

2021 Annual Report

Manly West Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 for being so resilient, engaged and flexible in 2021 particularly the second semester, despite the COVID-19 Pandemic and home online learning environment. We all breathed a sigh of relief as we welcomed back everyone at school in Term 4 after being impacted since the end of Term 2 and enduring the impact of COVID in 2020 as well. Our teachers, students and parents have successfully experienced unprecedented challenging times in a positive and engaging manner with significantly increased technology skills and I would like to thank everyone for the incredible support throughout the year. I would like to acknowledge our teachers as well for their professionalism, dedication and commitment and the incredible work that they have done to support our students this year.

In 2021, despite the COVID-19 pandemic, our teachers focused on developing their skills as high quality teachers by completing a vast amount of professional learning in particular with Literacy, Numeracy and Technology. We continued to focus on Visible Learning with Feedback and General Capabilities. We improved our implementation of the Novice to Master approach with Writing to support students to become increasingly knowledgeable of being assessment capable and to encourage them to have more ownership of their own learning. A presentation was given at the P&C meeting about the Novice to Master Writing approach and parents were very interested, inspired, endorsed and applauded this program. Our students are now developing skills to match work samples and criteria to see what they can do to improve their own learning K-6 and advance to the next steps.

Leadership programs, such as the Student Representative Council (SRC) in 2021 continued successfully, increasing the awareness of our students to care for our environment and to take on social justice issues. Our students supported charities both locally and globally such as Kenya Aid, Bear Cottage and Stewart House. The Year 6 students have just raised over \$2000 that will be provided to the Kenya Aid charity from the Year 6 Pedlars' Parade event. The SRC also endorsed the new cricket pitch, the new chicken coop, the installation of the bubblers on the oval, seating outside the Science room and seating on the oval. They also endorsed the Waste Free Wednesdays, the Labelling Days, Environmental Canteen initiatives, greening of the oval to reduce temperatures and sun exposure, and finally the relocation of the Lost Property, being enhanced by the Year 6 Prefects Action Project. The SRC had previously also endorsed the amphitheatre shade near the Year 5 rooms which should be completed by July 2022. Congratulations to our students who contribute to their SRC representatives and a special congratulations to Hannah Ross (School Captain), who was selected to represent all the students from Sydney North at the NSW DOVES Council Years 6-12.

In Semester One, we were able to enjoy the Band, the Kitchen Garden Program, the Swimming and Cross-Country carnivals, Winter and Summer PSSA for one term each, SISA and the Dance Expos. In Semester Two, despite COVID, the students were able to enjoy an adapted program of home sport, Kitchen Garden, Pedlars' Parade, Assemblies, Presentation Day, Year 6 Graduation and K-2 Athletics Carnival. We certainly learned how to manage separate cohorts and be flexible. Congratulations also to Penny with the Band students who progressed so successfully this year with Zoom, despite all the COVID associated difficulties.

I would like to commend the Captains, Hannah Ross and Harvey Matheson and, the Vice Captains, Felix Elwin, 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 2021 program and Pedlars' Parade. They also wrote Fable Books for our Kindergarten students. We are very proud of our Year 6 students having a developmental understanding of their Buddies' age and providing relevant kind messages and lessons for them throughout the year.

Partnerships and transparency are a strong part of our culture and philosophy as well as our Strategic Directions. We thank our parents and caregivers for patience and cooperation with the restrictions in 2021. Through the combined efforts of the P&C and Staff, we still managed to welcome over one hundred and fifty, 2022 Kindergarten students for their orientation and we also organised webinars, workshops and P&C presentations to inform parents and caregivers about Mathematics, Technology, Novice to Master Writing and transitions from one grade to another. Thank you to our parents and the P&C led by the President, Mr Tony Falzarano. Thank you to the P&C who despite COVID, donated \$80000 to the school to support us in paying for an upgrade of two full class sets of laptops and planter boxes and seating enhancing the new Science Room.

Mrs Julie Organ

Principal

Message from the school community

It was another busy and successful year for the P&C in 2021, despite the various COVID restrictions during the year. The year started off relatively normally, albeit with limits of 30 people allowed for indoor events and QR codes being necessary. Our Before and After School Centre (BASC,) Band programs, Canteen & the Uniform Shop largely operated as normal at the start of the year.

Highlights of the year were:

- The P&C donated \$80,000 to the school in March. Of this donation \$40,000 was to fund IT upgrades and the remaining \$40,000 was to fund air conditioners for 8 classrooms (this latter amount will be allocated to another school area as the Education Department advised that it will be providing air conditioners to schools on a staggered basis);
- our popular Mothers' and Carers' Day Stalls that were run in early May;
- our Kindy Cocktails for parents that was held later in May, after being postponed in February due to the COVID restrictions. This event is a great way for us to welcome new kindy parents each year and was very well attended with very positive feedback;
- the Band Camp which was also held in May. This camp is one of the highlights of the year for our band members, especially for the Training Band;
- our very successful online quiz night that was held in September for parents and students. This was the first time an online quiz had been set up and run by our Events & Fundraising subcommittee, and it received very positive feedback from the school community.
- the Interrelate sessions that were held in November. These sessions were run via zoom for the second year in a row and were well attended;
- the year 6 graduation that was held in December, after concerns that the event would need to be postponed to 2022 due to COVID restrictions;
- the major simplification of the financial management of the P&C with 5 accounting systems replaced by one consolidated system with a standardised chart of accounts (as per the Australian Charities Not-for-Profits Commission recommended guidelines). In addition, the P&C moved to accrual accounting in line with best practice for medium to large organisations. These changes were the result of a governance review of the P&C's operations that was undertaken by a new Finance Manager in the second half of the year.
- the various initiatives that were introduced by our Environment subcommittee during the year. All these initiatives were discussed with, and endorsed by, the Student Presentative Council before their introduction. Some of the initiatives included: the launch of Waste Free Wednesday; the introduction of a Swap for good program; replacing plastic cups with green reusable cups for slushies and frozen juice; introducing clip lock reusable containers for veggie carrot sticks; introducing a sauce station for all sauces; replacing plastic around baby sushi with cardboard boxes; the successful Lunchbox Rescue Sale which will reduce the containers ending up in landfill, and the continued support of the Kitchen Garden via volunteers.

Our Annual General Meeting (AGM) was deferred due to COVID and was eventually held in June. Attendance was both in-person and via zoom. We said goodbye to Tracey Martin, our President for the last 2 years. She had been involved with the P&C and the school community for many years. In recognition of that service, she was made a Life member of the P&C. Life membership was also granted to Ben Goodland to recognise his long service with the P&C (including terms as the P&C President and as a P&C Vice President). We also said goodbye to our outgoing Vice Presidents (Helen Yardley and Jamie Murrell) and several other members who left after the AGM.

We welcomed a new Treasurer, Corinne Schmitt, after the AGM. Suzanne Cairns, our Secretary, resigned shortly after

the AGM as she moved overseas. We subsequently welcomed two ladies (Michelle Terry and Emma Coultas) to jointly share the Secretary's role.

The second half of the year was greatly impacted by the COVID lockdown which ran for about 16 weeks. School management, teachers and staff were fantastic during this period, as were students and parents.

Our focus during the lockdown was to help the school and parents cope with the lockdown. Students created an amazing thank you presentation for the teachers during this period. The P&C arranged for free coffees from a local cafe for teachers and other school staff. We also provided support to our staff during the lockdown period, with all permanent staff continuing to be paid during this period. Casual staff hours were substantially reduced to reflect the reduced activity. During all this period BASC remained open, albeit with reduced capacity.

As mentioned above, one of the positive events during lockdown was the very successful online quiz. This event was the only event held during the lockdown period, and it brightened up everyone's day.

Each school band continued to have 2 rehearsals a week and sectional tutorials via zoom for all of Term 3 and most of Term 4. Band members enjoyed the online rehearsals as there were many humorous moments, especially Penny's self-deprecating humour. A band information night was held in November via zoom. Our bands were able to have an in-person party at the end of the year.

The Uniform Shop operated an online ordering service for most of the lockdown period, with orders available for pick-up at the school office.

The Canteen was closed for the lockdown period. Online lunch time bookings were reintroduced for the first 2 weeks after the lockdown, with full service resuming after then.

In July, our Events & Fundraising committee started periodic meetings with Julie Organ(Principal) and her senior staff to plan for the School's Centenary in 2022.

On behalf of the P&C, I would like to thank:

- Julie Organ (Principal) and her staff for their support during the year;
- the Events & Fundraising subcommittee for their great work in organising the various events, especially the online quiz which was challenging to get it off the ground;
- Penny Council, Nicole Macnicol, and the Band contractors for all their great work during the year, especially during lockdown;
- Ashleigh Searle for her great service during the lockdown and throughout the year;
- All our other employees, our Executive, our subcommittees, and volunteers during the year.

We ended the year with a positive mindset and are looking forward to the Manly West Centenary in 2022.

Tony Falzarano

P&C President

Message from the students

Student Representative Council Report 2021

The Student Representative Council (SRC) was very busy with roles in 2021. The SRC consists of two representatives from each Year 2-6 class and the Prefect Team, who represent and reflect the student voice of Manly West PS. They met with Mrs McLean and the Mrs Organ several times during each term in 2021..The students voted and endorsed the cricket nets and chicken coop being replaced and supported the school funding of this large contribution of approximately \$90000 to enhance school grounds, wellbeing and sport facilities. The water bubblers were finally installed on the oval giving students immediate access to water when playing on the fields at lunchtime. They endorsed the new seating on the oval and two tables on Griffith St entrance for reading groups.They also organised fundraising through Mufti Days and the Year 6 Pedlars' Parade for our nominated charities, Bear Cottage, Stewart House and Kenya Aid. The students supported the P&C and School Environment Committee by having Waste Free Wednesdays, Labelling Days, initiating the Lost Property changes, recycling paper, Stephanie Alexander Kitchen Garden Program, increasing the planting around the school to reduce temperature and increase shade and supporting the canteen menu to reduce waste. Many of these initiatives will continue in 2022.

Thank you to all our students who contribute to the SRC using the class suggestion boxes. Thie SRC is a leadership initiative program to support the civic responsibility of all our students so that they have an understanding of local and global issues and the correct procedures and protocols of concerns and meetings.

Captain Report: Harvey Matheson message:

Something you may not know about me is that I am one of many in my family that have attended Manly West. I don't just mean my brothers and cousins. My great, great, great Aunt was one of the first students when the doors opened in 1922 and my Nan, Pop and Nan's sisters also went here in the 1950s. They've all told me stories about their time at Manly West like the caramel and shaved chocolate sandwiches you could buy at the canteen, the awesome lolly shop at the crossing on the corner of Waratah Street and how the boys and girls were split up in the playground. This made me think about what significant things I'll remember when I'm their age.

Something I'll vividly remember is Kindy and the litres of tears that streamed down my face that year. Thank goodness for Mrs Mwanga. She'd take me into class each day and somehow managed to calm me down. I was all good for the rest of the day…... until the next morning. Another memory that will stay with me is the deafening chants on the PSSA bus after a big win. I felt so sorry for the teachers who had to travel with the cricket team screaming at the top of their lungs. We were all so passionate and although the chants made no sense whatsoever, I'm sure I'll remember them for years to come. A memory that will stay with me for the rest of eternity would be home-schooling during lockdown. I know the experience would've been different for everyone, but I think it really helped us mature and become more independent. It didn't matter how early or late you started your work, as long as you got it all done. I loved having the opportunity to stay in my pyjamas until 1 o'clock every day, and it was great seeing everybody's faces over zoom and enjoying competitive Kahoots. I think we can agree that while most of us would prefer to be learning in classrooms, we all, including our teachers, handled it really, really, well. There will be so many other things about Manly West that will stay with me.

Most of all, I'll remember Manly West for providing me with some of the best friends and most amazing teachers. Thank you to Mrs Organ who is always available to us even with the many distractions of running a big school. Thank you to Mrs McLean, who I was fortunate enough to have as a teacher this year, for having what seems like unlimited patience, even after her many years of teaching. You will be really missed. Thank you to all our teachers for helping us grow and preparing us for high school and beyond. Lastly, to my fellow Year 6 graduates, I just want to say congratulations and good luck with the transition to your new schools next year.

Captain Report: Hannah Ross message:

Wow! Another year gone like that! When Harvey and I first put on our Manly West blazers this time last year, the sleeves were so long you could hardly see our hands. One year later I'm proud to say you can see my fingers below the sleeves. We've been through so much together including a pandemic, home schooling, so many restrictions, rule changes every few weeks, borders shutting, lockdowns, premier changes, zoom and constant family!!

It felt like we've missed out on so many trips and events over the last couple of years but we were lucky to squeeze in our Dance concert just before lockdown with the amazing Amber. Miss Byrd's curly wig will always be remembered! Luckily we also had our band outing early in the year and were allowed back rehearsing in the last weeks of Term 4 for Penny (Director) to frantically get us in some kind of shape for a farewell concert. Thanks again to Penny for keeping us together through all those zoom sessions.

We have done so much and so well in our last year of primary school. I know it's tricky thinking that we will start going on different paths, but look at the journey we've had! I have only been with this grade for the last two years due to a family travel journey and I've learned how kind and welcoming you all are. When I came back from travelling and joined you in Year 5, I only knew a handful of you well. I was a bit nervous joining a new year group but it's been so lovely getting to know all of you. You have been such amazing classmates and friends. Don't get me wrong, I'll be very sad to leave a lot of you in a few weeks, but I cannot wait to see what incredible things we will be doing in the years to come. I know that all of us will go far in life, because we've been taught in such a wonderful home that is Manly West. We have learnt so much here. We have fed chickens, grown vegetables, dressed up, danced, sung, played music, played tip, had buddies, been buddies, and yes, parents, there was some classroom learning too. We have even learnt how to make salt sludge in science! Thanks Mr Mann.

I also want to say thanks to Mrs Organ for supporting us all this year, to Mrs Maclean and our Leadership Team. You will be missed, and good luck in your adventures to come! Thanks to the amazing John the Crossing man who learnt my name before I was even in kindergarten and has greeted me before and after school ever since. Your memory skills are extraordinary! And special thanks of course to my teacher this year Miss Mansbridge. You have been so kind and fun, always listening to us even when we have been going crazy at home with home learning..

I'm sure many of us will keep in touch but I'll really miss my home away from home that is made up by you - my teachers, friends, classmates, all of you. And it is really sad for me to say goodbye. Good luck Year 6. We can all look forward to the years to come as no matter how far away we'll be, we'll always be Manly West.

School vision

All students will reach their full potential to succeed academically and thrive as healthy, active, critical and creative thinkers and local and global life-long learners who connect and contribute to their school community and society.

This vision is promoted in a respectful, supportive and challenging learning environment that incorporates school wide collective responsibility in partnership with staff, students, parents and caregivers.

School context

Manly West Public School is a large primary school (866 with 20% EAL/D and 8 Aboriginal students in 2021) 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 their highest potential with high quality teaching and learning activities which are provided in a safe and secure environment. An excellent partnership has been developed with students, staff, parents and the wider school community. The P&C is actively involved and supports the many and varied school initiatives including the Stephanie Alexander Kitchen Garden program and the outstanding Manly West Public School Band Program. The positive school climate is evident through a strong Student Well Being program that includes the Positive Behaviour Engaging Learning (PBEL) program and a very active Student Representative Council. The expectations of the PBEL program are Respect, Responsibility and Aspire. The school provides a wide variety of extra-curricular Enrichment and Sporting activities. Manly West has excellent teaching and learning resources and technology facilities to inspire a love of learning, knowledge and critical and creative thinking. Manly West Public School boasts beautiful grounds and outdoor facilities that enhance learning for students.

To begin to prepare and develop the next Strategic Improvement Plan 2022-2025, a situational analysis was undertaken where students, parents and staff were consulted. It was recognised that a significant school focus should continue with High Impact Teacher Professional Learning that links with the Strategic Improvement Plan, the Excellence Framework and the 2019 Alice Springs Declaration to support the Manly West PS student centered Vision and enhance and refine teacher and student confidence. We collaborated on the findings and decided to continue to focus on strong foundations and high expectations to increase the number of students achieving in the top 2 bands of Literacy and Numeracy. We will also focus on extending the High Potential and Gifted Education opportunities as well as cater and support students with learning needs and enhance effective data systems and parent partnerships. Current initiatives including General Capabilities and Visible Learning practices such as feedback, setting goals, curriculum differentiation, formative and summative assessment practices will continue to be significant focus areas to deepen the learning for our students. As part of the new Strategic Improvement Plan, we decided the next step was to embed these strategies into teacher and student practice to support students to become assessment capable and critical and creative thinkers.



Activity Monitors supporting younger students.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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

In 2021, the school staff at Manly West PS completed the School External Validation for alignment with the School Excellence Framework and the above achievements were awarded by an external independent panel.

Strategic Direction 1: Student growth and attainment

Purpose

To promote and foster continuous improvement in Numeracy and Reading for all students by implementing effective evidence-based programs and high impact professional learning so that our teachers increase their confidence to support our students to reach their full potential in these Key Learning Areas.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Integration funding support: \$30,000.00
English language proficiency: \$42,424.00
COVID ILSP: \$16,000.00
Low level adjustment for disability: \$122,344.00
Aboriginal background: \$2,000.00
Socio-economic background: \$1,000.00
Professional learning: \$5,000.00
Literacy and numeracy intervention: \$32,000.00
QTSS release: \$80,000.00
Beginning teacher support: \$21,000.00
Literacy and numeracy: \$21,000.00

Summary of progress

- Teachers and Support Learning Officers are employed for many of these programs with the funding noted above.
- Teachers employed using QTSS funding provides Mentoring by staff working with beginner teachers or with staff on professional learning for reading and numeracy is evident at Manly West.
- QTSS Funds and other sources of funding was used to support Professional Learning.
- Used evidence based research professional learning and programs to drive student learning and the programs used are authentically based on the research within the Professional Learning that was completed.
- Consistency of understanding of how to teach reading and spelling
- Effective time for collaboration and professional learning. This was scheduled and timetabled into our school plan.
- Instructional Leader using QTSS staffing was used to support teachers.
- Grade supervisors supported and initiated classroom implementation of targeted strategies.
- Professional learning was provided to all staff K-6 to help counteract staff turnover in Stage 1 (SDD allocation for Term 1 and Term 2, 2022)
- Funding for professional learning and planning time given to Stage 1 to develop programs for new syllabus.
- In 2022, our focus on Reading will include the new curriculum, decodeables, word recognition, fluency and vocabulary.
- In 2022, our focus in Numeracy will include Big Ideas with a focus on Place value and Multiplicative Thinking and Partitioning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 2% (70%) of Year 3 and 5 students in the top 2 bands in reading by 2021	Our students of Year 3 and 5 reached an uplift of .07% from 2019 (70%) to 2021 (70.07%) in Reading. COVID-19 may have had an impact of being able to reach 2%lift.
That 90% students reach Level 10 by the end of Kindergarten in reading	Despite COVID in the second semester, 80% of Kindergarten students reached Level 10 and above. 96% of Kindergarten students reached over Level 6 and 16% of Kindergarten students reached over Level 20.

<p>That 90% of students reach Level 17 by the end of Year 1 Level in reading.</p> <p>That 90% of our students reach Level 30 by the end of Year 2.</p> <p>The progress will be monitored twice a term for 4 terms and interventions will occur at Data Check Points each term.</p>	<p>Despite COVID, 95% of students in Year 1 reached Level 17 and beyond. This Cohort had reached the Kindergarten target in 2020.</p> <p>Despite COVID, 86% of students reached Level 25 and beyond.</p> <p>Data Checkpoints continued regularly twice a term and our teachers meet in grades to collect this data across grade.</p> <p>Our focus on Reading in 2021 was increasing teacher knowledge of evidence based programs. In 2022-2025, in Reading, teachers will continue to build on their knowledge of evidence based programs and will have a specific focus on Vocabulary, Fluency and Word Recognition.</p>
<p>An uplift of 3% of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy.</p>	<p>In 2021, the progress is yet to be achieved towards our target in Numeracy. Variations could include COVID and that this was the first time that Manly West students completed NAPLAN Online. Our next steps are to give students strategies of using the technology tools for NAPLAN online.</p>
<p>An uplift of 1% in NAPLAN Reading of Year 3 and 5 students showing expected growth from K-3 or 3-5 by 2023 based on 2020 data.</p>	<p>62% of students showed expected or above expected growth from Years 3 to Year 5 in Reading in 2021. The progress towards the target is yet to be achieved. The variations that could have affected this are COVID and also that this was the first time that Manly West completed NAPLAN online and students may need some online strategies to support their successful outcomes.</p>
<p>An uplift of 1% in expected growth in Reading of Year 3 and 5 students.</p>	<p>In 2021, progress is yet to be achieved toward the target. This could have been as a result of COVID-19 pandemic impact. Another variation could be that this was the first time that Manly West completed NAPLAN Online. Students may need some online NAPLAN tool strategies.</p>



Strategic Direction 2: Building Assessment Capable Learners and Creative and Critical Thinkers.

Purpose

For all teachers to have increased knowledge and deep understanding through high impact professional learning of evidence based programs so that our students become assessment capable and creative critical thinkers with their learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Novice to Master Framework Approach/Writing
- Build teacher and student capacity-General Capabilities.
- Assessment Capable Students through Curiosity and Powerful Learning and Visible Learning practices.

Resources allocated to this strategic direction

Professional learning: \$15,000.00
Refugee Student Support: \$338.00
New Arrivals Program: \$16,000.00
Literacy and numeracy: \$4,737.00
QTSS release: \$48,000.00
Aboriginal background: \$500.00
English language proficiency: \$29,000.00
Literacy and numeracy intervention: \$10,000.00
Low level adjustment for disability: \$10,000.00
Beginning teacher support: \$2,000.00

Summary of progress

- Funding supported the release of teachers with mentors to provide professional learning and to work side by side mentoring.
- The Novice To Master evidence based approach was implemented for all grades based on Solo Taxonomy despite COVID interruptions. A committee was formed led by the Deputy Principal and teachers from all grades to lead the Novice to Master professional learning. Writing samples were collected and shared with staff. There was effective time for collaboration and professional learning and this was scheduled and timetabled into our school plan. We will continue to embed this approach into our programs K-6 in the 2022-2025 plan.
- Professional Learning of General Capabilities expanded to all Stage 2 teachers and Exec as well as two Kindergarten teachers and the Science RFF teacher. Funding provided release of teachers to plan to implement General capabilities into Stage 2 programs.
- The Stage 2 teachers programmed Visible Thinking Routines for Stage 2 students and General capabilities were implemented in Kindergarten and the Science programs. Instructional Leaders modelled the teaching of General Capabilities across our large number of Stage 2 classes.
- Supporting our students to become assessment capable by using Visible Learning and other theories based on Curiosity and Powerful Learning continued to be a strong Professional Learning focus. Learning Intentions and Success Criteria are used in all the classrooms and this focus will continue in the 2022-2025 Strategic Improvement Plan.
- Learning Walks in classrooms will be the next step in 2022 by Executive and teachers to find out more information from students of their learning and how we can support them further. 15 of our teachers including Principal and Executive will complete the Lyn Sharratt Clarity Learning Suite in 2022. This will help us to be more efficient with our Data Collections and targeted programs across the school.
- In 2022, our focus will be to continue to support our students to be assessment capable and to build capacity with our staff through professional learning, using Learning Walks and Collaborative Inquiry approaches.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

100% of teachers explore the Novice to Master approach based on Solo Taxonomy. Exemplars K-6 in 80% of classrooms will demonstrate writing expectations from Novice to Master.	100% of teachers are using the Novice to Master Approach. A team of teachers used their expertise to support professional learning for teachers. There are exemplars available across the grade. The teachers have trialled using exemplars and are continuing to collect new samples.
An uplift of 5% from 20% (2019) in Writing and an uplift of 1% from 44% in Spelling of Year 5 students so that students improve their writing skills.	We had a lift from 20% to 34% of Year 5 students who reached the top 2 bands in Writing. There was a whole school approach with Novice to Master Writing where students have an understanding of what they need to do next with their writing by using the rubric to improve their skills.
100% of Senior Executive and teachers in Stage 2 and 3 will complete General Capabilities training with a particular focus on Critical and Creative Thinking. Five other teachers from other grades will also complete individual training.	All Exec and Stage 2 teachers were trained in General Capabilities. The Stage 3 teachers were unable to proceed with the dedicated professional learning in Semester Two due to COVID -pandemic. However, the Stage 3 teachers used programs that encouraged Creative and Critical Thinking skills. There were also a number of other teachers and Executive across the stages that completed individual training in Critical Thinking and Visible Thinking routines.
10% of classes use Learning Walks and Triads to demonstrate increased number of students becoming assessment capable learners by being able to articulate their learning, their next steps and learning goals with Numeracy.	COVID interruptions prevented the Learning Walks and Triads to continue in Semester 2. However Learning Walks for Literacy and Numeracy will be implemented in 2022-2025 Strategic Improvement Plan. Our goal for students to become assessment capable students will be further enhanced in 2022, when 15 of MW staff including Principal, Executive and teachers complete the Lyn Sharratt Clarity Learning Suite. This will enhance efficient use of data and improve our teaching and learning as well as support our students to always know their next steps and learning goals.
100% of teachers participate in professional learning on Visible Learning strategies and the Curiosity and Powerful Learning Rubric..	100% of our teachers participated in Professional Learning with Visible Learning and Curiosity and Powerful Learning. Teachers are continuing to use Visible Learning strategies in their programs and classroom and Instruction Leader theories and principles from Curiosity and Powerful Learning.

Purpose

To continue to strengthen teacher and student capacity and improve data systems and communication to all stakeholders to maximise the effect of a collaborative and supported environment that ensures collective efficacy and strong wellbeing in partnership with parents and the wider community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Student Capacity through leadership and wellbeing initiatives
- Building Leadership Capacity and Teacher Quality
- Learning Support Processes and Systems

Resources allocated to this strategic direction

Professional learning: \$30,000.00

Integration funding support: \$20,000.00

Beginning teacher support: \$26,000.00

Literacy and numeracy intervention: \$20,000.00

School support allocation (principal support): \$40,000.00

Socio-economic background: \$2,000.00

Summary of progress

The Positive Behaviour Engaging Learners (PBEL) program continued to be strengthened with more signage and changes to PBEL focus. The students and teachers increased the communication of the PBEL focus each assembly. The Student Representative Council (SRC) has strengthened in the last few years and students are more aware of the processes they can use to support student and school initiatives. The Captain of our School, Hannah Ross was selected as only one of 23 Years 6-12 Students to be part of the State SRC called the DOVES. These students met regularly with the Minister of Education. The students are involved in Leadership activities from Years 2-6.

We have continued to enhance leadership capacity building processes. All executive were involved in the Curiosity and Powerful Learning Professional Learning with six other local schools and two Directors. Our Executive and many of our aspiring Leaders also participated in the External Validation aligning evidence with our Strategic Directions. This gave staff deep knowledge of the Strategic Improvement Plan, Situational Analysis, the complexity of Community and communication and data and evaluation. All Staff participated in professional learning for the three strategic directions and the performance goals. Their evaluations of the professional learning gave evidence that they were directly implementing the professional learning into their classrooms particularly with the Visible Learning, Mathematics and Numeracy. We will continue to build capacity next year in all these areas.

Learning Support processes and systems were gradually changed to more efficient and effective processes. Data collection is much more significant and the Learning Support Team

In 2022

We will continue to evaluate and improve process and systems in terms of our PBEL programs. This will include communicating award and behaviour systems and expectations with students, teachers and parents. We will develop consistent PBEL lessons to embed consistent approaches across the school. We will use the BOQ AND SET tools to evaluate our practice and set targets for improvement.

We will update our Student Welfare Policy, and align this policy and school wide practice with the Well Being Framework using the Achieving School Excellence Inclusions and Well Being Evaluation Support Resource.

We will update the Anti-bullying Policy Action Plan and communicate this to all stakeholders.

We will continue to improve our Learning Support Systems and focus on High potential and Gifted Education as well.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Systems embedded to regularly monitor attendance for all students in 2021.	There are systems in place to regularly monitor attendance. We have also updated our administration systems with a checking system for attendance. Unfortunately, due to COVID attendance was affected.
Student Tell Them from Me survey data indicates an uplift of 2% from 2020 data in the domain Wellbeing and 'Student belonging' for Year 6 students and uplift of 2% for Year 4 and 5 students as a result of evidence based practices being implemented purposefully and increased number of students engaged in leadership opportunities.	<p>Despite COVID pandemic, the boys in Years 4-6 had an increase of 2% since 2020 with a positive sense of belonging and feeling accepted and valued by their peers and others at school.</p> <p>Years 4-6 students indicated in the survey a 5% increase in participation of sport, 14% increase in homework behaviour, 4% increase in positive behaviour at school and 3% increase in interest and motivation.</p> <p>90% of Years 4-6 have friends at school they can trust, who encourage them to make positive choices.</p> <p>91% of Years 4-6 students believe that schooling is useful in their everyday life and will have a strong bearing on their future.</p> <p>84% of students saying they try hard to succeed in their learning.</p> <p>An average of 76% of students said they set challenging learning goals for themselves in their schoolwork and aim to do their best.</p> <p>8.1 was the average score out of 10 where students feel that concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. A score of 8.5 represented expectations for success, where students believe that staff hold high expectations for all students to succeed and 8.4 was the average score for students feeling that teachers are responsive to their needs and encourage independence with a democratic approach.</p>
<p>An increased number of parents being involved in their child's learning through webinars, workshops.</p> <p>Survey results show will show pre and post knowledge that parents have an increased understanding of their child's learning.</p> <p>In 2020 Parent workshops were attended via webinars however data was inconsistent due to COVID-19 restrictions. Baseline data will begin in 2021.</p>	<p>Webinars and workshops were held each term for parents to support their children with Reading and Numeracy. There were also a number of webinars held for Kindergarten 2022 parents to assist their child's transition from pre school to Kindergarten.</p> <p>There were also webinars held for parents of Kindergarten 2021 students to assist them for their transition to Year 1 2022; for parents of Year 2 2021 students to assist them for their transition to Year 3 2022.</p> <p>Year 6 student were supported through local school transitions days and handovers. Pre and post surveys were not completed due to the disruptions of COVID particularly in the second semester.</p> <p>Despite COVID, we were able to invite parents to the Year 6 Graduation, to Presentation Assemblies held with separate cohorts and to the Year 6 Clap Out at the end of the year.</p>
100% of teachers access data readily and 100% use it to inform their practice in order to differentiate for student needs supporting all students including High Potential and Gifted Education students.	We are working towards this target. 100% of of our teachers access data readily and we are now increasing the percentage of teachers who are working with data to improve their practice of differentiating for all students. In 2022, the school is undertaking Clarity Learning Suites by Lyn Sharratt with a large number of staff who will complete the year long program. This professional learning will continue all year to support teachers to use data more effectively and efficiently.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Novice to Master Framework Approach/Writing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The EAL/D teacher supported the new arrival student in Kindergarten throughout 2021. This student received intensive English language support. The specialist teacher provided a variety of learning experiences tailored to suit the language acquisition phase for this student. Manly West had one refugee student enrolled in 2021 in the Emerging phase. This student received intensive EALD support 3 times a week and adjustments were made to the classroom program. <p>The allocation of this funding has resulted in:</p> <p>All K-6 teachers used the Novice to Master approach with writing to enable all students including our refugee, Aboriginal Torres strait Islander students. This approach gave students an opportunity to become assessment capable students with their learning. The writing TPL continued throughout lockdown in Semester Two. The Teachers PDPs gave evidence that all teachers are using the Novice to Master approach and that this approach is supporting students to have more ownership of their next steps. All teachers completed the Focus on Creating Text and K-4 teachers used Draw Talk Write Share.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with Draw Talk Write Share K-4 and Novice to Master approach with writing using writing samples from each grade and stage and using the writing samples from NESA. This will support all students including refugee, Aboriginal Torres strait Islander students. to become more assessment capable. This will continue into the new Strategic Improvement Plan 2022-2025.</p>
<p>New Arrivals Program</p> <p>\$16,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Manly West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Novice to Master Framework Approach/Writing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in:</p> <p>The students in this program have benefited from the Draw Talk Write Share evidence based approach with writing to support their learning in the new arrivals program. They also have increased their vocabulary with a specialist teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The next steps would be to continue to employ a specialist teacher and offer professional learning with the current EAL/D teacher. The EAL/D state network team offer networking and courses as well to build teacher capacity.</p>

<p>New Arrivals Program</p> <p>\$16,000.00</p>	<p>Dr Noella McKenzie Draw Talk Write Share approach and the Novice to Master writing approach provides excellent strategies for new arrival students to increase their writing ability.</p>
<p>Integration funding support</p> <p>\$50,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Manly West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Building Student Capacity through leadership and wellbeing initiatives <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Funded students have been provided with daily SLSO support in both the classroom and playground. Class teachers were provided time to devise Personalised Learning Plans and locate resources to support integration funded students. Staff supported students in the playground through monitoring and provision of structured play opportunities. Weekly professional learning was scheduled to upskill SLSOs to implement adjustments. A Year 3 Social Skills program was provided under the guidance of a Learning and Support Teacher. <p>The allocation of this funding has resulted in:</p> <p>Students were supported in the playground and classroom enabling greater inclusion in the playground and access to the curriculum. Teachers were released from class to communicate with parents and review individual learning plans. Targeted professional learning for SLSOs through a Learning Support Teacher has upskilled SLSOs to implement adjustments. Successful transition to consecutive grade and high school provided.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to support our funded students through SLSO support in the classroom and playground, transition programs and scheduled professional learning and team meetings to support SLSOs implementing adjustments.</p>
<p>Socio-economic background</p> <p>\$3,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Manly West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Building Leadership Capacity and Teacher Quality <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • These funds were used to support a number of students whose parents needed financial assistance with texts books, uniforms, camps and excursions and dance. <p>The allocation of this funding has resulted in:</p> <p>These students experienced equity with their peers as they were provided with any required educational materials, uniforms and any fees relating to excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to provide any students whose parents are experiencing financial difficulties to engage in all activities and to be provided with uniforms and other needs.</p>

<p>Aboriginal background</p> <p>\$2,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Manly West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Novice to Master Framework Approach/Writing • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Teachers have written Personalised Learning Plans for our Aboriginal students. This has increased teacher capacity to build skills for our indigenous students. We continue to consult with our local Aboriginal Artist Kim Cameron who painted our Acknowledgement of Country over two years with our Aboriginal students. We continue to support our indigenous students and monitor them through the Learning Support Team with all learning areas, particularly Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps for 2022 will be to continue to monitor our indigenous students with Personalised Learning Plans, offer them every opportunity culturally, academically and in sporting and creative areas and immerse them and all our students with our Aboriginal resources, contacts and cultural activities.</p>
<p>English language proficiency</p> <p>\$71,424.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Manly West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Novice to Master Framework Approach/Writing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: The funds for EAL/D, Aboriginal Students and Torres Strait Islander students supported students with their reading, understanding text and writing. An EAL/D teacher was employed 3 days a week. The EAL/D teacher attended professional learning and network meetings to improve their practice. In Terms 3 and 4, due to COVID and remote learning, the EAL/D teacher supported classroom teachers and EALD students by modifying the learning frameworks and slides on Google Classroom. The EAL/D teacher called parents weekly to ensure EAL/D students understood task requirements, supported them over the phone and provided feedback with the COVID pandemic interruption to learning. EAL/D students also benefited from the Focus On Reading program which improved reading levels and understanding of text.</p>

<p>English language proficiency</p> <p>\$71,424.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to build the capacity of teachers with professional learning from our EAL/D teacher, who is highly experienced and constantly attends TESOL and other network meetings to increase her knowledge. Continue to regularly monitor our EAL/D students through the Learning Support meetings and data check points.</p>
<p>Low level adjustment for disability</p> <p>\$132,344.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Manly West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Novice to Master Framework Approach/Writing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A K-6 online tracking spreadsheet was implemented to monitor student growth and attainment over time. Student progress and adjustments were also tracked through Data Checkpoints, Class Profiles of Student Adjustments (linked to the Nationally Consistent Collection of Data process), PLPs and LS referrals. <p>Class teachers were provided time to devise Personalised Learning Plans and locate resources to support identified students.</p> <p>During the remote learning period, Learning and Support Teachers provided weekly Support Frameworks for Teaching for students requiring adjustments in Kindergarten and Years 3-6. Literacy and Numeracy Support Zooms were provided for students in Kindergarten and Years 1 and 2. Individual support for students and parents was provided through check-in calls by staff.</p> <p>Professional Learning for SLSOs was provided through Learning and Support Teacher. SLSOs upskilled to run targeted programs under the guidance of a Learning and Support Teacher or executive staff - ES1 Literacy, S1 Literacy and Numeracy, Year 3 Literacy and Year 3 Social Skills.</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. Transition brochures were provided to identified students.</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in:</p> <p>Students being targeted for support through data collection two times a term. The Executive then use interventions for students based on the data to improve student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Due to positive feedback of parent transition to school webinars, school will adopt webinars as a means to inform parents in the future. We will schedule more parent workshops in Literacy and Numeracy in 2022 to further our partnership in learning. We will also continue to upskill our SLSOs through professional learning.</p>
<p>Literacy and numeracy</p> <p>\$25,737.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Manly West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$25,737.00</p>	<ul style="list-style-type: none"> • Numeracy • Novice to Master Framework Approach/Writing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • literacy and numeracy programs and resources, to support teaching, learning and assessment • teacher release to engage staff in <p>The allocation of this funding has resulted in: Teachers' capacity and confidence being built by Instructional Leaders and Demonstration Leaders supporting teachers in the classroom and with programming of Literacy and Numeracy. Teachers have improved their programs and collaborative practice. Teachers have built up their metalanguage and knowledge of mathematical reasoning and the five aspects of literacy. Teachers have been given professional learning about evidence based programs in both Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps in Literacy and Numeracy are to continue building teacher capacity with evidence based programs for both Literacy and Numeracy. To support teachers with the new K-2 syllabus. Many of our staff will be participating in Lyn Sharratt Clarity Learning Suites in 2022 to develop our understanding and knowledge of evidence based learning to improve student outcomes</p>
<p>QTSS release</p> <p>\$128,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Manly West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Novice to Master Framework Approach/Writing • Build teacher and student capacity-General Capabilities. • Assessment Capable Students through Curiosity and Powerful Learning and Visible Learning practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: The instructional leaders supported teachers in K-6 classrooms with current research based strategies. They gave demonstration lessons as well as team teaching and mentoring with resources and student needs. The funds were used to give teachers time with professional learning courses and teaching and learning programming in grades to increase teacher and students' knowledge of numeracy strategies, mathematical language and the Big Ideas and be able to implement these into their programming. They were also given time to look at work samples and discuss formative and summative assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: These strategies will be continued in 2022-2025 Strategic Improvement Plan. More targeted data will be collected to show pre and post student improvements and formative assessment will continue to be a focus.</p>

<p>Literacy and numeracy intervention</p> <p>\$62,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Manly West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Novice to Master Framework Approach/Writing • Building Leadership Capacity and Teacher Quality <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Professional learning sessions for teachers to deepen their knowledge of Literacy and Numeracy evidence based research practices. Instructional Leaders and release for teachers to share and model explicit teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support teachers by using an Instructional Leader approach using the QTSS Staffing funding and the new Assistant Principal Curriculum and Instruction model in 2022 when Manly West will receive APCI 1.2 FTE.</p>
<p>COVID ILSP</p> <p>\$82,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in: Students who were targeted for funding and intensive support have made gains in Reading and Writing. Some students were also targeted with Numeracy and made gains.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to assess and target intervention to support these students to improve outcomes in Literacy and Numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	441	442	442	416
Girls	425	429	424	440

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	95.1	96	95.7
1	93.9	95	95.7	95.7
2	95.2	95.1	95.8	95.6
3	94.9	94.8	95.2	95.5
4	93.9	94.7	94.3	95.5
5	95	93.7	95	94.7
6	93.4	93.3	95.2	93.7
All Years	94.6	94.6	95.3	95.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	33.37
Literacy and Numeracy Intervention	0.8
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	0.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	815,735
Revenue	7,336,894
Appropriation	6,989,148
Sale of Goods and Services	5,952
Grants and contributions	340,791
Investment income	703
Other revenue	300
Expenses	-7,183,681
Employee related	-6,417,133
Operating expenses	-766,548
Surplus / deficit for the year	153,213
Closing Balance	968,949

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.

	2021 SBAR Adjustments (\$)
Targeted Total	79,235
Equity Total	217,224
Equity - Aboriginal	3,668
Equity - Socio-economic	8,895
Equity - Language	72,317
Equity - Disability	132,343
Base Total	5,804,722
Base - Per Capita	213,484
Base - Location	0
Base - Other	5,591,238
Other Total	576,042
Grand Total	6,677,223

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.



Drama and Dance Productions contribute to the important elements of Creative Arts, PDHPE, wellbeing, engagement and confidence for our students at Manly West.

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 to access the school data.

Year 3 and 5 students completed the Online NAPLAN for the first time in 2021.. There were some challenges with this as our students were not necessarily used to the different tools used on the NAPLAN site and of course, COVID and online learning had some impacts on results. Our next steps is to encourage students with online programs to go slower and take time to work out answers before moving to the next level.

Despite this, the students still reached their target in Reading of 70% of Year 3 and 5 students in the top 2 bands.

Writing for Year 3 students had an increase of 8% of students reaching the top 2 bands since 2019 and 15% increase for Year 5 students in Writing. Manly West PS have been developing evidence based Writing programs K-6 and the results indicate that the programs are having a positive impact for our students.

The average percentage of students in the top 2 bands for Reading and Numeracy across Year 3 and 5 students was 61%.



Students awarded Ribbons for Sport.

Parent/caregiver, student, teacher satisfaction

Parents: Maths Strategies- Parent Webinar.

20 x Years K-3 Parents attended the Maths Webinar including one parent with a child in Years 4-6 in Semester 2 2022.

95% of parents agreed or strongly agreed that they understood the maths strategies presented after the webinar.

70% of parents preferred the Webinar presentation; 25% preferred in school workshops and 5% preferred either option.

85% of parents preferred webinars being held between 6-7pm.

Students: Tell them from Me Survey 2021 Years 4-6 students.

90% of students have friends at school they can trust, who encourage them to make positive choices.

91% of Years 4-6 students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

84% of students stated that they try hard to succeed in their learning.

76% of students said they set challenging learning goals for themselves in their schoolwork and aim to do their best.

8.1 out of 10 where students stated that concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

8.5 out of 10 represented expectations for success, where students believe that staff hold high expectations for all students to succeed.

8.4 out of 10 was the average score for students stating that teachers are responsive to their needs and encourage independence with a democratic approach.

Parent Home Learning Survey -Semester 2

279 parent responses-

97% stated that their child completed learning from home and either did not attend school at all during the learning from home period, or attended school part time.

57% of parents collected the printed materials from school either every week, or sometimes.

47% of students completed tasks as a mix of online and paper and 36% completed tasks online.

63% of respondents stated that the instructional audio and video usually or always supported their child's understanding of the content and 39% stated that the video and audio usually or always allowed their child to work more independently.

87% of parents always or usually had the required resources to complete the tasks at home.

48% of parents stated that their child was always or usually motivated to engage in tasks each day.

87% of parents stated that their child always or usually attended Zoom sessions.

79% stated that the Zoom sessions were always or usually beneficial to their child's wellbeing and 67% stated that the Zoom sessions were always or usually beneficial to their child's learning.

Comments from parents varied greatly to include gratitude to the teachers for their hard work in preparing quality online learning tasks and supporting their child, to requests for support around managing learning from home and differentiation for their child to further target their needs whilst at home.

Requests for more or less Zooms and/or contact with the teacher varied greatly across grades, as did requests for more or less work to complete each day. Parents concerns were often around their child's wellbeing and the disconnect from their peers.

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 - School statement

Our school acknowledges the Kayamai people of the Cammeraygal Nation as the traditional owners of our land at school assemblies and formal occasions. An indigenous Artist, Kim Cameron and our Aboriginal students from 2019-2020 painted the Acknowledgement of Country Mural. This mural has been hung at the administration entrance and welcomes everyone in the foyer as you enter the school.

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. A video of the school also included **Yulunga traditional Indigenous games**. 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. Both Stage 2 and 3 teachers also incorporated the Yulunga Indigenous games as part of the PDHPE component of the framework in 2021.

Manly West continued to implement some very important indigenous initiatives throughout 2021. The Personalised Learning Plans (PLPs) were updated as part of our on-going support for all our indigenous students. PLPs are part of the Commonwealth Government's Closing the Gap commitment to allow ATSI children to identify and focus on their own personal goals - socially and academically.

Manly West had 7 Indigenous students in 2021 and we aim to give them as many opportunities as possible to increase their cultural knowledge and to share their culture with the school. A number of our students entered the NSW AECG NAIDOC 2020 Art Competition. The theme was "Heal Country!"- calls for Aboriginal and Torres Strait Islander people to 'continue to seek greater protections for our lands, our waters, our sacred sites and our cultural heritage from exploitation, desecration, and destruction'.

AECG/Northern Beaches Learning Alliance meetings

There is an Aboriginal and Torres Strait Islander Committee at Manly West which also includes the Principal. A number of staff at Manly West Committee members regularly attended the AECG meetings and Northern Beaches Learning Alliance (NBLA) meetings to network and further their knowledge of Aboriginal cultural practices in Sydney and the Northern Beaches.

Ryka Ali - Indigenous Performer at Manly West

As part of our NAIDOC Week celebrations we were fortunate at Manly West to participate in an engaging interactive performance by Ryka Ali before COVID restrictions happened in Semester 2. Ryka is from the Wuthathi tribe of Shellburne Bay, Cape York and from the Torres Strait Islands. The show was informative and lots of students were asked to take part on stage.

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 and submitted the RAP and this was endorsed by the local AECG. The ATSI Committee continues to hold regular meetings and some members attend the AECG meetings each term.

Anti-Racism Policy

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

Anti-Racism - School statement

Manly West PS has two trained Anti-Racism Contact Officers (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, Responsibility and Aspire'.

This role is promoted to students and staff at the beginning of each year and this is considered an important role by students, staff and parents at Manly West PS.

The Manly West Principal is a member of the Primary Principals Association and represents the Association on the Multicultural Education Advisory Group which reports to the Department of Education Secretary. In 2021, this committee endorsed that all school teachers will be completing mandatory training in the Anti Racism Policy in 2022 onwards. The Principal trialed the draft training as part of her role.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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 and anti-racism education - School Statement

Manly West Public School has a diverse group of children from 43 different language backgrounds. In 2021, 208 children, 24.1% 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 can fully participate in schooling and achieve equitable educational outcomes. The EALD teacher advises and supports classroom teachers to plan and implement programs suitable for EALD student in their class. Newly arrived students and students assessed in the lower end of the EAL/D progression are given priority for support.

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

EAL/D 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.

Each year, the school community of Manly West Public School celebrates Harmony Day which focuses on the diversity of cultures and family backgrounds. In 2021, Harmony Day celebrations involved a 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.



Enjoying the playground equipment.