

Manly West Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Manly West Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Congratulations to our students on an outstanding 2019 year with Academic, Sporting, Creative Arts and Student Welfare achievements.

This year, our teachers focused on further developing their skills by completing a vast amount of professional learning. Funds were used to target and build every teachers' skills, understanding and knowledge to be able to effectively provide excellent teaching and learning programs and activities for our students. We aspire to provide Manly West students with highly engaging teaching programs that give every student the opportunity to reach their highest potential.

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. This year, we incorporated Instructional Leaders and Demonstration Leaders with expertise from within our school to model outstanding lessons for others to follow. We will continue to collect data and evidence about our professional learning programs and their impact.

This professional learning has included the areas of Visible Learning, Five aspects of Literacy, Building Numeracy Leadership K–6, Focus on Reading and General Capabilities.

Our students recently completed surveys and forums about Visible Learning and its impact on them. The feedback from students was that they believe that it is helpful for their learning to know the Learning Intentions and the Success Criteria for each lesson. Our students believe that it is helpful for their learning to have both peer and teacher feedback. Our students believe that it is helpful for their learning to know where they are at a point in time with their learning and what are the next steps. Our students also believe that it is helpful if they know what a good work sample looks like.

Our students are being actively encouraged to develop learning goals, to gain feedback from teachers and to use student voice as we encourage and support our students with their aspirations, challenges and achievements.

Our students are also using the concept of Growth Mindset and Resilience with their learning. Many of them use the Learning Pit for understanding how to handle challenging work in a more positive and engaging manner.

The Stephanie Alexander Kitchen Garden, Music and Science programs have been enhanced with extra opportunities being offered to our students as well as Digital Literacy, Computer coding and Gaming which are now considered to be embedded as part of MW school initiatives. The extra-curricular activities such as the Band program, Debating, Choir, Dance, Multicultural Public Speaking, Bear Pit Public Speaking with James Griffin MP, Chess and Elite Sports programs, continue to engage students at an outstanding level.

Thank you to Penny Coucill for her incredibly high expectations passed on to our students and including the new initiative Portraits on the Beaches a joint piece with 4 conductors from our area written for each school by an Australian Composer Tim Rowland, of which our Performance Band performs "the Ferry" movement .

Our elite athletes represented our school, Zone, Sydney North Region and State in a vast array of sporting events and

our Manly West Ski team competed successfully at National Level. Other students represented MW at the Premier's Spelling and Reading Challenge, Arts North Dance and Choral Festivals and the Maths Olympiad.

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. Thank you to Mrs McLean for her ongoing work with coordinating and supporting our Student Representative Council.

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 by our school as well as the belief in the importance of student voice with the SRC. They commented on the outstanding role models of our Captains and Prefect Team, the passion to give back to the MW community and their deeper understanding of leadership and environmental issues. They also commented on the friendly caring culture at Manly West and the incredible trust relationships between 1) teachers and students and 2) older and younger students.

One of the major fundraisers and highlights in 2019 was the Manly West Carnival which was an outstanding success led by Karen Petersen. The P&C supports our school by fundraising for resources and we thank the P&C led by Tracey Martin for the incredible support our school receives from our school community. This year, our schools grounds have been enhanced with the new COLA, the new BASC building and the new gardens. Thank you so much to every student, staff member, parent, caregiver, grandparent, community member and business that supported us. Thank you to the P&C Executive, the Finance, Band, Uniform, Canteen, BASC, Traffic, Enrichment and Environment committees for all the work that they have achieved. 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.

On behalf of Manly West, I would like to thank all Year 6 students who have been excellent role models and buddies for Kindergarten students this year school. We enjoyed a beautiful graduation night at the Manly Golf Club last week where we were able to have time for reflection of their years at Manly West. We acknowledge the Year 6 Prefect Team led by Will, Luana, Alice and Daniel 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, PBEL Leaders and all the Year 6 students who managed a vast array of roles over the years in the school, including assisting with the major community events, such as the MW carnival this year.

Mrs Julie Organ

Principal

Message from the school community

P&C President Report

The Manly West PS Parents and Citizens' Association – *supporting our school, our students, and our school community.*

It was an honour to be voted in as President in March 2019 after holding several positions on the P&C over the previous five years.

The MW P&C is comprised of an executive committee, eight subcommittees and two specialist program representatives. We rely heavily on our wonderful volunteers who support us on a regular basis. The P&C also employs a further 70 staff to help us deliver our services to the school community. In 2019, there were many great projects achieved – some rather visible with others being quietly achieved behind the scenes. None of these could have been possible without our dedicated and inspired teams.

Here are a few of the 2019 highlights:

BAND

The Bands performed at several Festivals and a prom in 2019 with students also attending the very successful Band Camp. The Performance Band attended the annual musical theatre performance at the Capital Theatre. Many thanks to the Band Subcommittee for supporting the band program. Special mention to Penny Coucill, Band Conductor, Nicole Macnicol, Band Coordinator and the band tutors for inspiring all our band students. We also would like to thank the many parent volunteers who help transport instruments and supervise students.

BEFORE AND AFTER SCHOOL CARE

The Before and After School team worked tirelessly to finalise the BASC expansion program to meet demand. The program has resulted in a major reduction in the wait list, and for some sessions, the wait list was reduced to zero. The team was invited to meet with representatives from the office of our State Member, James Griffin MP to share their experience of the centre expansion to assist the NSW Government Before and After School Care initiative.

Special mention to Sarah Falzarano, BASC Subcommittee Coordinator, Tony Falzarano, P&C Treasurer, Sarah Peters, BASC Centre Manager and Julie Organ, MWPS Principal and Phil Perks MWPS General Assistant.

CANTEEN

The canteen is a member of the Healthy Kids Association and many of the menu items are prepared in the canteen by our staff. A new computer and upgraded technology helped the team with Flexischools ordering system. Volunteer numbers were low again this year and we continued to roster paid casuals to cover the shortfall.

Many thanks to Audrey Watson, Canteen Coordinator, Shona McKenzie and Yvette Gooley, Canteen Managers and their team.

EVENTS AND FUNDRAISING

The P&C takes pride in helping build a stronger school community through their events and fundraising programs. The money raised will support future projects identified by the P&C and the school. In 2019, the team coordinated The Kindy Parents Cocktail Party, The Easter Morning Tea, Mothers' and Carers' Day stall, the MW Comedy Fest and the Pick-Up. We also sold The Entertainment Book memberships, partnered with The Athletes Foot school's rewards program, and introduced the MW Kitchen Garden Cookbook **Thrive** and the Band Christmas raffle. The Woolworths **Earn and Learn** program was extremely well supported by the school community. We received 40,860 stickers to exchange for sporting. We also donated 10,000 stickers to Tingha Park Primary School – a rural school with only 55 students.

There are just so many people to thank here including Tracey Martin, Nicole Macnicol, Marie Claire Johnson, Tahir and Simon Bilgic, Tom Hutton, Jess Kirkham, Carolyn Miles, Helen Yardley, Kathy Hobbs, Emma King, Lesly Hamlin and all of our sponsors too.

Manly West Carnival

2019 was Carnival year and we introduced a few different processes and called on additional sponsors to support us. Under the new leadership, Karen Petersen led a wonderful team of volunteers to bring this colourful and exciting event to Manly West once again. Special mention to Kirsten Highnam, Tracey Martin and Fiona Goodland who formed the Carnival Committee. This was Kirsten's third carnival and we thank her for her dedication to this incredible fundraising event.

Many thanks to all the Carnival Subcommittees, the class parents, and the hundreds of volunteers for bringing this event together. No carnival could take place without the full support of the school and we would like to thank Julie Organ and the MW Executive, office staff, teachers and Phil Perks for their support and most importantly we must thank the parents, the students and the wider community for supporting this wonderful event.

P&C Contributions

We raised \$40,579.00 in parent contributions this year. The money raised will fund air conditioning units as part of the Cooler Classrooms initiative. We would like to thank the parents for contributing to this fund.

ENRICHMENT

The P&C ran the Interrelate talks again in 2019. The hall was at near capacity with more than 90 family tickets sold.

ENVIRONMENT / KITCHEN GARDEN

The team had a busy year with several highly successful projects being completed including introducing the War on Waste program with a number of curriculum activities, conducting a water audit of the school playground and providing a recommendation to the school on areas for improvement and upgrade, facilitating a Working Bee for the bicentennial garden area and maintaining the Kitchen Garden and associated areas. They also introduced a new environmental and sustainability program for the MW Carnival which gained praise from the Federal Member for Warringah, Zali Steggall MP and interest from other local P&Cs to adopt similar processes at their school events.

The Stephanie Alexander Kitchen Garden team also produced the highly successful MW Kitchen Garden Cookbook **Thrive** to provide additional financial support for KG projects and resources. The P&C continues to engage Bushlink to assist with the maintenance of school grounds.

Many thanks to Jess Kirkham, Alexandra Gaunt, Richard Griffiths, Ken Douglas-Hill, Angie Penn, Joanne Holley,

UNIFORM

The Uniform shop has a new manager, a new supplier, and a new point of sale (POS) system. We would like to thank Natalya Hansson for seven years of service and welcome Ashleigh Searle to the team.

Many thanks to Vicky Stokes, uniform coordinator, the members of the uniform subcommittee, and Natalya and Ashleigh for making these transitions so seamless. Special thanks to Ben Goodland for procuring and installing the new POS system.

TRAFFIC AND STUDENT SAFETY

The P&C worked with the Student Representative Council (SRC) on the 2019/2020 Kiss and Drop Zone project. When the feedback was received, the P&C then worked in partnership with Northern Beaches Council to install new signs and develop the communications for the school zones awareness program. In the absence of the Traffic Committee, the project was coordinated by the P&C Executive. Many thanks to the SRC members, Mrs Susan McLean, SRC Coordinator, Tracey Martin and Suzanne Cairns, P&C admin officer for their work on this project.

SUN SAFETY

The Sun Safety representative, Laura Worley worked with the school to update our Sun Safety policy to ensure that MW continues to comply with the requirements to remain a 'Sun Safe school'.

CLASS PARENTS

Class parents are an integral part of the school community and we thank them for taking on this vital role. Many thanks to Kate Grant, class parent representative for supporting our class parents and providing guidance and inspiration so graciously.

LOOKING AFTER OUR STAFF

The P&C Executive, along with the support of our payroll manager, invested in our staff by managing a number of HR issues such as reviewing contracts and award rates and recruiting a number of new paid staff members. No doubt there are many, many more projects that have gone unnoticed or unreported, but it is through these dynamic committees and teams that we are able to support the school, the students, and the wider school community.

I would like to thank our Executive Committee members – Ben Goodland, Gayle Graham, Maike O'Keefe, Tony Falzarano, Kirsten Highnam, Jess Kirkham, Vicky Stokes, Ruth Galloway, Richard Griffiths, and Ken Douglas–Hill for always turning up and presenting fabulous ideas at our meetings. Many thanks also to all our Subcommittee Coordinators and their teams for looking at ways to support our services, initiatives, and programs. Most importantly thank you to our members, our volunteers and our staff for their dedication and commitment.

The P&C is very proud of our achievements and we look forward to achieving more projects next year.

Tracey Martin

2019 P&C President

Message from the students

School Captain Report

We (Luana & Will) were the school captains for 2019. Will Farrar had the privilege of being the first Aboriginal School Captain at Manly West. We worked closely with our leadership team of our Vice Captains, Alice Yardley and Daniel Grcev, and our prefects Iris Watt, Maggie Highnam, Chase Perrett, Lucy Coelho, Zach Rowland, Cooper Fenn, Taj Ballesty and Hamish Weaver. We have had an enjoyable year being role models for our younger students, representing Manly West students for special events such as Kindergarten Orientation, school assemblies and other special ceremonies including Presentation Day. We continually tried to demonstrate our Manly West School values of Respect, Responsibility and Aspire.

One of our first experiences as leaders was attending the Leadership Camp in Narrabeen. We learnt about Aboriginal culture as well as developing ideas for Leadership at our school. We also participated in activities using our leadership skills, such as raft building and rock climbing. We met other students who were also leaders from all parts of the District.

We assisted our school in participating in Harmony Day, where we celebrated the diverse culture at our school by

wearing a touch of orange, because it represents Harmony.

For the first time, the SRC voted to raise money for Bear Cottage by asking all students to donate a gold coin when they dressed up for the Book Parade. This was very successful and great fun for everyone. The school also continued to support '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 \$1000 to assist students in a school in Shekunga. We were visited at our assembly by Dr Ryan Snaith and shown videos of the students in their school and given a certificate of appreciation.

Every second year we have the famous Manly West Carnival. This year we had another great event with all the fun rides and delicious foods to eat. Thanks to the P&C we had a very successful carnival which had an environmental focus. Parents volunteered to sort out all the rubbish, recycled and composted materials, which made it an environmentally friendly carnival. We also voted to support the Return and Earn campaign run by the P&C.

Mrs Organ consulted with us when Aboriginal artist Meg Minkley painted the library corridor a beautiful indigenous artwork, full of bright colours and native animals.

Using the money we had raised from the 2018 Pedlars' Parade, we organised for students to put out the new soccer nets for students to use on the oval at lunchtime.

As School Captains and representatives of Manly West PS, we attended the Remembrance Day Service in Manly Dam with the Vice Captains, Alice and Daniel. We laid a wreath in honour of all the soldiers who fought in the wars.

During our time as School Captains for 2019, we have learnt a lot about leadership. Throughout our years at Manly West we have formed many memories that we know will stay with us forever.

Luana da Rocha and Will Farrar.

Student Representative Council (SRC) Report for 2019

The Manly West SRC consists of two elected representatives, one boy and one girl from each class, Years 2–6, which meets regularly to discuss issues in our school community. This year, we had 56 SRC students representing 23 classes. The Year 6 leadership team also attended meetings, which combined with the SRC, reflects the student voice of our school.

Each class has a suggestion box where students contribute ideas they believe could make a positive impact at Manly West. All SRC representatives take notes in these meetings, which they later communicate to their class. By presenting these minutes to their peers, everyone can be informed and have feedback on how they contribute to our school.

In 2019, the SRC supported special events such as Walk to School Safely, Clean Up Australia Day, Harmony Day and Plastic Free July.

We also continued to fundraise for our nominated charities such as Bear Cottage, by holding a gold coin fundraiser when students dressed up for the Book Parade.

Items that were also discussed and voted on throughout the year were facilities for scooters and bikes, soccer equipment for use on the oval, the state of the cricket nets, bubblers for the oval, items for the canteen menu and ways to support the environment and reduce the amount of waste in our school.

Some of the issues we discussed are ongoing and we continue to work closely with Mrs Organ, our school community, including the P&C, and Manly West staff and students throughout the year.

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 (876) 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

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.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

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.

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.

Teachers use student data to inform their teaching to use explicit teaching strategies evidenced by reflective practice,

Progress towards achieving improvement measures

Process 1: Professional Learning is the key to success in improving teacher quality and in turn improving the outcomes for students. Align the Literacy and Numeracy Progressions with the English and Mathematics Syllabus documents in order for teachers to program and assess student learning. Teachers accurately determine students needs and the next learning needs within literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Professional Learning emphasised Literacy and Numeracy throughout the year and the progressions through the Early Action for Success program. Learning Intentions and Success Criteria are being embedded in programs particularly in English and Mathematics and is being referenced as evidence in the teachers' PDPs and programs. Teachers are giving feedback informally across the school and the next steps for student learning will be a focus in 2020.</p> <p>We are now collecting data more regularly and focusing on interventions and differentiation that highlight the student needs. The Learning Support Team led by the Deputy Principal is more confidently and consistently using data and adjusting programs. The teachers have been given excellent professional learning in the areas of adjustment and</p> <p>All teachers were given professional learning in Focus on Reading. The teachers implemented the Super Six comprehension strategies with their students. The PDPs show evidence that students and teachers are embedding these practices into the teaching and learning programs. Three modules were completed of Focus on Reading in 2019. The Focus on Reading Module 4 will be implemented in Semester 1, 2020. This will give time for teachers to have demonstration lessons for each grade on Module 4 concepts. It will also allow time for reflection of the whole program which has been implemented over two years.</p>	<p>School funds were used for teachers to improve in the areas of Literacy and Numeracy. The Instructional Leader Model has been set up to support teachers with the Five Aspects of Literacy in ES1 and Early Action for Success for ES1 and Stage 1. Teachers also received funds to attend Learning Support programs and networks. The Deputy Principal also used funds to attend a series of workshops to increase her knowledge to lead the Learning Support Coordinator Role.</p> <p>School funds were also used to provide professional learning with Focus on Reading. Teachers observed the Demonstration Leaders' lessons and then implemented the areas of focus in their own classrooms using a mentoring program. Teachers gained confidence using these methods of observation and implementation.</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

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- Quality Teaching, Successful Students (QTSS) (\$40000.00)
- (\$10000.00)

Process 2: Targeted Literacy and Numeracy professional learning develop and sustain evidence-based practices to strengthen student growth, using the IL program, Focus on Reading, Seven steps for Writing, Super Six Comprehension strategies, Spelling Sound Waves Years 1–6, Building Numeracy Leadership and TENS.

Evaluation	Funds Expended (Resources)
<p>Professional Learning of the EAfS programs such as the Building Numeracy Leadership and the Instructional Leadership programs as well as Focus on Reading were given priority and professional learning funds were used for these programs in 2019. The programs were implemented across K–6 grades. In the 2nd semester, the teachers re-wrote their Term 1 2020 Maths programs to incorporate the Building Numeracy Leadership (BNL) concepts and 2020 programs will continue to be updated and implemented in 2020. Five aspects of Literacy was implemented into the Kindergarten program. These programs include demonstration lessons and observation lessons to assist teachers with differentiation and implementation.</p> <p>The Focus on Reading and Five Aspects of Literacy will continue in 2020. The Dr Noella McKenzie Writing project will have a renewed focus in 2020.</p>	<p>Professional learning funds to supplement the writing of programs with Instructional Leader expertise. Instructional leaders were taken off class to support teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$10000.00)

Next Steps

Continue Early Action for Success initiatives including the Writing project and Building Numeracy Leadership to deepen the learning of our students and provide explicit teaching with research based programs.

Continue Five Aspects of Literacy for ES1, Focus on Reading K–6 and Spelling Soundwaves K–6.

Continue the Instructional Leadership model and mentoring for research based programs.

A Professional Learning Committee was formed led by the DPIL and Principal to ensure that professional learning is aligned with our strategic directions and the Excellence Framework in 2020. All programs will be evaluated and refined with a strong focus on the areas of Literacy and Numeracy.

The Learning Support Team continues to strengthen and streamline processes. In 2020 the High Potential Gifted Education Policy will begin to be implemented at Manly West as another LST initiative.

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.

Improvement Measures

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.

The ACARA General Capabilities are incorporated into PDPs, program initiatives and Professional Learning. Dispositions will be evident with staff professional learning.

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.

Progress towards achieving improvement measures

Process 1: Professional Development on Visible Learning and formative assessment is ongoing to assist teachers and students with formative assessment, feedback and the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
<p>Many Student Representatives attended a forum with the Principal and agreed that the Learning Intentions, Success Criteria and Feedback helped them with their learning. The Learning Pit is visual in many of the classrooms for students to understand the concept of Growth Mindset and Resilience when presented with managing learning challenges.</p> <p>Professional Learning has included formative and summative assessment and teachers are becoming more confident in formative assessment processes working collaboratively with grades.</p> <p>Professional Development of Visible Learning continued all year and teachers incorporated Learning Intentions and Success Criteria in most programs. Visible Learning was widely and positively reported on by all teachers with their PDPs. The students and teachers use common language and evidence of the feedback system such as Learning Pit, traffic light systems, exit slips, peer and student feedback are observed in the classrooms and used by staff and students.</p> <p>Teachers and students used Learning Intentions and Success Criteria posters in their classrooms and programs. Teachers also set up Rubrics and exit slips for student and teacher feedback. In 2019, teachers more often used formative assessment K–6 particularly with Literacy and Numeracy.</p> <p>Teachers and students use the Visible Learning common language. Feedback needs to be more formally shared in 2020.</p>	<p>Teachers observed each other with lesson observations. Beginning teachers' funding was used for observation of more experienced teachers. Funding also included targeted teachers becoming Demonstration Leaders mentoring teachers with preparation, reflection and implementation. This also required funding resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$1600.00)• (\$2000.00)

Process 2: Teacher knowledge of the ACARA General Capabilities linked to the NSW and Australian curriculum is developed through professional learning by Instructional leaders using QTSS staffing formula.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The General capabilities are embedded in all syllabus documents and teachers were given specific teacher professional learning in 2018–2019 using the Instructional Leader model.</p> <p>Year 4 students used the Creative and Critical Thinking skills for Project Penguin with mentoring from Year 9 students.</p> <p>Stage 2 students use Creative and Critical Thinking skills in their Stephanie Alexander Kitchen Garden program.</p> <p>Stage 3 students particularly worked on the Personal and Social capabilities and the Creative and Critical Thinking capabilities in some of the following units of work throughout the year. Stage 3 students and parent feedback was very positive with the Leadership Coding and Gaming program for Year 5 students and the STEM Robotics for Year 6 students. Year 5 students also participate in Mechanica which is a Digital Literacy program. All of these programs highlight the general capabilities and dispositions within all these programs.</p>	<p>Year 4 use the resources provided with the Project Penguin project based learning, which also involves visits to Taronga Zoo.</p> <p>The Stage 3 students access the Instructional Leader (QTSS) for Digital Technologies and Coding and Gaming.</p> <p>The Stage 2 students pay a Kitchen Garden levy to fund the horticulturalist for the Stephanie Alexander Kitchen Garden program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$20000.00) • (\$30000.00)

Process 3: Life long 21st century learning skills are developed through programs and initiatives such as the Production, Arts North Festivals, Music Count Me In, Stephanie Alexander Kitchen Garden, Project Penguins, Coding and Gaming,

Evaluation	Funds Expended (Resources)
<p>All students K–6 were provided with opportunities to develop their 21st century skills and were involved in Dance Expeditions for parents and caregivers, music events such as the Music Count Me In, Bush Dancing and the Manly West Carnival which also highlighted ways to reduce waste.</p> <p>There are a number of extra curricular activities provided for all students to support student interests and skills including Drama, Dance, Debating, Project Penguin, Chess, Student Representative Council, Leadership activities and mentoring younger students.</p> <p>The Stephanie Alexander Kitchen Garden Foundation Program is an excellent resource that is used by all students K–6 for environmental and Student Well-being.</p>	<p>The Stephanie Alexander Kitchen Garden Foundation program is used across K–6. The students in Stage 2 pay a levy to assist the payment of horticulturalist hours and the school funds extra resources for equipment and other costs.</p> <p>Other initiatives have differing costs and resources with a combination of funding by parents or using school funds.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$5000.00)

Process 4: Professional learning focused on the new Science and Technology Syllabus and reviews of current History and Geography syllabuses.

Evaluation	Funds Expended (Resources)
<p>There are specialist teachers and teacher professional learning sessions that support teachers to develop a deeper knowledge and understanding of Science and Technology, History and Geography syllabus documents. The Stem Share staff member visited MW with Year 6 students and was impressed with the student levels of engagement and knowledge of Digital Technologies. The products from students are becoming more technical and elaborate as students become more familiar with their Science and Technology outcomes.</p>	<p>Targeted teachers were given professional learning time to support others with knowledge of syllabus documents and scope and sequence of syllabus K–6. QTSS –1 day a week. Stem Share Kits; Staff member with outstanding deep knowledge of Science and Technology syllabus and Digital Technologies.</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

There are specialist teachers and teacher professional learning sessions that support teachers to develop a deeper knowledge and understanding of Science and Technology, History and Geography syllabus documents. The Stem Share staff member visited MW with Year 6 students and was impressed with the student levels of engagement and knowledge of Digital Technologies. The products from students are becoming more technical and elaborate as students become more familiar with their Science and Technology outcomes.

• Quality Teaching, Successful Students (QTSS) (\$20000.00)

Next Steps

Continue to focus on formative assessment, data and teaching and learning cycle with interventions, explicit teaching and differentiation.

Continue to develop teaching skills and understanding through professional learning on peer and teacher feedback and students being supported to develop learning goals from Success Criteria.

We elected to be one of the schools completing The Curiosity and Powerful two year Professional Learning which will focus from late 2019 on evidence based initiatives, Visible Learning and building capacity of teachers and students.

Continue to embed the General Capabilities in teaching and learning and embed in other KLA areas.



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.

Improvement Measures

Surveys show students and teachers know processes of anti bullying strategies, resilience and mindfulness. Parent workshops are available. SRC initiatives include improved sustainability practices.

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.

PDPs reflect capacity building for teachers with professional learning, accreditations, aspiring leadership and leadership courses.

Progress towards achieving improvement measures

Process 1: Student capacity is strengthened by all the PBEL programs and SRC initiatives PBEL is embedded in the school in classrooms, playgrounds and in all areas of the school. Bounce Back strategies are used in partnerships with staff and parents.

Mindfulness and growth mindset are introduced for students and staff to access more strategies to improve wellbeing and their own capacity.

Evaluation	Funds Expended (Resources)
<p>As part of the review of PBEL across the school, a Benchmark of Quality Survey was undertaken to identify areas of strength and development. As a result, a greater number of staff have been trained in PBEL to develop staff capability in this area and increase the number of staff on the PBEL team in 2020. The staff completed PBEL training in Universal Preventions, Classroom Systems, Tier 2 Training and also PDHPE training. The PBEL and PDHPE committees combined to streamline some of the initiatives.</p> <p>Parents and students also completed the Tell Them from Me surveys for an indication of belonging and advocacy expectations at Manly West PS. This returned positive and strong Wellbeing results with more detail provided in the Satisfaction section of the Annual Report.</p> <p>The Student Representative Council continues to strengthen with over 56 students across Years 2–6 representing their peers and meeting regularly regarding initiatives that are important to students and the local and global community.</p> <p>Staff completed Smiling Mind training by completing Foundations A and B. The school was accepted into the Smiling Mind Project in conjunction with The Department of Education. Three staff members were trained as Mindful Champions to support the implementation of the Smiling Mind Program.</p> <p>All staff were trained in the Smiling program to develop their own understanding of mindfulness allowing them to implement the Smiling Mind program as part of the Well-being programs offered at Manly West. Staff</p>	<p>\$3850.00 Smiling Mind Professional Learning Foundation Workshops A and B</p> <p>\$353.54 for Smiling Mind Program Books 1–6</p> <p>6 casual days for staff to train as Smiling Mind Champions.</p> <p>4 casual days for staff to be trained in the implementation of the PDHPE Syllabus.</p> <p>3 teachers x 2 days trained in Positive Behaviour for Learning Universal Classroom Systems</p> <p>3 teachers x 2 days trained in Universal Catch Up Training</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$10000.00)

Progress towards achieving improvement measures

were also encouraged to develop their personal practice as part of Staff Well-being. A Scope and Sequence for the implementation of the Smiling Mind Program K–6 was developed ready for implementation in 2020. Throughout 2019 staff explored and trialed the program in classrooms.

A Scope and Sequence linked to the PDHPE syllabus was developed for implementation of the program in 2020 across K–6.

Staff completed training in the PDHPE Syllabus with a draft Scope and Sequence being developed for the implementation of the syllabus in 2020. Trained staff developed professional learning sessions to familiarise all staff with the new syllabus requirements. The implementation of the syllabus will continue to be a focus for 2020..

The Review of the Sun Safe Policy was completed with P&C, Executive and Staff.

Process 2: K–6 KLA timetables and scope and sequences are the collective responsibility of all stakeholders to ensure optimum conditions in the school environment.

Teacher capacity is improved with mentoring and coaching, excellent effective supportive leadership support.

Evaluation	Funds Expended (Resources)
<p>All teachers organised compliant class timetables aligned with NESA regulations. In 2019, we focused on Mathematics Scope and Sequence documents. Teams were set up within the school to achieve the completion of these documents. English will be the focus in 2020 and 2021.</p> <p>The Deputy Principal Instructional Leader (DPIL) and targeted teacher with Mathematics expertise led the grade teams to complete the Mathematics scope and sequence to ensure that it covered all syllabus outcomes. An informal Mentoring program was put in place to achieve these tasks and to support staff.</p> <p>Mathematics, History, Geography and Science and Technology and PDHPE Scope and Sequences were completed and NESA compliant. This process assisted staff to increase their knowledge and understanding of syllabus and it also changed practice for staff. It utilised the expertise of targeted staff and impacted K–6 staff by using a more collaborative and consistent approach. Programs were analysed and adapted sequentially for outcomes to be achieved by students.</p> <p>Teachers are working collaboratively in grade teams and Consistent Judgement Principles are used for consistent expectations and assessment of student work. The Staff Performance Development Programs (PDPs) strongly indicate that teachers are collaboratively working together on improving the depth of teaching in programs, using consistency across Maths and English programs in particular and building their capacity in areas of teaching and leading.</p>	<p>Teachers completed professional learning in Visible Learning and a deeper understanding of all syllabus documents, in particular Mathematics and English. This required funding for teachers to build capacity by creating Instructional Leadership, mentoring, observation and reflection time for evaluation and forward planning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$10000.00)

Next Steps

Collective efficacy for teachers is supported across grades and stages and will continue to be refined. Teachers are given opportunities to lead, mentor and build their capacity in a wide variety of areas in the school.

All Student Well-being programs continue to be strengthened and initiatives are provided for students so that they reach their highest potential in all areas. Student feedback and student agency will be a focus in the 2021–2023 plan and we will continue to value the importance of the Student Representative Council.

The partnerships with students, parents and staff continue to be strengthened.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal funds were used for text books, excursions, camps, PLPs and library resources.</p> <p>We were very fortunate to be able to access the Aboriginal Liason Officer, the AECG executive and the Aboriginal artist for regular visits to Manly West for our students and staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$6 932.00) • (\$0.00) 	<p>The Aboriginal and Torres Strait Islander students were valued, given every opportunity and assisted with any school or extra curricular activity. This year was the first year in the history of the school that one of our Aboriginal students Will Farrar was elected as School Captain (as far as known). Wills' brother was elected Vice Captain a number of years before. The Library mural was given priority making sure that it acknowledged the flora and fauna of the area and was painted correctly with AECG approval. It was beneficial to all our students, staff and parents to have regular access to the Aboriginal Liason Officer in 2019 in terms of increasing our aboriginal understanding and local aboriginal knowledge of this area.</p> <p>There were 7 Aboriginal and Torres Strait Island (ATSI) students in Manly West in 2019. Personal Plans were written for each of the students each semester by their classroom teachers in consultation with the Learning Support Team and Aboriginal Liason Officer. Any student needs were met using Aboriginal funds. The Aboriginal Liason Officer visited Manly West regularly in 2019 for Professional Learning presentations to staff, advice to Aboriginal students, consultation with AECG for the new Library Mural and Bush Tucker Garden and meetings with the ATSI staff committee.</p> <p>The Aboriginal students were also given many Aboriginal dance and drama opportunities and were invited to attend the consultations with the Principal and AECG members with the Library mural and Acknowledgement of Country artwork for Manly West by Aboriginal artist.</p>
English language proficiency	<p>0.4 EAL/D teacher (flexible funding) 0.2 NAP funding (Terms 1–3)</p> <p>Languagenut and Henry Parkes Resources are used regularly by students. The EAL/D teacher has built up resources for EAL/D students over the last 3 years.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$58 720.00) 	<p>An EAL/D teacher was employed 2 days a week using flexible funding. The EAL/D teacher attended professional learning and network meetings to improve her practice and knowledge. Another regular teacher has been employed for NAP and this teacher is developing her skills with the guidance of EAL/D teacher.</p> <p>Newly Arrival students (NAP) are identified on arrival and supported in their transition to Manly West Public School. The Languagenut Program was renewed for an additional 2 years to support our new arrivals within their mainstream classroom and to consolidate their learning at home.</p>
Low level adjustment for disability	<p>Teacher allocation .7</p> <p>School funded 3 additional part-time teachers (3 x .4) to support students.</p> <p>7 SLSOs funded through:</p>	<p>Staff strengthened their use of data to inform practice and direct resources through data checkpoints each term as a grade and then as a Learning Support Team. The intervention model continues to be adopted to target student groups. An increased number of Learning and Support Teachers and</p>

<p>Low level adjustment for disability</p>	<p>Integration Funding \$60 034,</p> <p>OoHC funding \$2 520</p> <p>and Equity \$95 209.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$130 759.00) 	<p>SLSOs resulted in more students receiving support in both the classroom and playground. This resulted in the provision of more support for senior students in 2019 and a new model trialled in Kindergarten with reading growth of targetted students beyond expectations. The model involved Learning and Support Teachers, IL/ Grade Supervisor, SLSOs and classroom teachers working in classrooms targeting three identified cohorts of students.</p> <p>Student progress and adjustments were tracked through Data Checkpoints, Class Profiles of Student Adjustments (linked to the Nationally Consistent Collection of Data process), PLPs, LS referrals and introduced in 2019, Class Builder.</p> <p>Class teachers were provided time to devise Personalised Learning Plans and locate resources to support students. The system of creating, reviewing and sharing of PLPs with relevant staff and stakeholders was improved. Staff knowledge of adjustments for students with disability was enhanced through expertise from itinerant support teachers and specialist school staff (Arranounbai).</p> <p>Transition programs continue to strengthen – transition to Kindergarten, to High School, Kindergarten to Year 1 and Year 2 to Year 3.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>The QTSS is a staffing formula for targeted staff to support professional learning and explicit teaching. Each Instructional leader has professional learning meetings to organise timetables and research programs and resources for staff and students for each program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$100 000.00) 	<p>Quality teaching Successful Students QTSS staffing formula was used for the Instructional Leadership Model across K–6. One instructional leader worked on the Five Aspects of Literacy with ES1. One teacher worked on the computer coding and gaming with Digital technologies with Stage 3 teachers and students. One teacher was Instructional Leader for Early Action for Success for K–2 and Building Numeracy Leadership. The Instructional Leader program was an excellent way to encourage teachers to demonstrate and observe other teacher lessons and discuss the effectiveness of programs and teaching. In 2020, more work will be done on defining the roles of the instructional leaders, demonstration leaders and teacher responsibilities.</p>
<p>Socio–economic background</p>	<p>Text books, stationery, access to excursions and camps, uniforms and lunch supplies if needed.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$8 500.00) 	<p>All students at Manly West are known, valued and cared for. All students have equal access to all programs and are provided with 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. All students can equitably access the curriculum and all excursions using the socio economic funds if necessary.</p>
<p>Support for beginning teachers</p>	<p>Teachers are assisted by their supervisors and Deputy Principal.</p> <p>Funding Sources:</p>	<p>Two teachers started the first year of New Teacher Network (NTN) program and four teachers completed the two year NTN program. This program is a privately run program where teachers meet 3 x term with a</p>

Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$40 000.00) 	<p>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, programming, PLPs, class observations and other courses that are related to early career teaching.</p> <p>The Deputy Principal also conducts sessions focused on each standard to assist teachers completing their accreditation.</p> <p>Four teachers gained their accreditation in 2019 and 2 teachers completed their maintenance of accreditation. Teachers are supported and able to visit other classrooms and other schools for support.</p>
Targeted student support for refugees and new arrivals	<p>.2 Funding Terms 1–3.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$20 000.00) 	<p>The EAL/D teacher supported new arrival students with the additional day (Terms 1–3) of NAP funding.</p> <p>NAP students received intensive English language support. Specialist teacher 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 the Languagenut program at home. This program provides the students with daily intensive language support.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	441	438	441	442
Girls	427	422	425	429

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.5	96.4	95.4	95.1
1	96.1	95.3	93.9	95
2	94.8	95.3	95.2	95.1
3	95.9	95	94.9	94.8
4	95.4	95.8	93.9	94.7
5	95.6	95.6	95	93.7
6	95.8	94.2	93.4	93.3
All Years	95.7	95.4	94.6	94.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.51
Teacher of Reading Recovery	0.8
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	5.17

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Manly West PS staff have made a transformational culture shift with the collection of data and evidence over the last few years and continued in 2019, using the most effective methods of student learning. Our current vision is to strengthen the foundations of Literacy and Numeracy, Strengthen Quality Teaching for 21st Century learning and Building Staff and

Student Capacity using a strong Wellbeing Framework. Data collection and interventions are becoming more consistent across all grades in particularly with Literacy and Numeracy.

We have continued with our successful application as a self-funded Early Action for Success school which in 2019, gave us access to the Literacy and Numeracy progressions, Building Numeracy Leadership project and more recently the Writing Project with Dr Noella McKenzie. This has given staff access to outstanding professional learning by consultants and trainers to deepen their knowledge of Literacy and Numeracy.

In 2019, four teachers continued as Instructional Leaders, one teacher leading the Five Aspects of Literacy for Early Stage 1, another embedding the Literacy Progressions, Building Numeracy Leadership K–6 and Maths Programming with another teacher and one teacher developing a program of Digital Coding and Gaming using dispositions and Visible Learning into Stage 3.

It was decided in order to embed the Focus on Reading, that we would take the year to consolidate the Super Six Comprehension strategies across K–6 with professional learning. Teachers were able to observe each other with their teaching practice using Focus on Reading. A small team consisting of Principal, Deputy Principal, Kindergarten Assistant Principal and teacher have worked with the DoE CESE on evaluation with Reflect and Reset on the Five Aspects of Literacy.

One of the Assistant Principals was made Deputy Principal Instructional Leader to lead the newly formed Professional Learning Committee with the Principal. The Committee meets regularly to ensure quality professional learning K–6, manage all evidence based initiatives and Instructional Leader programs and support mentoring and capacity building initiatives.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	889,577
Revenue	7,234,161
Appropriation	6,609,443
Sale of Goods and Services	5,732
Grants and contributions	611,914
Investment income	3,522
Other revenue	3,550
Expenses	-7,252,953
Employee related	-6,119,917
Operating expenses	-1,133,036
Surplus / deficit for the year	-18,791

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	51,399
Equity Total	204,856
Equity - Aboriginal	6,932
Equity - Socio-economic	8,445
Equity - Language	58,720
Equity - Disability	130,759
Base Total	5,719,216
Base - Per Capita	203,197
Base - Location	0
Base - Other	5,516,020
Other Total	533,424
Grand Total	6,508,895

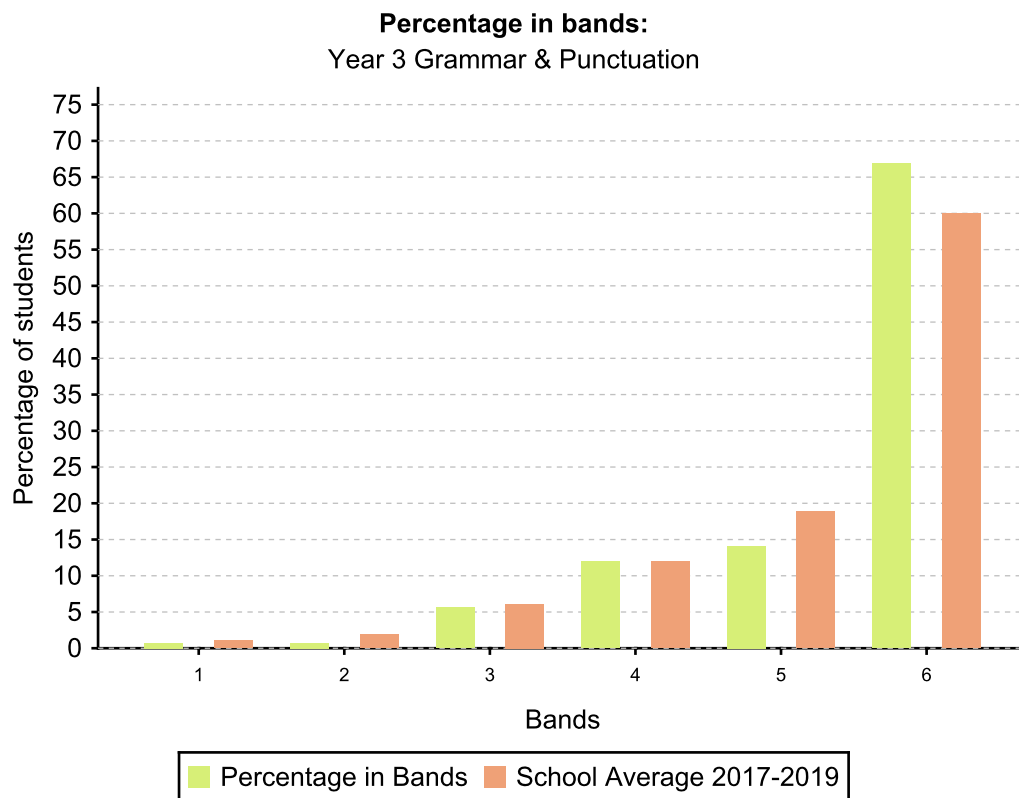
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

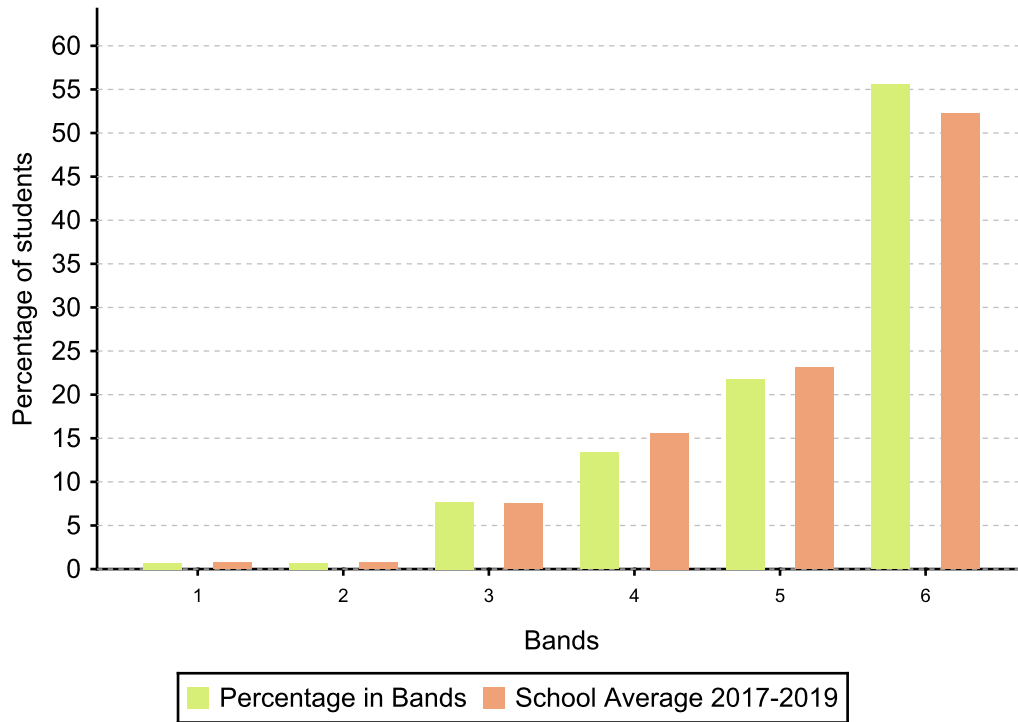
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



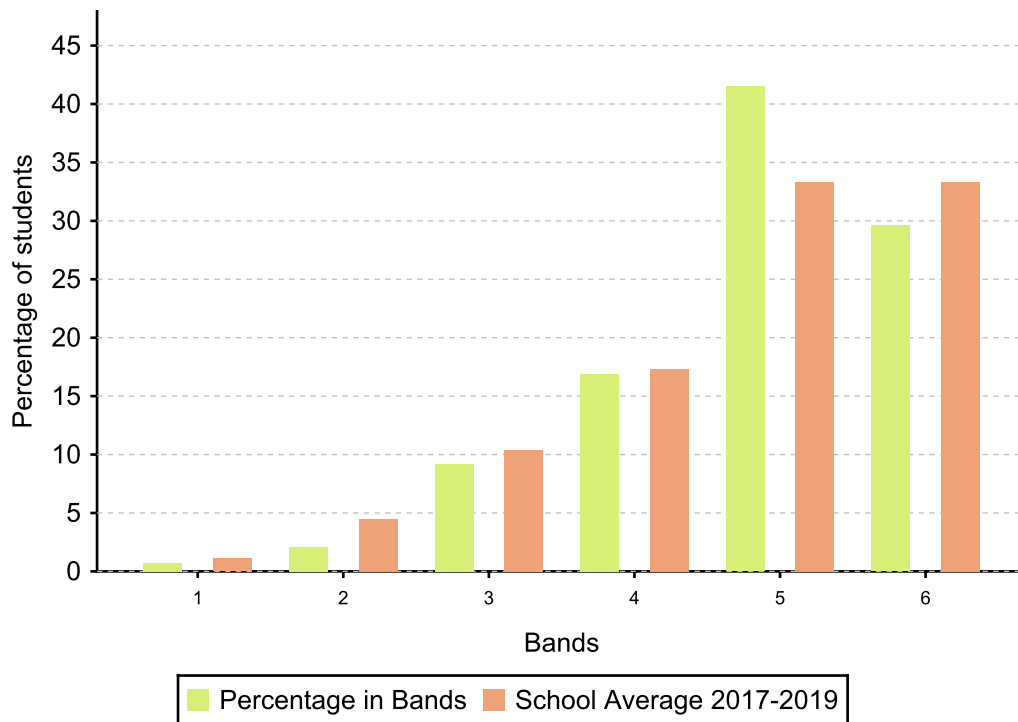
Band	1	2	3	4	5	6
Percentage of students	0.7	0.7	5.6	12.0	14.1	66.9
School avg 2017-2019	1.1	1.9	6.1	12	18.9	60

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.7	0.7	7.7	13.4	21.8	55.6
School avg 2017-2019	0.8	0.8	7.5	15.6	23.1	52.2

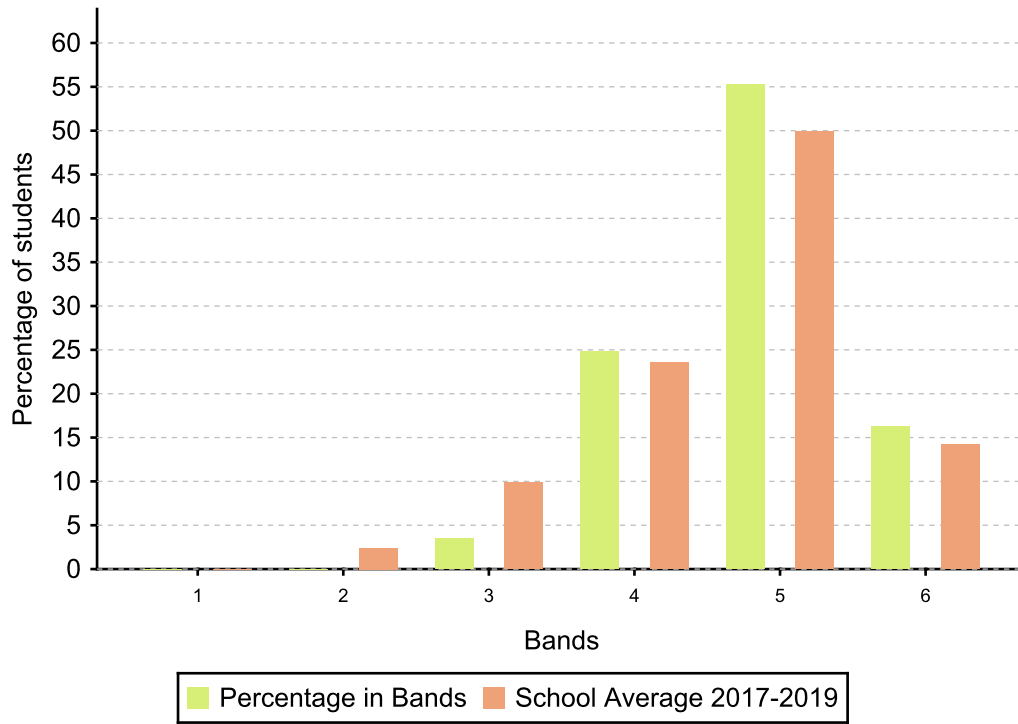
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.7	2.1	9.2	16.9	41.5	29.6
School avg 2017-2019	1.1	4.5	10.4	17.3	33.3	33.3

Percentage in bands:

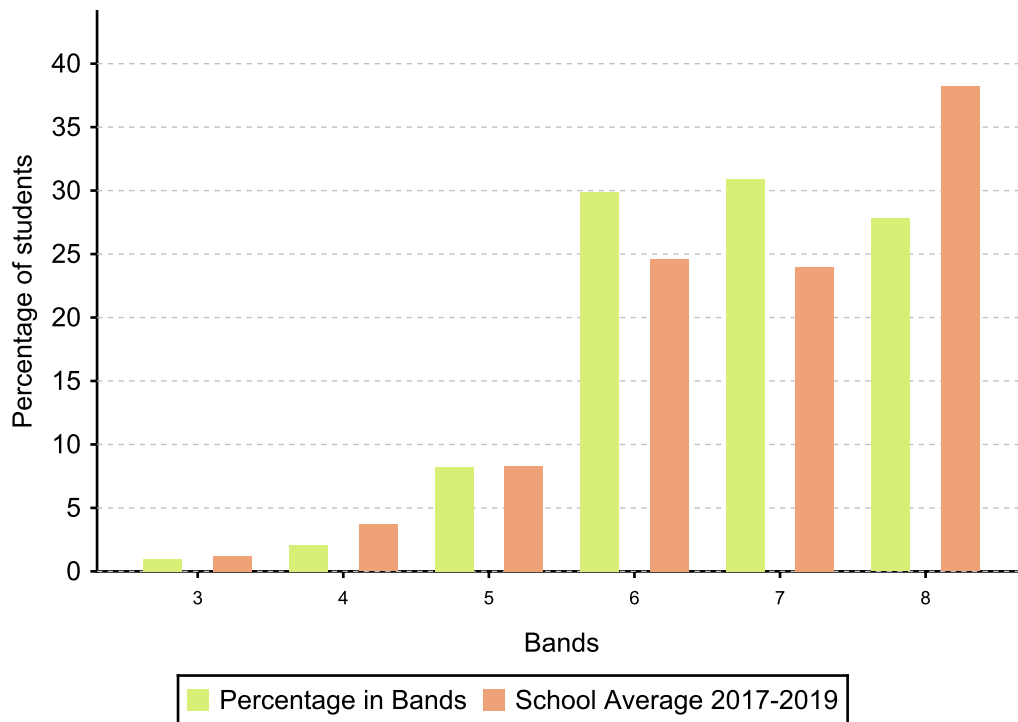
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.5	24.8	55.3	16.3
School avg 2017-2019	0	2.4	9.9	23.6	49.9	14.2

Percentage in bands:

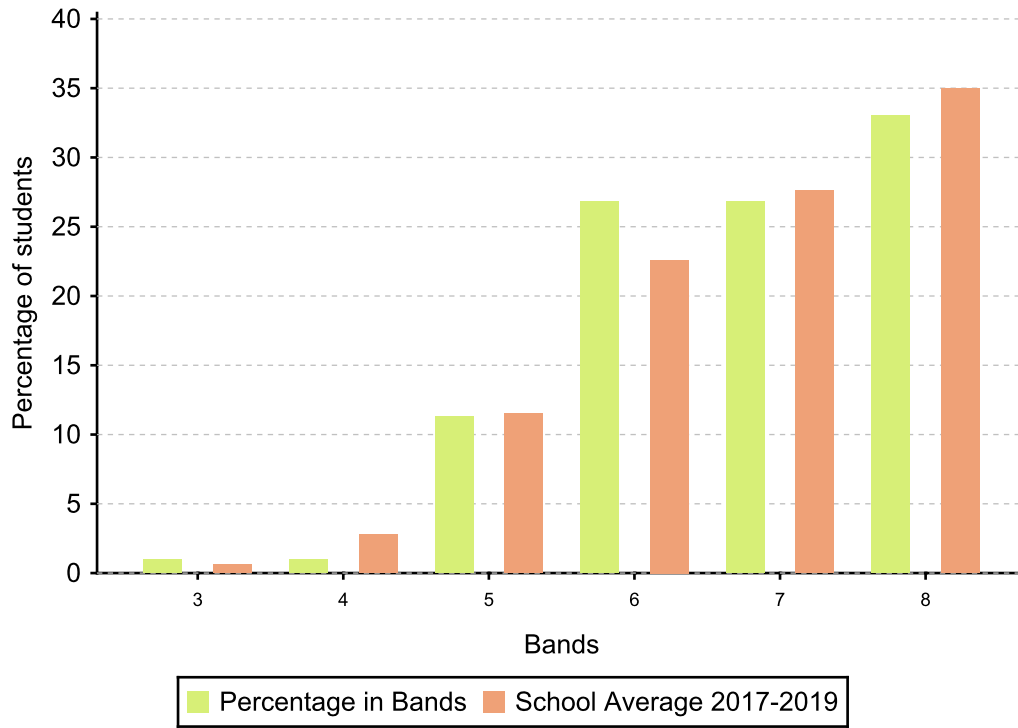
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	1.0	2.1	8.2	29.9	30.9	27.8
School avg 2017-2019	1.2	3.7	8.3	24.6	24	38.2

Percentage in bands:

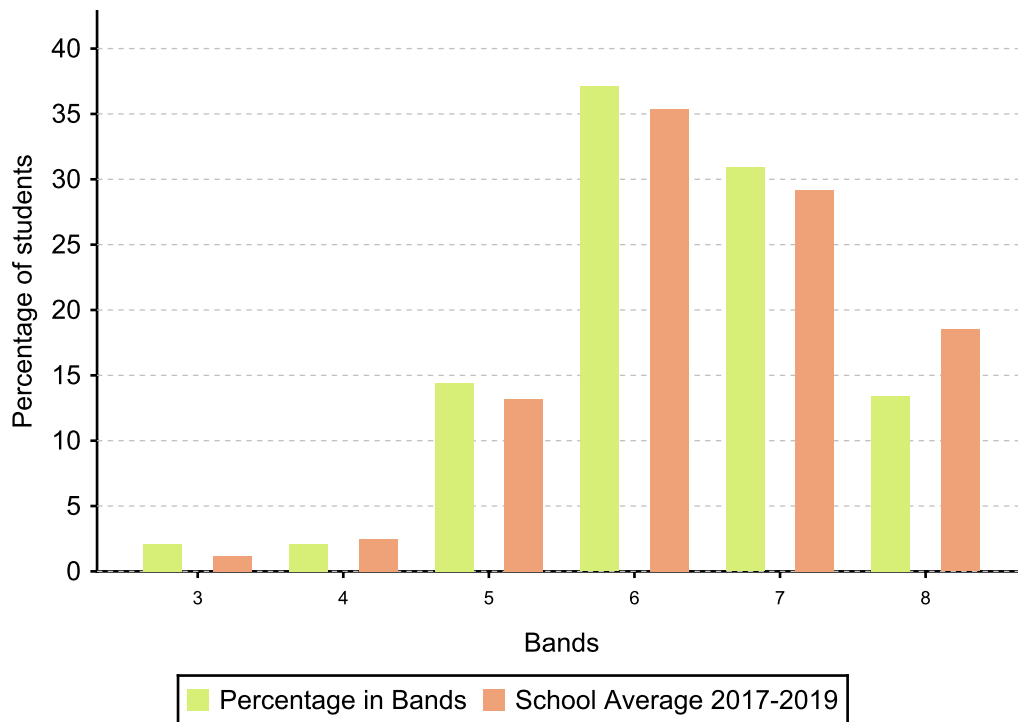
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	1.0	1.0	11.3	26.8	26.8	33.0
School avg 2017-2019	0.6	2.8	11.5	22.6	27.6	35

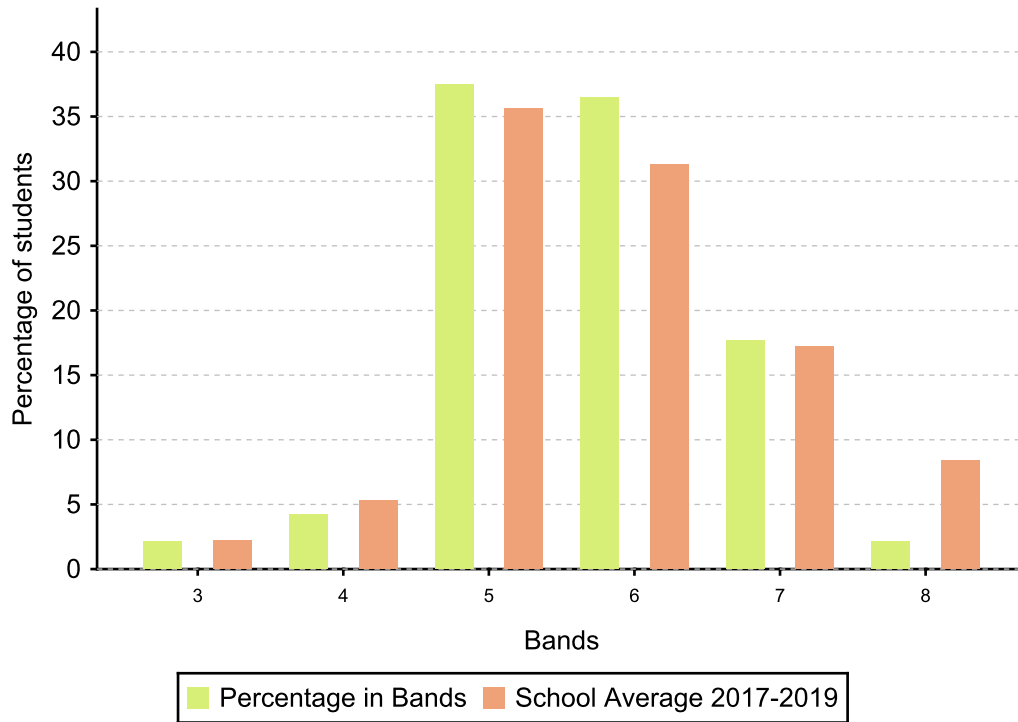
Percentage in bands:

Year 5 Spelling



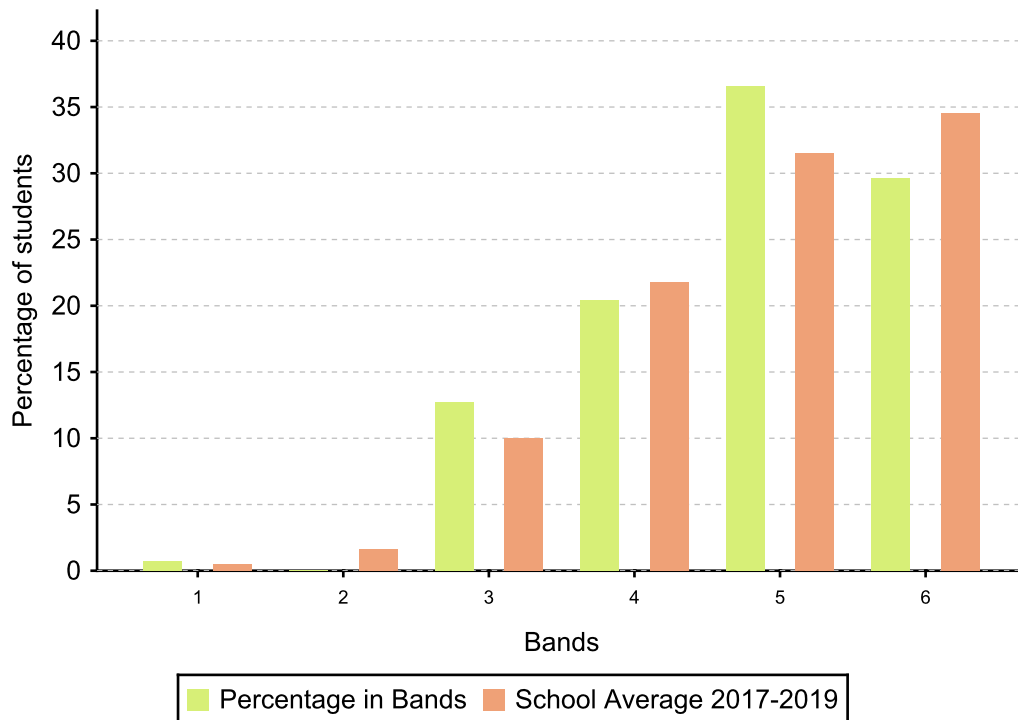
Band	3	4	5	6	7	8
Percentage of students	2.1	2.1	14.4	37.1	30.9	13.4
School avg 2017-2019	1.2	2.5	13.2	35.4	29.2	18.5

Percentage in bands:
Year 5 Writing



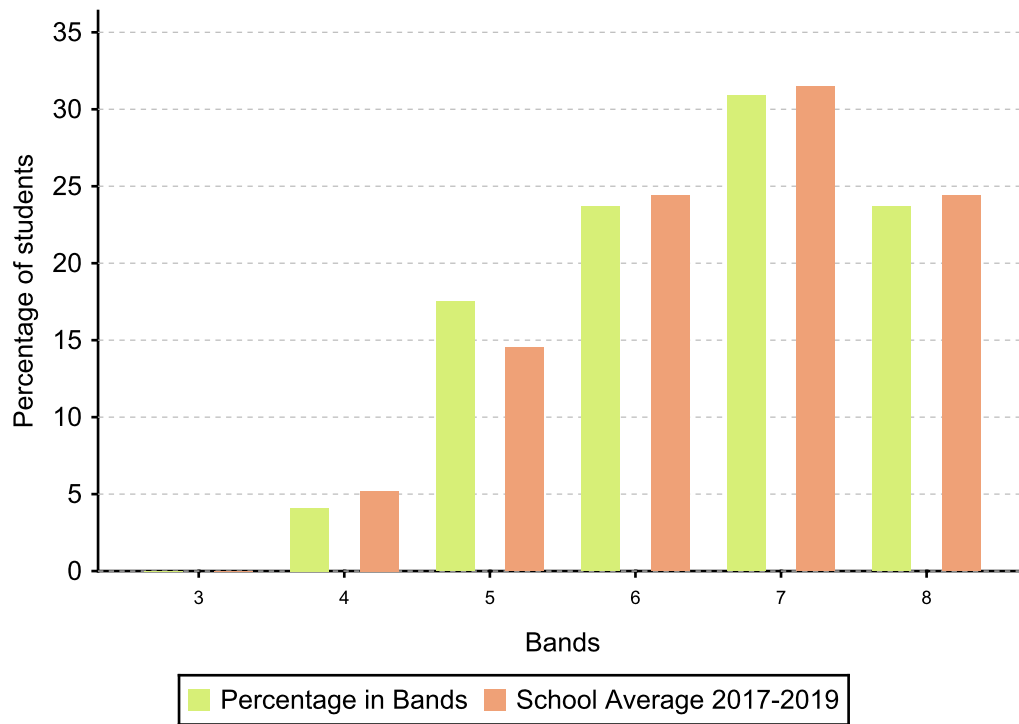
Band	3	4	5	6	7	8
Percentage of students	2.1	4.2	37.5	36.5	17.7	2.1
School avg 2017-2019	2.2	5.3	35.6	31.3	17.2	8.4

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.7	0.0	12.7	20.4	36.6	29.6
School avg 2017-2019	0.5	1.6	10	21.8	31.5	34.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	4.1	17.5	23.7	30.9	23.7
School avg 2017-2019	0	5.2	14.5	24.4	31.5	24.4

Parent/caregiver, student, teacher satisfaction

Students

Visible Learning Surveys and Forums

In 2019, a number of randomly selected students from Years 3–6 completed surveys and forums about Visible Learning and its impact on them.

The feedback from students included:

- students believe that it is helpful for their learning to know the Learning Intentions of each lesson;
- Our students believe that it is helpful for their learning to know the Success Criteria for each lesson;
- Our students believe that it is helpful for their learning to have both peer and teacher feedback.;
- Our students believe that it is helpful for their learning to know where they are at a point in time with their learning and what are the next steps;
- Our students also believe that it is helpful if they know what a good work sample looks like.

Our students are being actively encouraged to develop learning goals, to gain feedback from teachers and to use student voice as we encourage and support our students with their aspirations, challenges and achievements.

Our students are also using the concept of Growth Mindset and Resilience with their learning. Many of them use the Learning Pit for understanding how to handle challenging work in a more positive and engaging manner.

Tell Them From Me Survey

Students in Years 4–6 participated in the Tell Them From Me Survey Suite. The surveys measure students sense of belonging, achievement and advocacy.

Our results indicate that:

- 82% of students feel a strong sense of belonging with the state average being 69%.
- 88% of our boys feel a sense of belonging with the state average being 71%.
- 98% of students have expectations of success with the state average being 85%.
- 88% of students have a sense of advocacy with the state average being 69%.

Parents also participated in the 'Partners in Learning' Parent Survey which is part of the Tell Them From Survey Suite.

A snapshot of results from the survey indicate that Manly West parents feel:

- Welcome when they visit the school: 8.9 School Mean
- The school administrative staff are helpful: 8.2 School Mean
- They are well informed about school activities: 8.0 School Norm

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural Education

Manly West Public School has a diverse group of children from 45 different language backgrounds. In 2019, 208 children, 24% 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.

Newly arrived students and students assessed in the lower end of the EAL/D progression are given priority for support. Manly West had an additional day of NAP funding (1 day in Terms 1–3) Our New Arrivals Program provides intensive English tuition for newly arrived students at the beginning and emerging levels of English language proficiency. Support is provided to newly arrived students in order to develop their English language skills, so that they are able to participate in learning with their peers in mainstream classes.

EAL/D students involved in the NAP program and students who are withdrawn receive an EAL/D report biannually. With reference to the ESL scales, information was reported on their oral, reading and writing skills.

Each year, the school community of Manly West Public School celebrates Harmony Day which focuses on the diversity of cultures and family backgrounds. In 2019, 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 to highlight the message of belonging and community inclusion.

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

Manly West PS has a trained Anti-Racism Contact Officer (ARCO). The role of the Anti-Racism Contact Officer 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,

Manly West PS offers Spanish, Swedish and French language classes after school.

Other School Programs (optional)

2019 Sport

The strength and skills of Manly West students in the sporting arena continued to excel in 2019 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. From participating in our School Sport programs with expert coaches, to students representing Manly West in PSSA, Basketball, District trials and Carnivals, State Competitions to National Championships.

Swimming Carnival

The first major sporting event at Manly West is the Swimming Carnival which was a fantastic event on a beautiful day. The new sport leadership team was outstanding in supporting their house members and encouraging them to participate in a variety of races gaining points for their house. The House Captains and Vice House Captains created an excellent atmosphere and enthusiastically led their houses in loud cheering and chants.

This year, Manly West had 40 students who qualified and progressed to the next level competing at the Manly District Swimming Carnival. Competition was tough on the day and our students put in a huge effort, many just missing out in the finals, and displaying great sportsmanship and pride in their school.

Congratulations must go to Eli Mork who qualified and advanced to compete in the Sydney North Carnival.

Manly West Cross Country Carnival

Students from Years 3–6 and a number of Year 2 students competed in the annual Manly West Cross Country Carnival. Our runners displayed perseverance, skill and positive attitudes, with great house spirit evident.

Thank you to all the students who participated so enthusiastically and performed to the best of their ability in particular events:

In the 8/9 years, Felix Stephens and Olivia Mealor both finished 4th.

In the 10 years, Carlito Vesely finished 6th.

In the 11 years, Hugh Yiend finished 2nd.

In the 12/13 years, Maggie Highnam was 3rd, Zach Rowland 5th and Chase Perrett 6th.

Felix, Olivia, Carlito, Hugh, Maggie, Zach and Chase all qualified for the Sydney North Carnival held at Gosford on Friday 21st June.

At this carnival, our best results were Maggie who finished 8th and Felix who finished 12th.

Athletics Carnival

This year, the Athletics Carnival was held at Sydney Academy of Sport, Narrabeen. Students displayed excellent skills and sportsmanship and participation rates were high given the extreme weather conditions on the day, rain, rain and more rain. Nothing could dampen the Manly West Spirit.

Thank you to the Mackellar students who helped to manage the Field events in these trying conditions and all of our amazing teachers and support staff. Thank you especially to our Sport House Captains who led their houses with encouragement and passion on the day.

Fifty-three (53) students then went on to compete at the District/Zone Athletics Carnival over 2 days. Congratulations to Emma Kramer and Issy Davies in Year 3, who were some of our youngest competitors ever at District who came first and second in the Final. Octavia Williams and Kaia Kumera achieved impressive individual results at District. Kaia won 10 Years 100m, Junior 200m and came 2nd in Junior Long Jump. Octavia won 100m, 200m, High Jump, Shotput and was once again crowned 11 years Girls Age champion. Our results were outstanding, including 16 students who qualified to compete at the Regional Athletics Carnival at Homebush, including our Senior Girls and Junior Boys Relay teams who both won their District Final. Congratulations Chase, Octavia, Luana, Aly and Ruby and the Junior Boys Relay Team (Kaia, Prescott, Harvey & Banjo).

Manly West PS finished First overall on handicap at the District/Zone Carnival

Both MW Relay teams qualified for their finals at the Regional Athletics Carnival with the Senior Girls almost breaking the record. Octavia Williams came 2nd in 100m, 3rd in 200m, 5th in Shotput and qualified for State in 2 individual events and the relay, which was an outstanding result. Emma Kramer came 2nd in the 100m, 8 Years Final and qualified for State.

The Senior Girls Relay team finished 3rd and therefore hold the title of the third fastest relay team in NSW.

Snowsports

The Manly West Snowsports Team continued their growth and success in 2019 winning the Co-Ed Primary Skiing and coming 2nd place in the Co-Ed Snowboarding. Manly West PS was again, crowned the overall Co-Ed Primary School Snowsports Champions at the 2019 Interschools Snowsports Northern Championships, for the third year in a row.

A number of our teams and individuals progressed onto the NSW Interschools State Championships.

The Division 4 Boys' Teams competed in Moguls and won gold. They also competed in Alpine, Skier X, Snowboard GS and Snowboard X.

The Division 5 Girls' Teams competed in Moguls where the team winning bronze, Snowboard GS, winning silver, and the Snowboard X team also won bronze.

In Division 6 Boys' Teams competed in Alpine and SKier X, winning bronze in both events.

Individuals who competed in a variety of events were Toby Mcllwaine, Lillie Buchanan, Harvey Brooks, Lara Hocking and Jeremy Vowels.

Congratulations to the Division 4 Boys' Team of Toby Mcllwaine, James Ford and Kodi Glance, to Lillie Buchanan in Division 5 and Jeremy Vowels competing in Division 6. They were successful at the State competition and qualified to compete at the National Championships in Mt Buller.

Congratulations to Toby Mcllwaine who won the Australian Junior Freeride Championship.