

Manly West Public School

Annual Report



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Introduction

The Annual Report for **2018** is provided to the community of Manly West PS as an account of the school's operations and achievements throughout the year.

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

Mrs Julie Organ

Principal

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Message from the Principal

Congratulations to our students on an outstanding 2018 year across Academic, Sporting, Creative Arts and Student Welfare opportunities culminating in the Year 6 Farewell, the School Spectacular featuring our Choir, the Christmas Band Concert, the combined Scripture and Volunteer Thank You Morning Tea, the Year 5 Influential Person Project, The Year 6 Mechanics project, the Great Aussie Bush camp, the 3–6 Presentation Day, Kinder Graduation, Year 1 and 2 Presentation, the 3–6 Sports Assembly, End of Year excursions and the Talent Quest.

This year, we started our new 2018–2020 strategic Manly West school plan. Our teachers completed an incredible amount of professional learning in the areas of Visible Learning, Literacy and Numeracy Progressions, Focus on Reading, Sound Waves Spelling, General Capabilities particularly focusing on Critical and Creative skills, Dispositions, Early Action for Success, Building Numeracy Leadership and Growth Mindset. Teachers have been observing each other's lessons to improve the impact for students. This greater knowledge and expertise has been transferred to our students through a variety of different programs and we have evidence that our students are benefiting from the explicit teaching.

We deepened our use of Visible Learning for students and teachers and we observe students and teachers frequently using shared common language of Learning Intentions and Success Criteria, the traffic light system for feedback and the concept of the Growth Mindset Learning Pit for understanding how to handle challenging work in a more positive and engaging manner. We embedded a professional learning culture of collaboration, communication and Instructional Leadership across K–6 using expertise of teachers with mentoring, coaching and providing explicit teaching assistance to colleagues. Our instructional leaders were awarded an Executive Directors' Award for their outstanding initiatives. Enrichment and Learning Support programs have also expanded this year with more data based interventions and streamlined services provided by the Learning and Support Team.

Our students are very fortunate to be engaged in such a rich learning environment in all areas of learning. The Stephanie Alexander Kitchen Garden Program has been strengthened this year impacting all grades and becoming a significant part of our Manly West culture linking also to our environmental initiatives. The program was also acknowledged by the Executive Director for an award for our Kitchen Garden Volunteers.

Music and Science programs have been enhanced with extra opportunities being offered to our students as well as Digital Literacy initiatives. Computer coding and gaming is now embedded as part of MW school initiatives. The extra-curricular activities such as the Band program, Debating and Elite Sports programs, continue to engage students at an outstanding level. Thank you to Penny Coull for her incredibly high expectations passed on to our students. Gold, Gold, Gold, Gold and winning the Battle of the Band Program as well for the third year consecutively is only attainable by the extensive program and high standards.

Our elite athletes have represented our school as well as Zone, Sydney North and State in a vast array of sporting events and our Manly West Ski team competed successfully at National Level. Our public speakers also reached new heights with one of our students selected for the State team for the Premier's Debating Challenge and three other students represented Sydney North at the State Debating challenge. Other students represented MW at the Multicultural Public Speaking competition, the Bear Pit Public Speaking Competition, the Premier's Spelling and Reading Challenge, Arts North Dance and Choral Festivals and the Maths Olympiad. One of our students has been accepted for the second year consecutively into the 2018 NSW Schools Reconciliation Challenge exhibition for her poems. Another student was also selected in the Indigenous State Gili Dance Group. 2 students received High Distinctions in Science Maths and English with the ICAS Competitions.

The absolute highlight of 2018 for our students, staff and parents was the Manly West on Broadway production written by Mrs McMaster and showcasing the incredible dance choreography of Amber Kriletich our dance teacher with 10 shows and packed audiences every matinee and evening performance. None of this could happen without the incredible generosity, passion and team work of our staff.

Leadership programs, such as the Student Representative Council (SRC) are gaining a higher profile in our school and increasing the awareness of our students to care for our environment and to take on social justice issues. 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 2019 Year 6 Prefect Team gave us an incredible insight into the level of understanding that our students have of MW expectations, resilience, the love of our school and the opportunities offered. They commented on the wonderful role models of our 2018 Captains Chloe and Charlie and the Prefect Team, the joy that they feel in our school, the passion to give back to the MW community for what they have gained from Manly West. They talked about the friendships and social skills developed at MW and the capacity to enjoy the diversity and differences of our students and teachers. They also commented on the friendly atmosphere at Manly West, one where students are encouraged to learn and grow within a safe environment with their teachers and peers.

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 and all partners are encouraged to support them with their aspirations, challenges and achievements.

Our school grounds have been enhanced by the gardens created by Mr Perks, the new amphitheatre near BASC, the new outdoor classroom, the newly painted canteen, the painting of the Year 6 building, and soon to be constructed COLA. We also used school funding to upgrade the lighting and sound for the production and used over \$100000 in funds to purchase interactive whiteboards and laptops across the school. The money raised from P&C has assisted us with Maths, English and Library resources and Bushlink and Stephanie Alexander Kitchen Garden initiatives. Thank you to the P&C Executive, the Finance, Band, Uniform, Canteen, BASC, Traffic and Environment committees for all the work that they have achieved as well.

Thank you so much to every student, staff member, parent, caregiver, grandparent, community member and business that supported Manly West in 2018.

Mrs Julie Organ

Principal Manly West PS

Message from the school community

Manly West P&C President Report 2018

The Manly West P&C Association has had a very busy and successful year. Our year was characterised by the delivery of major projects that have been planned and developed over a number of years, starting new projects, a steady commitment to the ongoing delivery of important services to the school community and recognition for some of the amazing services the P&C provides.

The New COLA

The Manly West community has been raising funds for a new COLA for a number of years. This project came to fruition this year with the delivery of a light and airy COLA over the basketball courts over the summer holidays at a cost of a projected \$250 000. This new facility provides sun shelter, significantly reducing the heat of the bitumen and the school, as well as rain protection. It also permits a whole school assembly (weather permitting). This project wouldn't have been possible without additional funds being contributed by the school and the NSW Government's Stronger Communities Programme.

Providing More Before and After School Care

Important steps have been made this year to address the significant before and after school care shortages that we have at our school. At a Special Meeting on 17 December 2018, our association resolved to fund two new demountables that would extend our BASC offering by 40 places. It was also confirmed that the school was able to provide us with access to the STEAM room in 2019 which would permit another 20 places to be offered morning and afternoon. These initiatives will mean that the P&C will be able to extend its BASC offering from 150 places to 210 places in 2019. This is a very significant project that would not have been possible without the time and effort of Tony Falzarano, Guy Holley, Sarah Falzarano, Sarah Peters, Anne Quattroville and the Principal Julie Organ. This is an exceptional result and will go some way to addressing the shortages that place so much financial and other hardship on our school community.

Band, Canteen and Kitchen Garden Receive Well Deserved Recognition

This year all our bands, under the expert guidance of Penny Coucill, were awarded Gold at all levels. In addition to this amazing achievement our canteen and kitchen gardens have also received well deserved recognition.

Uniform

This year, the uniform committee successfully reviewed the girls' winter uniform. These changes will see a reduction of costs for parents with girls, if they avail themselves of the changes, as well as move the girls uniform towards a more unisex option. The existing uniform options remain unchanged and continue to be available to girls if they wish. A very big thank you to Natalya who does such a great job of running our uniform shop.

Traffic

With Kiss and Drop regularly being a pain point for the community, the Traffic Committee has done an excellent job of organising the Safety Drive Education program for kindergarten parents at the beginning of this year. In addition, the Traffic Committee has reviewed the streets around the school and have resolved that the Northern Beaches Council should conduct a review of the current signage. I have been pleased to send correspondence to the Northern Beaches

Council on this matter. A very big thank you to David Ford for his efforts in this important area.

Environment

The Environment Committee has gone from strength to strength this year and has done an excellent job of supporting the Kitchen Garden which is very ably managed by Angie Penn and Beth Dowdle. In addition the Environment Committee has overseen the outdoor landscaping project in front of the Year 4 and 5 rooms and establishment of an outdoor classroom at a cost of \$80 000. Our thanks to the school for support on this important project.

A Giant Thank You

There is hardly a day where a child at Manly West won't use some of the excellent services and facilities that the Manly West P&C has provided.

All those who are involved in the P&C currently, or have been involved in previous years, should feel justifiably proud of the very significant contribution that the P&C makes to the school and by extension to the lives of Manly West children. This is only possible as a result of the dedication and commitment of both our volunteers and our excellent staff.

There are too many people to thank everyone but I do want to say a very special thank you to the 2018 P&C Executive Office Bearers Tony Falzarano, Tracey Martin, Ben Goodland and Megan Harries. I would also like to thank the entire 2018 P&C Executive for their time, commitment and good counsel. Special thanks also go to all our staff, including Suzanne Cairns, Gabriel Davis and Ruth McDougall.

Lastly, thank you to Julie Organ, Principal of Manly West. Our schools thrives and prospers due to her hard work, professionalism and dedication and I am very grateful for the support she has provided to me as the P&C President over the last year.

Melina Rohan

2018 Manly West P&C President

Message from the students

Report from the School Captains.

We (Chloe and Charlie) were the School Captains of Manly West for the Year 2018. Our leadership team consisted of Zane, Amelie, Patrick, Naomi, Truth Nathanael, Eve, Jack, Ivy, Will and Alyssa. We all had an amazing time leading our school and being role models who demonstrated the school values of Respect, Responsibility and Aspire.

One of our first experiences as leaders was to attend the Leadership Camp at Narrabeen. We met leaders from other schools and participated in many activities to develop our team building and leadership skills. Leadership camp taught us things like teamwork and socializing, while also having lots of fun and making new friends.

As School Captains, and as part of the leadership team, we welcomed parents to Manly West School for Kindergarten Orientation and assisted in special days and events. We helped with Open Days for prospective parents and wrote and presented speeches informing them about what to expect if their children were to come here. We also conducted tours and explained what our school had to offer. At the end of the year, we had the pleasure of awarding graduation certificates to the Kindergarten students that had been Buddies with us in 2018.

As leaders, we led the school in Harmony Day activities, where we celebrated diversity, and an assembly where the whole school sang 'Shine Together'. We attended the Anzac service at Manly Dam where we paid our respects for those who passed away for our country. We also attended the Commemoration of North Head Memorial Service and laid a wreath to remember and thank the soldiers who defended and died for our country.

Our leadership team also participated in all SRC meetings. Throughout the year, we were able to assist in making important decisions like changing the name of Lapland to Cyber City, getting new soccer nets on the oval and new nets and backboards for the Basketball courts. We also got to taste-test new products for the canteen, help promote the garden library, organise Plastic Free July and voted to support the Return and Earn Recycling Program. We also held a special fundraiser called 'Fiver for a Farmer' to help farmers with the drought, and consulted with Mrs Organ about the planning of the new Cola that was to be constructed over the basketball court.

We also attended a special 'On Country' Day with other school leaders at West Head, with the Aboriginal Liason Officer, Clarence and other indigenous leaders. We learnt a lot about aboriginal culture and respect for the land, which we could applied to rewrite our Acknowledgement of Country to be more personal for our school.

During our year as School Captains, we learnt vast amounts about leadership. Whether it was learning how to compose

ourselves in an interview, conduct an assembly or present a speech in front of a crowd of students and parents, it has helped us learn what it is like to lead a large group of people. We have so many memories to take with us to high school, but it will be very sad to leave Manly West after our seven years as students.

Chloe Graham Smith and Charlie Highnam.

Captains at Manly West PS 2018

Student Representative Council Report 2018

The Manly West SRC continued to play an important role in student voice within our school.

The SRC consists of two elected representatives, one boy and one girl from each class from Years 2– 6, as well as the Year 6 leadership team of Captains, Vice Captains and Prefects. This creates a membership of 56 students who regularly attend meetings to discuss ideas or suggestions that have been forwarded by class representatives or from members of the school community.

This year, the SRC continued to be involved in special events such as Clean Up Australia Day, Harmony Day and Plastic Free July. The SRC worked closely with the Environment Committee to continue to develop sustainability within the school. It voted to support the school's participation in the Return and Earn litter reduction campaign program which encouraged the return and recycling of selected drink containers and raised funds for the school P and C. The SRC also voted to support the building of the new COLA over the basketball court to ensure there was more shade for students in the playground and worked closely with Mrs Organ on a number of school projects, including the installation of solar panels on the hall cola.

Throughout the year, there were also other decisions to make, including the re-naming of Lapland to Cyber City, the establishment of the kitchen garden street library, the purchase by Year 6 of portable soccer goals for the use at lunchtime on the oval and new backboards and nets for the basketball courts by the P&C.

The SRC also met with the canteen supervisors. Students were asked to taste test and discuss new foods which were to be added to the menu, and as class representatives communicated to the school, the important role of the canteen in supplying healthier and more economical options for students.

We also continued our support of charities and held a special fundraiser to assist farmers and their families in the drought. Manly West students wore 'country style' mufti and donated \$5 to the 'Fiver for a Farmer' appeal, raising over \$4,000 on the day. The school also continued to raise money for 'Kenya Aid', a charity supported by schools on the Northern Beaches. Students wore red, green or black mufti on the day of the Pedlars' Parade and raised over \$1200 to assist students in a school in Shekunga. We were visited by Dr Ryan Snaith, who presented videos of the students in their school and the opening of a new well to supply fresh water to the community.

In 2018, our SRC gave students the opportunity to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the Manly West community. It continued to foster a variety of partnerships in our school thus enabling our students to be active and positive contributors to their own teaching and learning environment.

Mrs Sue McLean

SRC coordinator.

School background

School vision statement

Strong foundations, high expectations and staff and student confidence in all curriculum areas is enhanced and refined at Manly West PS in a respectful, supportive, engaging and challenging learning environment, that incorporates school wide collective responsibility. This ensures all students reach their full learning potential as healthy, active, local and global citizens who contribute to their school, community and society.

The shift of using data and analysing data to inform our teaching and using a systematic approach for our students to use feedback is a major change to the practice at Manly West PS. This will be a focus for the 2018 –2020 school plan.

School context

Manly West PS is a large primary school (874) located in the heart of Balgowlah on the Northern Beaches of Sydney. Manly West PS delivers excellent Academic, Sporting, Creative and Performing Arts programs that ensure all students achieve high quality teaching and learning activities in a safe and secure environment. An outstanding partnership has been developed with students, staff, parents and the wider community. The P&C is actively involved and has strongly supported the many and varied school initiatives including the Stephanie Alexander Kitchen program currently in place.

The vision is to deliver high quality education that inspires students to succeed in an inclusive environment that nurtures individual differences, fosters high expectations and prepares them as active local and global citizens. The school will focus on rigorous ongoing assessment, evaluation and evidence based interventions across all stage teams with a particular focus on Literacy and Numeracy. We will also incorporate General Capabilities into the curriculum with a more focused approach. Teacher Professional Learning is highly regarded and planned around the strategic directions of the school.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2018, our school undertook self-assessment using the School Excellence Framework. 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.

At Manly West PS, we have continued to have high expectations. The Learning Culture Domain, the Leading Educational Leadership, Leading School Planning, Implementation and Reporting, Leading Resources and Leading Management Practices and Processes are all managed at Excelling level. In all other domains, Manly West is plotted at working at Sustaining and Growing level. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Strong Literacy and Numeracy Foundations–Student Outcomes

Purpose

For all students to engage and thrive, while achieving their highest potential and growth in Literacy and Numeracy,

The use of Instructional Leader model, evidence based interventions, Focus on Reading 3–6, Seven Steps of Writing, spelling Sound Waves and Super Six Comprehension will be used to drive this direction. As a self-funded Early Action for Success School, focus will be placed on the Literacy and Numeracy Strategy, Literacy and Numeracy Progressions, PLAN 2, Best Start 2, data interventions and Numeracy Building Leadership. The shift of analysing data to inform our teaching and to use explicit teaching with systematic whole school approaches supports the pursuit of striving for excellence.

Overall summary of progress

There has been a strong focus on Literacy and Numeracy for all K–6 teachers in 2018. Funds for Early Action for Success (EaFS), Instructional Leaders, Support for Teachers, Teacher Professional Learning and resources were organised in the 2018 budget to focus particularly on Literacy and Numeracy progressions, Best Start 2, Focus on Reading, Sound Waves, Writing and Building Leadership Numeracy. Teacher professional learning was strongly aligned to the Literacy and Numeracy initiatives throughout 2018. The Learning Support Team organised additional learning support for a greater number of students to support their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers K–6 use Literacy and Numeracy progressions to track student progress at least twice a term. All programs 1–6 reflect the Super Six comprehension strategies and Seven Steps of Writing in their programs. PDPs will reflect and show evidence in programs. Teachers program and use common, shared synthetic phonics language K–6 through the whole school use of Sound Waves Spelling program.	Manly West self funded the Early Action for Success programs for K–2 teachers, including two Instructional Leaders. Manly West also joined an additional program called Building Leadership Numeracy. \$15000 was used for the Professional learning for Focus on Reading and \$4000 for Seven Steps of Writing. \$15000 Literacy and Numeracy progressions	All teachers are using some elements of the Literacy and Numeracy Progressions. The Focus on Reading modules are rolling out to all teachers and evidence is clear in all classrooms of the Super Six strategies being used and the connection with literacy progressions of Understanding Text element. Mentors used an instructional leader model approach to familiarise teachers with this program in Semester 2 in all 3–6 classes. The Sound Waves Spelling program was implemented for Years 1–6 and evidence of improved phonic knowledge is evident in all classes.
Increased number of NAPLAN students demonstrating expected growth in the top 2 bands. Teacher understanding of Numeracy Progressions and Numeracy Building Leadership strategies will be evident.	Staffing Funds \$100000 for Instructional Leaders x2 for Literacy and Numeracy Progressions as well as funds for professional learning for collective teacher efficacy. \$15000 Literacy and Numeracy progressions Funding for Literacy and Numeracy allowed Numeracy Bursts initiatives to be developed with the Deputy Principal for students with very high	In 2018 an average of 63.27% of Year 3 and 5 students were placed in NAPLAN in the top 2 bands. The Year 3 reading of 75% was an excellent result. The Year 5 Numeracy was 51% which lowered our average result. The Building Numeracy Leadership initiative may assist this result. The Instructional Leaders were acknowledged when presented an Executive Director's Award for their impact on all teachers in the school and students in all classes. The K–2 post data results showed significant improved success with reading levels for all students. The EaFS program is giving teachers strong knowledge of progressions especially in K–2. They are particularly focused on Sub Elements: Creating

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of NAPLAN students demonstrating expected growth in the top 2 bands. Teacher understanding of Numeracy Progressions and Numeracy Building Leadership strategies will be evident.	needs. Resources were purchased for this initiative.	Text, Understanding Text and Additive Strategies. The Building Numeracy Leadership program allowed more teachers to be involved in EAFS strategies. Numeracy Building Leadership began in 2018 and implemented K–6 in 2019.
Teachers use student data to inform their teaching to use explicit teaching strategies evidenced by reflective practice,	Manly West Self Funded, through the staffing formula, the costs of 2x Instructional Leaders for explicit teaching of Literacy and Numeracy, Early Stage 1 and Stage 1 and 2x Instructional leaders for Creative and Critical Thinking and Digital Technology in Stage 3.. All students were explicitly taught specific strategies.	In 2018, there was a significant paradigm culture shift with teachers using data to inform their teaching practice. All K–2 Teachers plot data using PLAN2. 3–6 teachers are more regularly using formative assessment. Professional Learning in formative and summative assessment and Visible Learning has supported this process.

Next Steps

In 2019, we are continuing the Early Action for Success (EAFS) and Building Numeracy Leadership (BNL) initiatives. We are also involved in a K–2 Writing Project as part of the EAFS program in 2019. Explicit teaching practices will continue on Literacy and Numeracy progressions and Focus on Reading initiatives. Learning Support will be extended through the Literacy and Numeracy Intervention staffing funding and Numeracy Burst initiative will continue. Professional Learning will continue with Visible Learning and Formative and Summative Assessment to support the Literacy and Numeracy targets. We are continuing with the Instructional Leaders and use of Mentors and Coaches to enhance the collaborative culture that is being cultivated at Manly West PS. Mentors and Coaches will continue to be used in Years 3–6 for the Focus on Reading approach.



Strategic Direction 2

Strong Quality Teacher Foundations for 21st Century Learners

Purpose

To focus on professional learning that results in the foundations of the highest quality of teaching and learning environment, where leaders and teachers work together to ensure our students are assessment capable, equipped with 21st century skills and exposed to initiatives that engage and broaden their perspectives. The focus of Professional Learning is to change the paradigm shift in our school by using research based programs such as Visible Learning, Formative assessment by Dylan Williams, Feedback, the Spiral of Inquiry by John Hattie and Helen Timperley, and Growth Mindset by Carol Dweck. A systematic approach for our students to use feedback is a major initiative. Collaboration, Critical thinking, Creativity and Communication are 21st century skills that will be incorporated with the deeper knowledge of the ACARA General Capabilities.

Overall summary of progress

Visible Learning, ACARA General Capabilities and Dispositions were given high priority for Professional Learning in 2018. All staff had Visible Learning as part of their goals for PDPs and Visible Learning is embedded in common language for students and teachers. Teachers became more familiar with General Capabilities particularly Creative and Critical Thinking skills and dispositions in Stage 3. Students at Manly West PS are given opportunities in all grades to develop 21st century skills and life long learning skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Class programs, classrooms and student work samples demonstrate evidence of the use of Visible Learning Strategies and feedback. Learning Intentions, Success Criteria the Learning Pit and Traffic system will be evident as part of PDPs.	Visible Learning Professional Learning funds – \$10000 \$8000 funding was used for a small team of teachers visiting other schools to gain and explore new Visible Learning Strategies.	The Visible Learning is not only evident in all PDPs but in most classrooms. There are a few new teachers who are still developing their Visible Learning strategies.
The ACARA General Capabilities are incorporated into PDPs, program initiatives and Professional Learning. Dispositions will be evident with staff professional learning.	.4 (2 days) staffing – IL x2 1x day a weeks in Year 5 and 6 classes.	General Capabilities specifically Critical and Creative Thinking and Digital Technologies were specifically covered with reference to the seven dispositions by James Phelps at regular professional learning sessions for teachers. Stage 3 programs Mechanics and Digital coding and gaming targeted the dispositions and these general capabilities. Student data showed that their creativity skills improved over each semester. The Instructional Leaders won an Executive Directors Award for their programs and the Mechanics program was written up in the ACARA Primary Matters Journal Dec 2018.
Every student K–6 demonstrates 21st century life long learning skills evidenced by MW Production, Digital Literacy, Public Speaking, Debating, Chess, Music, Dance, Coding, Drama, Project Penguin exhibitions and the Kitchen Garden program.	Over \$100000 in resources + some staffing funds. There are dedicated funds allocated for all programs including funds for Music specialist and instruments, Kitchen Garden staff and materials and plants, technology initiatives and sound and light systems for	'Manly West on Broadway' Production was an outstanding success with ten sold out matinees and evening performances over a week as well as a large number of emails to thank staff. Our students enter the Multicultural Public Speaking competition, the Bear Pit Public Speaking competition at Parliament House, the Premier's Spelling Challenge and participate in the Premier's Sporting and Reading Challenge. They also compete in the Premier's Debating Challenge

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student K–6 demonstrates 21st century life long learning skills evidenced by MW Production, Digital Literacy, Public Speaking, Debating, Chess, Music, Dance, Coding, Drama, Project Penguin exhibitions and the Kitchen Garden program.	productions, drama and dance resources and costumes and Project Penguin materials.	<p>where the Year 5 team won the Zone and Regional Final and participated in the State Finals. One student was selected to represent Sydney North to debate in the Primary School's State Debating titles. This team was defeated in the finals which was an amazing achievement.</p> <p>The Kitchen Garden is progressing further with a new outside classroom, street library and expansion. This won the Executive Director Award in 2018.</p> <p>Many of the programs encourage sustainability including the Kitchen Garden and the Year 4 Project Penguin using mentors from local high schools. Our Penguin Artwork was sent to Hobart Tasmania for an Antarctic Exhibition.</p> <p>All students have access to a specialist music teacher each semester. All of these programs are constantly being enhanced and add to the quality of learning for our students.</p>

Next Steps

Visible Learning will continue to be embedded in the culture at Manly West. Development of assessment capable students and common language around feedback will be encouraged as well as further communication to parents. Growth Mindset, Dispositions and Mindfulness will enhance Visible Learning. Creative and Critical Thinking will continue to be consolidated. Expansion of 'General Capabilities' elements will be developed particularly to ICT with Stem Share products and Personal and Social Capability. Sustainability practices are an important issue for Manly West PS and through the use of the new Science and Technology syllabus, programs will be developed to enhance these practices. The Stephanie Alexander Kitchen Garden is an excellent resource for our students. Opportunities will continue to be enhanced.



Strategic Direction 3

Strong Foundations in Building Student and Teacher Capacity and Wellbeing in partnership with the Community

Purpose

To continue to strengthen teacher and student capacity, by maximising the effect of a collaborative and supported environment that ensures strong wellbeing in partnership with parents and the wider community. All teachers will increase collective teacher efficacy to improve student outcomes and will be supported by the guidance of the Learning and Support Programs to ensure equity access for all students. Researched Programs including Positive Behaviour Engaging Learners (PBEL), Bounce Back, Mindfulness, Leadership programs for students, Anti Bullying, Cyber Safety and Growth Mindset will support Strong Wellbeing. Staff will be supported with Accreditation, Leadership programs, Principal Credential programs, Highly Accomplished programs, Mentoring and Coaching, Behaviour Management TPL, NSW Education Standards Authority Registration requirements, Professional Standards and Excellence Framework.

Overall summary of progress

Capacity building at Manly West PS has been a major focus with the professional learning and Instructional Leader approach. In 2018, the Instructional Leaders for Stage 3 focused on General Capabilities and Digital Technologies. The Instructional Leaders for Early Stage 1 and Stage 1 focused on the Literacy and Numeracy Progressions and the Five Aspects of Literacy. Targeted teachers acted as mentors with the Focus on Reading program and teachers were encouraged to visit each others' classrooms for classroom observation to build skills. The Seven Dispositions by James Phelps were introduced to teachers to build their own skills to strengthen the 21st century learning skills needed for students. Building on Student Wellbeing continued to occur with Bounce Back and Resilience programs. Parents and community members work as partners at Manly West PS. The P&C Vice President wrote an article called 'Community Spirit is the Key to Success' which was accepted into the P&C Journal Term 4 2018 which described the importance and success of collaborative partnerships at Manly West PS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys show students and teachers know processes of anti bullying strategies, resilience and mindfulness. Parent workshops are available. SRC initiatives include improved sustainability practices.	Funds are used for initiatives such as sustainability practices, resources, Interrelate and Posters for Anti Bullying. Books for Bounce Back lessons and other student welfare programs are purchased each year. \$8000	Senior students complete Anti Bullying surveys annually. Bounce Back and Resilience is embedded in the common language of students, teachers and parents. Mindfulness will be introduced in 2019 as the units of work on Bounce Back needed to be completed first. In 2018, there were several workshops held for parents including two Mathematics workshops, a Cyber Bullying workshop, a High School Presentation by HS Principals and Interrelate which was organised for parents and students. Parents were also invited to the Year 5 and 6 Mechanics Expo, the Leadership Expo and Education Day which focused on Science, Year 4 Project Penguin Exhibition, Year 1 History of Schools exhibition and Year 2 'Manly' Project Challenge.
Improved, evaluated K–6 programs with all staff effectively using Consistent Judgement Principles. All class timetables and Maths scope and sequences K–6 will be compliant with NESA requirements.	\$20000 Funds to assist CTJ	Collective teacher efficacy was given a focus with Professional Learning sessions on Visible Learning and Dispositions. Also each team was given planning time to assist CTJ sessions for planning and assessment. All timetables were collected and were aligned to NESA timetables. Scope and Sequences have improved but will

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved, evaluated K–6 programs with all staff effectively using Consistent Judgement Principles. All class timetables and Maths scope and sequences K–6 will be compliant with NESA requirements.		continue to be updated.
PDPs reflect capacity building for teachers with professional learning, accreditations, aspiring leadership and leadership courses.	\$10000	<p>All teachers had 3 goals which were aligned across the grades and included the Learning Progressions, Focus on Reading and Visible Learning. Teachers also used personal goals.</p> <p>Two teachers completed an early career teacher two year course and four other teachers started their two year early career teacher course called NTN. Two more teachers completed maintenance of accreditation.</p> <p>Executive and aspiring leaders attended courses that enabled capacity building. Stronger team building was a focus in 2018 with funding to enable coordinators to lead teams.</p>

Next Steps

The General Capabilities and Dispositions will be further implemented with teachers and students across programs. An Assistant Principal will be given the role of Relieving Deputy Instructional Leader for 2019 and this will increase the model more intensely with Stage 1 teachers and she will Lead the Professional learning Committee for 2019. Instructional Leader model and high quality Professional Learning will assist teacher capacity across all grades. The Manly West Student Welfare policy will continue to be strengthened by completing the Bounce Back units of work and embedding Growth Mindset and Resilience strategies. Mindfulness will be launched in 2019 across K–6. Programs such as the Stephanie Alexander Kitchen Garden and Project Penguin that encourage partnerships with all stakeholders on social justice, environmental issues and community work will continue across the Manly West Community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$8000 was spent on text books, uniforms, Aboriginal drama, art and dance opportunities for Aboriginal students. Funds were organised for preparation of ATSI Personalised Learning Plans (PLP) and for courses for teachers and planning days. Two students were given all the financial support required, including provision of transport in Term 4 in partnership with DoE Liaison Officer.</p>	<p>Manly West had 10 Indigenous students enrolled in 2018 and the aim was to provide them with as many opportunities as possible to increase their cultural knowledge and to share their culture with the rest of the school. All Stage 3 students had an opportunity to attend an Aboriginal Art, Drama or Dance Camps. One student was selected in the State Dance Gili Group.</p> <p>Aboriginal History and Culture Awareness has increased at Manly West PS. A non indigenous student was selected for the Schools Reconciliation Challenge Exhibition for the second year consecutively with her poem, Wulgul-ora (one people), and a brief synopsis. She researched with considerable effort and time so that her poem is authentic.</p>
English language proficiency	<p>0.4 EAL/D teacher</p> <p>0.4 NAP funding (Terms 1–3)</p> <p>0.2 NAP funding (Term 4)</p> <p>\$45 000 flexible funding</p>	<p>During 2018, English language proficiency funding was used to employ specialist staff to develop language programs for students who needed more intense tuition, thereby meeting the English language needs of our EAL/D students. Support programs targeted language development across the modes of speaking, listening, reading and writing.</p> <p>EAL/D programs were designed in consultation with classroom teachers and were regularly revised to meet the changing needs of the EAL/D students.</p> <p>Newly Arrived (NAP) students are identified on arrival and supported in their transition to Manly West Public School.</p>
Low level adjustment for disability	<p>Teacher allocation of .7 for Learning and Support needs.</p> <p>Flexible funding of \$ 28 060 was used for additional support and resources for students.</p> <p>\$77 545 was implemented for Integration Support.</p>	<p>Improved staff understanding of NCCD Processes was reflected in the identification of students with disability and adjustments implemented. Class Teachers were provided time to create Personalised Learning Plans and locate resources to support students. Identified students were monitored and adjustments reviewed through grade meetings, Learning Support Meetings, parent meetings and review meetings. The Learning Support Team allocated resources based on data analysis of needs. A more flexible timetable was introduced by our Learning Support Teacher to improve response to varying student and staff needs. Additional Learning and Support Teachers provided intervention programs in Literacy and Numeracy to identified students.</p> <p>6 School Learning Support Officers (SLSOs) provided support in classrooms and the playground for students with identified needs. Additional support was provided through 2 volunteer SLSOs. Skills of the SLSOs were strengthened through completion of Performance Development Plans linked to our School Strategic Directions and related professional learning as well as mentoring by</p>

<p>Low level adjustment for disability</p>	<p>Teacher allocation of .7 for Learning and Support needs.</p> <p>Flexible funding of \$ 28 060 was used for additional support and resources for students.</p> <p>\$77 545 was implemented for Integration Support.</p>	<p>fellow SLSOs, teachers and Counsellor. . Two students who received Integration Funds Support no longer require this in 2019.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>In 2018, QTSS accounted for 1.4 FTE.</p> <p>We have used this staffing formula to improve outcomes particularly for ES1, Stage 1 and Stage 3 in 2018.</p>	<p>In 2017–2019, the Quality Teaching Successful Students' (QTSS) staffing formula gave us the opportunity to utilise the expertise of four teachers as Instructional Leaders with outstanding teaching skills in specific areas to influence and embed the teaching practice of the large staff at Manly West PS and in turn improve student outcomes.</p> <p>Each of these instructional leaders have made a significant impact with the implementation of these initiatives and have assisted with a paradigm culture shift of using evidence based research as good pedagogical practice at MW with their teaching colleagues, the NBLA community and beyond. Two of the instructional leaders share a strong philosophy to use data and explicit teaching to improve K–2 student outcomes particularly aligned with the Early Action for Success program. Both have changed the teaching and learning practice of all our K–2 staff of over twenty teachers and over 300 students and introduced the Learning Progressions to all our staff. Another instructional leader was already writing units of work for the Arts Unit when she wrote her Mechanics Program based on award winning book, to incorporate the ACARA General Capabilities with particular reference to Critical Thinking and Creativity. She has since been recognised by ACARA and written an article in the Primary Matters Term 4 2018. The other Instructional Leader set up Digital Technology Units using coding and gaming in particular a Year 5 Leadership Unit called Influential Person which he currently shares with two other schools in the NBLA community. Both of these instructional leaders have increased the Visible Learning, Growth Mindset, Dispositions and Digital Skills of all the Year 5 and 6 teachers (11) and over 200 students and have each conducted several TPL sessions for all staff, NBLA schools, NorthGATE and Beyond.</p>
<p>Socio-economic background</p>	<p>• Socio-economic background (\$8000)</p>	<p>All students at Manly West have equal access to all programs and are provided with the</p>

Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$8 000.00) 	basic needs including provision of stationery, text books and uniform if needed. All students at Manly West have access to all incursions and excursions and are assisted financially when required.
Support for beginning teachers	\$40000 for Great Teacher Inspired Learning and Beginning teacher support funding.	<p>Four teachers started the first year of NTN program and two teachers completed the two year NTN program. This program is a private program where teachers meet 3 x term with a graduation ceremony at the end of each year. They visit schools and focus on aspects of teaching linked to the professional standards.</p> <p>The funding pays for the NTN course, visits to schools, release time for planning and other courses that are related to early career teaching.</p> <p>The Deputy Principal also regularly conducted sessions focused on each standard to assist teachers completing their accreditation.</p>
Targeted student support for refugees and new arrivals	<p>.4 staff (2 days a week) for Terms 1–3</p> <p>.2 Staff (1 day a week) Term 4</p>	<p>The EAL/D teachers supported new arrival students with the additional 2 days (Terms 1–3) and 1 day (Term 4) a week of NAP funding.</p> <p>New Arrival Program (NAP) students received intensive English language support. Specialist teachers provided a variety of learning experiences tailored to suit the age and language acquisition phase of the students.</p> <p>Intensive English lessons were organised in a withdrawal group setting.</p> <p>NAP students have access to a program at home (Languagenut). This program provides the students with daily intensive language support.</p> <p>13 students received New Arrival intensive</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	429	441	438	441
Girls	412	427	422	425

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.4	96.5	96.4	95.4
1	94.8	96.1	95.3	93.9
2	94.7	94.8	95.3	95.2
3	95.3	95.9	95	94.9
4	94.3	95.4	95.8	93.9
5	96.1	95.6	95.6	95
6	94.8	95.8	94.2	93.4
All Years	95	95.7	95.4	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

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

Attendance is managed 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. Non-attendance issues are followed up by the Executive and Learning Support Team who work with parents/carers and other agencies where necessary to support student attendance. In some circumstances, students can be flagged and attendance is monitored. Regular newsletter articles give information for parents.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	5.17

*Full Time Equivalent

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

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

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

Professional Learning has been a major focus for the 2018 –2020 Manly West School Plan and school funding was increased to support the building capacity for the highest quality teachers at Manly West PS. Instructional leaders have been organised across Early Stage 1, Stage 1 and Stage 3. Each of the Instructional Leaders received an Executive Director's award for their work in Literacy, Numeracy, Digital Technologies and General Capabilities. In 2018 Manly West joined the Early Action for Success program by self funding this initiative. It gave us early access to the Learning Progressions and PLAN 2. We were also selected to begin the Building Numeracy Leadership initiative. It gave us a clear focus on Literacy and Numeracy expectations for our students.

Our teachers have worked on goals during the year

across grades and stages to improve the outcomes of our students K–6. The six main areas of Professional Learning in 2018 have been the new Learning Progressions for Literacy and Numeracy, Visible Learning, Growth Mindset and Dispositions, General Capabilities of Critical and Creative Thinking, Sound Waves Spelling and Focus on Reading program. These professional learning sessions support our 2018–2020 Strategic Plan. Visible Learning has continued to be a strong focus this year and all teachers use learning intentions, success criteria and feedback strategies for students and it is evident that there is a common Visible Learning language across K–6. All teachers are now implementing the General Capabilities in their programs and particularly critical thinking and creativity.

Accreditation for teachers is supported strongly at Manly West PS. Six teachers were supported with the NTN beginners program as well as the Deputy Principal conducting sessions focused on each standard. We provide a variety of professional sessions each fortnight and weekly smaller sessions which allows teachers to satisfy their unregistered courses for maintenance as well. Aspiring leaders are also given opportunities for courses or leading in the school.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	845,002
Revenue	7,045,815
Appropriation	6,249,671
Sale of Goods and Services	3,669
Grants and Contributions	786,888
Gain and Loss	0
Other Revenue	475
Investment Income	5,112
Expenses	-7,001,240
Recurrent Expenses	-7,001,240
Employee Related	-5,585,104
Operating Expenses	-1,416,136
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	44,575
Balance Carried Forward	889,577

At Manly West PS, we have regular finance meetings with School Admin Manager, Principal and Executive member. We saved for capital expenditure for the playground and office administration areas. In 2018, we saved \$60000 for the new COLA and we also spent \$20000 for Solar Panelling. The interactive whiteboards were very old and we spent \$100000 for replacement and will continue to save money for more of those boards to be replaced in 2019. We also updated all the library and Year 5 and 6 computers. We have saved money for future expenditure for improved ratio of computers for Years 4–6 in 2019, more air conditioning, new Kitchen and Chicken Coop for the Stephanie Alexander Kitchen Garden, Counsellor office, staff room kitchen and bathroom. We are awaiting the electrical upgrade for Manly West PS so that we can install more air conditioning across the school particularly in the Kindergarten and Year 1 block.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,544,722
Base Per Capita	166,298
Base Location	0
Other Base	5,378,424
Equity Total	190,905
Equity Aboriginal	8,208
Equity Socio economic	8,698
Equity Language	48,029
Equity Disability	125,970
Targeted Total	79,269
Other Total	264,907
Grand Total	6,079,803

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.

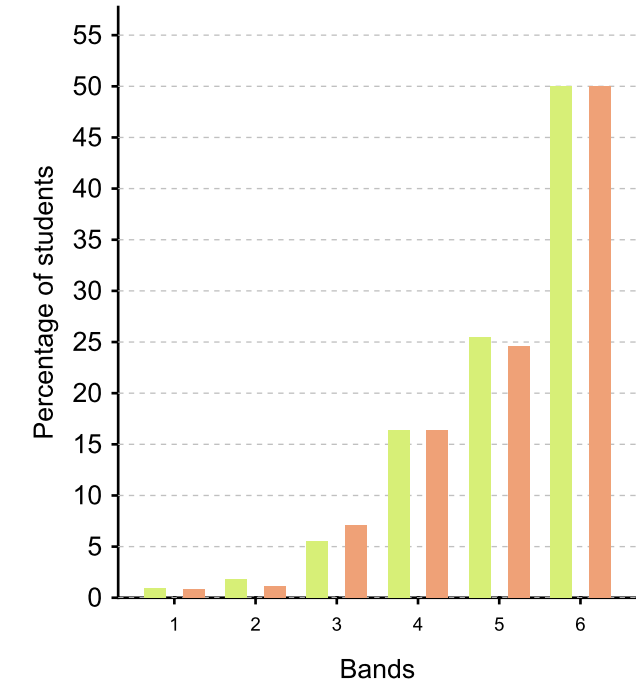
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

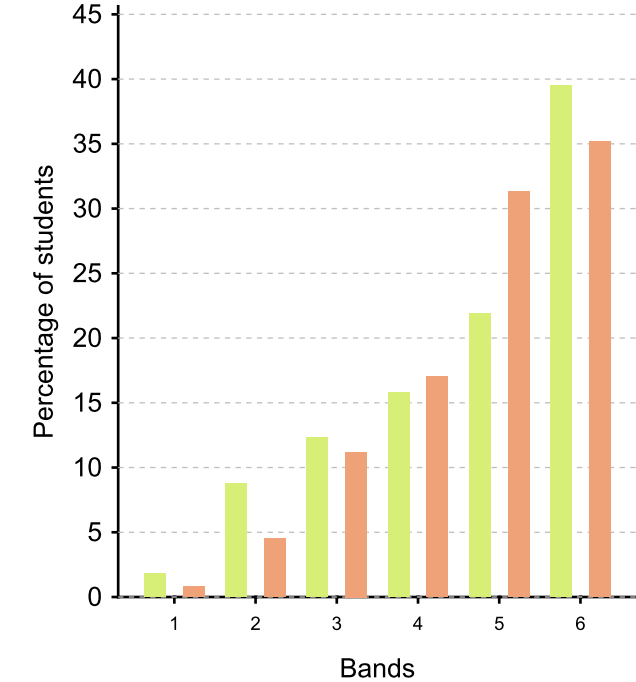
NAPLAN – Year 3 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation). The Year 3 average scores were significantly higher than the State average. 75.5% of students were placed within the two highest bands of Year 3 Reading achievement. In Year 3 Grammar and Punctuation, 73.7% of Year 3 students were placed within the highest two bands.

NAPLAN – Year 5 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation). The Year 5 average Reading score was significantly higher than the State average Reading score, with 64% of students placed within the highest two bands of Year 5 Reading achievement and 60.4% of students in Year 5 were placed within the highest two bands for Grammar and Punctuation.

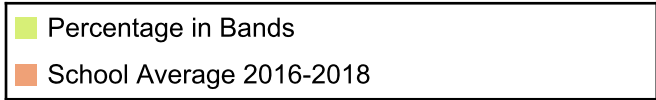
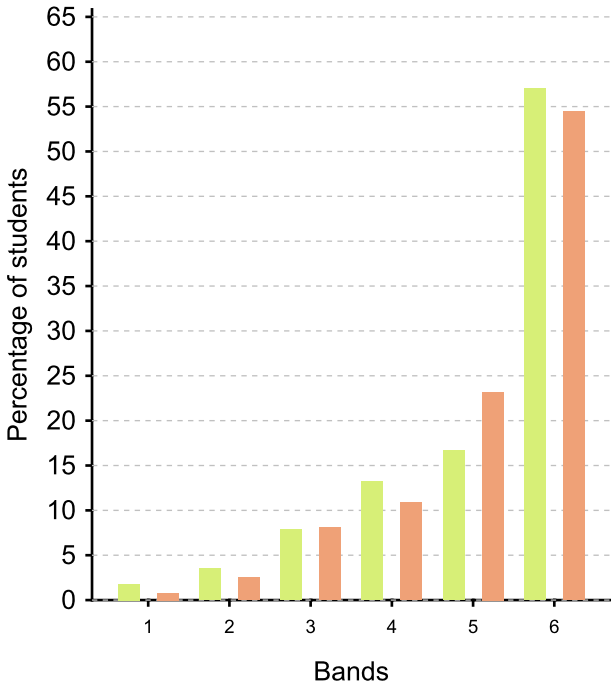
Percentage in bands:
Year 3 Reading



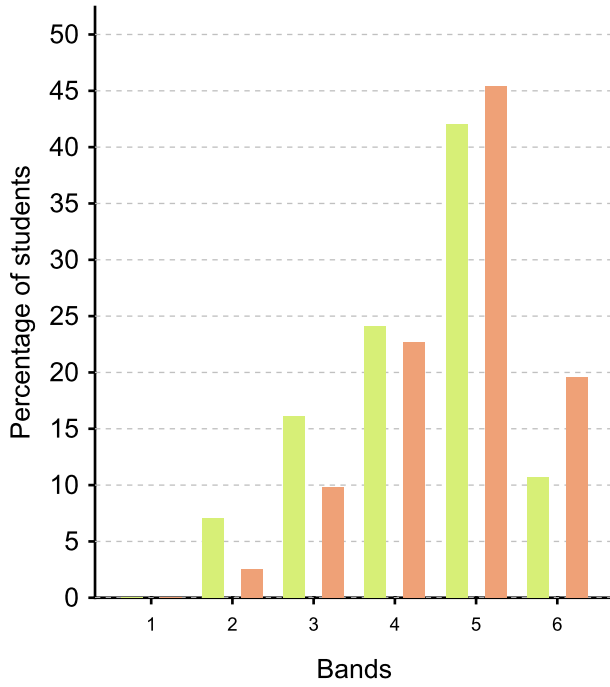
Percentage in bands:
Year 3 Spelling



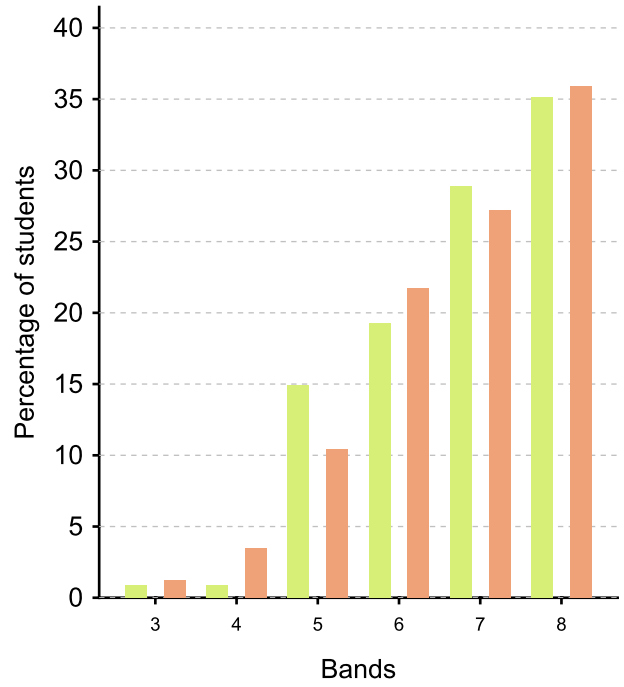
Percentage in bands:
Year 3 Grammar & Punctuation



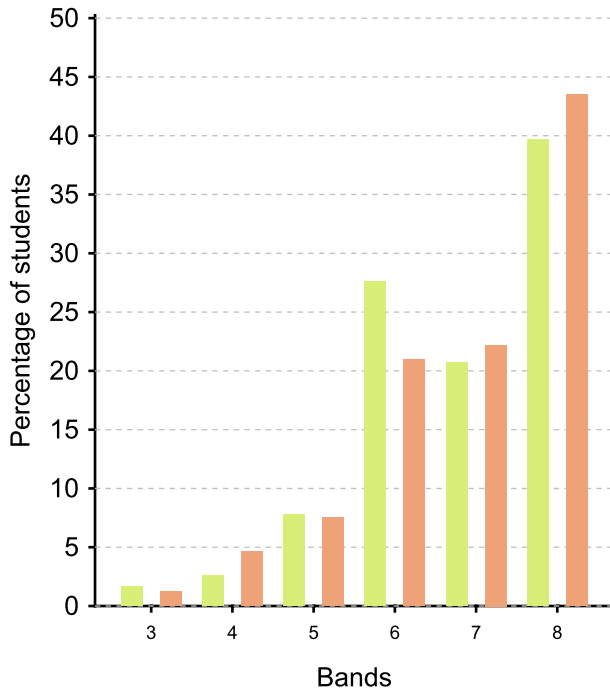
Percentage in bands:
Year 3 Writing



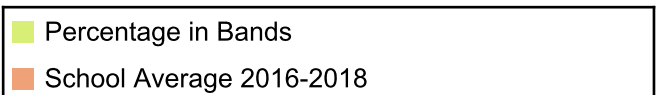
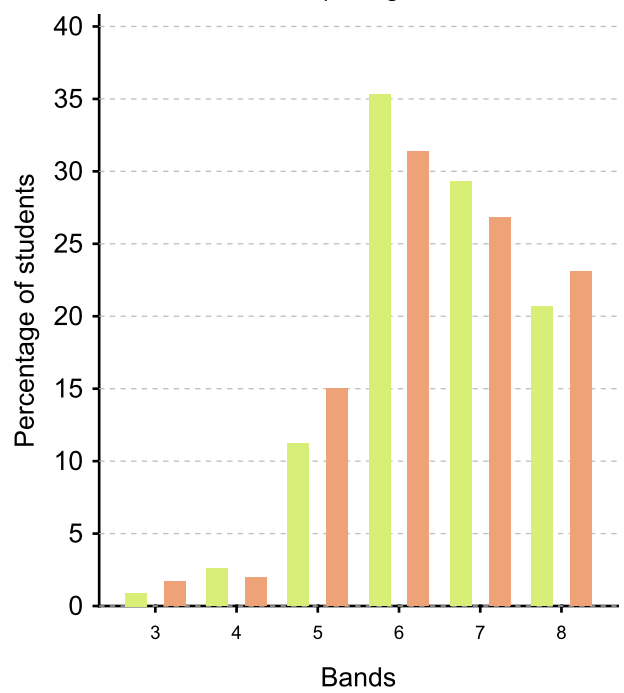
Percentage in bands:
Year 5 Reading



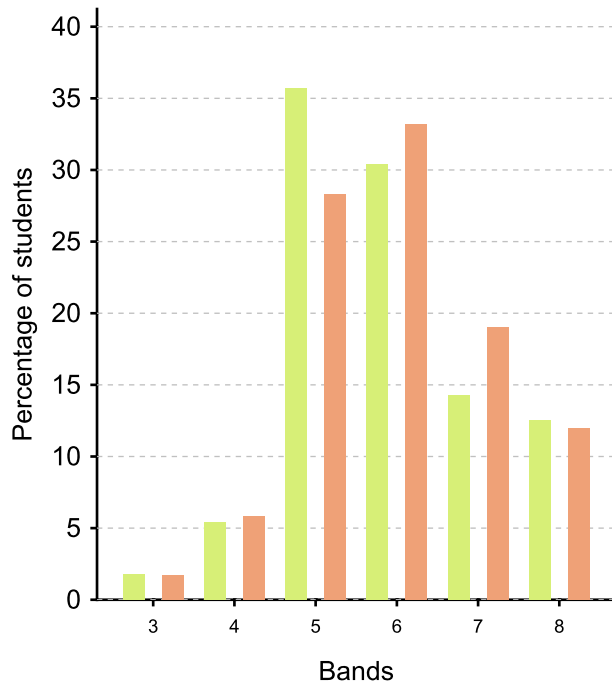
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

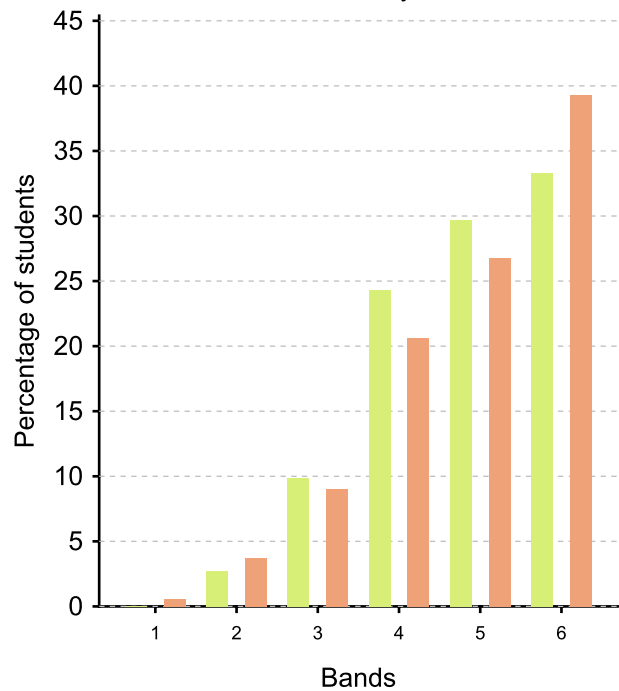
NAPLAN – In 2018, 63% of Year 3 students were placed in the top 2 bands for Numeracy.

NAPLAN – In 2018, 53.1% of Year 5 students were placed in the top 2 bands for Numeracy with no Year 5 students placed in the bottom 2 bands.

Maths Olympiad 66 students from Years 4 to 6 participated 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 6 included 1 students in the top 2% and 4 students in the top 10%.

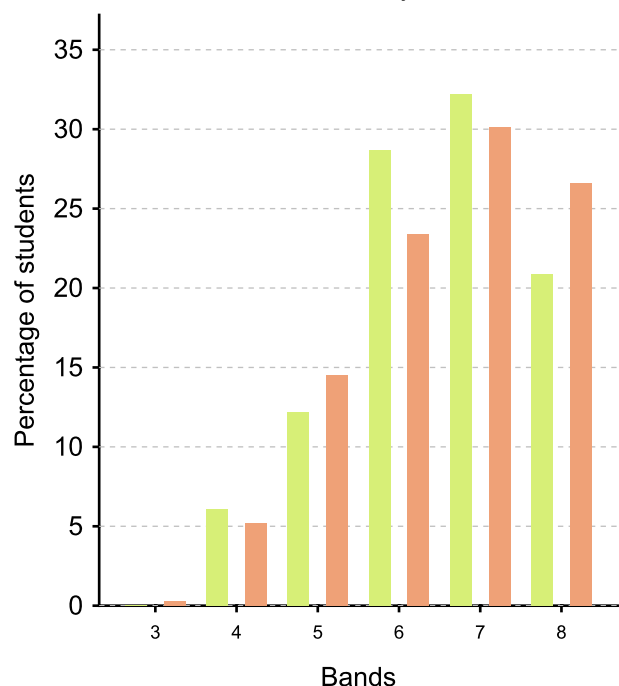
Maths Challenge Camp Students from Year 5 attended a two day Maths Challenge Camp. They achieved the goal of thinking like a mathematician using teamwork, problem solving and acceptance of a challenge.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The Premier's Priority is to increase the number of students achieving in the top 2 bands by 8% by 2019 in Literacy and Numeracy. Manly West PS achieved this target by 2017. In 2015 the average percentage of students in the top two bands was 57.51% and in 2018 – 63.78%. More emphasis on Year 3 and 5 Numeracy will be included with the Building Numeracy Leadership

Parent/caregiver, student, teacher satisfaction

Student Surveys:

Focus on Reading Surveys

In 2018, the Focus on Reading program commenced with all Year 3–6 students and staff. The professional learning for Focus on Reading takes approximately 18 months and focuses particularly on the Super Six Strategies of Comprehension. Manly West is also using the Understanding Text element of the Learning Progressions and syllabus.

All students in Years 3–6 were given questions about how they feel about reading, what they like about reading and what they think about when reading. These questions were used for 2 reasons, one for having insight about individual students' approach to reading and the second reason for information for teachers for their next module of professional learning.

Student questions included when is reading hard, questions about the purpose of reading, what subjects that they need reading skills and strategies are used by the students when not understanding reading. This information and progress will be used for the 2019 Focus on Reading professional learning and student monitoring of student reading and comprehension knowledge and attitude.

Creative and Critical Thinking Surveys

Year 5 and 6 students were given opportunities through an Art of Literacy unit of work called *Mechanica*, where they composed their own descriptive texts that were both original and imaginative and gave students the ability to increase their flexibility, fluency, originality and elaboration of their ideas in their writing and art making. This unit of work explicitly targeted making learning visible.

Students' creative growth was measured using divergent thinking assessments at the beginning and the end of the unit. Each year 5 and Year 6 class improved their creative growth scores over the semester. Year 6 scores matched these similar patterns.

5D 17.3 at beginning of program, 27 end of program;
5F 13.5 at beginning of program, 18.7 at end; 5J 13 at beginning of program and 23.7 at end; 5M 15.86 at beginning of program and 24.52 at end.

Typically a creative genius would score 50 +. Interestingly, these scores would be the same regardless of age, and would in fact decline going into high school unless that student has had the opportunity to regularly practice their creative thinking.

Positive Behaviour Surveys

Every year, in Term 1, our Senior students complete an Anti Bullying survey called *Manly West Behaviour Survey*. The students report on the frequency of 8 different types of behaviour and make additional comments about whether there is bullying and where this might happen. Overall bullying was rare however students sometimes referred to text messages or instagram problems and sometimes were left out of friendships by friends. They could also refer to locations. This information gave teachers an ability to monitor any problems and tailor their Bounce Back and Resilience lessons. A Cyber Bullying session was organised for all students from Year 3–6 as well.

Parent Workshops and Exhibitions

In many of our parent surveys, parents have frequently asked for workshops and opportunities to visit the classrooms:

In 2018, there were several workshops held for parents including two Mathematics workshops, a Cyber Bullying workshop, a High School Presentation by HS Principals and Interrelate which was organised for parents and students.

Parents were also invited to the Year 5 and 6 *Mechanica Expo*, the *Leadership Expo* and *Education Day* which focused on Science, Year 4 *Project Penguin Exhibition*, Year 1 *History of Schools exhibition* and Year 2 '*Manly*' *Project Challenge*.

At Manly West, we have a very large number of parents that are involved in Literacy and Numeracy groups, PSSA sport, Canteen, Uniform, Band, Fundraising, Excursions and the *Stephanie Alexander Kitchen Garden* program. Our Volunteers were awarded an Executive Director Award for their voluntary activities in the garden program.

In September, '*Manly West on Broadway*' production was our major event where all parents were invited to see the dance, drama production of 10 shows. The large number of shows was specifically organised so that all our parents were able to attend. The hall was completely full each show and we received a high percentage of emails and phone calls thanking the staff for the outstanding production.

The following comments were just some of the correspondence from parents:

"I would like to congratulate everyone involved with the Broadway Production." "It was a fabulous show. All the children were well rehearsed & looked so happy & excited to be on stage." "It was a pleasure to watch them. Very cute too!" "Well done Manly West teachers & staff for all your efforts & hard work in achieving such a high standard & slick performance."

"Just wanted to send a huge thank you to the school for such a great production this year. The teachers, staff, and kids put on such a brilliant night and I thoroughly enjoyed it. Wanted to let you know that all that effort really did pay off, and it was a wonderful evening."

" To everyone involved in the production this week, we came on Wednesday night and had a fantastic time. Can't imagine the work involved so wanted to say thanks to everyone. The videos have been watched many times by nanny and papa in the UK too and I know my child really enjoyed the whole process."

"I just wanted to send an email to all the staff at Manly West to congratulate them all on a wonderful production. It was absolutely outstanding and to manage that many children is truly amazing. You should all be very proud of yourselves. We thoroughly enjoyed every show."

From Amber Krilitch, Dance Teacher: 2018 marks my 10th year teaching the Dance Program at Manly West. I feel terribly lucky that I have been able to wake up every morning and come to a job that I am so passionate about and love to do. So in response to all of the messages of thanks and congrats coming my way, I would like to give the amazing Manly West community, made up of the most incredible staff, parents and of course the students, a GIANT THANK YOU for your support of the Dance Program. I very much look forward to many more Dance Expos and Productions with you all in the future!

Staff Surveys

Each year, our staff complete surveys on various curriculum and welfare areas.

In 2018, a technology survey was completed by staff which then led to a number of technology workshops being organised by the technology committee as part of the professional learning. Staff organised workshops that included Google Apps – Google Drive and Google Classroom, Minecraft for Education Computational Thinking and Coding with Scratch.

The staff also completed work on Visible Learning. All staff were using Learning Intentions and Success Criteria for Writing and Maths and were using the traffic light system for feedback. Consistent use of signs of traffic lights were organised by the end of 2018. Teachers also completed work on Dispositions and were satisfied with beginning to introduce the 7 dispositions by James Phelps. The first dispositions of perseverance has dove tailed with the resilience and bounce back concepts with the PBEL.

In 2018, we purchased 17 ipads for each K–2 teacher for the purposes of tracking Literacy and Numeracy progressions with students with three of the elements. The following information is a pre post opportunity in 2018 and will give us comparative information for 2019 data:

44% of teachers stated that they usually use the ipads for assessment or evidence. 33% stated that they consistently use the ipad to access Plan 2 data during class time. 55% of teachers stated that they would like to access ipads for 2019 teaching. 66% logged data against 2 indicators. 22% logged data against 4 indicators.



Policy requirements

Aboriginal education

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.

Aboriginal culture and awareness are embedded in the programs taught at Manly West in the areas of History, Geography, Science, Art, Music, Literacy and Dance.

Manly West continued to implement some very important indigenous initiatives throughout 2018. 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 2018 and our aim was to provide them with as many opportunities as possible to increase their cultural knowledge and to share their culture with the rest of the school.

Phil Geia – Indigenous Performer

On 27th June, Manly West celebrated Reconciliation Week with a visit from Phil Geia.

Phil is a Bwngcolman (many tribes) with family ties to Yarrabah and the Torres Straits. Phil presented Island Dreaming, which is a storytelling program that incorporates traditional stories given modern relevance by Phil, song and dance, instruments (didgeridoo, bipra (clap sticks), kulaps (shakers), boomerangs) and cultural insights.

Through these mediums, the performance teaches:

right from wrong, that all young boys get up to mischief (a story about brothers), games that children play, Aboriginal terminology, why 'saltwater' people learn to dance at a young age and Revealed – the secret behind Australian Aborigines' most iconic dance.

The students at Manly West enjoyed his presentation with lots of participation and plenty of laughter and humour.

Indigenous Dance Workshop

On the 4th and 5th June, five Manly West students participated in a 2-day Indigenous Dance Workshop led by two Aboriginal dance performers to learn and perform alongside nearly 100 students from other schools in NSW. The five students learned both traditional and contemporary Aboriginal dance moves which culminated in a superb performance on Day 2 at the Sydney Dance Company Studios. They learned much more than dance steps – they celebrated their cultural heritage, collaborated with others and made new friends in the process!

Octavia was chosen to join the Aboriginal Dance Ensemble called the Gili Dancers. She danced in the Regional Dance Festival at the Seymour Centre, the Spotlight Dance Festival and other cultural events around Sydney.

We are proud of all these students who participated passionately, developed wonderful dance skills and enjoyed themselves.

2018 Schools Reconciliation Challenge

A number of our senior students again entered in the Schools Reconciliation Challenge. Summer Lockwood, whose poem, *Wulgul-ora* (one people), and a brief synopsis of the poem, was selected for the Schools Reconciliation Challenge 2018 Exhibition – Our Voices Our Future. This is the second year consecutively that Summer's work has been recognised. She researches with considerable effort and time so that her poem is authentic.

There were over 1200 entries in the Challenge and 27 were chosen to participate in the exhibition and regional tour. Summer's poem was one of four written works selected.

Summer was presented with her award by the Honourable Sarah Mitchell MLC, Minister For Aboriginal Affairs, Early Education and Assistant Minister for Education. Summer also won a prize pack and a year's subscription for the school to an online indigenous education program and *Wulgul-Ora* is on exhibition at the Museum.

Year 6 Leadership workshop on Aboriginal Education

In September, a number of students in Year 6 attended a Leadership Workshop on Aboriginal Education.

Indigenous Leadership

After holding the elections for school leaders, Will Farrar, an Indigenous student at our school was elected boy School Captain for 2019. This is the first time an Indigenous student has been appointed School Captain at Manly West.

Multicultural and anti-racism education

Multicultural and anti-racism education

Manly West Public School has a diverse group of children from 35 different language backgrounds. In 2018, 144 children, (17% of our students) have a language background other than English.

Our English as an Additional Language or Dialect (EAL/D) program provides explicit language support to students from language backgrounds other than English, so that they are able to fully participate in schooling and achieve equitable educational outcomes. 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 develop the language necessary to integrate and learn.

Manly West had additional days of New Arrival Program(NAP) funding (2 days in Terms 1–3 and 1 day in Term 4). NAP funding allowed students to be provided with small group intensive English language sessions by a specialist EAL/D teacher in a withdrawal setting.

Each year, the school community of Manly West Public School celebrates Harmony Day which focuses on the diversity of cultures and family backgrounds. In 2018, Harmony Day celebrations involved a whole school assembly. Teaching and learning activities were planned across the school prior to Harmony Day to raise awareness of acceptance and celebrate the different cultures within our school community.

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

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'.

Other school programs

Creative Arts–Manly West on Broadway

'Manly West on Broadway' was an outstanding success, which involved every student K–6 in our school.. Thank you particularly to Amber Krilitch for her amazing choreography incorporating elements of drama throughout the performances. Thank you to Christy McMaster as writer and producer and Bonnie Cleary and Nicole Tinsley as Directors. Thank you to all the staff who organized the sound, lighting, stage and hall props and decorations, costumes, programs, timetables, schedules and much more. The student crew and cast also contributed enormously with time, energy and talent. Thank you to all our students who reached incredibly high expectations with their performances and passion. The production also sent some very strong messages to students, staff and parents about the importance of a balanced life, resilience, peer pressure, loyalty with friendships and working collaboratively. This has been an authentic opportunity for our students to perform dances from a range of contexts using the elements of dance to communicate intent and is linked to Drama, where they used elements of drama, music and costumes for performance to an audience. Many of the outcomes and indicators from the Creative Arts K–6 Syllabus and Social Skills from the Student Wellbeing Framework were achieved with this production. We are very thankful for the wonderful support of the parents.

Senior Choir

The Senior Choir has had many highlights in 2018! This included performing on Education day, 3–6 school assemblies, leading the school in Count Me in Too, Festival of Choral Music and School Spectacular for the third year in a row. Festival of Choral Music repertoire was learnt at school, with a combined rehearsal held in June. In late July, the choir took their place in the combined choir which performed at the Concert hall at the Sydney Opera House. This was very exciting for all students—a once in a life time opportunity for most. For the third year in a row the Senior Choir were accepted into the primary arena choir at the School Spectacular. Themed 'The Greatest' this year, the choir took part in 4 full days of rehearsals, and performed in 4 shows over 2 days. This year the combined choir was made up of 2700 students from primary and high schools from across New South Wales. What an amazing effort was made by all to soak up this experience!

Sydney North Regional Dance.

In 2018 three dance groups performed their routines at the Sydney North Regional Dance Festival. Each group performed twice in either the matinee, afternoon or evening show.

The Junior Girls' group, comprising of 24 Year 3 and 4

students, performed an energetic dance titled 'Alice and The Queen.' This dance was choreographed by Mrs Lisa Greco and coordinated by Oliver Messent and Sasha Worsnop.

The Senior Girls' group, comprising of 24 students from both

Years 5 and 6 performed a very technical dance titled 'Icing On The Cake.' The dance was choreographed by Amber Krilitch and coordinated by Ms Becky Wilson.

The Boys' group, comprising of 22 students from Years 3 to 6, performed a groovy routine titled 'Whatever It Takes.' This dance was choreographed by Mrs Amber Krilitch and was again coordinated by Ms Becky Wilson. All three dance groups represented Manly West with pride as they dazzled the audiences with their performances.

Five students also were invited to audition for a Regional Dance Group for 2019. One student was invited to dance in the Aboriginal Gili Dance group at the State Dance Festival.

Debating

2018 was a highly successful year of debating for Manly West. We opened debating to all students from Year 5 and 6 who were interested in learning more about this challenging form of public speaking and who, would possibly participate in the Premier's Debating Challenge.

After initial lessons in debating, we decided to send all Year 5 students attending debating, to a one day workshop conducted by the Arts Unit. Coaches accompanied the students to what was a highly valuable day. This day provided coaches and students with a simplified language for approaching the delivery of arguments and rebuttals and better understandings of the roles of each speaker in a debate. Coaches were provided with valuable information in relation to the expectations for primary school debating and games that could promote and improve children's ability to engage in debating in a fun and challenging manner.

All children attending debating in the early weeks, delivered an impromptu speech and were given extra tasks such as research on current affairs and topics that were the themes for debates (eg. media, sports, schools, health and wellbeing). Ten children were chosen to compete in the Premier's Debating Challenge teams based on their speaking ability, attendance at training and their willingness to do homework tasks.

Both teams performed very well with the Year 5 team winning the Zone and Regional Final and participating in the State Finals in November. One student was selected to represent the Sydney North to debate in the Primary School's State Debating titles. This team is selected as the 5 best debaters in the region. They also

made the finals but were defeated on the day.

Given our success this year, we are highly excited about extending our knowledge and skills next year.

Manly West Sport in 2018

Our many sporting activities, from the varied School Sport programs, PSSA, Gala Days, District Trials and Carnivals, to Sydney North, State and National Competitions, have given many of our students the opportunities to compete and be successful in the sporting arena.

Swimming carnival

One of the first major events to start off the year is the swimming carnival. This was on a beautiful February day, filled with colour and house cheers. Most students participated in at least one event during the carnival supported enthusiastically by their sport houses and their new House Captains and Vice Captains.

We had 41 students who qualified and progressed to the next level at the District Swimming Carnival held at Manly 'Boy Charlton' Aquatic Centre. The competition was tough where some of our students only just missing out on going to the next level at the Sydney North Carnival. However, they continued to display excellent sportsmanship during the carnival with great Manly West Spirit. Congratulations to our swimmers.

Athletics Carnival

This year, the carnival was held at Sydney Academy of Sport. Students displayed excellent skills and sportsmanship and participation rates were high. A special mention has to be made as Dylan and Luke came first and second in the high jump again, repeating 2017 result.

67 students then went on to compete over at the District/Zone Athletics Carnival and our results were outstanding including 15 students who qualified to compete at the Regional Athletics Carnival at Homebush. A special mention about Hannah in Year 2, our youngest competitor who won the 100m final at District and was now one of our 15 athletes competing at Regional. Will and Octavia had great District Carnivals and Octavia was crowned age champion.

The competition was extremely tough; the senior boys defending their district title finished a gallant second and were off to state. Unfortunately, the junior girls (Aly, Talia, Jade & Octavia) competed bravely however with an injury to one team member it was certainly a hard task. Octavia Williams won regional shotput and qualified for State.

Manly West were well represented at the State Carnival. The Boys relay team, Will, Truth, Zach and Ollie Nicol, finished with a personal best time for the team. Congratulations to Octavia who also competed at State Level in the Shotput.

Manly West Cross Country

All students from Year 3–6 and a number of Year 2 students competed in the annual Manly West Cross Country Carnival. We again held a very successful carnival within the school grounds. This year, the weather was glorious and our runners displayed perseverance, skill and positive attitudes, with great house spirit evident throughout the day. Following the results of our school carnival, a squad of 48 students were selected to compete at the Manly District Carnival which was held at Curl Curl. Torrential rain hammering down on the runners for most of the day. However, one positive from the day was that the students looked fantastic in their new Manly West singlets. A massive thank you was given to all the students who participated so enthusiastically on the day and ran to the best of their ability around a mud soaked course. Of the 48 competitors, 6 Manly West runners placed within the top 10 of their respective races, and both Maggie and Amelie finished in the top 5. These two girls then went on to represent Manly at the Sydney North Carnival at Gosford, with Maggie finishing 14th and Amelie 32nd.

Manly West PSSA

Manly West PSSA teams enter in the Manly PSSA competitions in both Summer and Winter sports. We have had some outstanding results this year. In the Summer competition, we entered in Cricket, Girls and Boys Eagle Tag, Softball, Tee Ball, Volleyball and Newcombe Ball. In Winter PSSA, we competed in Netball, Nettas, Rugby League, Girls and Boys Soccer and Year 3 mixed development soccer teams. Manly West has always been praised for great sportsmanship on and off the field, and we continue this tradition. This year Manly West made the Semi Finals in the following sports for Summer PSSA:

Senior Girls' Eagle Tag As & B2s and Junior Bs,

Boys' Eagle Tag Senior A & B and Junior A,

Senior Boys Volleyball, Junior A Mixed and Junior Bs,

Senior Boys Cricket

Senior As Softball and T-ball As

In Winter Sport Netball Senior Cs was the only sport to make the semi-finals.

Manly West had 4 teams qualify for the Grand Finals in Summer sport.

Senior Boys Eagle Tag A's, Junior Boys Eagletag A's, Junior Girls Eagletag B's and Junior B's Newcombe Ball all managed to get through to compete in the grand finals.

District Trials

In 2018 we had many students from Manly West attend Manly PSSA trials in the sports of Rugby League, Basketball, Cricket, Hockey, Rugby Union, Touch Football, Soccer, Tennis, AFL and Netball. From these trials a number of students progressed to the Sydney North trials.

Congratulations on the following students who were successful in gaining a place in the Sydney North teams.

Jack – Cricket; Jack's Sydney North Cricket Team finished 9th at the State Championships; Oli – Hockey; Oli's Sydney North Hockey Team were joint champions at the State Championships; Bonny – Football and Hockey; Bonny's Sydney North Football team were crowned champions at the State Championships; Chase and Octavia – Hockey; Octavia, Bonny and Chases' Sydney North Hockey team were equal 3rd at the State Championships.

School Sport

In 2018, school sport students had an opportunity to participate in a variety of sports led by specialist coaches and our amazing Manly West staff. As the school was able to secure funding from Sporting Schools Australia, students from across Years 3–6 worked with highly experienced and qualified coaches from both basketball and hockey.

Approximately 150 Stage 2 and 100 Stage 3 students participated in our School Sport Program this year. The various sports on offer included: Orienteering, Basketball, Touch Football, Hockey, Cricket, Tennis, Soccer and Newcombe Ball. The school sport options were highly popular amongst students. They were engaged, motivated and had a lot of fun playing sports and learning new skills.

Snowsports

The Manly West Snowsports Team have had great success again this year being awarded the Overall Primary School Skiing Championship for the second year in a row at the Northern Region races. Manly West, with 25 members, competed against 40 schools in the Alpine, Skier X, Moguls, Snowboard GS and Snowboard X in Thredbo. Manly West's strong performance at the Northern Region Races resulted in 13 team members competing at the State Championships in August. We had representatives in Divisions 4 and 5 Alpine, Snowboard, Skier X, Moguls and Snowboard X, and in Division 6 Alpine. From this competition, 5 team members were invited and competed at the 2018 National Interschools Snowsports Championships at Perisher. The team consisted of Sam in Alpine, Skier X and Moguls; Toby in Alpine, Skier X, Moguls, Boarder X and Snowboard GS; James in Alpine, Skier X and Moguls, Jeremy in Alpine and Emita McCarthy in Moguls, Skier X and Snowboard GS. Manly West achieved great results with the Boys Team (Toby, Sam and James) becoming Team Champions in Moguls and achieving a Team National Silver Medal in SkierX

Sam also received an Individual National Championship in Alpine and Individual National Silver Medal in SkierX. Toby received an Individual National Championship in Snowboard X, an Individual National Bronze Medal in Moguls and an Individual National Bronze Medal in Snowboard GS.