

# 2020 Annual Report

## Manly West Public School



2469

# Introduction

The Annual Report for 2020 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.

## School contact details

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Manly West Public School  
Griffith St  
Balgowlah, 2093  
[www.manlywest-p.schools.nsw.edu.au](http://www.manlywest-p.schools.nsw.edu.au)  
[manlywest-p.school@det.nsw.edu.au](mailto:manlywest-p.school@det.nsw.edu.au)  
9948 2257

## Message from the principal

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### Principal's message 2020

Congratulations to our students for being so resilient, engaged and flexible in 2020 despite the COVID-19 Pandemic and associated restrictions. Our students definitely needed to draw on their positive Growth Mindset and Resilience and used the Learning Pit as a strategy for understanding how to handle challenging work and unprecedented challenging times in a positive and engaging manner.

In 2020, our teachers continued to focus on developing their skills as high quality teachers by completing a vast amount of professional learning particularly in Literacy and Numeracy. Teachers, students and parents became technologically upskilled out of necessity with Remote Learning. We supported our students to engage with the Frameworks of Teaching and supplemented them with home-learning using Zoom and Google classrooms. Our teachers also participated in professional learning including Visible Learning, Building Numeracy Leadership, Focus on Reading, Writing and Technology. We aspired to provide Manly West students with highly engaging teaching programs that gave every student the opportunity to reach their potential.

Our students and teachers continued the Visible Learning journey in 2020. Through student Interviews and Learning Triads, students reported to us that Learning Intentions and Success Criteria for each lesson supported their learning. Our students believed that both peer and teacher feedback improved their learning. Our students believed that it was helpful to know where they are with their learning at a point in time and they wanted to know their next steps in learning. Our students also believed that it was helpful if they know what a good writing work sample looks like. We will be working on the Novice to Master approach in 2021 to support our students with this expectation from them.

Leadership programs, such as the Student Representative Council (SRC) in 2020 continued successfully, increasing the awareness of our students to care for our environment and to take on social justice issues. Our students also supported charities both locally and globally such as Kenya Aid, Bear Cottage and Stewart House. The Year 6 students raised \$1000 for Kenya Aid at the Year 6 Pedlars' Parade event. The SRC also gave the approval for a new cricket pitch and water station to be installed on the oval. This should happen in 2021. We continued to green our school to provide more shaded areas for our students.

I would like to commend the Captains, Lyla Collins and Oliver Newton and, the Vice Captains, Mischa Cooray and Paddy Furlong, the Prefects, House and Vice House Captains, Library Monitors, the SRC, Multicultural Representatives, Sound Monitors, Flag Bearers, Playground Monitors and Band Leaders. I would also like to acknowledge all Year 6 students for their incredible leadership and commitment displayed across a variety of settings. Of course, this includes the considerable care and attention that they provided to the Kindergarten students with the adapted Kindergarten Buddies 2020 program.

With COVID-19, 2020 was like no other year and by the end of Term 1, it was starting to look rather gloomy, especially for our Year 6 students looking forward to the special Year 6 memories and for Kindergarten students and parents who were not able to experience the visits to classrooms. However, by Week 5 of Term 2 we were all back, with some very



different distancing rules and guidelines for every activity. Alas, we were not able to manage any of the camps but apart from that, we soon began to make adjustments for all activities including Crazy Hair Day, virtual assemblies, moderated Athletics, and Cross Country Carnivals, and the Year 5 and 6 Dance, Music and Drama Showcase.

In the meantime, building work continued throughout Term 2 and 3 and it was a celebration when Years 2-6 students were invited each week to the new Science and Art Room for a variety of Science, Art and Kitchen Garden lessons. This has been an amazing addition to the school and it is exciting that it was built in time for our 2020 Year 6 students to enjoy. The Staff kitchen and toilets were also completed in 2020 and the concreting surrounds of the Canteen were approved and will be completed in 2021.

Partnerships and transparency are a strong part of our culture and philosophy and we thank our parents and caregivers for patience and cooperation with the restricted guidelines in 2020. Thank you everyone for a positive year despite the COVID-19 challenges and we look forward to embracing and welcoming students, staff and parents on site in 2021.

Julie Organ

Principal Manly West PS

### **Student Representative Council (SRC) Report 2020**

The Manly West SRC consists of two elected representatives, one boy and one girl from each class from Years 2-6. The SRC meet regularly to discuss issues about our school community. This year, 56 SRC students represented 23 classes.

The Year 6 Leadership Team also attended meetings, which combined with the SRC, represent and reflect 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. The SRC reports on occasion to the Assembly as well.

In 2020, the SRC still managed to meet regularly when possible, despite the COVID-19 restrictions and were valued as a highly effective Leadership Team within our school. Our guest speakers included Mrs Sarah Martin, President of the P&C and Mrs Angie Penn, who teaches in our Stephanie Alexander Kitchen Garden.

We also continued to fundraise for our nominated charities, Bear Cottage, Stewart House and Kenya Aid. We held a gold coin fundraiser where students dressed up for a Crazy Hair Day. Items that were also discussed and voted on throughout the year were supporting and voting on the plan for the upgrade 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. We also introduced a highly successful Labelling Day, in an effort to reduce the time spent on returning lost property to the owner.

Some of the issues we discussed are ongoing and we continue to work closely with the Principal Mrs Organ in regards to future planning for our school, enhancing our grounds, our school community including the P&C, and Manly West staff and students.

Mrs Susan McLean

Assistant Principal and SRC coordinator.

### **Message from the school community**

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#### **MANLY WEST Parents and Citizen's Association President's Report**

##### **A year of change with amazing outcomes-Supporting our school, our students, and our school community**

Our year started with such promise and hope of great achievements and despite the restrictions we realised more than we could ever imagined.

Our teams became stronger and more committed to delivering quality services. Our executive, and sub-committees worked closely with our staff and we rallied together to achieve quality outcomes.

When restrictions impacted our services, we reviewed our processes, adapted to change, and implemented new exciting initiatives and programs.

Our Annual General Meeting was delayed and many of our team members extended their stay in positions to ensure we continued to deliver our services. We are indebted to these volunteers for their support during this ever-changing year.

We also welcomed several new volunteers to our committees, resulting in new initiatives and programs commencing in Semester Two.

We would like to thank Mrs Julie Organ our Principal and the school for their support; without them none of our services or programs would be possible.

## **Our Year in Review**

### **Business Processes**

The P&C Executive prioritised the P&C business processes throughout 2020, including:

**MANAGING CHANGE** - Our teams worked closely with the school and the Department of Education to ensure we met the ever-changing directives. As restrictions changed, we continued to adapt and reinvent our services to ensure we continued to support our school community.

**REVIEWING PROCESSES** - Our need to adapt and change highlighted several areas where the P&C can improve financial and administrative processes. As a result, the P&C will appoint a Finance Manager in 2021 and will undertake a governance review across all our services.

**IMPROVING COMMUNICATIONS** - We consolidated our information in the school's newsletter, made better use of the P&C website and provided greater support to our 2021 Kindergarten parents. These changes allowed us to raise awareness throughout the school community of the services we provide.

Our new communication initiatives were identified and praised by many including our local MP, Mr James Griffith, local member for Manly, for how well we implemented government policies into our practices.

**SUPPORTING OUR STAFF** -The P&C formed an ad hoc sub-committee to support our staff during the change. We improved communication and provided additional support to our teams. In some areas we reduced staff during the quiet times but were able to offer many new rostered shifts as restrictions eased and demand increased.

**FINANCIAL ASSISTANCE** - The P&C was fortunate to qualify for government assistance through the Cash Flow Boost and childcare subsidies, we were also able to claim the Job Keeper allowance on behalf of a number of staff. These subsidies and allowances enabled us to continue to operate during difficult times and remain profitable.

### **Our Services and those who deliver them**

The P&C provides a number of key services to our school community, including revenue generating business streams and a number of volunteer sub-committees. Here are some of the achievements this year.

**BAND** - The band program used new technologies and implemented new activities to keep the program alive during lock-down and extended COVID restrictions. The outcomes were wonderful, and the results proven in recent performances and competition entries. The program was offered online for rehearsals, sectionals and private tutorials. Students continued to practice, and although some did leave, the overall standard of playing remained extremely high.

Toward the end of the year, rehearsals resumed on-site, with a variety of safety protocols in place. All bands were able to enter the UNSW Bands Competition via recording. They won 3 Gold and 1 Silver. This was an outstanding result and a real morale booster for students, tutors, Penny Coucill, our Band Director and parents alike. The year finished with one concert from the outgoing Performance Band, celebrating their 4-year musical journey at Manly West.

A testament to the strength of the program however was the continued high enrolment numbers - at the end of 2020 there were 190 children across the 4 bands ready to start in 2021. 65 of these were the Training Band. Penny Coucill, our Band Director, has been with Manly West for over 18 years and continues to lead the successful program.

Many thanks to Penny Coucill, Band Director, Nicole Macnicol, Band Coordinator, Virginia Esperraga, Band Liaison, the many tutors and the band sub-committee members led by Emma King.

**BASC** - Our Before and After School Care centre remained opened and adapted their programs to provide quality, fun and engaging activities for their children in their care.

Just as the 2019 BASC expansion was fully implemented, their rooms fell eerily silent with the closure of the school at the end of Term 1 2020.

Despite the absence of children, BASC was able to retain a number of our valued staff during COVID thanks to the various subsidies provided by the Government. This meant that, when the time came, we were able to welcome students back to familiar rooms with familiar carers - an important point of continuity despite the disrupted year.



While demand for BASC was lower as parents adapted to working-from-home, they continued to provide much needed care for many families. The lower demand for places was helpful as they worked flexibly with the school - temporarily handing back two of their regular rooms while building works were underway on the school grounds.

During COVID, staff developed 'Virtual BASC' - an external program available to children that were unable to attend, enabling BASC to remain connected to families during a difficult time.

BASC staff adapted their processes and procedures to ensure the children, their families and their carers remain COVID-safe - while making sure that BASC continued to be a fun, welcoming and safe place for the students.

Highlights for the year include Bushfire relief fundraising and letters from the children to thank the Rural Fire Service; successful implementation of 'Emergency Week' each term and 'OOSH Educators Day', where the children made a video to show their appreciation of the work the Educators do at BASC.

In September 2020, BASC excelled in their **Rating and Assessment review** conducted by the Department of Education. The final report was overwhelmingly positive - particularly in the areas of areas of Relationships with Children, Staffing Arrangements and Collaborative Partnerships with Families and Communities.

Sarah Peters and her whole team are to be congratulated on this outstanding recognition of the quality care they provide for our children.

Many thanks to the BASC management team and the wonderful staff, ably led by Sarah Peters, for their dedication and expertise which ensures that we have a best-practice and in-demand centre.

Our BASC Centre is supported by strong and active sub-committee headed by Sarah Falzarano.

After many years of service, we farewelled two long standing committee members, Guy Holley and Deb Beverley, who we thank very much for all that they have contributed over the years.

**CANTEEN** - Our Canteen went through a number of transitions during the year, but they continued to provide lunch orders to students even through the difficult times. Although our shutters closed for an entire term, we were able to put in safe practices to continue to fulfil Flexischools lunch orders for all but three weeks when the restrictions forced us to close. During this time, the BASC staff supported students without food.

The canteen also installed a new oven to cope with the increased demand for hot food items at lunch time and were thrilled to reopen their shutters in Term 3 and enjoyed the interaction with students again.

Many thanks to our Canteen Managers Shone McKenzie and Yvette Gooley and our canteen coordinators, Audrey Watson\* and Kate Mooney.

**UNIFORM** - Our Uniform Shop doors closed for a while, but we never stopped selling uniforms. The changeover from summer to winter uniform was made successful through adapted processes and delivery methods. The new EFTPOS system has streamlined sales processes and helped identify purchasing trends throughout the year and has assisted with predicting further sales.

In Term 4 the team held special opening days and introduced bundled packs making it easier for the 2021 Kindy intake.

Many thanks to Ashleigh Searle, Uniform Shop Manager, for her dedication during her first year in and to Vicky Stokes\* and Alison Gracia our Uniform Shop Coordinators.

**ENVIRONMENT / KITCHEN GARDEN** - The Environment Committee continued to focus on sustainability in 2020.

The **Environment Committee** continued to work with the school and the Student Representative Council to identify ways to better manage lost property which has seen a reduction in unclaimed items and the installation of the new bubbler and drink bottle refill station on the oval which is now being coordinated by the Department of Education's Asset Management Unit.

They are also working on new projects including, Waste Free Wednesdays. This has been a focus of the environment committee for many years, and the team has now developed a workable project plan and will roll it out in 2021. The team is working with several P&C service centres and the school to ensure the program is a success.

Many thanks to the environment committee members - Ken Douglas-Hill\*, Ali Devlin, Sarah Bickford and Jessica Kirkham.

The **Kitchen Garden** is used widely across the school for outdoor lessons and predominantly for the Year 3&4 Kitchen Garden program. The award-winning garden is maintained by P&C staff and volunteers to ensure it was always ready for

use when needed.

Many thanks to Angie Penn, kitchen garden maintenance officer, and the team of volunteers who work in the garden throughout the year.

**ENRICHMENT PROGRAMS AND PARENT TALKS** - The P&C presented two enrichment programs in Term 4 - Interrelate for students and their parents, and Student Wellbeing with Dr Michael Carr-Gregg a special presentation for parents.

The P&C funded these presentations as we trialled the new online platforms. We had full capacity attendance (with wait lists) at both presentations and received strong support to hold more presentations in the future.

**EVENTS AND FUNDRAISING** - Our events and fundraising programs were significantly impacted throughout 2020, however we were able to deliver a few of our planned activities.

The Kindergarten Parent Cocktails was held in Term 1. (social event only - no fundraising component). This event had overwhelming support from the school community and it was a fantastic opportunity for the parents to meet new families. We would like to thank the school for their support in delivering this event and our sponsors, Cunninghams Real Estate and Manly Golf Club. Many thanks to the event team - Tracey Martin, Christine Cammack, Karen Petersen and Peter Hokins.

Fundraising initiatives included the P&C Contributions on the student semester accounts (a huge thank you-\$33000), the sale of THRIVE - the MW Kitchen Garden cookbook and Entertainment Club Memberships and The Athlete's Foot for the School Rewards Program.

**FINANCE COMMITTEE** - This committee meets once a term to review budgets, check our financial tracking, provide support to each of our service centres and offers guidance to the Executive team. The committee works closely with the school Principal and Business Manager to ensure transparency of all our finances and budgets. Many thanks to Anna Head, Finance Committee Convenor and the entire team for their extraordinary effort during the year.

**SCHOOL ZONE SAFETY** - Two new projects were facilitated by the P&C Executive to support our community.

New Kiss and Drop Signs and School Zone Safety banners were installed to assist parents and students during school drop off and pick up times. The new highly visible signs, along with updated communication through the newsletter and the website have assisted with the flow of traffic through the Kiss and Drop zones.

We also partnered with the school and the Northern Beaches Council to improve local area road safety through the School Zone Safety Survey. The results will be reviewed, and recommendations will be presented in early 2021.

**SUN SAFETY**- The Sun Safety representative works with the school to update our sun safety policy to ensure that Manly West continues to comply with the requirements to remain a 'sun safe school'. The BASC has also applied for Sun Smart status. Many thanks to Meredith Dundas, our Sun Safety Representative.

**CLASS PARENTS** - Class parents are an integral part of the school community and we thank all our volunteers 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.

**OUR STAFF** - We would like to acknowledge all our staff for their commitment to our services in 2020. We are grateful to have such a dedicated and flexible workforce that was able to have the insight to adapt their service delivery to ensure our P&C service centres remained open to support our school community.

**OUR VOLUNTEERS** - Our volunteers are vital to the success of the P&C. A huge thank you to all the volunteers who have joined a committee, supported our teams, and helped in our service centres.

A special mention to our Sub-Committee Coordinators and their teams for looking at ways to support our services, initiatives, and programs.

**OUR EXECUTIVE** - Our Executive went over and above this year to support our service centres, review our business operations and processes and identify ways to improve them. It was a mammoth effort by a very dedicated and committed team. The outcomes will enhance the P&C services and make our community more aware of the services we provide.

A huge thank you to those who left us during the year, and a big welcome to those who joined us. Our Executive Committee members are all volunteers - Tracey Martin (President), Tony Falzarano (Treasurer), Ben Goodland (Vice President), Gayle Graham (Vice President) and executive team members Kirsten Highnam\*, Ken Douglass Hill\* Meredith Dundas, Richard Griffiths and Karen Peterson. \* Retired.

The P&C is very proud of these achievements, more so this year than ever before. And to think, this is just a **very short**



**list** of the things we have achieved. There were many more programs, initiatives, and activities carried out by our teams and our volunteers this year that allowed us to continue to provide quality services and prepare us for the delivery of new programs in 2021.

Tracey Martin

2020 P&C President.

## Message from the students

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### School Captains Report 2020

We, Lyla Collins and Ollie Newton were the 2020 School Captains at Manly West. Throughout the year, we worked closely and collaboratively with our Leadership team of Captains, Vice captains, Mischa Cooray and Paddy Furlong and School Prefects, Cubby Evans, Milla Graham-Smith, Sophie Stacker, Zain Ballesty, Cooper Singleton, Noah Zingsheim-Smith, Maddie Corney and Bella Cammack.

As School Captains, 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. Our Captains and Prefect Team learnt a lot about developing our ideas for leadership at our school. We also participated in activities using our leadership skills, such as raft building, rock climbing and many more. We met other students who were also leaders from other schools in our network Northern Beaches Learning Alliance.

Our year as leaders was turned upside down when COVID-19 pandemic hit the world. Due to this world wide virus, our schooling life changed dramatically. The biggest change came with home schooling, however, the staff at Manly West were able to manage this remotely and Zoom Class meetings and Online Learning became the new normal for the last two weeks of Term 1 and the first 5 weeks of Term 2.

Eventually early in Term 2, school was reopened to all the students and we returned closer and stronger as a group. To embrace this, the Leadership Team stood at all the gates and welcomed everyone back with open arms, in a COVID-19 safe way.

However, 2020 remained very different for all of us. The things we did as leaders changed, such as hosting virtual assemblies. We learnt how to have assemblies which included the whole school from K-6. This proved very successful and made everyone feel very inclusive. The only downside was we could not sing the Manly West School Song or the National Anthem, but students were still able to receive their awards.

When we returned to school we were eventually able to hold SRC meetings again. Mrs Organ our Principal spoke to us about the new Science and Art room, the new cricket nets and we had visits to our meetings from Mrs Martin, the P&C President, regarding the Kiss and Drop Zone, and Mrs Penn about Waste Free Wednesdays in 2021. Mrs Organ also spoke to us about the Manly West Vision Statement and the SRC voted to support it.

Throughout the year, we were able to hold some fundraising events to support our school charities. The first event was Crazy Hair Day, where we all came to school with crazy hair and gold coin donations to support the charities Stewart House and Bear Cottage. Another successful fundraiser was our annual Year 6 Pedlars' Parade. This is where the Year 6 students collaborate in groups and create games and stalls for the rest of the school to come and enjoy. All the money raised on the day (over \$6,000 in 2020) was donated to Kenya Aid and a farewell gift to the school. Both of these events were successful and great fun for everyone who was involved.

Due to COVID-19 and the forever changing restrictions, some of our annual events needed to be modified, such as our Athletics Carnival. We were still able to hold our annual Swimming Carnival and Cross Country carnival with great success. Unfortunately the winners were unable to progress to higher Zone, Regional and State levels due to restrictions. However, that didn't stop the competitive and fun spirit of the events.

As parents were unable to enter our school for Open Day, we decided to deliver the school to the parents. We did this by creating a PowerPoint, showcasing learning from every class at Manly West.

We also held the very first Labelling Day at school, in an effort to reduce the amount of lost property, which has been a problem for a long time. Every class checked their hats and jumpers to make sure all students had their name and correct class on the belongings.

Remembrance Day was one of the biggest school events we held. The school came together to acknowledge and recognise the soldiers who fought for our country. Mrs Organ, Captains, Vice Captains and the SRC students all laid a wreath under the flagpole and as a school we held a minute's silence.

2020 showed us that we could be resilient and adapt to circumstances that we could never have imagined at the beginning of the year. Although this year was different it was still an amazing year and one year we will all never forget.

Ollie Newton & Lyla Collins

Captains Manly West 2020.



2020 Captains and Vice Captains



## School vision

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 2021-2024 Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
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 Years 1-6 reflect the Super Six comprehension strategies and Seven Steps of Writing in their programs. PDPs will reflect and show evidence of programs. Teachers programs use common, shared synthetic phonics language through the whole school use of Sound Waves Spelling program.

Increased number of students demonstrating expected growth in the top 2 NAPLAN 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. Utilise 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 steps in learning within literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>This has resulted in 94% of our Kindergarten students reaching Level 10 and above with reading, 6% of students reaching Level 5 and above and 19% of our students reaching Level 20 and above. This is the most outstanding reading levels that Kindergarten students have been able to attain in the last six years and it is a great foundation for them as they progress through primary school.</p> <p>Students in other grades were also monitored each term. Teachers collated data twice per term and then the Learning Support Team (LST) and Executive met for a Data Checkpoint each term. The LST met to analyse the data and make decisions about L&amp;ST intervention with lowest and second lowest cohort, if not making growth. Decisions were also made for interventions to support the High Potential Students so that they made growth as well. Data was collected as a whole school so that teachers could see the results and act on these as soon as possible.</p>	<p>Learning Support Teachers, Teachers and Executive supported this program and were given specific targeted Professional Learning to support our students using explicit teaching.</p> <p>Data Collections twice a term and also Data Checkpoint each term.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$15000.00)</li></ul>

**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>The projects gave teachers and students a common language. Teachers observed Expert and Instructional Leader teachers and wrote as part of the PDP process, about the improved impact of pedagogy for their own teaching</p>	<p>Professional Learning for all MW teachers across K-6 in Literacy and Numeracy. Maths resources K-6.;</p>

## Progress towards achieving improvement measures

practice as well as improved impact for students. Teachers learned from each other with collaborative planning that was led by Instructional Leaders. Teachers are using explicit teaching in both Literacy and Numeracy and have particularly deepened their mathematical knowledge and their knowledge of phonological awareness. Teachers are reviewing their writing practices and all K-6 teachers completed the Focus on Creating Text modules to continue the focus on Writing in 2021.

Collaborative Maths planning across grades for all staff K-6. Instructional Leaders to support teachers.

### **Funding Sources:**

- Literacy and numeracy (\$100000.00)



Students enjoying the playground equipment.

## 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)
Visible Learning was strengthened this year through all these projects and activities. The Teacher's PDP Annual Reviews around Visible Learning were 90% positive about Visible Learning. The teachers are demonstrating more confidence with Learning Intentions, Success Criteria (SC), Feedback, formative assessment and are now observing the benefit for students to know where they are with their learning and what they can do next to increase their achievement. Teachers used Next Steps in their Semester 1 and 2 reports and are more confident in supporting students and their parents as partners in learning. Teachers will focus on Feedback, co-constructing SC and Learning Goals in 2021.	Curiosity and Powerful Project with Dr David Hopkins with 5 NBLA schools; Dr Lyn Sharratts Webinar and resources; Maths Programming and professional Learning for Report writing of next steps in learning.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li><li>• Curiosity and Powerful Learning school funds (\$20000.00)</li></ul>

**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.

Evaluation	Funds Expended (Resources)
Due to the COVID -19 pandemic, this continued but a professional learning focus for teachers was eased. K-6 Staff still use the seven dispositions of being open minded, flexible, being a risk taker, being resourceful, curious, persistent and reflective when supporting students with their learning, focusing on students developing their Personal and Social Capability. The Digital Literacy program focused on creative and critical thinking and students researched an influential person, this supported the ICT capabilities for Stage 3 students.	Instructional Leaders; Digital Literacy programs;  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$20000.00)</li></ul>

**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

## Progress towards achieving improvement measures

### Process 3: Penguins, Coding and Gaming,

Evaluation	Funds Expended (Resources)
There was only a small interruption with online learning changes however the COVID guidelines had more impact as to how the programs operated. The (SAKGF) Program continued in Semester 2. The Showcase replaced the K-6 Musical Production. Specialist Band, Choir and Dance students were most affected as the Festivals were cancelled this year. All the PSSA sport was cancelled, however, adapted carnivals and sport skills were provided. The Dance program was interrupted in Term 2 and the Dance students in Years 3 and 4 and Kindergarten were able to participate in the Dance Expo in Dec 2020.	<p>Kitchen Garden teaching and learning resources; Dance Teaching and Expo; Sport resources; Drama and Dance costumes and choreography;</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• School, Parent and P&amp;C funds (\$20000.00)</li> <li>• Dance -parent funds per semester (\$37000.00)</li> </ul>

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

Evaluation	Funds Expended (Resources)
Programs were updated and a new Scope and Sequence K-6 was formed for History, Geography and Science. Selected teachers attended TPL for PDHPE syllabus and provided TPL sessions for Staff K-6 to become familiar with the syllabus document. The teachers found the sessions beneficial and wrote in the survey that they were more confident with implementing the PDHPE syllabus.	<p>School funds of \$3000 for professional learning planning time.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$3000.00)</li> </ul>



The new Library Mural.



### 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 School 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 Mathematics 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>The SRC were able to raise \$1000 for Kenya Aid and \$1000 for Stewart House and Bear Cottage through Mufti Days and Pedlars' Parade. The SRC also worked with the Environmental Group to organise Labelling Days to reduce the Lost Property of plastic lunch boxes and bottles as well as uniform items. The SRC also approved the Water Station on the oval and new cricket nets for 2021.</p> <p>The ATSI Acknowledgement of Country built the capacity and knowledge of our Manly West ATSI students and also increased knowledge for all Manly West students by giving them knowledge of the ATSI students' family journeys and how they connect with Manly West PS.</p> <p>The Mindfulness programs were particularly useful this year for students as there were many more anxiety issues with the COVID -19 pandemic. Growth Mindset and Bounce Back strategies continued to support building student capacity.</p> <p>Parents were also informed of these programs regularly to support students to build their capacity at home as well and to ensure parents acted as partners in learning as well.</p>	<p>Two students from each class Years 2-6 represent the Student Representative Council (SRC).</p> <p>Our ATSI students in 2019-2020 (12 students) were involved with an Aboriginal Artist Kim Cameron to paint the Manly West Acknowledgement of Country.</p> <p>Mindfulness resources \$5000 for Smiling Mind access to programs and resources for teachers and students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$1000.00)</li><li>• School funds (\$5000.00)</li></ul>

**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.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The K-6 timetables for every class were collected and monitored to ensure consistency across the school.</p> <p>Scope and Sequences were completed for all curriculum areas. PDHPE will be completed in 2021.</p> <p>Due to the COVID -19 situation, teachers needed to increase their technology skills exponentially. This required support with mentoring and coaching programs which were diligently set up for this period and beyond. This not only produced support for teachers but gave other teachers leadership opportunities.</p>	<p>Beginning teachers were given time for developing programs and timetables as well as Scope and Sequence documents for curriculum areas. They were also given Professional Learning with a specialist program called New Teachers Network (NTN) to build their capacity around the Professional Standards.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$10000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$40000.00)</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<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 Kim Cameron, for regular visits to Manly West for our students and staff.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$0.00)</li> </ul>	<p>MW Aboriginal Students were given access to all curriculum areas using Aboriginal funding to increase their learning needs.</p> <p>Aboriginal students' journeys 2019 and 2020 were portrayed in the Acknowledgement of Country that is now displayed in the foyer of the school.</p> <p>Reconciliation Action Plan will be finalised in 2021.</p>
<b>English language proficiency</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$53 647.00)</li> </ul>	<p>A specialist teacher was employed 2 days a week to develop language programs. The EAL/D teacher attended TESOL seminars and professional learning sessions online to improve her practice and knowledge. (EAL/D NSW Statewide Staffroom on Microsoft Teams)</p> <p>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>
<b>Low level adjustment for disability</b>	<p>Teacher allocation .7</p> <p>School funded 3 additional part-time teachers (3 x .4) to support students.</p> <p>9 SLSOs funded through Integration Funding and Equity funds.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Integration funding support (\$95 391.00)</li> <li>Low level adjustment for disability (\$97 861.00)</li> </ul>	<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 Class Builder. A K-6 online tracking spreadsheet was developed to monitor student growth and attainment over time.</p> <p>Class teachers were provided time to devise Personalised Learning Plans and locate resources to support OoHC, Integration Funded and high need students.</p> <p>During the remote learning period, Learning and Support Teachers provided weekly Support Frameworks for Teaching for students requiring adjustments. Individual support for students and parents was provided through check-in calls by Learning and Support Teachers and SLSOs. An online tracking spreadsheet was formed as means of communication between class teachers, Learning and Support Teachers and SLSOs.</p> <p>Professional Learning for SLSOs was provided through Learning and Support Teacher, Instructional Leader, AP Learning and Support and staff from Royal Far West.</p>

<p><b>Low level adjustment for disability</b></p>	<p>Teacher allocation .7</p> <p>School funded 3 additional part-time teachers (3 x .4) to support students.</p> <p>9 SLSOs funded through Integration Funding and Equity funds.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support (\$95 391.00)</li> <li>• Low level adjustment for disability (\$97 861.00)</li> </ul>	<p>SLSOs upskilled to run targeted programs under the guidance of a Learning and Support Teacher/ Instructional Leader with the support of executive staff - ES1 Literacy, S1 Literacy and Year 2 Social Skills. 94% of our Kindergarten students reached Level 10 and above with reading, 6% of students reaching Level 5 -10 and 19% of our students reached Level 20 and above. These are our best ES1 reading attainment levels in the last six years.</p> <p>Parent webinars held for transition to school and Kindergarten to Year One in lieu of information sessions held on site due to COVID guidelines. Due to positive feedback, school will adopt webinars as a means to inform parents in the future. Transition brochures were provided to identified students.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Instructional Leaders using QTSS staffing formula for Literacy, Numeracy, Visible Learning, Digital Technologies, Five Aspects of Literacy.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$100 000.00)</li> </ul>	<p>The improvement Measures include teacher PDPs where they have written about their increased confidence in their knowledge of Mathematical Thinking and programming with the Building Numeracy Leadership and other EAfS Projects. They have also increased confidence in Phonological Knowledge, the Five Aspects of Literacy, Visible Learning and Technology through the support of Instructional Leaders (ILs) using QTSS funding.</p> <p>Students have improved their reading levels significantly K-6 which has been monitored by ILs and Learning Support Team every term. The Kindergarten students had the most significant results with 96% of students reaching Level 10 by the end of Term 4.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$0.00)</li> </ul>	<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><b>Support for beginning teachers</b></p>	<p>Australian Professional Standards for Teachers.</p> <p>Excellence Framework Document and Alice Springs Declaration 2019 are provided for all teachers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$24 000.00)</li> </ul>	<p>Two teachers started the first year of New Teacher Network (NTN) program and other teachers who had just completed the two year NTN program continued to be supported to assist them with their accreditation. Another two teachers are in the process of completing their accreditation. The teachers also have an opportunity to visit schools and focus on aspects of teaching linked to the professional standards.</p> <p>The Beginner Teachers 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 as well as time for Accreditation.</p>



<b>Support for beginning teachers</b>	<p>Australian Professional Standards for Teachers.</p> <p>Excellence Framework Document and Alice Springs Declaration 2019 are provided for all teachers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$24 000.00)</li> </ul>	<p>The Deputy Principal also conducts sessions focused on each standard to assist teachers completing their accreditation.</p> <p>Two teachers completed their maintenance of accreditation. Teachers are supported and able to visit other classrooms and other schools for support.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>0.2 Funding Terms 1-3 EAL/D.</p> <p>0.2 Funding Term 4.</p> <p>Refugee funding \$338</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$16 338.00)</li> </ul>	<p>All students identified as New Arrivals were provided access to intensive English learning and support from EAL/D specialist teachers throughout 2020. Each program was uniquely tailored to address individual needs. Students demonstrated significant gains against the EAL/D Learning Progressions.</p> <p>During remote learning frameworks were modified and translated to support New Arrivals.</p> <p>The LanguageNUT Program supported our new arrivals within their mainstream classroom and students could also access this program at home to consolidate their learning.</p> <p>Manly West had one refugee student enrolled in 2020. This student received intensive EALD support 4 times a week and adjustments were made to classroom programs.</p>



Students having some fun in front of the playground mural.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	438	441	442	442
Girls	422	425	429	424

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.4	95.4	95.1	96
1	95.3	93.9	95	95.7
2	95.3	95.2	95.1	95.8
3	95	94.9	94.8	95.2
4	95.8	93.9	94.7	94.3
5	95.6	95	93.7	95
6	94.2	93.4	93.3	95.2
All Years	95.4	94.6	94.6	95.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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.



Students enjoying our Kitchen Garden Library

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.38
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



There has been a transformational culture shift with professional Learning in 2020. We have built on the foundations of high expectations and improving student outcomes by supporting students to reach their full potential through high impact professional learning.

We continued to work with research based programs in Numeracy and Literacy. This has given staff access to outstanding professional learning by professors, consultants and trainers to deepen their knowledge of Literacy and Numeracy.

In 2020, 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.

One of the Assistant Principals continued in 2020 in the role of Deputy Principal Instructional Leader and started the Professional Learning Committee with the Principal and DP. 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 of teachers.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	870,786
<b>Revenue</b>	7,061,464
Appropriation	6,717,118
Sale of Goods and Services	5,387
Grants and contributions	322,987
Gain and Loss	9,914
Investment income	1,099
Other revenue	4,959
<b>Expenses</b>	-7,104,788
Employee related	-6,249,626
Operating expenses	-855,162
<b>Surplus / deficit for the year</b>	-55,051
<b>Gain / Loss on Disposal</b>	-11,727
<b>Closing Balance</b>	815,735

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.

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	67,681
<b>Equity Total</b>	198,313
Equity - Aboriginal	5,199
Equity - Socio-economic	9,038
Equity - Language	53,647
Equity - Disability	130,429
<b>Base Total</b>	5,747,766
Base - Per Capita	209,479
Base - Location	0
Base - Other	5,538,287
<b>Other Total</b>	500,847
<b>Grand Total</b>	6,514,608

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

The students, parents and teachers in Years 4, 5 and 6 completed the Tell Them from Me Survey in 2020. It was a difficult year with COVID-19 Remote Learning in Term 1 and 2 and then COVID-19 guideline restrictions throughout the rest of 2020.

### **Students:**

The Advocacy score for Year 4 students was 94% Year 5 was 83% and Year 6 was 89%.

The Expectations for Success for Year 4 students was 98%, Year 5 was 97% and Year 6 was 95%.

In 2020, 72% of our students had a sense of high belonging. This was down from 2019, however the COVID-19 pandemic had an impact on our students with higher levels of anxiety being experienced K-6. The Year 6 students were particularly concerned about missing out on major traditional Year 6 events and anxious about Year 6-7 transitions due to COVID-19 pandemic. We were able to organise every event including the Year 6 Pedlars' Parade, however they were not able to attend Canberra/Snow Camp.

### **Parents: Communication and student voice**

47% of our parents believe that the newsletter is very useful and 37% somewhat useful as preferred communication.

39% believe that Emails were very useful and 46% somewhat useful as preferred communication with school.

80% of our parents believe that formal interviews were very useful and 15% somewhat useful with preferred ways of communicating child's progress.

62% of our parents believed that formal reports were very useful or useful and 29% believed that the reports were somewhat useful as preferred ways of communicating child's progress.

45% of parents believed that Manly West students have a strong voice with assemblies and SRC.

98% of parents believed that students have a strong voice through leadership opportunities such as playground monitors, library monitors, sound monitors etc.

### **Teachers:**

86% of teachers believe that their formative assessments help understand where students are having difficulty and those students are given an opportunity to improve.

85% of teachers collaborate with others to support particular students with their learning.

83% of teachers collaborate on assessment strategies with other teachers to support students.

84% of teachers believe talking with other teachers about strategies increases students engagement.

88% of teachers believe that they set high expectations for student learning.

78% of teachers provide examples of work that would receive an A-E level.

76% of teachers give feedback on how to improve student performance.

79% of teachers believe that their students receive feedback on their work that brings them closer to achieving their goals.





# 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.

## Aboriginal Education

Staff members at Manly West Public School recognise the value of Aboriginal Education. By teaching the cultural and spiritual beliefs of Aboriginal and Torres Strait Islanders (ATSI), we aim to develop a greater cultural awareness amongst K-6 students. Our school acknowledges the Kayamai people of the Cammeraygal Nation as the traditional owners of our land at school assemblies, staff meetings 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.

In 2020, Manly West continued to implement important indigenous initiatives. 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, both socially and academically.

Six Indigenous students in Manly West were given as many opportunities as possible to increase their cultural knowledge and to share their culture with the rest of the school.

A number of our regular activities could not take place due to the COVID-19 restrictions.

## NAIDOC Week

NAIDOC Week is an important week for Australia, celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander people. A number of our students entered the NSW AECG NAIDOC 2020 Art Competition. The theme was "Always Was, Always Will Be".

## Reconciliation Action Plan (RAP)

A Reconciliation Action Plan (RAP) is a formal statement of commitment to reconciliation. We used the Narragunnawali platform to register and begin a new journey. Our Aboriginal committee completed the first draft of the RAP and we are now waiting on the local Aboriginal Education Consultative Group and parent body to ratify the RAP.

## Acknowledgement of Country Artwork

We were fortunate to have an Aboriginal artist to work with our Aboriginal students during 2019 and 2020 to paint an Acknowledgement of Country for our school. Our Aboriginal and Torres Strait Island students and Kim Cameron (Aboriginal Artist) collaborated over the last two years on a project to create an Acknowledgement of Country art work for Manly West. This is now displayed proudly in the foyer and is the front cover for this report for everyone to see when they arrive at Manly West PS. Our Year 6 students from 2019 included Will Farrar, Jorja Kearnes, Jarra Gooley and Octavia Williams. Current students include Joe Corbel, Tenoa Noonan, Tilly Pecar, Clara Allen-Tucker and Prescott Williams. The art work was about these students sharing their family history journeys. Their combined journeys meet with our students, staff and parents at the meeting place at Manly West PS. Kim will give us more background information about the colours used and the sting rays in the art work.

## Caring for Country - Reconciliation Art and Writing Competition.

A number of our students entered the Caring for Country - Reconciliation Challenge this year with Mischa Mobilia in 4S a finalist. Her artwork was on display at the Powerhouse Museum.

## **AECG/Northern Beaches Learning Alliance meetings**

A number of staff at Manly West attended AECG meetings and Northern Beaches Learning Alliance (NBLA) meetings to network and increase their knowledge of Aboriginal cultural practices in Sydney and the Northern Beaches.

## **Yulunga - Traditional Indigenous games TPL**

One of our Teachers at Manly West led the staff through a number of traditional Indigenous games (Yulunga) as part of the schools implementation of the new PDHPE syllabus. Indigenous games are evident in teaching and learning programs across the school.

## **Indigenous Framework activities during COVID online learning**

During Reconciliation week in May, Stages 2 and 3 incorporated Indigenous activities as part of the online learning framework. Both stages also incorporated the Yulunga Indigenous games as part of the PDHPE component of the framework in Term 2 2020.

## **Anti-Racism Policy**

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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.

Manly West PS has an Anti Racism Contact Officer (ARCO) who is trained. The students are informed of the ARCO each year and where to locate that teacher. If there are any concerns in relation to racism, the ARCO is involved immediately and follows practices and procedures that are consistent with the Anti Racism policy.

## **Multicultural Education Policy**

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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 44 different language backgrounds. In 2020, 207 children, 24% of our students had 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.

All teachers are responsible for establishing a class environment that values cultural diversity and promotes differentiated learning.

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 is reported on their oral, reading and writing skills.

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

Due to COVID-19, restrictions were placed on language classes before and after school. Normally Swedish, Spanish and French are offered. The Multicultural Public Speaking Competition was cancelled also due to COVID-19 restrictions.

## **Other School Programs (optional)**

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## **Library Report**

The Manly West Public School Library continued to be a hub of teaching and learning in 2020. During a year when most students were remote learning for at least 6 weeks, there was still a high demand for picture books, novels, series, informative texts and teacher resources. Nearly 18,000 items were loaned to both students and teaching staff. Purchasing new texts and culling outdated resources throughout the year demonstrated our commitment towards Literacy by offering a wide range of reading material for student learning and choice as well as resourcing the curriculum of all KLAs to support syllabus outcomes.

Many students also made use of Oliver and Orbit Library technology to practise search, location and ITC skills. Both teachers and students also had access to several digital subscriptions to complement their teaching and learning programs. The children often referred to the Manly West Learning Hub Website Library page and links to research as well as to read for information and pleasure during the Remote Learning period.

There was a significant number of Manly West students who completed the 2020 NSW Premier's Reading Challenge. A total of 552 students participated, with 40 earning a Gold Certificate for completing the challenge 4 years in a row and 8 students who completed it every year from Kindergarten to Year 6 receiving a Platinum Certificate. This number continues to grow each year.

The Manly West Public School Library is committed to providing not only quality resources but a vibrant and welcoming learning space for the school community. In the Library we are dedicated to meeting the educational needs of students and teaching staff as well as encourage them to create and manipulate ideas and information effectively to become successful Visible and Lifelong Learners.

Mrs Swick

## **Creative and Performing Arts**

### **Year 5 and 6 Showcase**

Thank you to Christy McMaster and her team, particularly Miss Higgins, Mrs Tinsley, Amber Krilitich, Miss Esparraga, Penny Coucill, Miss Mold, Mrs Cleary, Mr Turner, Mrs Johnson and all the students who worked tirelessly in readiness for the adapted version of our Manly West Production, the Year 5 and 6 showcase. All students in Year 5 and 6 participated and Years 1-6 students were able to be the audience with varying arrangements with COVID-19 guideline restrictions. The Year 1 and 2 students caught a glimpse of the show at the morning dress rehearsal. The Year 5 and 6 students were so excited to be performing Drama, Dance and Music items. Some of our Year 5 and 6 students also worked backstage on the sound, lighting and props.

## **Debating**

Congratulations to our Year 5 students who participated in a Debating Gala Day Extravaganza. All students were given a scheduled training session before teams were selected to represent the classes. Unfortunately many of the Public Speaking opportunities were adapted to school level only due to COVID-19 restrictions in 2020.

## **Sport 2020**

### **School Sport Report**

School Sport, despite COVID-19 was still very exciting. Without PSSA and all students remaining at school, the teachers used School Sport sessions to upskill the students in a variety of sports. Some of the skills offered were Basketball, Netball, Soccer, Volleyball, Touch, Eagle Tag, Ultimate Frisbee and Tag and Defence skills.

In Term 4 with students and teachers missing team sports and competitions, the Year 6 students, with specific coaches, designed the Primary Competitions. These were the 4 on 4 Soccer with Mrs Cleary, 6 on 6 Eagle Tag with Ms Mansbridge, and of course, Mr Richards' traditional 3 on 3 Basketball. This created excitement, enthusiasm and an air of great competition which had been missed by many students and coaches. Well done to all of the Year 6 students who were offered these leadership opportunities to organise and referee these competitions.

Mr Turner

## **Swimming Report**

The Swimming Carnival was held early in 2020, in Week 2, providing leadership opportunities for our new House Captains for 2020. Manly West students participated with great enthusiasm and house spirit throughout the day. Many competed in events and encouraged and supported each other with cheering.

39 students advanced to the District Swimming Carnival. Huge congratulations must go to the following students: Thomas Bell - 1st in 10 Year Boys 50 m Freestyle, Isabel Wimpole - 1st in 8 Year Girls 50 m Freestyle, Zoe Lancaster - 3rd in 8 Year Girls 50 m Freestyle, Eli Mork - 3rd in 12 Year Boys 50 m Breaststroke and the Junior Boys Relay Team of Thomas Bell, Kody Burrows, Lucas Silver and Henry Whitehead - 1st in Junior Relay.

Thomas Bell, Kody Burrows, Lucas Silver, Henry Whitehead, Isabel Wimpole and Zoe Lancaster would normally progress to the next level of competition at the Sydney North Swimming Carnival, however, this was cancelled due to Covid-19.

Mr Turner

### **Athletics Carnival**

The regular Athletics Carnival was cancelled in 2020, however, we were able to hold modified carnivals at school instead.

There was a field event day followed by a modified track event carnival the following week. We held qualifying events prior to the carnival. Thank you to all the teachers from Years 3-6 who taught the students the skills for high jump and shot put.

The Sports Captains were very responsible and helped run the carnivals and led their houses with encouragement and passion on both days. They assisted teachers with setting up and packing away all the equipment, demonstrations, measuring and recording. They were also timekeepers and embraced every challenge with enthusiasm.

Mrs Gaynor.

