

Manly Village Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Manly Village Public School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding. The Annual Report describes the school's practices across the three domains of the School Excellence Framework of learning, teaching and leading.

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Message from the Principal

This year has been one of significant change at Manly Village Public School. The recruitment of two new deputy principals and new teaching staff was the impetus to review the school's plan 2015–2017 against the School Excellence Framework. A commitment to provide opportunities for teachers to engage with each other more collaboratively and frequently became a renewed focus. As a result, throughout the year, teachers were able to engage in quality professional learning to support their teaching to best meet learning targets outlined in the school's strategic directions. The introduction of an instructional leader enabled teachers to engage in team teaching, mentoring and/or coaching sessions and had a huge impact on teaching and learning across the school. Teachers have worked more closely with their executive supervisor to set goals within their own performance development plans. Our students were provided with opportunities to regulate their learning more closely by working with their teachers to set their own learning goals in literacy and numeracy. A new learning support model was implemented which ensured that the learning needs of every child was closely monitored by a team, allowing every child to reach their fullest potential. Improved communication to parents and the delivery of a suite of parent forums resulted in an active partnership between home and school. A sharper focus on the school's strategic directions meant that school targets were clearly articulated and understood by our whole school community.

I look forward to continuing to further develop and to reflect on these exciting changes with our school community for increased school improvement in 2017.

Philippa Becker

Principal

School background

School vision statement

Manly Village Public School is committed to improving the educational outcomes for all students and supporting them to become successful life-long learners, who are confident, creative, responsible and informed citizens. We strive to do this by connecting and engaging all students in rich teaching and learning experiences within a nurturing and supportive learning community.

School context

Manly Village Public School (725 students) has a diverse and enthusiastic student population, a committed and capable staff and a wonderful partnership with an involved and resourceful parent community. We are an active member of the Northern Beaches Learning Alliance (NBLA). Uniquely located in a commercial and tourist precinct between the harbour and the ocean, our school is proud of its long history and the extensive use of our facilities by the community. Our school community continues to recognise the importance of the development of the whole child, within the context of a rapidly changing world. Our highly qualified, dedicated and professional staff works collaboratively to ensure that our students strive for their personal best in a safe, challenging and nurturing environment where they are supported to become successful, life-long learners, confident and creative individuals and responsible and informed citizens. At Manly Village, we are committed to fostering deep, personalised learning for our students; enhancing the pedagogical practice of our staff as we recognise that we are life-long learners as well as further connecting our vibrant community of learners at a local, national and global level. Our aspiration as always is to continue our focus on individuals and personalising their learning pathways, expanding our expectations of their capacities and capabilities, and in doing so, continuously improving what we do.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

Our school undertook a self-assessment using the School Excellence Framework in 2016. 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.

Our school's self assessment data showed that great progress had been made in the elements of curriculum and learning, assessment and reporting and collaborative practices. Strong improvement was also identified in the areas of leadership and management practices and processes. The introduction of an instructional leader, the implementation of strategic direction focused professional learning teams as well as a focus on collaborative stage based learning has led to these improvements.

Learning

This year, the school focused on strengthening student learning and reducing student absence due to extended family holidays. There has been a sharpened focus on the expectations of behaviour in class, playgrounds and out of school settings for students, parents and teachers. We are proud of the newly developed systems in place to identify, monitor and address student learning needs which is improving the success of our students. Improved assessment strategies and the provision of meaningful feedback to students has been successfully implemented across the school. Our students are able to build positive relationships and are active contributors to the school. The school's successful transition programs enable our students to transition to Kindergarten and to local high schools positively.

Teaching

Provision has been made for more opportunities for teachers to collaborate and plan teaching and learning programs and included support to make explicit use of the new syllabus documents. The introduction of an instructional leaders has enabled guidance, support and modelling of effective practice across the school.

The school's professional learning has built teacher skills in the analysis, interpretation and use of student data to inform their teaching and learning. The provision of sustained opportunities for teacher collaboration has been introduced this year as well as opportunities for classroom observation, visits to other schools, and the modelling of effective practice

using expertise identified across the school. Professional Development Plans are given priority with teachers and executive staff to ensure that individual learning goals and teaching requirements are being met.

Leadership

A number of teachers were provided with opportunities to relieve in higher duty positions across the year, allowing for distributed leadership and were well supported during their leadership roles. The senior leadership team met weekly to review the leadership of curriculum, school organisation and management and worked closely with the executive team to develop educational priorities within the school. Teachers with professional expertise were provided with purposeful leadership roles within the school. The school's plan for 2016 was reviewed and adjusted to achieve identified improvements. The school's strategic directions were continually articulated to teachers and during parent meetings to ensure a whole school commitment. Improved processes and procedures for compliance, communication, learning and support, behaviour and school administration were introduced in 2016.

School leaders, teachers and students will continue to work on developing a differentiated, reflective learning culture catering for all learners in 2017, with a continued focus on student learning.

This process has assisted the school to refine the strategic priorities for 2017, leading to further improvements in the delivery of quality education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Deep, personalised learning

Purpose

To ensure every student reaches their full potential through high quality, personalised, authentic and innovative learning opportunities.

Overall summary of progress

In 2016, there was a continued school wide focus on the provision of professional learning to improve the planning and delivery of quality teaching. Professional learning focused on developing the capacity of teachers to personalise learning for every student with a focus on the use of formative assessment in classrooms. Significant time was allocated for our teachers to collaboratively understand the Wellbeing Framework and to develop strategies to ensure that all students are provided with the opportunity to connect with their learning, succeed in the areas of literacy and numeracy and to subsequently thrive at school.

Teachers were provided with opportunities to visit other schools to observe established formative assessment practices. They were able to engage in professional dialogue with teachers from other schools about the use of strategies to improve student directed learning and to develop strategies to provide feedback to students about their progress in literacy, with a particular focus on writing. Teachers closely monitored students in writing and participated in follow up collaborative sessions to moderate consistent teacher judgement, deconstruct the meaning of writing cluster markers on the literacy continuum and share formative assessment strategies to improve student writing outcomes.

Year 1 and Kindergarten teachers participated in the Language, Literacy, Learning (L3) initiative and embedded these practices into classroom teaching. All teachers were supported by the introduction of an instructional leader who provided in class support, demonstration of best practice instruction and development of pedagogical capacity. In class support, rather than withdrawal, was also provided for students identified by classroom teachers and the Learning Support Team as requiring additional assistance in literacy. An improved and successful system for tracking and monitoring the progress of these students was developed in term one. This enabled teachers, supervisors, school leaders and parents to work together to ensure success for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students will show expected growth from Year 3 to Year 5 NAPLAN Reading and Numeracy.	<ul style="list-style-type: none"> • 63% of students achieved higher or expected growth from Year 3 to Year 5 in reading • 54% of students achieved expected growth in numeracy from Year 3 to Year 5 • Kindergarten and Year 1 teachers participated in the Language, Literacy, Learning(L3)initiative resulting in improved differentiation and data monitoring practices across K–2 • Staff visited schools using successful formative assessment strategies to improve student literacy outcomes • All staff engaged in professional learning around the Wellbeing Framework to enhance student learning outcomes in literacy and numeracy • Learning support was provided as in class intervention for targeted students to improve literacy and numeracy outcomes • Early career teachers were provided with additional release time and participation in a local New Teacher Network • 79% of students in Year 3 scored in the top two bands in NAPLAN for reading • 77% of students scored in the top two bands in NAPLAN for writing 	<ul style="list-style-type: none"> • Early Career Professional Learning, New Teacher Network \$7000 • Release time for early career teachers • Literacy and numeracy funds • Student welfare and well being training and initiatives \$3000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students achieving at or above cluster levels in literacy and numeracy.	<ul style="list-style-type: none"> • 76% of students achieved at or above expected cluster levels in writing • 91% of Kindergarten students achieved at or above expected cluster levels in writing • Executive teachers attended professional learning in managing the use of PLAN software K–6 • Additional time was provided to stage teams to collaboratively analyse student writing samples and to develop strategies to provide improved feedback to students under the Quality Teaching Successful Students initiative • Continued improvement in the use of formative assessment to improve student writing • A more consistent use of PLAN software and entry of writing data in a five week cycle for writing levels from K–6 which provided opportunities for collaborative teacher analysis and planning for improvement • Kindergarten and Year 1 teachers participated in the Language, Learning (L3) and Literacy program to improve literacy outcomes in the early years • 40 students were provided with intensive support from Learning and Support Teacher and Reading Recovery Teacher • Full time English as an Additional Language or Dialect (EAL/D) Teacher provided support for 113 students • Support for 33 students was provided for three days per week through the New Arrivals Program 	<ul style="list-style-type: none"> • Executive staff attending professional learning in implementing PLAN across the school \$2000 • Additional collaborative time under Quality Teaching Successful Students initiative \$18000 • L3 Training for targeted staff \$18000 • Learning and Support Teacher \$50000 • Reading Recovery Teacher \$40000 • EAL/D Teacher 80000 • New Arrivals Program support \$30000

Next Steps

As a result of school's self-assessment and evaluation Manly Village Public School's school plan 2015–2017 has been modified to ensure that all the school targets are met in 2017. The revised school plan has been published on the school's website. In 2017, there will be:

- a consistent approach to the regular entry of PLAN software data in writing and reading during week 5 and week 10 of each term
- a sharper awareness of the need to differentiate teaching and learning programs to meet the needs of every student
- increased collaboration time for teachers to develop stage programs and to refine assessment and reporting practices
- specific target on 'middle ability' writers
- a stronger focus on student involvement in the development of their own learning goals
- scheduled collaboration opportunities to allow teachers to interrogate student data and plan for continued improvement
- support from the school's instructional leader to provide in class mentoring to ensure teachers are supported to provide personalised learning for all students
- professional development provided by our Learning and Support teacher to focus on the development of interventions for students with high support needs and specific learning challenges in literacy
- provision of teacher for an additional two days per week to provide learning and support for students with additional learning needs K–6
- inclusion of the English as A Second Language or Dialect (EAL/D) teacher to Learning Support Team meetings twice a term to discuss the progress of EAL/D students.

Strategic Direction 2

Enhanced pedagogical capacity

Purpose

To build a collaborative learning and leading culture where teachers are activators of learning, have high expectations, are committed to excellence and continually strive to reflect, maintain and improve on quality teaching practice, thereby improving the learning and wellbeing outcomes of our students.

Overall summary of progress

In 2016, all teachers identified their own professional learning needs for improved pedagogical capacity through the Professional Development Framework process. In consultation with supervisors, all teachers identified individual professional goals for their 2016 Professional Development Plans (PDP) in conjunction with the Australian Professional Standards for Teachers. These plans were reflective of state, school and individual targets. All teachers engaged in classroom observation and reflection with a nominated peer to guide future planning for their learning.

The investment in, and introduction of an instructional leader with a focus on collaborative quality teaching to enhance pedagogical capacity was a highlight of 2016. The instructional leader focused on supporting teachers with the implementation of new syllabus documents and led professional learning across the school to improve the teaching of spelling, which was identified as an area of need, following an analysis of 2015 NAPLAN results.

Target teams of teachers developed a shared understanding of the four forms of spelling knowledge through ongoing professional learning and worked with the instructional leader to develop learning sequences that were reflective of student individual need. Teachers were provided with an opportunity to work with an occupational therapist and a speech pathologist to enhance their understanding of how students acquire phonic knowledge. A target group also developed a scope and sequence for phonological knowledge and spelling generalisations from Kindergarten to Year 6. A sharper focus on the teaching of spelling was evident across the school in 2016.

The new history syllabus was implemented across K–6. Teachers programmed using the historical inquiry method with their students. Teachers also engaged in professional learning about geographical inquiry and the use of tools in the new geography syllabus. Early Stage 1 and Stage 3 developed and trialled teaching and learning sequences, as a result of this professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Professional Development Plans reflect evidence of quality teaching practice	<ul style="list-style-type: none"> • Introduction of an instructional leader to support quality teaching practices, provide demonstration lessons to improve pedagogical practices across the school • Professional learning provided for all teachers to identify personal professional development goals that align with school strategic directions, NSW curriculum and Australian Professional Standards for Teachers • Teaching observations conducted by all teachers with feedback provided by colleagues • All Professional Development Plans were completed in consultation with supervisors including mid year and end of year reviews, providing direction for further development • Early career teachers provided with ongoing mentoring, demonstration lessons and in-class support • Staff attended and presented at forums across the Northern Beaches Learning Alliance 	<ul style="list-style-type: none"> • Instructional Leader \$80000 • Membership of Northern Beaches Learning Alliance \$1500 • Additional release time for early career teachers \$20000
Student assessment data indicates 75% achieve at or above expected level in the key	<ul style="list-style-type: none"> • 85% of classes (Years 1–6) experienced growth in the number of students who achieved at or above expected levels in spelling 	<ul style="list-style-type: none"> • Professional learning with speech pathologist and occupational therapist \$500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
school initiatives (2016 Spelling)	<ul style="list-style-type: none"> • Teachers engaged in professional learning from speech pathologist and occupational therapist to assist with the teaching of spelling • Teachers developed a comprehensive, whole school approach to the teaching of spelling and phonological knowledge • Teachers engaged in professional learning around the explicit teaching of the four forms of spelling knowledge • Instructional leader engaged in team teaching and demonstration lessons to provide differentiated support for the teaching of spelling 	
All teaching and learning programs are driven by the new syllabus documents	<ul style="list-style-type: none"> • New history syllabus was implemented across all stages with ongoing dialogues around successes and areas for improvement • Professional learning around the implementation of the geography syllabus was conducted for all staff in Term 4 • A trial implementation of the new geography syllabus was conducted in Early Stage 1, Stage 1 and Stage 3 classrooms • Instructional leadership support was provided for stage 2 teachers to establish differentiated reading groups 	<ul style="list-style-type: none"> • Science and Technology Training \$900 • In school professional learning and school development days \$10000

Next Steps

As a result of school's self-assessment and evaluation Manly Village Public School's school plan 2015–2017 has been modified to ensure that all the school targets are met in 2017. The revised school plan has been published on the school's website. In 2017:

- a continued focus on the development of individual teacher professional growth
- end of year review of Performance Development Plans will show growth in quality teaching practice as a result of consistent feedback and a focus on individual development needs
- all teaching and learning programs will be driven by current syllabus and support documents and will be reflective of school professional learning priorities
- the instructional leader will focus on enhancing the understanding of how explicit, personalised reading instruction can be implemented in all classrooms K–6
- teachers will develop their knowledge of how to improve student writing through explicit grammar instruction during ongoing grammar professional learning
- teachers will continue to use professional learning on the four forms of spelling knowledge to implement and reflect on best practice instruction in spelling
- teacher expertise from across the school will be used to provide demonstration and team teaching lessons to further strengthen teacher pedagogical capacity.

Strategic Direction 3

Connected Community

Purpose

To actively engage our school community with their local and broader communities, ensuring learning is relevant and fostering cultural connections in order to prepare our students for a future where change is the only constant.

Overall summary of progress

A focus to improve both the internal and external communication pathways between staff, parents and the community continued in 2016. An electronic app was adopted by the school to communicate events, disseminate alerts and reminders to parents, and to provide an online note return feature for excursions. This proved to be a popular and an effective mode of communication. Improvements were made to a more streamlined permission note format, school and staff newsletters, the school's letterhead and logo design. A review of the school's website was commissioned, with a view to improving the utility of the website for community members in 2017.

Kindergarten transition to school processes continued to be refined and a series of workshops were provided for new parents to the school. Kindergarten teachers visited all local preschools to meet with early childhood educators and collect valuable information about students entering school in 2017, ensuring a successful transition for all. School executive worked more closely with local high school teachers to improve communication and information sharing. This ensured high schools were prepared for every student transitioning from Manly Village Public School.

A very successful series of parent workshops and forums were held across term 3 in areas identified through a survey conducted by the school. Parents participated in workshops to improve their ability to support their child's learning at home and in the classroom as parent helpers. These workshops covered topics such as reading, mathematics, spelling and student well being with attendance of 60–70 parents for each session.

A team of teachers reviewed the school's learning support practices and developed new procedures which were implemented in 2016. The revised procedures more appropriately reflected the changing landscape of the school and clearly articulated the role each staff member plays in providing maximum support for individual students. As a result, teachers, supervisors and parents worked more closely to respond to individual student needs, to ensure success for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Clearly articulated communication systems resulting in a well-informed community and positive partnerships	<ul style="list-style-type: none"> • Skoolbag app purchased and used to communicate dates, times and permission requirements to parents • Standardised permission note format developed and new school letterhead designed and printed • Parent forum provided for all parents on Coping with Anxiety and Developing Resilience • Parent forum provided for K–2 Parents on 'Supporting Students at home in Mathematics' • Parent forum provided for Years 3–6 parents on 'Supporting Students at Home in Mathematics' • Parent forum provided for all parents on 'Supporting Children's Spelling Development' • Improved communication processes in place for staff communication including use of Sentral calendar, Staff News, casual and sports folder 	<ul style="list-style-type: none"> • Skoolbag app subscription \$15000 • Graphic Design work for school letterhead, logo and promotional material \$2500 • Class Cover subscription to book casual teachers \$2000
Consistent student welfare practices are implemented across the school	<ul style="list-style-type: none"> • New Learning Support Team procedures were developed and implemented to improve support provided to high support needs students • Consistent student welfare and learning support team practices were developed and trialled across the school to ensure high support needs so that students can connect, succeed and thrive 	<ul style="list-style-type: none"> • Additional School Learning Support Officers, teacher release and professional learning for support staff to engage high needs students \$68000 • Transition process

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Consistent student welfare practices are implemented across the school	<ul style="list-style-type: none"> • Our learning support team collected all student data from support services in central location to improve handover of information across years • School leaders made connections with staff from the Far West Scheme to develop opportunities for the sharing of resources in the future • Transition processes strengthened with partnerships established with local preschools and high schools • School Learning and Support Officers provided to support student learning and teacher release for planning for interventions for high support needs students • Work, Health and Safety processes were reviewed and new processes were implemented across the school. 	release for teachers \$16000

Next Steps

As a result of school's self-assessment and evaluation Manly Village Public School's school plan 2015–2017 has been modified to ensure that all the school targets are met in 2017. The revised school plan has been published on the school's website. In 2017:

- internal and external communication processes will continue to be reviewed and refined
- further parent forums to be developed in line with the schools strategic goals and to meet identified parent need
- continued improvement of the school's website to reflect the school's philosophy, values, community and directions
- continued development of Work Health and Safety procedures and processes for school improvement
- additional learning and support teacher allocation to support students requiring additional needs
- enhanced relationships with the local community, including the Royal Far West Scheme to provide future access opportunities for students.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>Links to Strategic Direction 1</p> <p>English as a Second Language or Dialect (EAL/D) Teacher to teach English language proficiency</p> <p>Students requiring support with English language proficiency were catered for in class programs and within special school programs as required.</p>	<ul style="list-style-type: none"> EAL/D teacher \$80000
Low level adjustment for disability	<p>Links to Strategic Direction 1</p> <p>Funds were used to provide Student Learning Support Officers (SLSO) to assist classrooms teachers differentiate the curriculum for high support needs students</p> <p>All students requiring adjustments and learning support were catered for within classroom programs.</p>	<ul style="list-style-type: none"> SLSO salaries \$65000
Quality Teaching, Successful Students (QTSS)	<p>Links to Strategic Directions 1 and 2</p> <p>Funds were used to release teachers in stage teams to strengthen their analysis and interrogation of student writing samples and refine a more effective use of the literacy continuum, PLAN software and the English syllabus.</p>	<ul style="list-style-type: none"> Teacher release \$50000
Socio-economic background	<p>Links to Strategic Direction 1</p> <p>Students requiring assistance were supported to participate in school excursions, extra curricular school programs and to purchase resources.</p>	<ul style="list-style-type: none"> \$5500
Support for beginning teachers	<p>Links to Strategic Direction 2</p> <p>Early career teachers were supported with the provision of additional release time, professional learning, mentoring opportunities and participation in a local New Teacher Network in their first years of teaching.</p>	<ul style="list-style-type: none"> Release from teaching, course fees and New Teacher Network fees \$40100
Targeted student support for refugees and new arrivals	<p>Links to Strategic Direction 1</p> <p>Funds were used to support the New Arrival Program (NAP) for students to become proficient in English and to support them to meet expected literacy outcomes.</p>	<p>NAP funding provided support for two and a half days for new arrivals. \$50000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	352	339	363	351
Girls	322	350	349	374

In 2016, 725 students were enrolled at Manly Village Public School.

Of these students, 48% were female and 52% were male and 235 students were from a language background other than English. Of those students, 40% were requiring support with English language proficiency, with a further 14% of these students new arrival to Australia. School enrolments increased slightly from the previous year by 13 students.

The school prioritises the teaching of English language proficiency, with students receiving a combination of in class support and small group instruction.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	97.2	95.9	95.6
1	95.8	96.5	94.7	94.1
2	95	96.7	93	95.2
3	96.3	96.2	95.4	94
4	95.4	95.2	94.3	95.2
5	94.8	95.9	95.5	94.2
6	94.6	94.1	94.6	94.8
All Years	95.6	96.1	94.7	94.7
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

Attendance at Manly Village Public School in 2016 was above the state average for all grades. Patterns of non-attendance are monitored by the executive staff in accordance with departmental guidelines. Due to the high proportion of overseas students the majority of absences are due to extended international holidays. The school's executive team continues to work with families to improve the full attendance of every student.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.46
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0.6
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There is one Aboriginal member of staff.

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	22

Professional learning and teacher accreditation

The release of the Quality Teaching, Successful Students initiative provided support for teachers and school leaders to deepen their teaching skills and knowledge. As articulated in the initiative and by current research, a focus on quality teaching improves student

outcomes. As a result, a strong commitment to provide quality professional learning for teachers and leaders was a focus in 2016.

All teachers participated in the half yearly and yearly reviews of their Professional Development Plans. Teachers were provided with feedback following a negotiated observation of their teaching and were supported by their grade supervisor for programming and planning at a grade level.

Whole school professional learning was provided for English with a focus on writing and spelling, history and geography, Wellbeing Framework, Growth Mindset, The Quality Teaching Framework, learning support, the School Excellence Framework, data analysis using PLAN and accreditation. All professional learning aligned with the school's strategic directions or individual Professional Development Plans.

Professional learning and support for accreditation for teachers was provided by a teacher mentor. Additionally beginning and early career teachers attended a number of accreditation workshops run by the Northern Beaches Learning Alliance.

One permanent teacher achieved accreditation and one teacher completed the maintenance phase of accreditation. Two teachers commenced the maintenance phase of accreditation to be completed in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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

Income	\$
Balance brought forward	369 907.04
Global funds	449 357.63
Tied funds	224 308.87
School & community sources	399 849.00
Interest	5 001.14
Trust receipts	61 784.09
Canteen	0.00
Total income	1 510 207.77
Expenditure	
Teaching & learning	
Key learning areas	74 023.43
Excursions	58 912.86
Extracurricular dissections	183 210.69
Library	2 263.18
Training & development	23 269.00
Tied funds	187 429.45
Short term relief	118 547.08
Administration & office	68 392.47
School-operated canteen	0.00
Utilities	39 566.44
Maintenance	31 302.64
Trust accounts	64 061.05
Capital programs	110 691.99
Total expenditure	961 670.28
Balance carried forward	548 537.49

The information provided in the financial summary includes reporting from 1 January to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	768 931.39
(2a) Appropriation	681 163.22
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	86 170.13
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 598.04
Expenses	-459 754.52
Recurrent Expenses	-459 754.52
(3a) Employee Related	-271 681.73
(3b) Operating Expenses	-188 072.79
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	309 176.87
Balance Carried Forward	309 176.87

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school moved from the OASIS finance system to SAP finance during the year. The school had a combined income totalling \$768 931 and expenses of \$459 754. The school is in a sound position with a \$309 176.97 surplus. \$110 691 is held for capital programs in our Library and Building trust accounts. These funds have been targeted for future building and infrastructure projects.

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	4 389 937.05
Base Per Capita	38 590.01
Base Location	0.00
Other Base	4 351 347.04
Equity Total	162 490.59
Equity Aboriginal	0.00
Equity Socio economic	5 422.19
Equity Language	77 391.96
Equity Disability	79 676.44
Targeted Total	56 720.01
Other Total	44 370.77
Grand Total	4 653 518.42

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

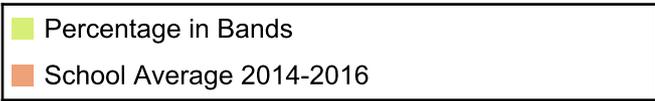
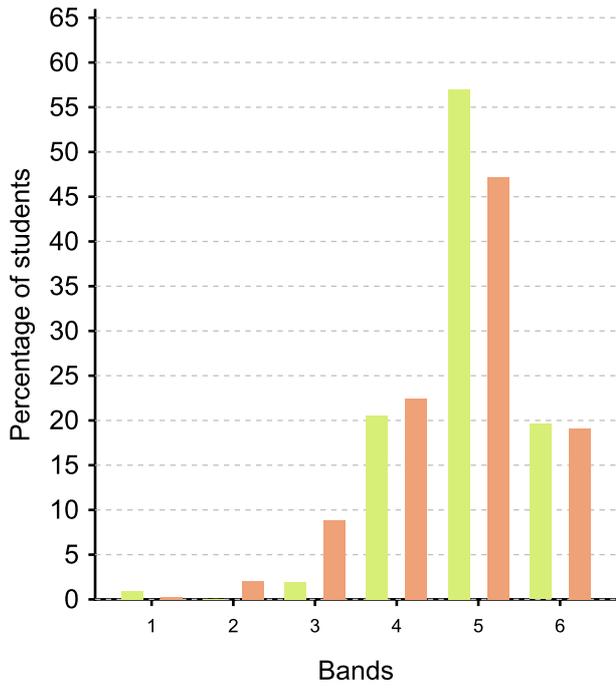
NAPLAN

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.

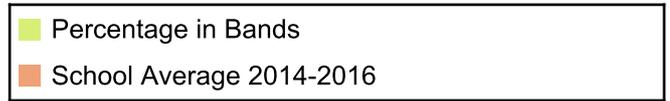
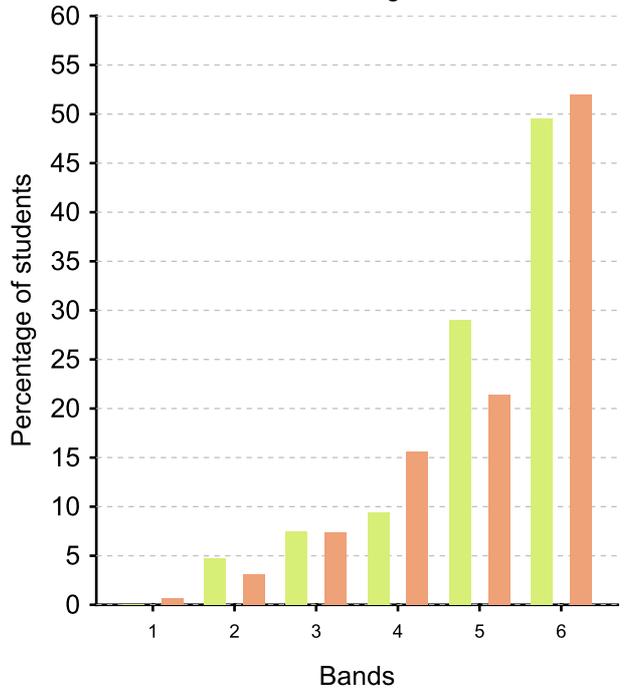
Overview of NAPLAN literacy results

In 2016, 79% of Year 3 students achieved a result in the top two bands in reading as compared to 52% in the state. 72% of Year 3 students achieved a result in the top two bands for spelling with 50% of those students achieving in the top band. In Year 3, 77% scored in the top two bands for writing as compared to 54% in the state. 53% of Year 5 students achieved results in the top two bands for reading, compared to 39% in the state.

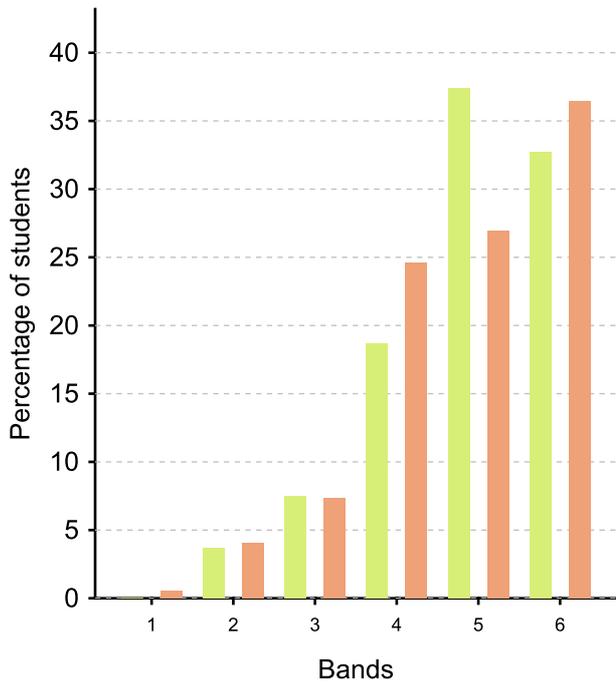
Percentage in bands:
Year 3 Writing



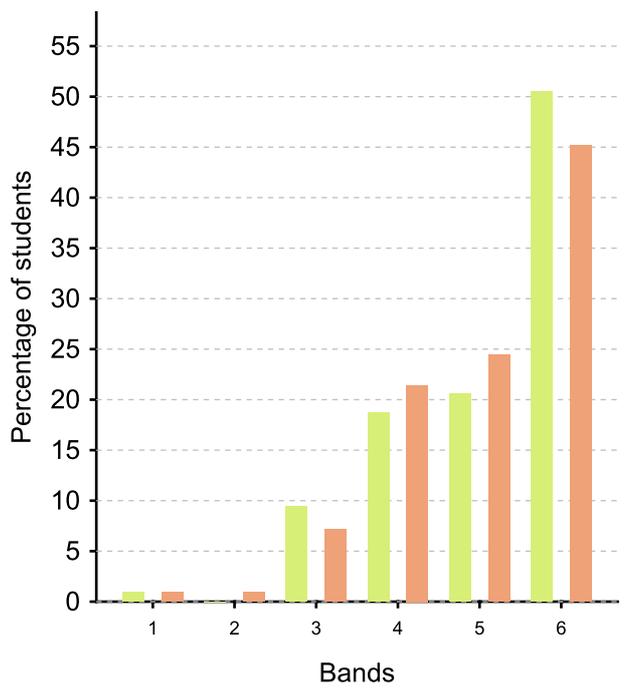
Percentage in bands:
Year 3 Reading



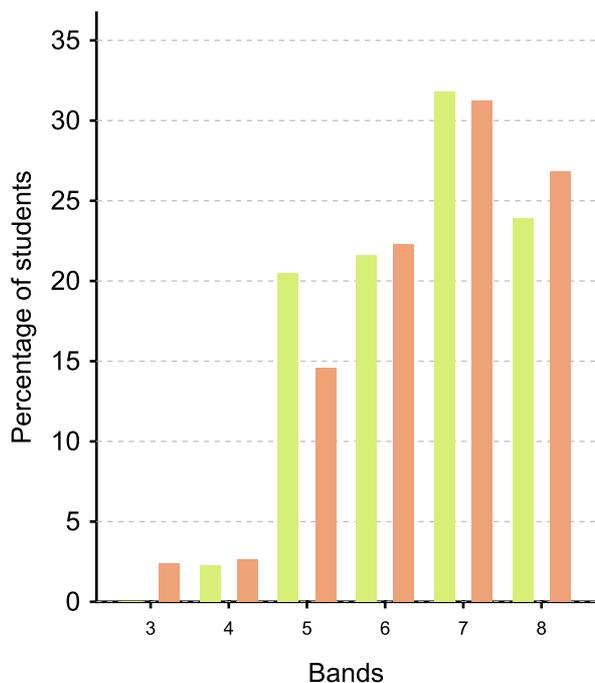
Percentage in bands:
Year 3 Spelling



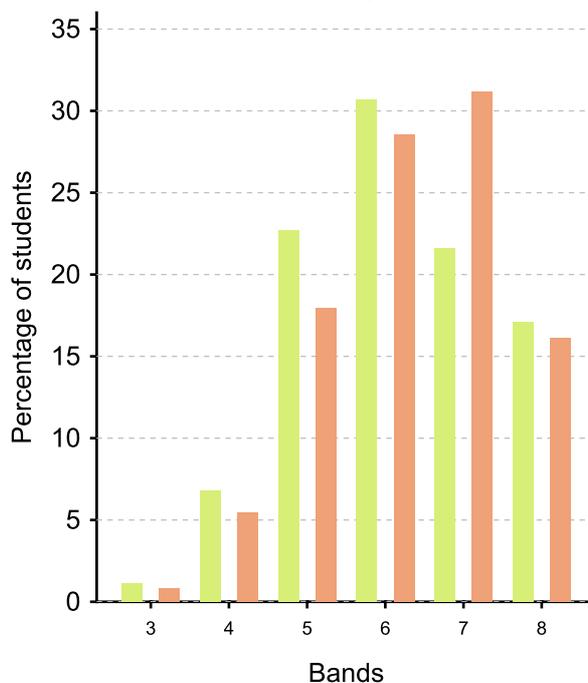
Percentage in bands:
Year 3 Grammar & Punctuation



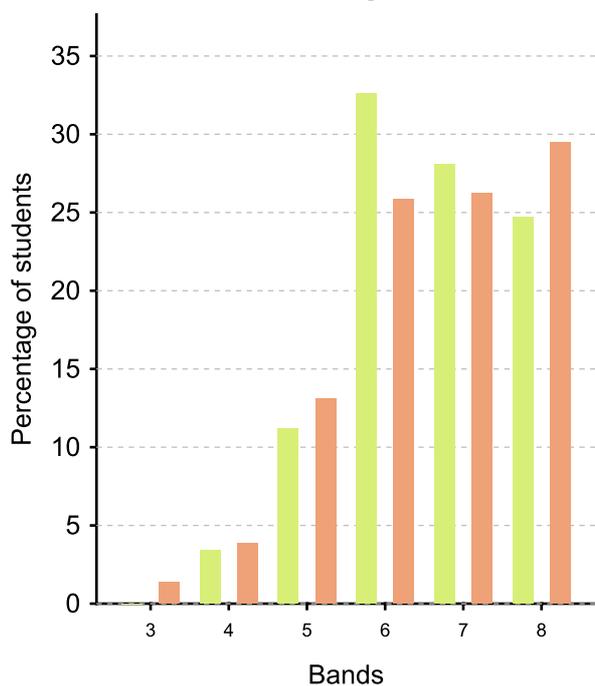
Percentage in bands:
Year 5 Grammar & Punctuation



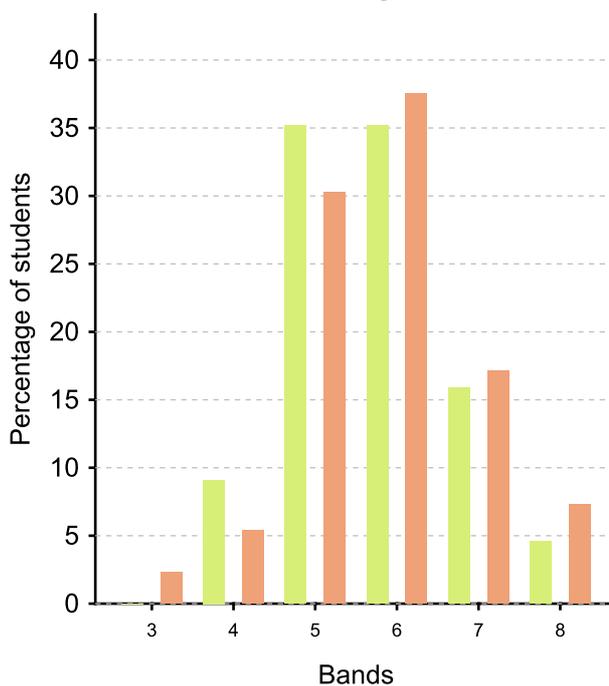
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



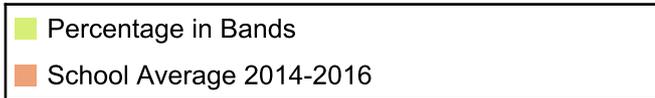
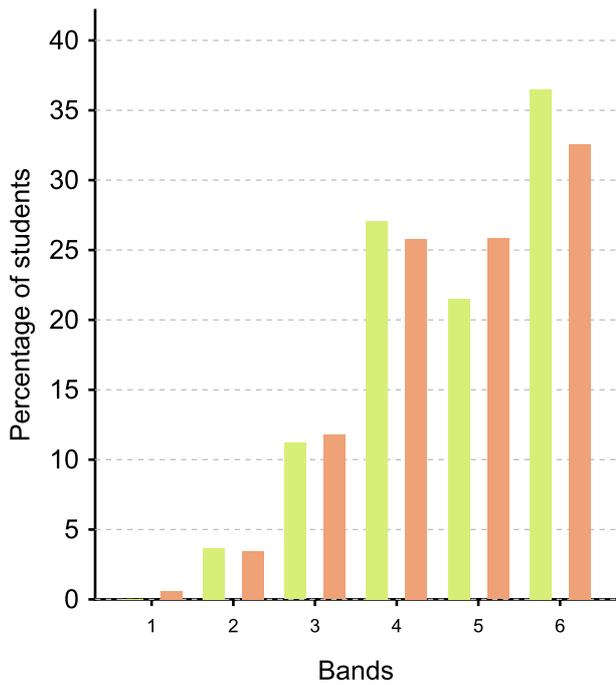
Percentage in bands:
Year 5 Writing



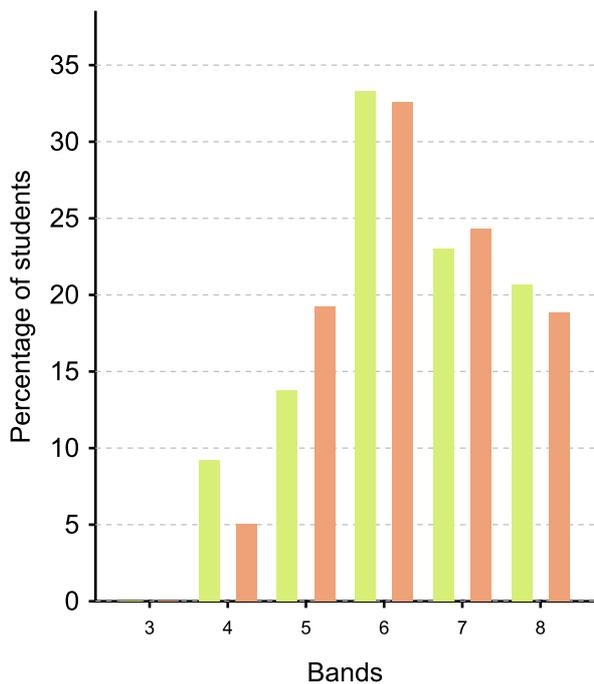
Overview of NAPLAN numeracy results

In 2016, 58% of Year 3 students scored in the top two bands in numeracy as compared to 39% in the state. In Year 5, 44% of students achieved in the top two bands in numeracy compared to 31% in the state.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In reading, 79% of Year 3 students and 53% of Year 5 students scored in the top two bands in NAPLAN. In numeracy 58% of Year 3 students and 44% of Year 5 students achieved a result in the top two bands.

Parent/caregiver, student, teacher satisfaction

Feedback was sought from parents, students and teachers about the school via surveys including, but not limited to, the Tell Them From Me survey.

Parents

Parents reported that they felt very welcomed at Manly Village Public School with 75% of families reporting that they experienced regular contact with their child's classroom teacher. Around 20% of families had some involvement on a school committee or an association such as the Parents and Citizens Association. A significantly high amount of parents (68%) were involved in a volunteer capacity over the course of the year. Parents indicated that communication between school and home was an area for improvement. As a response the school developed clear procedures for a new format for notes to parents and invested in the Skoolbag platform to make communication between home and school more successful.

Most parents felt informed about their child's academic progress at school although expressed a desire to be better informed in regard to the emotional well being of their child. Parents reported that they engaged with their child's learning, taking an interest in the assignments set for homework. Parents expressed a need to improve their knowledge of how to support their child better at home. As a result a suite of parent forums were conducted in the latter part of the year.

Parents largely indicated that the school supports student learning well and provides a supportive, encouraging environment. Some parents reported that improved personalised learning and catering for individual needs could be improved. As a result, professional learning for teachers centred around personalised learning, success criteria and providing student feedback. Parents generally agreed that the school supported positive behaviour and provided clear expectations for student behaviour.

Students

Students at Manly Village Public School are socially engaged and community minded learners. 95% of students reported having positive personal relationships with their peers and community. A similar amount of students reported participation and involvement in sporting clubs and cultural institutions within the local community.

Students reported that they value their education and feel safe at school. Many students reported that they could apply more effort when completing homework tasks. There was a significant difference (12%) between the attitudes of students across the state

toward homework and the attitude of students at our school. As a result professional learning on the Wellbeing Framework and Growth Mindset was conducted to increase the positive engagement of students.

Students indicated that they put a high level of effort into their school work and agreed that teachers provided a high level of quality instruction. A significant proportion of students felt that more could be done to improve their level of interest in learning and hence motivation to achieve academically. A small proportion of students reported that they would like to be more engaged in the learning process. Student engagement has been a key driver of the Instructional Leader's role, a position created this year to improve student engagement through quality teaching and learning initiatives.

Teachers

Data collected from teachers indicated that teachers enjoy working collaboratively on curriculum development, lesson planning and strategies for student engagement. Teachers felt that school leaders helped them to establish clear and visible learning goals for students in their class and that supervisors helped to ensure a safe and orderly school environment and provided guidance for monitoring student progress. Teachers would like leaders to engage more in lesson observations and provide further feedback on instruction. All teachers developed a Professional Development Plan (PDP) this year and were observed by a colleague in teaching a lesson reflective of one of their goals. All teachers were provided with an opportunity to team teach or to be observed by the Instructional Leader to improve classroom pedagogy.

Teachers reported that they felt they set high expectations for student learning, closely monitored student progress, used strong teaching practices and gave effective feedback to students. Teachers felt that their students showed a high level of engagement. They indicated that they required more professional development around the use and analysis of student data to inform future teaching decisions. Professional learning was delivered to support this need as part of the Quality Teaching Successful Students initiative. Teachers indicated that improved use of PLAN software to support student learning would be beneficial. Throughout the year teachers were provided with opportunities to improve skills in recording student achievement using PLAN software, analysing the results and addressing areas of relative strength and weakness.

Teachers felt that the school was inclusive and responsive to the needs of all students, including those with special needs. They felt that parents were involved in the life of the school and interested in student learning. They believed it would be beneficial to share students learning goals with their parents more consistently in the future.

This information has been used to further inform the school's commitment to providing deep, personalised

learning through a curriculum that simultaneously challenges and supports students at their own level.

Policy requirements

Aboriginal education

In 2016, one of our teachers undertook the role of Aboriginal Coordinator for the Northern Beaches Learning Alliance. This teacher led quality professional learning in contemporary Aboriginal Education to our teachers and to the wider teaching network. She worked closely with stage teams in developing teaching and learning sequences to satisfy the demands of the new geography and history syllabus documents and supported teachers to ensure that students engaged in an authentic study of Indigenous culture.

During term 2, the school hosted two Indigenous performances. The performance for K–2 students was held during Reconciliation Week and the performance for Years 3–6 students was held during NAIDOC Week. The school also participated in the 'Great Book Swap'. Funds raised from this support the Indigenous Literacy Foundation and were used to purchase books for children in remote parts of Australia, as well as translate books into Indigenous languages.

Multicultural and anti-racism education

Harmony Day serves as a key point for a whole school focus on the rich diversity of our school community. Each class studied a country with which they had a cultural link and participated in an international food fair as a culmination of the study. Students with English as a second language background were provided with the opportunity to speak about their experiences in moving to our school. They addressed the differences between the Manly culture and the culture from which they had come from. These speeches proved highly insightful and showcased the success of Manly Village Public School in supporting the inclusion of students from a range of cultural and linguistic traditions.

Students in Years 3–6 participated in the Multicultural Perspectives Public Speaking competition with our school captain winning the stage 3 competition and then going on to represent the school at the regional competition.

The school continued to host the Macedonian Saturday School each week and allowed the facilities to be used to conduct lessons in German, Mandarin and Swedish.

One of our staff members completed training as the Anti Racism Officer and provided professional learning for staff to support anti racism behaviours.

Other school programs

Student Leadership

Our school strongly supports student

leadership. Opportunities were provided for all students from Kindergarten to Year 6 to lead the school during assemblies and during other special community events. Our senior student leaders and school captains were representatives at major community events. This included representation to mark the 100 year anniversary of ANZAC, such as the commemoration in Hyde Park and North Head and the opening of the refurbished Roll of Honour Wall for the Department of Education. Our student leaders also led special assemblies at school and showcase nights such as the School Dance Spectacular in Term 4.

The leaders were invited to participate in a Leadership Day led by the Premier of NSW, Mike Baird at Parliament House, where they were able to develop their leadership skills through Mr Baird's mentorship. The students were required to write and deliver a leadership speech to school leaders from the local area.

Further opportunities were provided for student leaders to collaborate with other young leaders from around Australia when they attended the National Young Leaders Day at Homebush. Further gains were made by the school leaders through participation in a two day leadership camp at Narrabeen.

Our Year 5 students participated in a three day camp to foster leadership and promote resilience. At this camp students were taught a series of leadership skills in preparation for the election process of school leadership in term 4. Classes elected a Student Representative each term who met regularly with the school executive to discuss school improvement suggested by the student body.

Environmental Education and Sustainability

Our school's 'Green Team' was formed this year by a group of parents and a teacher who were concerned about issues surrounding sustainability. Members of the Green Team were highly active in promoting a new school initiative to reduce waste through the introduction of Waste Free Wednesdays. Each Wednesday, students were encouraged to bring a lunch free from plastics and non biodegradable waste. The Green Team worked with the school canteen to create an incentive system where by the class with the highest proportion of waste free lunches ate their lunch at a special table set up with some additional healthy foods.

Recycling in the playground was also introduced in 2016. Rubbish can now be sorted into mixed containers, for paper, soft plastics and general rubbish. Students were educated about the recyclable items and these messages were reinforced at assemblies by members of the Student Representative Council.

A number of other sustainability projects were introduced, including the repurposing of old permanent bins as planter boxes, a toy swap to rehome unwanted toys and the revitalisation of the vegetable garden.

Our Year 5 students participated enthusiastically in Project Penguin again this year. Project Penguin is a

conservation project run in conjunction with Taronga Zoo and other schools in the Northern Beaches Learning Alliance. Students investigated how they could preserve the penguin colony in Manly and then worked on projects that promoted these ideas. Through this project, they were able to demonstrate a deep understanding of the complexities of conservation issues affecting our local area.

Sport

Our primary students participate in a wide range of sports. During the summer months, students engaged in sailing, stand up paddle boarding, kayaking, surfing, surf education, beach volleyball tennis, yoga, swimming and school sport. During winter, students participated in rugby league, soccer, netball, tennis and yoga.

Many students were afforded the opportunity to represent the school in the Primary Schools Sports Association (PSSA) competitions. A number of students were selected to represent the school in zone teams across a variety of PSSA sports. Students also represented the school at zone, regional and state levels in cross country, swimming, athletics, rugby union, skiing and tennis.