed learning about different types of dance, including popular partner dances. All classes also learnt, practised and performed a themed dance, choreographed by Miss Morgan Randal and Miss Demi Bogg.

The students looked spectacular as they performed their dances in the K-6 school production 'A Manly West Tale' in Term 3.

Sydney North Dance Performances

Earlier in the year, students from Years 3-6 had the extra opportunity to participate in three dance groups. Students in these groups participated in weekly dance practice sessions at lunchtimes and then performed their routines at the Sydney North Dance Festival at the end of Term 2. Each group performed a matinee, an afternoon show and an evening show.

Music

Throughout 2016, Manly West has consistently reaffirmed its musical reputation in the community, with our musical excellence evident through our involvement in performances within school, local, regional and state wide community festivals and events. Our RFF Music program, led by Miss Virginia Esparraga, has enabled students to develop their listening, performing and creating skills. In addition to building our RFF Music program, our Junior and Senior Choirs have continued to thrive.

Each choir successfully auditioned for placements in local, regional and statewide choral festivals and performed at fabulous venues across Sydney such as the Primary Proms and ArtsAlive choral festivals at Sydney Town Hall and Schools Spectacular at The Qudos Bank Arena, Homebush.

Band Program

The total band enrolment for 2016 was over 180. This was split over the four school bands: Training, Intermediate, Concert and Performance. These numbers have been steadily increasing over many years. This is a testament to our Band Director, Miss Penny Coucill in maintaining the children's enthusiasm and enjoyment in the School Band program. The four Manly West bands competed in the annual NSW Band

Championships in August.

All bands received outstanding success receiving Gold, Gold, Gold & Gold and high praise for their talents. The highs continued for the Performance Band who had the once in a life time opportunity to perform on stage at the Sydney Town Hall for the Regional and State Choral Festivals.

K–6 School Production ‘A Manly West Tale’

This year’s bi-annual K–6 School Production, ‘A Manly West Tale’ was written by Mrs Christy McMaster. The play centred on five students who, having found an old book in the library, had to pick their own adventure. The children were transported through a number of lands found in popular stories. Disaster struck when the witch stole the book and the children had to catch the witch to get the book back. The children travelled ‘Over the Rainbow’, met up with The Cat in the Hat and The Three Little Pigs (who had plenty of attitude), laughed at Peter Pan as he teased Captain Hook and watched Snow White be saved by true love after she had eaten the poisoned apple. The children were finally saved by the very elegant Fairy God Mother who was able to send them back to Manly West.

The roles for cast and crew were allocated amongst Stage 3 students who were resilient and outstanding in all their six performances which received great reviews from audience members.

‘A Manly West Tale’ was directed by Mrs Nicole Tinsley and Miss Emma Rosnell. Background scenes were painted by Stage 3 students showcasing their exceptional artistic talents. All classes from K–6 participated with a dance item choreographed by Miss Randall. It was a very busy Term 3 with all classes, teachers and parents rehearsing for the 6 performances.

Thank you to the dedication of Mrs Christy McMaster, the production committee, cast members, backstage crew, students, teachers, office staff and parents for making ‘A Manly West Tale’ a great success.

Visual Arts

The Visual Arts programs have continued to thrive at Manly West in 2016. This year, students from Manly West were invited to participate in Operation Art, an initiative of the Children’s Hospital at Westmead in association with the New South Wales Department of Education. The Operation Art forum provided students with the opportunity to demonstrate their Visual Arts achievements through exhibitions at the Armory Gallery, Sydney Olympic Park and the Art Gallery of NSW.

Sport

K–2 Sports Program

In 2016, our students were taught fundamental movement skills, dance, modified games and a large variety of all sporting skills. Students in Year 2 also attended the School Swim Scheme, learn to swim

program. In addition, in Semesters 1 and 2, a grant was obtained from the Sporting Schools Australia that funded specialist basketball and tennis coaches who worked on developing movement and gross motor programs with our K–2 students. The K–2 Athletics Carnival was held during Term 3. It was a non-competitive day with an emphasis on participation. It was also a great opportunity for students to practise skills and games learnt during gross motor lessons. Throughout the carnival, children participated in a range of tabloid activities.

3–6 School Sport Program

This year, Manly West successfully applied for sporting grants from Sporting Schools Australia. This provided students with the opportunity to participate in paid and non-paid sports options as part of the School Sport Program. Students participated in a variety of new sports led by specialist instructors. Sport options offered included: Yoga, Basketball, Tennis, T Ball, Softball, Eagle-Tag and Orienteering. The school sport options were highly popular amongst students as students were engaged, motivated and had fun playing sports and learning new skills.

Gala Days

The annual Northern Beaches PSSA Gala Day was held and Manly West entered teams in: Senior Girls Netball, Senior Girls Soccer, Senior Boys Soccer and 9, 10, 11 and 12 Years Rugby League competitions. All teams competed with true Manly West Spirit and determination. Congratulations to the Senior Girls Soccer team, who were victorious, winning their competition.

Basketball is very popular at Manly West and our Senior Girls and two Senior Boys teams represented Manly West at the Manly Warringah Basketball Gala Day. It was an extremely successful day and all players were commended for not only playing with excellent skill, but displaying sportsmanship at all times. Congratulations must also go to two of our teams who reached the finals in their competitions. The girl’s side played a physical and energetic final, but could not defeat the Harbord team. The boys also played a high energy final using their clinical precision to earn a clear win and the champions trophy. This was the fifth time the boys have won the competition.

The 3 on 3 lunch time basketball competition was very successful. Students developed their coordination and basketball skills, while demonstrating great teamwork and sportsmanship. Student leaders organised, announced schedules, refereed, scored and encouraged everyone involved throughout the duration of the competition.

Swimming Carnival

The Years 3–6 Swimming Carnival had 460 students participate this year. Students demonstrated excellent skills and aspired to do their personal best.

A team of 44 students represented Manly West at the District Swimming Carnival held at the Warringah

Aquatic Centre. Competition was strong at this event and all students tried their best and represented the school with pride. Jonah Knepple and Soraya Gerritsen qualified for the Sydney North Carnival in Butterfly and Soraya also qualified to compete in Freestyle and Breaststroke events.

Cross Country

For the second year the Years 3–6 Cross Country Carnival was held at school. The weather was fine and all runners displayed perseverance and positive attitudes and great house spirit was evident. Everyone who competed must be congratulated for their excellent efforts.

After the school carnival a squad of 48 students were selected to compete at the Manly District Carnival which was held at Curl Curl Park. Congratulations to all the students who participated in the District Cross Country. They represented the school with pride and performed extremely well considering the difficulty of the event. Manly West finished a fabulous second place and a number of students placed in the top 6.

Athletics Carnival

This year, the carnival was held at Sydney Academy of Sport. Students displayed great sportsmanship and many records were set and broken. Students from Mackellar Girls High School assisted teachers run the field events.. Manly West had 50 students compete over two days at the Manly District Athletics Carnival with Manly West placing second.

A squad of 11 students qualified to represent Manly District at the Sydney North Regional Carnival. Competition was fierce and a number of students qualified for the finals. Octavia Williams finished 2nd in the 100 metre final and went on to represent Sydney North at the State Athletics Championships.

Primary Schools Sports Association (PSSA)

Manly West Public School retains a strong reputation across the district for successfully participating in PSSA, district carnivals and sporting competitions. 2016 was a great year for area and state representation for students from Manly West Public School. In summer, Manly West entered teams in girls and boys Eagle–Tag, Cricket, Beach Volleyball and Newcombe Ball, Softball and T–Ball. The Senior Girls Volley Ball, Senior Boys Cricket and Senior Girls B1 Eagle Tag teams all managed to compete in the grand finals.

Congratulations to all teams and especially the Senior Girls B1 Eagle Tag team for winning their grand final and becoming champions.

In the winter season, PSSA teams competed in girls and boys Soccer, Rugby League, Netball and Nettas. The Senior Girls Netball B and Senior Girls Soccer B won their grand finals.

Congratulations and thank you to all the teachers who gave up their time to coach the teams and to all the parents who supported the students and the coaches..

Snowsports

The Manly West Snowsports Team was very successful at the Interschools Snowsports Championships in Thredbo picking up 4 Gold, 2 Silver and 3 Bronze medals across the various events. Several team members qualified to compete in the State Snowsports Championships. They were Millie Rundle, Tigri Olofsson, Clara Wall, Emita McCarthy, Toby McIlwaine, Sam Rundle, Sam Ford, Oliver Mann, Zane Glance, Peter Twidell, Kit Elsey, Lara Hocking, Hannah Ross, Daisy Mann and Eric Wall.

The State Snowsports Championship had fantastic weather and exciting racing conditions where the snow was packed and fast. Manly West Snowsport Team demonstrated excellent talent and achieved podium places for teams and individuals in Div 6 (K–2) Boys Moguls and Alpine, Div 5 (Grades 3–4) Girls Skier X, Moguls and Alpine.

Eight teams qualified to compete at the Interschools National Championship in Perisher where they competed in Snowboard GS, Boarder X, Skier X and Boys Moguls. The depth of Snowsports talent at Manly West is wonderful to see with outstanding performances from several future team stars. Thank you to Tom and Cathy Rundle for coordinating the Snowsports Program and thank you to all the parents for your ongoing support.

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