

Manly West Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

2017 was an outstanding year with incredible highs in so many Academic, Sporting, Creative Arts and Student Welfare areas culminating in the Year 6 Farewell, the School Spectacular featuring our Choir, the Christmas Concert for our four Bands and the Dance Expos.

In 2017, we enjoyed the major fundraising event –the Manly West Carnival and it was a community wide success. Thank you to the P&C for their support with Mathematics, English, Library, Solar Panelling, Enrichment, Bushlink and Stephanie Alexander Kitchen Garden initiatives. Thank you to Mr Ben Goodland, the P&C President, the P&C Executive, the Finance, Band, Uniform, Canteen, BASC and Enrichment committees for all the work that they have achieved. We are also currently updating the K–2 BASC with new painting and a bathroom upgrade.

This year, we continued to strengthen the new Science, Technology, Engineering and Mathematics (STEM) activities. Computer coding is now embedded as a Year 4 –6 program not only with coding but with a Minecraft Pilot program with 3/4 R and KG enjoying the benefits of this. As well, Year 5 students with the expertise of Mr Richards, used coding for gaming. This was based on a leadership program using research about a relevant influential person for the students, who overcame challenges in their life to become inspirational to others. This is a new initiative, which incorporates Resilience under the banner of Student Welfare, Creative and Critical Thinking and Technology. This also supports the already successful Robotics programs.

The Library has been totally revamped by Mrs Swick and Mrs Burke with modern furniture, browser bins, research posters, new computers and a new computer lab. This has been an exciting new initiative requiring months of preparation.

The Stephanie Alexander Kitchen Garden Program has also been enhanced this year and is integrated across K–6 but particularly in the Stage 2 class groups. Thank you to Angie Penn and Beth Dowdle and the incredible amount of garden volunteers linking this program to Science and Technology, Creative Arts and Student Wellbeing Syllabus documents. The Kindergarten students recently beautified the Literacy and Numeracy area with age appropriate imaginative and creative gardening to inspire learning and an enjoyment of the outdoors.

Music in our school has also been strengthened across Years 1–6 with Miss Esparraga and Mrs Dowdle. This is extended to all students and is in addition to the Band Program where all four bands won GOLD this year. Thank you to the Music Director Penny Coucill for her incredibly high expectations passed on to our students. STEAM is the correct acronym for describing Manly West currently as we also embrace our Creative Arts areas giving our students such a wide variety of diverse programs including the School Spectacular, Amber Krilitch Dance program, Arts North Dance, Drama and Music Festivals, the Choral Festival, the Maths Olympiad, the Premier's Debating, Public Speaking and Spelling 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 including skiing. Manly West PS also increased the grants from Sporting

Australia to extend the range of sports and skills for students for school sport programs. The PDHPE Social Skills program for K–4 students has also been a great success.

We have now completed the 2015–2017 strategic school plan and have reached all our milestones including reaching higher expected growth in the NAPLAN results for Year 3–5 and Year 5–Year 7 students.

We have worked tirelessly over the last three years on Visible Learning for students. The students have shared common language with Learning Intentions and Success Criteria, a traffic light system for feedback and using the concept of the Learning Pit for students to understand the strategies needed to manage challenging work in a more positive and engaging manner. We have continued to focus on Literacy and Mathematics as well as the new syllabus areas. The evidence of success was demonstrated in our NAPLAN and PLAN data.

We have embedded a professional learning culture of collaboration, communication and Instructional Leadership across K–6 using the expertise of teachers with mentoring, coaching and providing explicit teaching assistance to colleagues. Enrichment and Learning Support programs have also expanded this year with more data based interventions. Evidence of improvement surrounding this strategic direction came in the form of teacher accreditations, leadership programs, NAPLAN data, student surveys, focus groups and student interviews.

Leadership programs such as the Student Representative Council (SRC) are gaining a higher profile in our school and have an infectious impact. Our students are tackling environmental issues and supporting charities both locally and globally such as Kenya Aid, Bear Cottage and Stewart House.

The recent interviews with the 2018 Year 6 Prefect Team gave us an incredible insight into the level of understanding that our students have of Manly West expectations and opportunities offered, resilience, engagement and the love of our school. They commented on the generosity and uniqueness of our teachers, the fact that they feel safe in our school, that MW has a culture that embraces diversity and differences and one where mistakes or risk taking can be made where the students are encouraged to learn and grow within a safe environment.

Partnerships and transparency are a strong part of our culture and philosophy and we welcome with open arms parents, caregivers, grandparents, volunteers and community members to assist and support our students and staff. Our students are being actively encouraged to develop learning goals, to gain feedback from teachers and to use student voice with their teachers. All the partners are encouraged to support students with their aspirations, challenges and achievements.

Thank you to all the Year 6 parents who are leaving MW in 2017. Some of the Year 6 parents have been involved with the school for up to 16 years and we thank them for their contributions. Thank you to those families who are leaving our school in 2017 and we welcome ex–students, parents and staff to revisit our school in the future.

On behalf of Manly West, I would like to thank all Year 6 students who exhibit as excellent role models and buddies for Kindergarten students this year. We enjoyed a beautiful graduation night at the Manly Golf Club last week with over 200 parents in attendance where we were able to have time for reflection of the years at Manly West. Thank you to Mrs Cath Williams for that fabulous venue. We acknowledge the Year 6 Prefect Team led by Zev, Zoe, Ciarra and Matthew for their outstanding commitment to their roles. We also appreciate the wonderful passion and work of the House Captains and House Vice–Captains, SRC, Multicultural Leaders, Band Leaders, Library Monitors, Class Captains, Sound Monitors, Dance and Choir Leaders, Chicken Wranglers, Playground Monitors, PLP Leaders and all the Year 6 students who stepped in to so many roles over the years in the school, including assisting with the major community events, such as the Manly West Carnival in 2017..

Message from the school community

Introduction

Manly West Public School Parents & Citizens' Association (P&C) is an energetic parent group dedicated to supporting Manly West Public School, Julie Organ the School Principal and the teaching staff in providing a quality education with enhanced and improved outcomes in all learning areas for all children.

The Manly West P&C Association partners with the school to provide key resources and tools to ensure the effective delivery of the Department of Education school curriculum. The relationship between the school and the P&C is positive and we work collaboratively to achieve the best outcomes to support the children's educational and learning needs.

The report below covers the period from March 2017 during which time I have served as President for the P&C.

General

This year the P&C provided in excess of **\$100,000** to the school. This donation included:

- Assisting the school to fund the **new solar panels** which are being installed on the hall roof. This initiative is

normalising green energy for our children and also assisting the school with their energy offset with an aim to be able to introduce further airconditioning in classrooms once the school's current electrical capacity issue is resolved.

- Funds have also been allocated to major projects including the installation of a **large shade shelter and the enhancement of the BASC outdoor area.**

During this reporting year, the P&C also focussed on **administrative processes** to ensure the continued success and smooth running of the P&C especially in the areas of BASC, Canteen and Band. **Employment contracts for P&C staff** have been reviewed and updated which has been a huge task. I would like to thank everyone who has been involved in this process.

On behalf of the P&C, I would like to thank all of our staff for their dedication, care and help they provide to our children throughout the year particularly Sarah Peters and her staff at BASC, Ruth McDougall for Payroll, Natalya Hansen in the uniform shop, Shona McKenzie and Yvette Gooley in the canteen, Suzanne Cairns the General P&C Admin Assistant, Nicole Macnicol with the band and Angela Penn in the Kitchen Garden.

I have been extremely lucky to have such a supportive and professional executive committee. I would like to thank you all for your hard work and commitment to the school throughout the last year. Thank you to Megan Harris, Tracey Martin, Michelle Lewis, Clint Alver, Melina Rowan, Jo Day, Jessica Kirkham, Bec Sutherland and Kimble Mann who I have worked closely with on a number of projects; your support over the past 12 months has been invaluable.

I would like to thank everyone on our sub committees, you all do such an important role keeping things running smoothly and it is very much appreciated. Special thanks to the following:

Finance Committee chair: Darren Wickham

BASC chair: Sarah Falzarano

BASC Treasurer: Guy Holley

BASC Secretary: Melina Rowan

Canteen chair: Audrey Watson (followed by Melina Rowan)

Fundraising

Manly West P&C have organised some amazing events over the reporting period. These events have all been well received by the community.

Carnival

The committee put on the biggest and best edition of the Manly West Carnival so far. It was a fun and exciting day for both adults and children. I am still amazed at the number of volunteers and amount of planning that went into it. Thank you to everyone involved for making it so successful. The number of volunteers was mind blowing; there are too many people to thank individually in this report, but please know the day could not have been as successful as it was without you. I must make special thanks to Kirsten Highnam, Kate Grant, Helen Yardley and Tracey Martin for heading up the carnival committee. This year the carnival raised an amazing \$63,000.

I would also like to make special mention and thanks to our Events and Fundraising Co-ordinator (who is also the P&C Vice President), Tracey Martin. Tracey takes the lead on the social calendar and always delivers outstanding, fun and inclusive events.

Final words

There will be some change on the executive committee as a number of positions are being vacated, I would like to personally thank Michelle Lewis, Bec Sutherland and Kimbyl Mann for their work on the executive this year, their contributions have been invaluable.

We are very lucky at Manly West with the participation of the whole community; it is fabulous to see so many people giving up their time for so many activities to support our children. Thank you to everyone who has volunteered in the Canteen, the Kitchen Garden, the Uniform shop and those that support the classroom based activities.

I would like to thank our Principal Julie Organ and her staff. Thank you for your support in working with the entire P&C community. It has been a steep learning curve for me and I am extremely grateful for your support and approach dealing with any issues that have arisen. To all the Manly West families, your contribution is highly valued and appreciated.

I am proud to be part of this school and would like to take this moment to encourage all parents to become involved in

the Manly West Public School P&C. There is a wealth of experience in our parent and carer community and by working together and sharing our expertise we can provide the best school experience for all of the children that attend the school. You can make a real difference in your children's education.

I have enjoyed the past 18 months as President of the Manly West P&C, however, I will be vacating the position and making way for a new President. I would like to send the incoming president and executive committee my best wishes for the future.

Ben Goodland

P&C President

Message from the students

Captains' Report–Prefect Team

We (Zev Shy–Tielen and Zoe Ball) were the Manly West School Captains for 2017. The Prefect Leadership team also consisted of Lexie Landrak, Sophia Zervas, Ruby Ballesty, Piper Simons, Ciara Burgess, Matthew Johnston, Harry Wood, Sam Litchfield, Sam Emerson and Connor Phillips. We all enjoyed our time as leaders, where we acted as role models for the rest of the school by following our expectations of Respect, Responsibility and Aspire.

One of our first opportunities as Captains and Prefects was to attend a leadership camp at Narrabeen. We met lots of leaders from other local schools over the 2 days. We completed different activities with other school leaders such as building a fire and then cooking our own lunch with the fire we made and managing the high ropes in pairs. This way we met new people, while working as a team. Leadership camp taught us things like teamwork and socialising, while also having lots of fun!

As representatives of Manly West School, we attended the ANZAC services at Hyde Park, Manly Dam and North Head. Here we remembered the soldiers that fought for the freedom we live by today. We also laid a wreath to remember the families who lost their loved ones and thank the brave soldiers who fought for our country. On that day we really understood how lucky we were to be standing on Australian soil. It taught us to appreciate our freedom and the rights we benefit from today.

One of our roles as Captains and Prefects was to help with the open days for parents who were considering Manly West for their children in 2018. We had to write a speech for those parents about what we enjoyed about our school. We also helped with the tours, and saw how they loved every part of our school! The children that came along with their parents were really excited as they climbed up the coloured equipment and ran around the oval.

This year, the Leadership team, with the help of the SRC, also looked at making our school more energy self sufficient. We attended a meeting with the representatives from Solargen and listened to their plans for the solar panels. Although this was still to be finished when we left the school, we were proud to be a part of something to help the environment.

During our year as School Captains, we have learnt so much about leadership. Whether it was being interviewed for our positions and having the chance to see what job interviews will be like in the future, mingling with adults and parents and also speaking in public and representing our school it was all a very rewarding experience. We are incredibly sad to be leaving after the 7 years we have spent here, but have wonderful memories to reflect on our time at Manly West.

Zoe Ball and Zev Shy Tielen (Captains Manly West PS 2017)

Student Representative Council (SRC) Report for 2017

The SRC meets every fortnight to discuss problems or matters that happen around our school community. The SRC consists of two elected representatives, one boy and one girl from each class from Years 2– 6. The Year 6 leadership team also come to our meetings to help solve the issues and put forward more ideas.

In each class there is a suggestion box where students offer ideas or issues that could be solved and would make Manly West a better place. All SRC representatives have to write notes in these meetings, which we later present to the class. By presenting these minutes to the class, everyone can communicate about how to make our school better. As 2017 was the Year of Sustainability many of the actions we took were to help reduce the amount of waste in the school and help protect the environment.

The SRC continued to support special events such as Walk to School Safely, Clean Up Australia Day, Harmony Day and Plastic Free July. Some other actions we took were to discuss options with the canteen to reduce plastic waste by collecting wasted soy plastic from the sushi orders in 'fish tanks' placed around the school and using wooden spoons rather than plastic for miso soup.

One of the main decisions the SRC participated in was the project to get Solar Panels installed on the roof of the hall and selected classrooms. Mrs Organ presented the SRC with the information and our school leaders met with the company to gain an understanding of the Solar Panels. The SRC voted to support the project.

Our canteen also worked with the SRC to taste test better options for food from the canteen. This included tasting new products that were healthier, homemade and had a lot less sugar eg fruit juices, milk drinks and some snacks.

We continued to fundraise for charities and supported Stewart House and Kenya Aid. Our Easter Hat Parade helped raise money for a student from Year 2 who is combating a serious illness.

Issues that were also discussed throughout the year were facilities for scooters and bikes, equipment for use on the oval, canteen lines and provisions of more bins for rubbish.

Our SRC also participated in a Visible Learning survey to give feedback about learning in our classrooms.

One of our last decisions was to vote on how we would like the Year 6 to spend the money raised for the school at the Pedlars' Parade. After discussions about restoring the clock in the tower and other suggestions, it was decided to use the funds to purchase a new projector and screen for the hall to be used in assemblies and for the upcoming production in 2018.

Student Representative Council 2017

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 2017) 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 Garden 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 on curriculum differentiation and effective assessment practices is 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 Wellbeing program that includes the Positive Behaviour Engaging Learners (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

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. 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.

Last year in 2016, our school undertook self-assessment using the School Excellence Framework through the External Validation process. 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.

In 2016 and 2017 we particularly focused on the **Effective Classroom Practice in the Teaching Domain**. In 2016, we assessed ourselves at Delivering however in **2017**, we operated at a Sustaining and Growing Level. Teachers are now much more collaborative and share programs, data, feedback and other information about student progress and achievement. We are using evidence based programs and explicit teaching techniques. We are working towards Excelling in this area in 2018.

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

By 2017, teachers had a deeper understanding of Quality Teaching. They aligned professional standards closely with this concept.. There was much more of a focus on good quality teaching particularly in the areas of Numeracy and Literacy. The Instructional Leader Model continued to be used with the QTSS teaching allocation for improvements with TENS, Literacy and Numeracy K-2, explicit teaching of Grammar and Writing 3-6, Literacy and Numeracy Continuums and PLAN Data K-6.

Teachers had a deeper understanding of Visible Learning with Mathematics and Writing across K-6. Focus was placed on formative assessment and student feedback. An Assessment Tool for Mathematics continued across K-6 grades. Parent workshops assisted parents with Numeracy strategies and an extra Numeracy group continued for 3-6 students with learning needs. Mathematics Building Block Modules were completed in 2017 TPL sessions. Teachers became more confident with the use of the Super Six Comprehension strategies in Years 2-6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Performance and Development Framework reviews show increased evidence of Quality Teacher expectations, Visible Learning and increased knowledge of new syllabus.	QTSS staffing was used as well as Professional Learning funds \$20000 to assist teachers with their Performance and Development (PDPs) in 2017.	Teachers set goals to increase knowledge of Visible Learning, Formative and Summative assessment and Teacher and Peer Feedback. Instructional leadership models were used to assist teachers with explicit teaching and preparation.
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.	Equity funds were used to assist students with Learning Support, Enrichment and Behaviour needs. The L&S Team used the Excellence Framework as a guide to make improvements by regularly using data such as PLAN data to inform teaching.	The average of students in Years 3 and 5 in 2017 in the top 2 bands in all areas improved to 66%. In 2017, all our students in Year 5 experienced growth of 1-2 bands in Reading Writing, Numeracy, Spelling, Grammar & Punctuation.
Visible Learning is evidenced with Maths and Writing in classrooms.	in 2017, \$13000 Professional Learning funds was used to support Visible Learning in Mathematics and Writing.	In 2017, teacher and peer student feedback was much more explicit. A consistent language was used for all students K-6. Teachers were encouraged to visit other classrooms and work with teachers to ensure consistency and effective feedback.
Tell Them From Me survey; These show high levels of engagement from staff, students	In 2017, the Tell Them from Me surveys were not used. Instead teacher, parent and	High levels of engagement was evident. Baseline data from April 2017 to Nov 2017 showed that students, staff and parents increased their

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and parents	student surveys, student forums and student interviews were conducted using Visible Learning as a focus. \$2000 TPL funds.	understanding of effective feedback and strategies. By the end of 2017, students commenced using growth mindset strategies.

Next Steps

Visible Learning will continue using Growth Mindset strategies and evidence-based research programs. Baseline data was used as a starting point for Visible Learning principles such as student feedback and teacher feedback. By the end of 2017, the students were introduced to the Learning Pit and a system of consistent feedback K–6. Teachers shared the traffic light system across all grades K–6.

Professional Learning will include knowledge and understanding of research based on Carol Dweck, John Hattie, Dylan Williams, Helen Timperley and Michael Fullan.

Manly West has successfully applied as an Early Action for Success 2018 Self-funded school and will introduce the Learning Progressions, Best Start 2 and PLAN 2 in 2018.

In 2018 Manly West also successfully applied for Focus on Reading 3–6 and this will assist with refining the Super Six Comprehension Strategies.

Continue work on increasing knowledge of syllabus documents with the ACARA Learning Progressions and General Capabilities.



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 and to the community.

Overall summary of progress

Teacher and student capacity was strengthened in 2017.

Teachers acquired a deep understanding of the Australian Professional Standards and the Excellence Framework. The Performance and Development Framework supported teachers with goals. Professional Learning assisted teachers to gather evidence to support their goals.

Teachers increased their understanding of formative and summative assessment and the importance of good student feedback. Teachers and Executive staff agreed on systematic whole school systems for feedback and they developed a deeper understanding of data and the analysis of data.

Teachers improved their knowledge of History and Geography new syllabus documents.

The Student Welfare Policy was completely reviewed at the end of 2017 and was tabled at the P&C in Term 4 2017.

Student voice is very important at Manly West. Students gave us a clear indication through surveys and forums that teachers provide a climate of trust in their classrooms. Students have been introduced to the feedback traffic light system and the Learning Pit for challenges.

The Positive Behaviour Engaging Learners system provides a learning climate of students being respectful, responsible and aspiring to do their best. This was enhanced with new signs and the SRC strengthening and expanding. The SRC have endorsed Kenya Aid, Bear Cottage and Stewart House as the preferred charities to support. They also supported two of our students who competed at National Level in Sport and one student who was suffering a long term illness. Bounce Back programs are also being embedded into the school with updated refined lesson plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Completed Accreditation 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>In 2017, Beginner Teacher Funds \$20000 were used to support Beginning teachers with extra release for programming and resources and to attend special beginning teacher conferences.</p> <p>Funds were used for Aspiring Leader programs and the QTSS staffing formula was used for the Instructional Leader Model across K-6.</p>	<p>In 2017, Beginning teachers attended ntn programs and the induction program organised by the Deputy Principal throughout the year. Aspiring leaders attended leadership courses. Mentoring and coaching was incorporated K-6 through the Instructional Leader model with Literacy, Maths and STEM programs.</p> <p>In 2017, 3 teachers completed Accreditation and 2 teachers completed Maintenance of Accreditation.</p> <p>Deputy Principals completed some Principal credentials.</p> <p>All teachers used SMART Goals for their PDPs.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Completed Accreditation 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.	Teachers were given professional learning with SMART Goals linked to Australian Professional Standards.	<p>In 2017, Beginning teachers attended ntn programs and the induction program organised by the Deputy Principal throughout the year. Aspiring leaders attended leadership courses. Mentoring and coaching was incorporated K–6 through the Instructional Leader model with Literacy, Maths and STEM programs.</p> <p>In 2017, 3 teachers completed Accreditation and 2 teachers completed Maintenance of Accreditation.</p> <p>Deputy Principals completed some Principal credentials.</p> <p>All teachers used SMART Goals for their PDPs.</p>
Adjustments updated for Learning plans for Students with learning needs. NCCD National Disability Survey completed. Excellence Framework Data.	Equity and Integration Funds were used for students with disability, learning needs, E/ALD students and students needing assistance with funds for resources.	Teachers were released for Review meetings and writing Personal Learning Plans for students each semester. Teachers were given professional learning on adjustments and in 2017, a flow chart for L&ST needs was updated for user friendly teacher use. The NCCD survey was completed. The excellence framework was used as a scaffold for excelling with our L&ST needs.
Tell Them From Me surveys about Student engagement and Student Wellbeing. Bounce Back implemented.	<p>K–6 staff were given professional learning and support to develop units of work to support Student Wellbeing. Units of work relating to the Bounce Back program were developed collaboratively by staff. Staff attended workshops in the area of Mindfulness and courses to support teachers skills in the areas of student adjustments, goal setting and classroom management.</p> <p>Signs to support the PBEL program were purchased.</p>	<p>Throughout the year we continued to develop staff member's capacity in the area of Student Wellbeing by revisiting our policies and procedures. BounceBack units were developed collaboratively and implemented K–6 in the areas of Emotions and Relationships. Parent support in these areas was offered in the newsletter providing tips and outlines of the concepts being taught in the classroom.</p> <p>The DoE and Health Got IT Program provided parent workshops for staff and parents.</p>

Next Steps

The Learning and Support policies and procedures were reviewed in 2017 and more flow charts were added for easier use for teachers and parents. This needs to continue to be streamlined 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.

We continue to offer induction packages for beginning teachers. We need to continue to offer Professional Learning to aspiring leaders and offer opportunities to attend Highly Accomplished and Lead courses as well as Principal Credentials for Deputies.

To continue to increase staff capacity through Visible Learning, Professional Development, Performance and Development Framework, lesson observations and mentoring and coaching culture.

To continue to increase student capacity through SRC, Visible Learning and Student Wellbeing programs. To continue to embed programs such as Bounce Back and Mindfulness programs and to continue to install PBEL signs around the 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

The strength of our community partnerships is evident every day in classrooms, on excursions, with school events, with gardening in our Kitchen Garden, with P&C Committees and with community events. Over 200 parents attended the Year 6 Graduation Ceremony. Almost 100% of our parents were involved in the Manly West Carnival in 2017. Every day parents/ caregivers/ grandparents are assisting students with reading and maths and covering library books.

Parents and caregivers are involved in the reporting process with Information evenings, interviews and reports and have the opportunity to give us feedback.

The school is involved in many local and global initiatives and this is endorsed by students and parents. The Project Penguin, Stephanie Alexander Kitchen Garden, Kenya Aid and Sister Schools all assist our students to have an authentic understanding of the sustainability practices of the world.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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. Excellence Framework Data—Student outcomes improved with more effective teaching practices and partnerships with staff, students and parents.	Professional learning funds were used to release staff to write, enhance and refine programs collaboratively for each grade with mentors with new syllabus documents.	All teachers increased their knowledge and understanding of new syllabus documents as part of their PDP goals. Surveys gave evidence that staff were given release time for researching and professional learning.
NAPLAN growth from Years 3–5 and 5–7 and internal and external exam results.	Learning Support programs and enrichment programs were enhanced using the equity and Aboriginal funds and staff received professional learning about formative and summative assessment and Visible Learning and understanding effect size.	Manly West Data showed that all Year 5 students attained 1–2 bands of growth across Numeracy and Literacy in 2017. In Reading, Year 5 students in the top 2 bands increased from 55% in 2014 to 63% in 2017. In Numeracy, Year 5 students in the top 2 bands increased from 42% in 2014 – 59.8% in 2017.
Project initiatives and results e.g Stephanie Alexander Kitchen	Student paid program for teacher and assistant	The Stephanie Alexander Kitchen Garden Program has increased its influence on K–6 students. Year 3

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Garden grant expectations.	<p>teacher using Science and Stephanie Alexander Kitchen Garden program philosophy and initiatives. The P&C also fund Bushlink—(adult disability program) which assist with enhancing gardens in an inclusive environment with students.</p> <p>Projects such as Project Penguin, Design and Make were student paid projects.</p>	<p>and 4 students are targeted for explicit teaching and other classes are involved in a less formal capacity.</p> <p>These projects gave students a deeper knowledge of sustainability practices. They were mentored by HS students which increased their levels of understanding and increased the quality of final products.</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 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.

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

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



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	In 2017, English Language progressions and ESL scales were used by both teachers for students and New Arrival students. The Language Nut resource was introduced and 10 ipads and a storage trolley were purchased for the students. The Maths resources Numicon was piloted and individual resources were purchased. The teachers attended Seven steps of Writing and other relevant TPL courses.	Teacher allocation of .4 in 2017 and .2 for New Arrival student. Students and parents used the Language Nut program with great success and English improved with this program. The ipads gave students better access to these programs and other resources. Numicon maths resources proved successful and these resources will be available for all students in 2018.
Low level adjustment for disability	All students requiring adjustments and accommodations were catered for within class programs and through the support of the Learning Support Team. Teacher knowledge of the Learning Support Referral process was improved through a review. The Learning and Support Team met regularly to monitor targeted students. The LST analysed data from NAPLAN, PLAN and other measures to prioritise support. Review Meetings were held with parents, caregivers and specialist personnel throughout the year discussing Personalised Learning Plans and learning goals.	Teacher allocation of .7 for Learning and Support needs. Flexible funding of \$53 000 was used for additional support and resources for students. \$57 130 was implemented for integration support and \$1 080 for OoHC funds to assist a student.
Socio-economic background	All students received support, enrichment or Learning and Support needs if required. Text books, uniforms, basic needs, camps, excursions, incursions and school fees were available for students of parents with financial difficulties.	All students were able to attend all excursions and students were organised with uniforms and text books when required. Literacy resources were also targeted for specific students.
Support for beginning teachers	Accreditation sessions were organised by the DP each term in 2017. Three teachers accessed the NTN beginning teacher courses for beginner teachers. All beginner teachers attended professional learning courses and received release time for preparation.	Three teachers finalised their accreditation. Teachers were supported building their capacity and with accreditation maintenance. Programs and PDPs reflect high levels of support from supervisors and mentors.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	398	429	441	438
Girls	419	412	427	422

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	95.4	96.5	96.4
1	95	94.8	96.1	95.3
2	95.2	94.7	94.8	95.3
3	94.6	95.3	95.9	95
4	95.9	94.3	95.4	95.8
5	96	96.1	95.6	95.6
6	93.8	94.8	95.8	94.2
All Years	95.3	95	95.7	95.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

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

Non-attendance is handled in line with DoE and the school's attendance policy and procedures. Unexplained absences are followed up by class teachers using a letter generated from Sentral. Issues with non-attendance are followed up by the executive and Learning Support Team who work with parents/carers and other agencies where necessary to support student attendance. Where necessary students are flagged and attendance is monitored.

Class sizes

Class	Total
K RED	20
K PURPLE	20
K ORANGE	22
K GREEN	20
K YELLOW	20
K BLUE	19
1C	26
1S	24
1R	24
1P	24
1M	25
1T	25
2T	26
2N	26
2M	26
2H	25
2W	26
3G	27
3B	28
34R	30
3P	27
3L	28
4J	27
4G	27
4B	25
4W	27
5M	29
5J	28
5F	28
5S	28
6T	29
6P	30
6M	31
6C	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	32.57
Teacher of Reading Recovery	0
Learning & 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

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	28

Professional learning and teacher accreditation

The focus of Professional Learning in 2017 was to change the paradigm shift in our school by using research based programs. We presented professional learning on Growth Mindset by Carol Dweck, Formative assessment, Visible Learning and Feedback using John Hattie research and the Spiral Inquiry by John Hattie and Helen Timperley. The shift of using data, analysing data to inform our teaching and to introduce a systematic approach for our students to use feedback is a major change to the teaching practice at MW prior to 2017. This will continue in our strategic plan in 2018–2020.

In 2017, we introduced Visible Learning in our classrooms with Learning Intentions and Success Criteria. This was based on John Hattie research. We also explored formative and summative assessment and feedback and started to use a student feedback system across the school called the traffic light system. As well, we introduced the Learning Pit as a way of

explaining to students the challenges of learning and strategies that they can use to meet that challenge.

Beginner Funds were used with the ntn beginner groups. This was a group of beginner teachers that networked from around the Northern Beaches. They met each term and focused on specific areas to assist those teachers. Teachers were released for courses and preparation with Instructional leaders. The Deputy Principal also held accreditation meetings each term focusing on the Professional Learning Standards. Aspiring Leaders were also supported with professional learning with the stn group of leaders who also networked and met regularly on specific targeted areas.

In 2016 and 2017, Instructional Leaders were introduced using the QTSS staffing funds. These teachers specifically supported and managed groups of teachers with explicit teaching in Literacy and Numeracy as well as the TENS program and computer coding. Class observations were organised and collaborative planning of lessons also included reflection and further explicit teaching.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	646,020
Revenue	6,488,019
Appropriation	5,872,150
Sale of Goods and Services	-31,087
Grants and Contributions	639,367
Gain and Loss	0
Other Revenue	0
Investment Income	7,589
Expenses	-6,289,037
Recurrent Expenses	-6,289,037
Employee Related	-5,332,801
Operating Expenses	-956,236
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	198,982
Balance Carried Forward	845,002

- The financial management processes and governance structures meet financial policy requirements. Some funds carried over from 2017 end of year expenses have been planned for expenditure in 2018. These items include the replacement of interactive whiteboards across the school, a future COLA and some administration building renovations.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,348,083
Base Per Capita	132,653
Base Location	0
Other Base	5,215,430
Equity Total	212,813
Equity Aboriginal	5,905
Equity Socio economic	10,235
Equity Language	62,604
Equity Disability	134,070
Targeted Total	66,914
Other Total	173,976
Grand Total	5,801,787

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

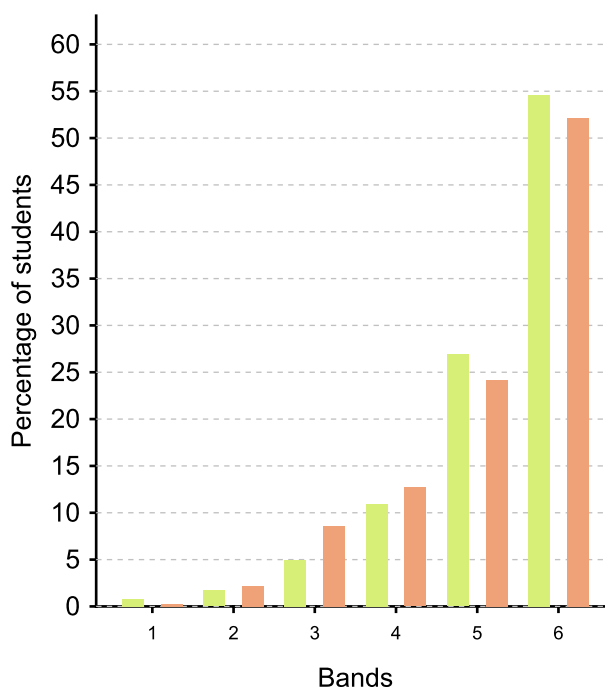
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

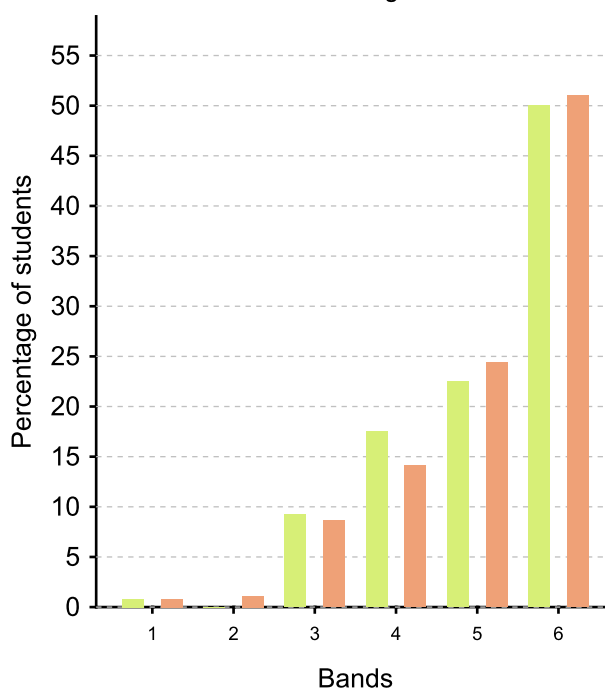
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.8	1.7	5.0	10.9	26.9	54.6
School avg 2015-2017	0.3	2.2	8.6	12.7	24.2	52.1

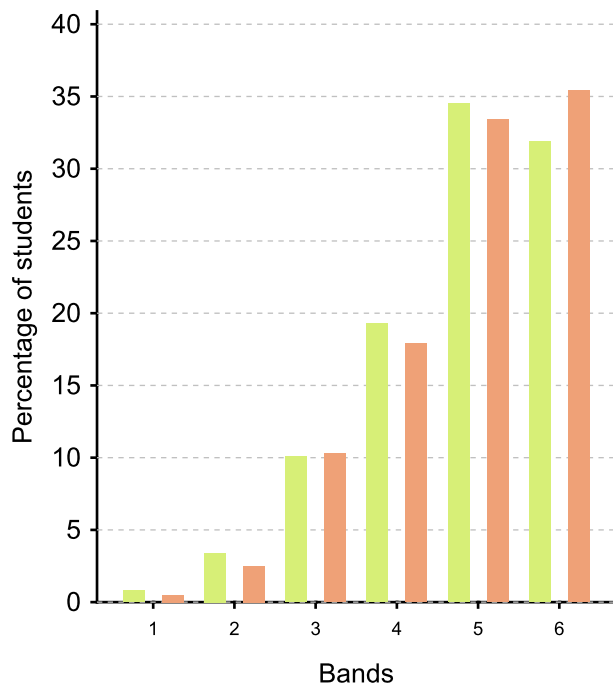
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.8	0.0	9.2	17.5	22.5	50.0
School avg 2015-2017	0.8	1.1	8.6	14.1	24.4	51.0

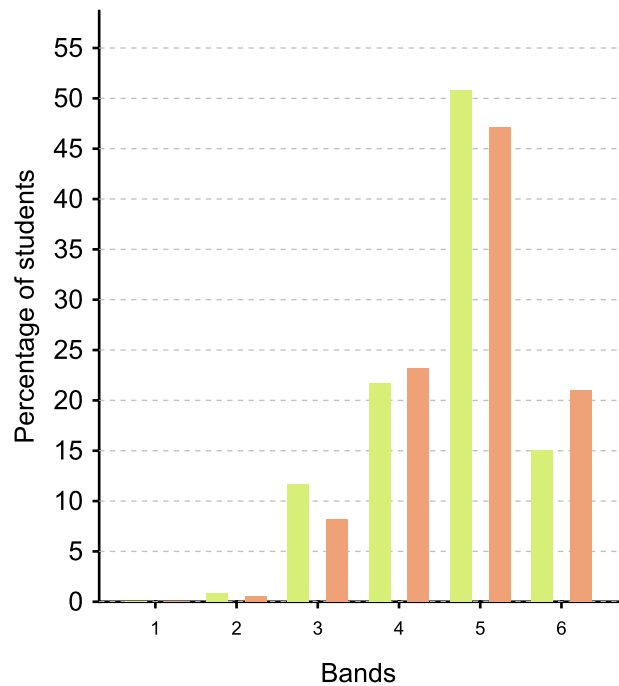
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.8	3.4	10.1	19.3	34.5	31.9
School avg 2015-2017	0.5	2.5	10.3	17.9	33.4	35.4

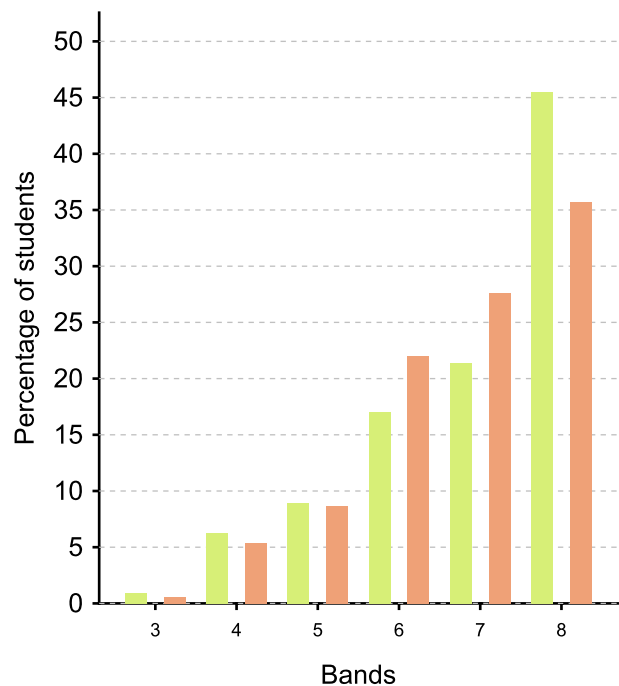
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.8	11.7	21.7	50.8	15.0
School avg 2015-2017	0.0	0.5	8.2	23.2	47.1	21.0

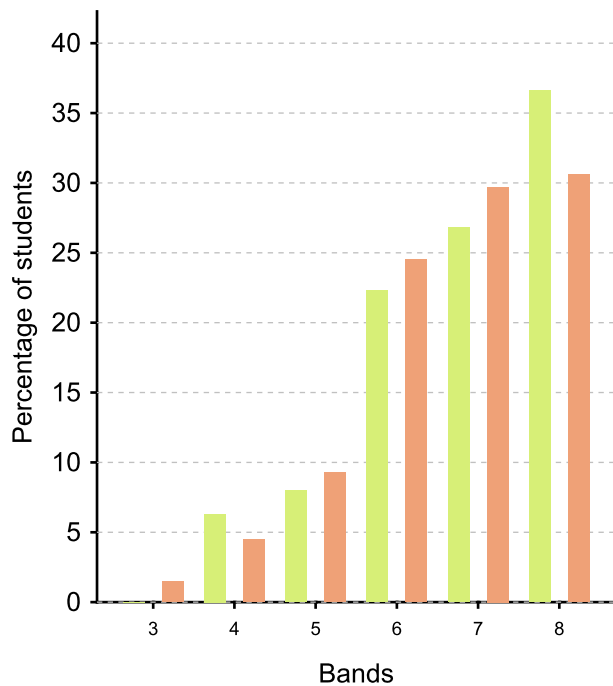
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.9	6.3	8.9	17.0	21.4	45.5
School avg 2015-2017	0.6	5.4	8.7	22.0	27.6	35.7

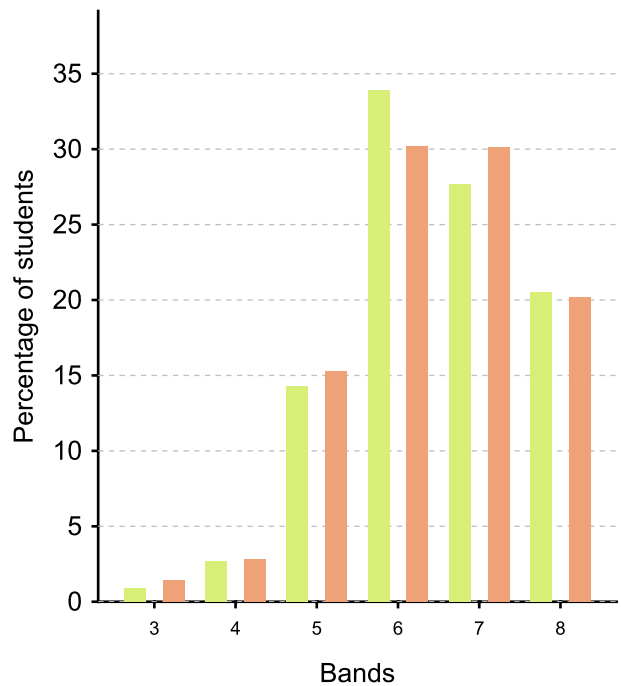
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	6.3	8.0	22.3	26.8	36.6
School avg 2015-2017	1.5	4.5	9.3	24.5	29.7	30.6

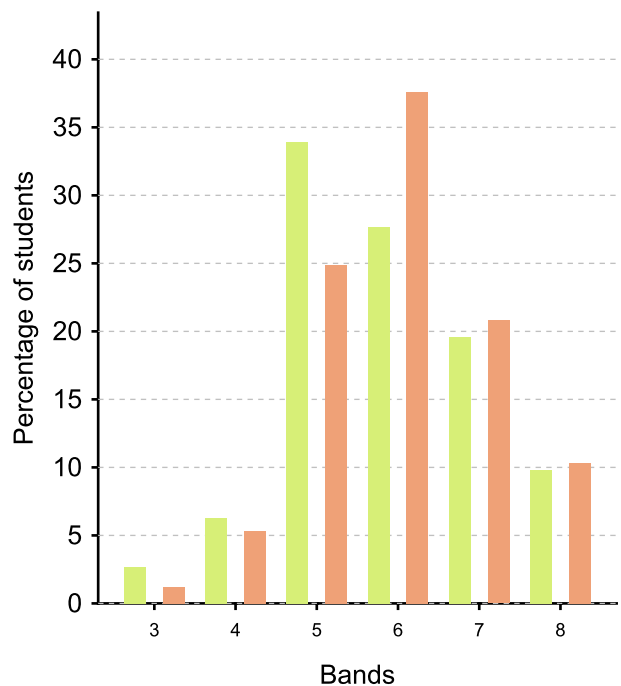
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.9	2.7	14.3	33.9	27.7	20.5
School avg 2015-2017	1.4	2.8	15.3	30.2	30.1	20.2

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.7	6.3	33.9	27.7	19.6	9.8
School avg 2015-2017	1.2	5.3	24.9	37.6	20.8	10.3

In 2017, 72.5% of Year 3 students were placed in the top 2 bands for Reading. 65.8% of Year 3 students were placed in the top 2 bands for Writing.

In 2017, 63.4% of Year 5 students were placed in the top 2 bands for Reading. 66.9% of students were placed in the top 2 bands for Grammar and Punctuation.

In 2017, 68.6% of Year 3 students were placed in the top 2 bands for Numeracy.

in 2017, 59.9% of Year 5 students were placed in the top 2 bands for Numeracy.

ICAS Competitions

Students performed well in the 2017 International Competitions and Assessment for Schools (ICAS) conducted by the University of New South Wales. 43 Merit, 122 Credit, 25 Distinctions and 1 High Distinction certificate were awarded to students in Digital Technologies, Science, Writing, English and Maths competitions.

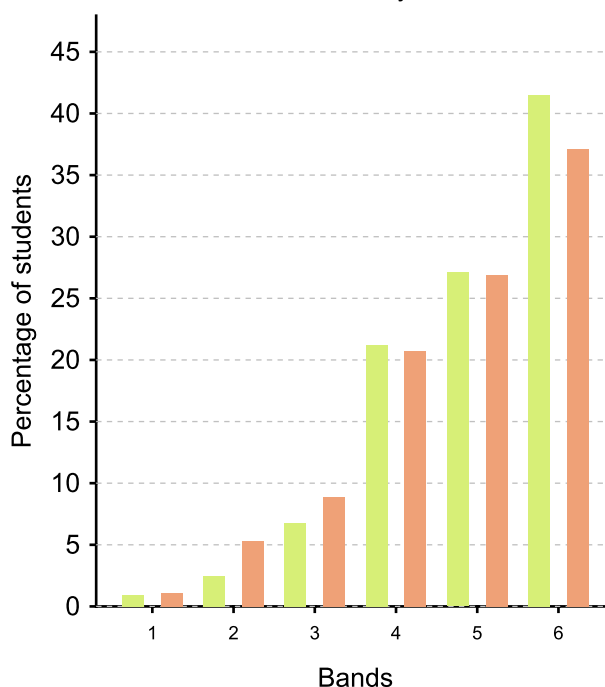
Maths Olympiad

Manly West had 68 students from Years 4 to 6 participate in the 2017 Australasian Problem Solving Mathematical Olympiads (APSMO). The students participated in a series of 5 competitions designed to challenge their problem solving skills in a timed test. Results from Year 5 included : Five students scoring in the top 10% , one in the top 20% and one in the top 25%. In Year 6, one student scored in the top 2%, while 7 students scored in the top 10%. Another 5 students scored in the top 20% of the state and 5 in the top 25%.

Maths Challenge Camp

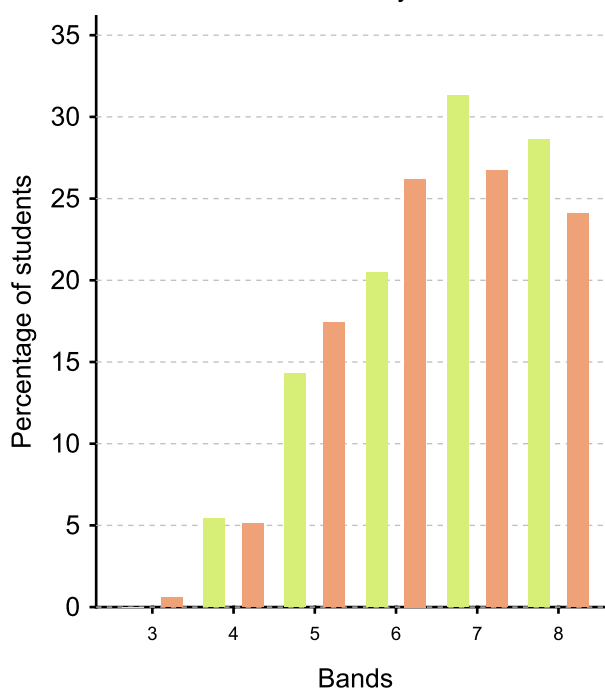
Students from Year 5 attended a two day Maths Challenge Camp. They worked towards achieving two goals –making a new friend and thinking like a mathematician. They achieved these goals with a lot of teamwork, problem solving and acceptance of a challenge.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.9	2.5	6.8	21.2	27.1	41.5
School avg 2015-2017	1.1	5.3	8.9	20.7	26.9	37.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	5.4	14.3	20.5	31.3	28.6
School avg 2015-2017	0.6	5.1	17.4	26.2	26.7	24.1

The Premier's Priority

The Premier's Priority is to increase the number of students achieving in the top 2 bands by 8% by 2019. Manly West PS achieved this target by 2017.

2017– 66.23%

2016– 65.50%

2015– 57.51%

2014– 58.75%



Parent/caregiver, student, teacher satisfaction

In 2017, our school worked on Visible Learning using John Hattie research to improve student outcomes. Visible Learning professional development explores how evidence can be used to create innovation in the learning environment. In 2017, we introduced Visible Learning in our classrooms with Learning Intentions and Success Criteria. In 2017, we organised the Corwin Company to provide extensive Professional Learning sessions to extend our knowledge and assist teachers and students to use feedback of their learning in the classroom.

Students

In May 2017, we collected base line data from students and staff by interviewing students, using student and staff surveys and conducting forums with Years 3–6 students. The children were asked five simple questions about learning and discussed their ideas with the group. The five questions were:

1)What does a good learner look like?

The most common responses from students: Concentrates, focused person, sensible, on track, strives to improve, tries their best; someone who always aspires to do their best; asks for help when needed; pays attention.

2) How do you know what you're learning in class and how do you know when you have learned it?

The most common responses from students: Listen to the teacher; I know when I have full understanding; My teacher explains and then gives us examples; I know when I can correctly answer multiple questions on that topic; When the teacher says "today we are learning" and when I understand the question, the teachers tells us and I know; the teacher tells the class and I know when we practise getting it right; by listening to what the teacher says; I know when I can when my brain answers quickly in my head; Ask peers or teacher and I know when I get better marks in my test.

3)What do you do in your class when you don't understand something or don't know what to do?

The most common responses by students: Raise your hand and ask teacher or friend, peers around the room; others said that they would wait and quietly go up to the teacher; some asked three friends before asking teacher or read the question again before asking teacher.

4) Does your teacher help you learn strategies that you can use to help you learn?

The most common responses by students were maths strategies such as jump or split strategies or spelling strategies like rhymes; our teacher teaches us different ways and I pick the best one that suits me; my teacher patiently explains strategies but I don't always understand.

5) what happens if you make a mistake in class

The most common responses from students: ask the teacher or peer for advice; cross it out and try again; most of them are funny and we learn from that; learn from my mistake; try to get it right the next time.

Teacher and Executive

We completed a whole school collaborative matrix in May 2017 on Visible Learning. We found that: Teachers deliberately and actively created a climate of trust in their classrooms and developed effective teacher student relationships. Our school culture encourages children to feel okay about making mistakes and seek feedback from teachers. Our strategic plan shows a deliberate strategy for raising teacher capability and incorporates feedback in that plan. Multiple methods of assessment are used including formative summative and diagnostic assessments.

We decided that we needed to develop in certain areas of analysis– the impact that we having on individuals and groups of students using effect sizes regularly and systematically. We are beginning to use data and student and teacher feedback more effectively and more systematically for improved student outcomes.

Parents

Parents at Manly West PS have given us feedback about the need for workshops, that will help them develop better understanding of current strategies for their children. During 2017, we organised two Numeracy workshops for parents which were well attended. The NSW Department of Health and Education combined with the GOT IT program at Manly West PS. Teachers and parents were provided with professional learning about helping to understand children and their feelings and behaviour. Two nights were dedicated for parents and this was attended by over 70 parents.

The P&C is also an avenue for parents to be given information about their child's learning. One of the areas that was investigated by parents and teachers was Spelling at Manly West. As a result of the combination of parents and teachers working together, a new Sound Waves Spelling program will be introduced in 2018.

Future Directions:

This baseline data will be used as a starting point for Visible Learning principles that can be used in the 2018– 2020 Strategic Plan such as student feedback and teacher feedback. In 2017, the students were introduced to the Learning Pit and a system of consistent feedback K–6. Teachers shared the traffic light system across all grades by the end of 2017.

The GOT IT program is a school based early intervention pilot program provided by specialist child and adolescent Mental Health teams in partnerships with schools. The GOT IT program will continue in 2018 at Manly West PS with a selected group of families.



Policy requirements

Aboriginal education

Staff members at Manly West Public School recognise the value of Aboriginal Education, and through teaching the cultural and spiritual beliefs of Indigenous Australians, they aim to develop a greater cultural

awareness amongst our K–6 students. Our school acknowledges the Kayamai people of the Guringai clan as the traditional owners of our land at school assemblies and formal occasions.

Manly West continued to implement some very important indigenous initiatives throughout 2017. The Personalised Learning Plans [PLPs] were updated as part of our on-going support for all our indigenous students. PLPs are part of the commonwealth government's Closing the Gap commitment to allow ATSI children to identify and focus on their own personal goals –socially and academically.

Manly West had 10 Indigenous students in 2017 and our aim was to give them as many opportunities as possible to increase their cultural knowledge and to share their culture with the rest of the school.

Troy Allen – Indigenous performer

On Thursday 15th June, Manly West celebrated Reconciliation Week with a visit from Troy Allen. Troy is from the Bundjalung people of the North Coast of NSW. He grew up in the Mount Druitt community and his totem is Wadjiny, the platypus. Troy used song, music and didgeridoo, dance, artefacts and firemaking demonstrations to tell the stories of his people.

This interactive cultural awareness programme was delivered in a fun and educational learning environment. The performance was thought provoking and encouraged discussion of his rich and diverse culture. Troy's infectious enthusiasm was transferred to the students and staff and everyone enjoyed the performance.

In Term 3, 21 nominated Stage 3 students participated in a Reconciliation Writers Workshop via a video conference link. These workshops were presented by the talented story teller John Blair from Sydney Story Factory. It was an opportunity for students to explore this year's theme, Where's Your Country and learn more about the significance of Aboriginal and Torres Strait Islander connections to Country. Using drama games and pre-writing activities, the workshops supported students in developing their own skills as story tellers and writers in preparation for entering their own writing pieces in the Challenge.

A number of our Stage 3 students entered the "Where's your Country?" Schools Reconciliation Writing and art Challenge 2017. Summer Lockwood, a Year 5 student from Manly West won a major award with her moving poem, "The untold story of my country, Kay–ye–my". It is now displayed in the hall.



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'. Three Year 6 students are selected each year as Multicultural Officers. They present the Acknowledgement of Country at all school assemblies and lead the Harmony Day Assembly. They also promote activities in conjunction with the SRC. The Multicultural Officers are also involved in other activities throughout the year that promote harmony and inclusiveness.

In 2017, the Multicultural Public Speaking Competition involved all students from Years 3–6 participating in a class public speaking competition based on the set topics for each stage. Each grade then had a speak off with the two finalists for each stage representing Manly West in the Multicultural Public Speaking Competition for our region. The event was held at Manly West School with our representatives speaking with confidence, and demonstrating a deep understanding of multicultural issues in today's society. Our four finalists represented Manly West PS at the Regional Multicultural Public Speaking Final with one of our Stage 2 entrants winning the Junior section with her outstanding prepared speech and impromptu speech. She then went on to compete in the ARTS Unit Regional Finals. Another Stage 3 student was also selected from our school as Runner up for the Regional Finals.

Our Year 6 students also participated in a cultural exchange program with a Canadian elementary school. We established a sister school memorandum of understanding between Manly West Primary School in Sydney, Australia and Chedoke Elementary School in Hamilton, Canada. This relationship was initiated by the

spirit and legacy of Kyle James Hoult, a former student at Chedoke Elementary School who always wanted to visit Australia. Manly West Year 6 students welcomed our visitors to our classrooms where they were able to learn about Chedoke School and the wonderful initiatives begun by Kyle in supporting people in need in their community.

In 2017, Manly West had an EAL/D (English as a Second Language/Dialect) teacher allocation of 4 days (0.8) a week in 2017. 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

Bear Pit Public Speaking

Our school was represented at New South Wales Parliament House in the final of the Bear Pit Speaking Competition by one student from Stage 2 and one student from Stage 3. Both students were poised, articulate and convincing with their public speaking skills, with our Year 6 student coming second in the Stage 3 competition.

Debating

In 2017, our aim was to ensure we successfully developed students debating skills and provided more students with the opportunity to experience competitive debating. Selected students from Year 4, Year 5 and Year 6 attended a two day debating camp at Collaroy. The feedback from students indicated they enjoyed the experience and enhanced their debating skills and techniques.

Both Year 5 and 6 teams participated in the Premier's Debating Challenge. The Year 5 team developed their teamwork skills and increased their general knowledge to help assist in formulating their debates. The team enjoyed participating in the debates and won 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 debates and progressed to the Sydney North Finals. All Manly West debaters were very proud of their achievements.

Information Technology

In 2017, teachers from Kindergarten to Year 6 continued to work towards effectively embedding technology into teaching and learning programs. Our aim was 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 continued to lead each other through their learning journeys.

Personalised access to computers is a school wide focus for Manly West. Early Stage One and Stage One students have had weekly access to the PC Lab. Stage Two students have utilised the Lapland room and the 32 laptops within. Year Five students have shared a grade-wide class set of 30 laptops and demonstrated their innovative use of these by creating websites and video games for the Eminent People Exhibition. Year Six students have utilised a combination of laptops and desktop computers based in all four classrooms to apply and extend their understanding of curriculum outcomes.

Early Stage 1 and Stage 1 students continued to refine their skills in logging in, creating and saving documents and have begun developing effective researching strategies. Stage 2 and 3 students have used various web tools to support and foster their learning, including Google Apps for Education, Edmodo, KODU Game Laboratory, Wikispaces, Weebly and Prezi.

Stage 2 students enhanced their narratives by using Digi Ed Claymation. Using the latest digital software, they made movies of their stories in three sessions during the day. They worked collaboratively in groups to creatively install sound effects, animation and music using iMovie.

Manly West PS was also selected for a Minecraft Pilot Installation program. Mr Richards and Miss Monds trialled this program with 3/4R and KG. They both reported back to the Department of Education and our school benefited from the expertise that both teachers and students gained through the Pilot Program.

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. Digital Literacy is the study of the language that technology uses to achieve its goal and students at Manly West have been given opportunities to learn this language. Year Four and Six have completed whole class, focussed lessons provided by Scope IT that utilise picture based coding to develop programs that serve a range of purposes. Year Five completed a Computational Thinking program that focused on the development of educational video games based on the study of an influential person. Interested Year Six Students were also provided the opportunity to further develop their skills during a lunch time Robotics program that used Lego NXT Robots.

iPad technology has continued to play an integral part in the teaching of literacy and numeracy throughout 2017. All class sets of iPads have been updated to utilise Apple Configurator software and new, engaging and open-ended applications have been trialled school-wide. Students have created animations, movies, interactive books and narratives.

Coding – Influential Person Project 2018

Year Five students utilised the 21st Century Skills of collaboration, creativity, critical thinking and communication by participating in coding projects whose aim was to entertain and educate others about Influential People from around the world. To learn these skills, students created video games that explored the struggles and successes of selected 'Influential People' around the globe. The outcome of the project was for each student in Year 5 to create their own video game which incorporated an adversity or challenge of their influential person. This was presented as part of a website which each child produced about their 'Influential Person.' Children in Years 3–6 were then given the opportunity to rate the websites, using a rubric which was developed with Year 5. The parents of the Year 5 students were also invited to attend the 'Influential Person Coding Expo', which was the culmination of the project.

Library

It has been a year of refreshing changes for the Manly West Public School Library. Significant time, effort and funds were put into the transformation, so with new shelving, furniture, books, games and technology, our school library became a dynamic hub of learning and activity. The Manly West Public School Library remains 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 Key Learning Areas are supported with numerous resources and subscriptions to databases 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.

In 2017, the Library RFF program used Visible Learning, Success Criteria and Quality Teaching strategies to implement units based on the NSW English, History and Geography Outcomes. Visual Literacy was another focus, whilst being exposed to quality literature and picture books, multimodal texts and the Children's Book Council of Australia (CBCA) shortlisted titles. Students also developed their Information research skills to locate and analyse information to create websites, artwork, poetry, role play, posters, Powerpoint presentations, notebooks and brochures to demonstrate authentic learning.

Student borrowing rates increased on the whole school level, and participation numbers of children completing the Premier's Reading Challenge stayed steady at 500. Reading is an important skill and Literacy is highly valued by the Manly West community with the Scholastic Book Club generating over \$2000 in

commission to spend on new books, as well as the Book Donation Stall during Education Week which made about \$2000 in contributions as proof. New resources are continually being purchased made possible with funding from the P & C and the above sources. The collection is constantly monitored to meet the changing teaching and learning needs of the school community.

This year's Book Week theme was 'Escape to Everywhere' where the love of reading was celebrated in a variety of ways. Children experienced and responded to the CBCA shortlisted titles by Australian authors. They were also treated to the performance, 'Super Duper,' based on a selection of the shortlisted texts. The students and teachers enthusiastic participation during the annual book parade made book characters come dazzlingly to life.

The success of our Library is a reflection on the efforts and commitment put forth by the full-time Teacher Librarian, 1 part-time teacher, 1 part-time School Administration Officer, 20 Stage 3 Library Monitors and several parent volunteers. Whether it is through the use of teaching resources, students borrowing books, the usage of computers and iPads, engaging activities and lessons, the Manly West Public School Library continues to be a significant place to promote and encourage reading, creativity and learning.

Creative and Performing Arts

Drama

This year our Stage 2 and Year 2 Drama groups participated in the Arts Alive Drama Festival at the National Institute of Dramatic Arts (NIDA) in Kensington in Term 3.

Our Stage 2 Drama group performed 'Whose story is this anyway?' adapted for the stage by Mr Peter Griffiths and Mrs Bonnie Cleary. The Year 2 Drama group performed 'Stella Luna' written by Janelle Cannon and adapted for the stage by Mr Oliver Messent. With beautiful costumes made by Mrs Pepar, the production was a firm favourite at NIDA and had the crowd enthralled.

Stage 3 unfortunately could not perform at NIDA due to other commitments. However, Mrs Christy McMaster and Ms Nicole Tinsley organised a Shakespearian production of the 'Taming of the Shrew'. The Stage 3 Drama group performed at our CAPA Showcase during Education Week along with the other Drama groups.

Music

In 2017, all classes from years 1–6 received a weekly Music lesson for a semester. Students were exposed to a variety of musical styles and participated in a wide range of singing, movement and performance activities to develop their musical skills and build on their knowledge of the musical concepts.

In Term 2, Year 6 was able to learn the ukulele in Music with a class set of ukuleles which had been purchased with money raised at the 2016 Year 6 Farewell. Year 6

learnt new chords each week, practising and developing their new skills.

in 2017, the Musica Viva group 'Zeeko' came to perform for all K–6 students. In the term leading up to this performance each class focused on the ensemble's repertoire in Music lessons, experiencing a range of performance, singing and movement activities. These activities aim to build students' musical skills and understanding of the ensemble's repertoire in preparation for the live performance.

On the 2nd November 2017, we participated in 'Music: Count Us In' for our fourth year in a row. The event involves over half a million students from around Australia singing the same song, at the same time, on the same day. The song this year, 'Shine Together', was led by our Junior and Senior Choirs and 3P, accompanied by our Performance Band and students from the Guitar Group. Our whole school came together to sing and celebrate Music, in what was a wonderful and very moving performance.

Junior Choir

The Junior Choir had over 40 participating students from Years 3 and 4 with rehearsals taking place weekly. The Choir performed at assemblies, Education Day, Kindy graduation, Years 1 and 2 Presentation Day, and the School for Seniors Christmas lunch at the Balgowlah Uniting Church hall.

We were once again selected for the Primary Proms Choral Concert. Thirty students from the Junior Choir auditioned and spent almost 3 terms learning a repertoire of songs each week during rehearsals at school. In Term 3, we came together with over 400 students from public school choirs in NSW to take part in the rehearsal and concert at Town Hall. This was an exciting and memorable experience for all students involved.

Senior Choir

Our Senior Choir had a busy, but rewarding year. As well as performing on Education Day, the 3–6 School Assembly and Presentation Day performances, the Senior Choir successfully auditioned and were accepted into the Festival of Choral Music for the first time.

Some of our most challenging repertoire yet was learnt during school rehearsals with a combined schools rehearsal taking place in August. In early November, the Festival of Choral Music Endeavour concert took place in the Concert Hall at the Opera House. Students had an enriching and rewarding experience performing with a full orchestra and stage band from the Arts Unit, at the most prestigious venue in Australia.

Schools Spectacular at Qudos Bank Arena was another highlight for the Senior Choir this year as they were accepted into the combined Primary Choir for the second year in a row. This involved 4 full days of rehearsals, plus 4 shows over 2 days. We were accepted into the Arena Choir this year, which meant that our students were able to take part in a full choir

item on the arena floor. This was a very exciting moment for our students who of course took it in their stride.

Percussion Ensemble

With a growing interest in the Stage 3 Percussion Ensemble, it was once again split into a Year 5 Percussion Ensemble during Semester 1 and a Year 6 Percussion Ensemble in Semester 2. Rehearsals took place once a week at lunchtime. During this time, students focused on building their skills when playing various tuned and untuned percussion instruments. Each ensemble performed a piece which was showcased at the end of Term 2 and Term 4.

Dance

All students from K–6 participated in a dance program with specialist dance teachers, Mrs Amber Kriletich and Miss Morgan Randall. Lessons were varied and included a focus on movement, body awareness, choreography skills and dance appreciation.

Sydney North Region Dance Performance.

In 2017 students from Year 3 – 6 had an opportunity to audition for three dance groups. Students, who were selected, participated in weekly dance practice sessions at lunchtimes. Following another audition, they then performed their routines at the Sydney North Region Dance Festival at the end of Term Two. Each group performed a matinee, afternoon and an evening show.

The Junior Girls' group, comprising 24 Year 3 and 4 students, performed an energetic dance titled 'Move Your Feet.'

The Senior Girls' group, comprising 24 students from both Years 5 and 6 performed a very technical dance titled 'A Taste of Spain.' This dance was choreographed by Miss Morgan Randall and co-ordinated by Ms Becky Wilson.

The Boys' group, comprising of 16 students from Years 3 to 6, performed a groovy routine titled 'Just Watch.' This dance was choreographed by Mrs Amber Kriletich and was again co-ordinated by Ms Becky Wilson.

All three dance groups represented Manly West with pride as they dazzled the audiences with their performances.

Six students also were invited to attend a Regional Dance Workshop which engaged and motivated the students in different genres.. The six Year 4 students spoke highly of this workshop and its value as a worthwhile experience.

Sport at Manly West PS

Sport K–2

K–2 Sport Kindergarten and Year One students began a Social Skills program delivered by the team from Sport in Schools Australia (SISA). Students participated

in a wide range of team building and cooperative learning activities. The program was delivered using specialised equipment on our school oval. The Social Skills program addressed the following key skills—Sharing, Cooperation, Trust, Adaptability, Visual communication, verbal communication and problem solving.

Year One were involved in a 4 week program with student coaches from Mackellar Girls High School. Year 10 PE Elective students worked with small groups of students developing ball handling and fundamental movement skills. Year 2 participated in the Hot Shots Tennis program and also attended the School Swim Scheme in Term 4. The K–2 Athletics Carnival was held in Term 3. It was a non-competitive day with an emphasis on participation from all students in a range of tabloid activities and races.

3–6 Sports Program

In 2017, many of Manly West's students discovered their confidence and strength in the sporting arena, making it another successful year. Manly West continues to offer a varied sporting program to cater for all of our talented students to demonstrate their skills. Students participated in our School Sport program, PSSA, Basketball Gala Day, District Trials and Carnivals, Sydney North and State Competitions, as well as Nationals and Pacific School Games – where two students competed in Touch Football.

Swimming Carnival

Our sporting year started with the swimming carnival in Term One. Led by their new House Captains and Vice Captains, many of our students participated in variety of events, gaining points for their house. The sport leadership team were all outstanding in encouraging their house members to participate and support each other in the races. Parents helped in the timing and lifesaving and all staff assisted in making the day a success.

Manly West had 44 students who qualified to compete in the District Carnival at Manly 'Boy Charlton' Aquatic Centre. Our swimmers put in a huge effort on the day and displayed excellent sportsmanship.

Athletics

This year, the carnival was held at Sydney Academy of Sport. Students displayed excellent skills and sportsmanship and many records were set and broken. Once again, our coordinating team of teachers appreciated the assistance of Mackellar HS students who helped to run the field events.

50 students went on to compete at the District Athletics Carnival and our results were outstanding as 16 of those competitors qualified to compete at the Regional Athletics Carnival at Homebush. The Senior Boys' Relay Team finished 2nd and two student qualified for State. Manly West were well represented at the State Carnival. The Relay Team finished 3rd and were proud to be the 3rd fastest relay team in NSW. We were very appreciative for the support of Melinda

Gainsford Taylor (a former Olympian) who helped train our relay team.

Cross Country

On 16th May, all students from Years 3 to 6 and a number of Year 2 students competed in the Annual Manly West Cross Country Carnival, which was held at our school. Our runners displayed perseverance, skill and positive attitudes, with great house spirit evident.

A squad of 50 students were selected to compete at the Manly District Carnival which was held at Curl Curl.

Manly West performed extremely well at the District Carnival. After 2 years of finishing runners up, we finished in 1st place as District Cross Country Champions.

District Trials

In 2017, many students from Manly West attended Manly PSSA trials in the sports of Water Polo, Rugby League, Basketball, Cricket, Hockey, Rugby Union, Touch Football, Soccer, Tennis, Softball and Netball. From these trials a number of students progressed to the Sydney North Trials.

A number of students were successful in gaining a place in the Sydney North Teams for Touch Football, Rugby League, Soccer, Basketball and Waterpolo.

From these State carnivals, two students gained selection in the NSW Touch Football teams. An outstanding achievement!

School Sport 3–6

Manly West again successfully applied for funding support from Sporting Schools Australia. As a result, students from across Stage 2 and 3 worked with highly experienced and qualified coaches from Basketball NSW, Softball NSW and NSW Rugby League and Touch Football and Soccer. Options offered to students throughout summer and winter sports included: Yoga, Basketball, Tennis, Orienteering, Cricket, Soccer, T Ball / Softball, Eagle–Tag and Volleyball. The school sport options were highly popular amongst students. Students were engaged, motivated and had fun playing sports and learning new skills.

PSSA

Manly West continued to enter teams in the Summer PSSA competing in Cricket, Girls and Boys Eagle, Softball, Tee Ball, Volleyball and Newcombe Ball. For Winter PSSA we competed in Netball, Nettas, Rugby League, Girls and Boys Soccer and a Year 3 mixed development soccer teams.

In 2017, Senior Girls' Eagle Tag As & B1, Junior A & B1, Boys' Eagle Tag Senior A & Junior B, Senior Boys Volleyball, Senior Boys Cricket and Senior As Softball teams all made semi finals for Summer PSSA. Cricket and the Senior Boys Eagle Tag A's both competed in the grand finals, where the Cricket Team became champions and the Boys Eagle Tag were runners up.

In the Winter PSSA competition, the Junior Girls B Soccer and Senior Girls A Soccer teams both qualified for the grand finals, with both finishing as runners up.

Snowsports

The Manly West Snowsport team achieved excellent success in 2017. Of the 40 schools who participated in the Northern Region Interschools, the Manly West team achieved the 'Best Overall Snowsports School' and 'Best Ski School'. This event was held in Perisher during the winter school holidays. Our team competed in Division 4 Girls, Division 5 Boys and Girls and Division 6 Boys; in Alpine, Moguls, Skier X, Snowboard and Snowboard X. We had 10 teams and 16 individuals who went on to the next level to compete in the state events in Perisher.