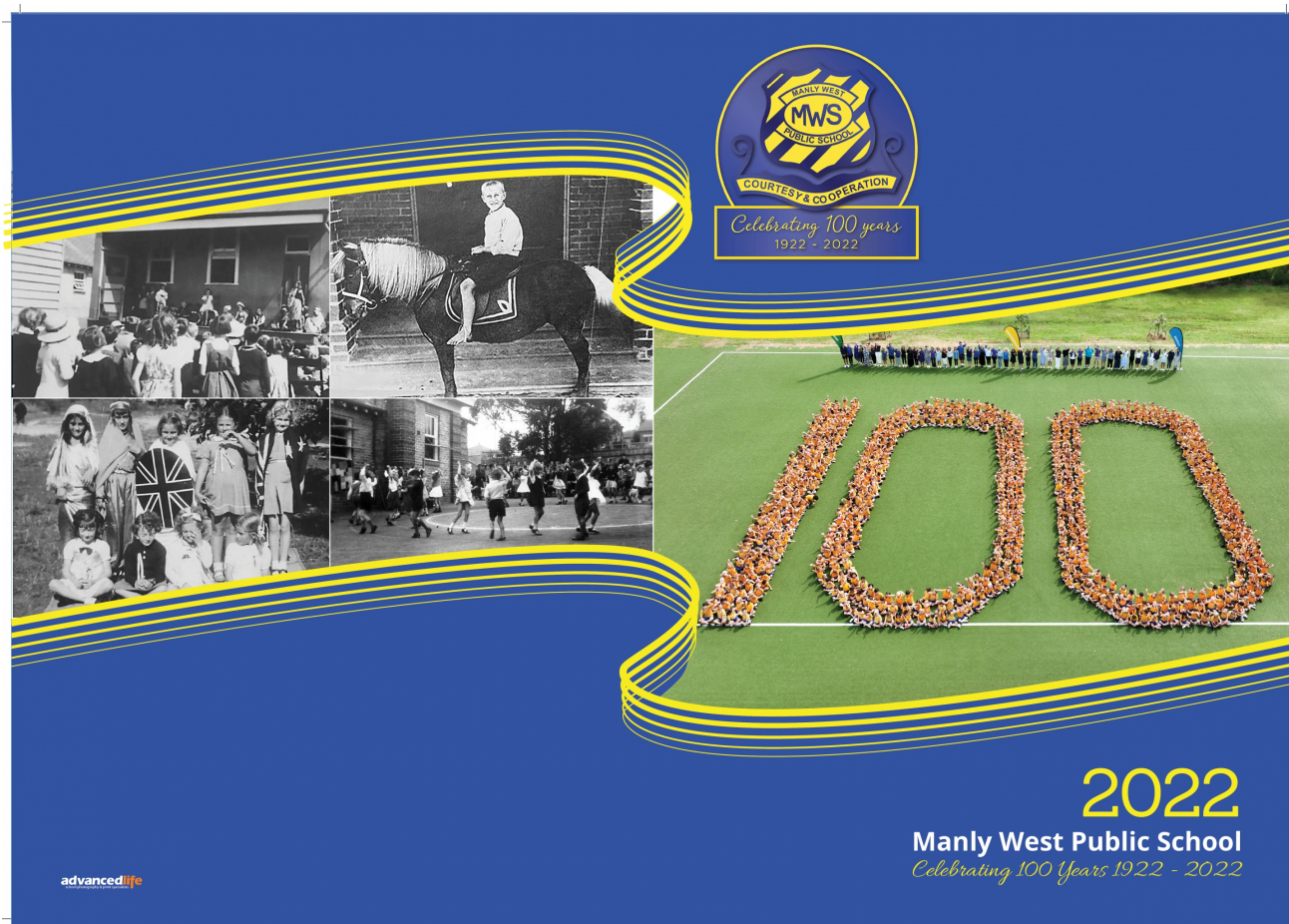


# 2022 Annual Report

## Manly West Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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Congratulations to our students in this special Centenary year celebrating 1922-2022 of Public Education at Manly West PS. Our students have demonstrated incredible engagement and positive, proactive culture within our school. In our Centenary year we have experienced outstanding highs and have also been reminded of the incredibly supportive whole school community that exists at Manly West. I would like to acknowledge our teachers as well for their professionalism, dedication, generosity of time and commitment that they bring daily to support every student in our school every day to reach their potential.

In 2022, our teachers focused on increasing their Literacy and Numeracy knowledge in preparation for the new K-10 syllabus being implemented in 2023. We worked closely with the Lyn Sharratt Clarity Learning Suite modules to improve student engagement and support students to become assessment capable students. We increased student knowledge of the Novice to Master Writing approach supporting our students match work samples and criteria to understand what they can do to improve their own learning K-6 and advance to the next steps.

The Student Representative Council (SRC) in 2022 increased the awareness of our students to care for our environment and to understand deeply about social justice issues. The SRC was led by the Prefect Team and Years 2-6 SRC representatives guided by staff. This year, our students supported charities both locally and statewide with mufti days raising over \$1000 for flood relief for a school in Lismore and the Year 6 Pedlar's parade raising \$7400 for Bear Cottage, Stewart House and the Landscape project near Year 6 and Kindergarten classes. Our students endorsed a range of Centenary activities such as the dress up day, 100-year history project boards and preparing items for the time capsule project. They also started discussion on extending the Aboriginal Yarning circle near the Aboriginal carving and supporting the Premier's Reading Challenge to encourage more students to read rich texts and increase their fluency and vocabulary. They helped the environment by supporting the Polly the Penguin concept of reducing hard plastics at Manly West. They endorsed the Year 6 referendum about changing the House names with the intention that in 2023, we will start the process of looking at options of House names. Finally the SRC gave ideas and feedback for a future playground design and endorsed the shipping container ocean mural. Congratulations to all our students with these outstanding projects and fund raising.

In Semester One, we were able to organise a 100 year photo for all our students, enjoy all the Bands and performances with the amazing Director Penny Council, the Kitchen Garden Program, the Swimming and Cross-Country carnivals, Winter and Summer PSSA and SISA and the Centenary Formal assembly with guest speaker Brooke Hanson ex-student and Olympian and of course our Performance Band always playing so impressively. In Semester Two, the students were able to enjoy the Centenary Education Week activities and dancing with all our parents and caregivers, the Kitchen Garden, K-6 Pedlars' Parade, 3-6 Athletics Carnival, Gold Award Assemblies, Presentation Day, grade related excursions, Year 6 Graduation and K-2 Athletics Carnival. One of the main Centenary events this year was the K-6 Centenary Dance and Drama Production, Through the Looking Glass, a play written by Christie McMaster linking with K-6 Dances and selected music, choreographed by Amber Krlitich and supported by an incredible Cast and Crew and every staff and parent member at Manly West PS.

I would like to commend the Centenary year Captains, Carly Neville and Henry Whitehead and, the Vice Captains,

Emmy Gooley and Sam Phillips, the Prefects, House and Vice House Captains, Library Monitors, the SRC, Multicultural Representatives, Sound Monitors, Flag Bearers, Playground Monitors, Band Leaders and more. I would also like to acknowledge all Year 6 students for their 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 Kindergarten Buddies 2022 program and to all our students with the Pedlars' Parade. They also have recently written Fable Books for our Kindergarten students and we are very proud of our Year 6 students having an understanding of their Buddies' age, incorporating relevant kind messages and lessons that they provided for them. Thank you to all our Year 6 students and good luck on your new journey into HS. Congratulations!

Partnerships and transparency are a strong part of our culture and philosophy and we share and collaborate our Strategic Directions with students, staff and parents. Through the combined efforts of the P&C and Staff, we were able to celebrate our Centenary with a huge number of events for our parents and caregivers including a P&C evening for every grade, special tours for our Alumni dating back to 1936 and culminating in an outstanding P&C Centenary Gala Night at the Manly Novotel with over 350 guests including Manly West Alumni. We were very fortunate to have many alumni groups of people present at the assembly including two people who attended Manly West from 1936-1942 Denis Johnston and Shirley Looby Mr Byrne's Aunt. We also had representatives from the 1940s- through to 2020s-with Will Farrar our first Indigenous Captain 2019 and ex-student Sebastian Bush who is presently the Captain of Balgowlah Boys Secondary Campus.

Thank you to our parents and the P&C led by the President, Mr Tony Falzarano whose daughter Mia and family conclude their time at Manly West this year after many years. The P&C have donated this year with over \$200000 to MW, \$20000 contribution to the shade cloth, \$21000 for the entrance renovation to the K-2 girls toilets, \$21000 for lap tops, \$110000 for the new 2023 playground, \$3000 for Student Welfare and so far \$30000 towards the new Centenary Griffith St entrance where we are encouraging parents and alumni with the Buy a Brick Fundraiser. Thank you particularly to the Year 6 parents leaving us this year, for the strong support that you have given Manly West over many years, and we wish you all the best on the next part of the HS journey.

As you know, we are all passing ships at one time at Manly West, some longer than others and we were so fortunate in 2022 to be part of this amazing significant point in time in history, one hundred years on. It is a privilege to be part of the extremely complex thread of history this year. Thank you all for being part of our Centenary year and as our 2023 Prefect Team pointed out to me yesterday, they will start the first year of the next Century of Manly West history and we look forward to sharing this with our Year 5 students. Congratulations everyone!

Mrs Julie Organ

Principal

## Message from the school community

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2022 was a year of celebration of the school's centenary and the P&C helped the school in a number of different ways. The P&C coordinated the production of the centenary medals and hats for students, assisted the school to collect memorabilia, and led a number of centenary events.

The highlight of the year was the Centenary Gala Dinner at the Manly Pacific which was attended by 300 people, including school staff, past students and staff, dignitaries, and the Manly West Community.

Other events hosted by the P&C during the year were separate centenary cocktail events for each grade year for parents and carers, Mother's Day and Father's Days stalls, Easter Hat Parade stalls, Interrelate sessions for parents and students, and the renowned Band Camp for all 4 school bands. Another centenary initiative was the very successful 'Buy a Brick' campaign, with families buying individual bricks that will be laid in a new Centenary pathway in front of the main school entrance. This pathway project will be completed in 2023.

The P&C manages the school's much loved Before & After School Care (BASC) service, the very successful school band program, and the school's canteen and uniform shop. All these services are integral parts of the school. The P&C Environment subcommittee also coordinates a number of school environment activities and programs, and the Events and Fundraising subcommittee organise all the P&C events and fundraising. The P&C also manages the Stephanie Alexander Kitchen Garden program roster that is used by volunteers that help the maintenance of the garden.

The P&C provided financial support to the school including donations for:

- \$110,000 to go towards the main playground update in 2023;
- \$30,000 to go towards the cost relating to paving works and other associated expenses for the Centenary Pathway;
- \$21,000 to enable the school 30 new laptops;
- \$20,750 towards the cost of a shade cover over the amphitheatre near the year 3/4BASC building; and
- \$3,000 to match the school's contribution to its socioeconomic fund.

The P&C pays the lease to the school for the 'licence to operate the premises' for BASC. The fees for the first 2 terms of 2022 were waived by the Education Department due to COVID. The P&C paid fees totalling \$24,435 for the second half of the year.

The P&C would like to thank all the class teachers, Julie Organ and her management team, and all the school support staff for providing such a wonderful education and nurturing environment for all the students. The students and their parents and carers will have many happy memories and friendships formed during their time at Manly West.

Tony Falzarano

P&C President

## Message from the students

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### Student Representative Council Report 2022

The Student Representative Council (SRC) is the student voice of Manly West Public School (MWPS). Every class from Years 2-6 have two representatives, who were elected by their peers at the beginning of the year. The SRC is a leadership initiative which aims to develop the students local and global citizenship. We met as a Council 3 to 4 times a term with the help from Ms Walton, Mrs Vasara and Mrs Organ.

This year was a special year for MWPS, being the Centenary year. A range of activities including a Centenary Dress Up Day, the Centenary Medal, the History Project Timeline boards and a time capsule project were all highlights of this year.

The SRC supported multiple charities through fundraisers such as Pedlars' Parade and mufti days. The charities included Stewart House, Bear Cottage, Flood Relief for Lismore and One Wave Children's Charity for Mental Health.

The SRC gave ideas and feedback for a future playground design, and voted for the design of an Ocean Mural on the shipping container. The mural is nearly complete as we write this report. The SRC have also started to talk about extending the yarning circle near the Aboriginal carving. Discussions have started about the landscaping around the back of the Year 6 and Eco playground.

The SRC supported and encouraged the Premier's Reading Challenge throughout the school once again.

Environmental issues were a big focus this year for the SRC. We introduced new reusable slushie cups and Polly the Penguin where students are encouraged to feed 'Polly' their hard plastics.

A Referendum was held on whether the sport house names would be changed for 2023. The result determined that new House names will be chosen in 2023.

Thank you to all the SRC representatives who contributed this year as well as every class who used their class suggestion boxes to make MWPS a better place with an understanding of local and global community issues.

### Captain's Report: Carly Neville

I can still clearly remember the first day I walked into Manly West Public School (MWPS). Skipping through the playground, finally wearing my new yellow dress and blue hat, extremely happy that I was finally in big school! But little did I know all the amazing experiences that I would get to have in the next seven years here at this school.

I am assuming that many of you have been on some kind of roller coaster, with all its twists, turns and loop-de-loops. Now, imagine our primary school life is a roller coaster, starting with the take off, everyone is nervous, but also pretty excited by what's to come. The roller coaster starts slowly going up, then starts to accelerate as your first year at primary school flies by at the speed of light. A rollercoaster can't move on its own you see, and it couldn't have been done without the teachers, parents and our amazing buddies working behind the engine to keep us going.

After Kindy, we all graduated to Year One, having already made some great friends and getting to enjoy our first school carnival and also looking at the new kindies, wondering if we were really that small a year ago. By this point, our primary school rollercoaster is building up more speed, and more height, and by Year Two we begin to build up much more confidence as well. Whether it was from hosting the K - 2 assemblies, playing sport, or going down for a swim class every day for a whole entire fortnight.

Year Three is always an important year for everyone, for we are finally involved in the 3 - 6 assemblies with the big kids, we are allowed to take part in PSSA and join the band, and are halfway through primary school. I like to think of year three as the start of all the twists and turns, and by Year Four those twists and turns only get bigger.

Now, I won't name names, but a certain unexpected event (COVID), came along in Year 4, throwing everything off course, making our rollercoaster just a tad more difficult and scary. A bug in the system sending everyone's coaster a little wobbly. But nevertheless, we managed to get through it with the amazing work of everyone at our school.

By Year 5, we're enjoying our time making the steepest incline to the highest point of the coaster as we learn more about leadership and the opportunities, we have next year. And then we are at the top of the coaster finally, and it's a bit daunting and we're not sure how it's all going to go. We pause there for a second, a time to have a breather. Then, Year Six starts as we are zooming down the coaster at top speed as everything whizzes past in a blur. Band camp, excursions, the Production, the Centenary, Pedlars' Parade and just like that! It is all over! All the twists and turns, all the loop de loops. Done!

Roller Coasters are exhilarating, they are fast, fun and a bit frightening. They happen so quickly, yet so many happy memories are made along the way. Memories that we have made here that will never be forgotten.

Our rollercoaster wouldn't move without our teachers working behind the scenes to keep the coaster rolling, including Mrs Gaynor and the other Year six teachers for making our last year here so fantastic. Our rollercoaster wouldn't be what it is now without Mrs Organ, Mrs Fuller and Mrs Mwanga making sure everyone has their seatbelts on from start to finish, making the plans and keeping everyone safe and happy for the whole ride.

Our roller coaster wouldn't be the same without all the designers and engineers behind the scenes making the ride as enjoyable as possible, from helpers in the classroom, workers at the canteen, counselors to talk to, lollipop people who helped us learn to cross the roads, our librarians, science, music, dance, kitchen garden teachers, sport coaches and of course our parents and carers, who all played a part in creating this magnificent roller coaster. And finally, Our rollercoaster would be no fun without friends and peers on the ride with us for every twist and turn.

I'd like to thank all the people I just mentioned for helping us have the most enjoyable ride possible, because it wouldn't have been as great as it was without every one of you. To finish, I would like to wish the best of luck to everyone here, especially to all of you starting your highschool rollercoaster. However, I can assure you it will be amazing, but nothing can beat the best ride in the theme park, Manly West.

### **Captain's Report: Henry Whitehead**

Seven years ago, my parents moved our family to Balgowlah from Bronte, in the Eastern Suburbs. I was a timid little 5 year old, just about to start primary school. Looking back now, I really don't think my parents did a huge amount of research into which school I would attend. They just asked a few local friends for their thoughts. I still remember one of my mum's friends saying, "Oh Manly West - that's where all the cool families go. "Ha! Take that Manly Village!"

So there I was, on my first day, wide eyed and missing my front teeth, walking through the Kindy gate on Boyle Street, looking for all these so-called "cool" people. And looking at everyone now, I can say, "Wow, what was my mum's friend thinking!?" Just kidding, everyone at Manly West are cool. More than that, what I found on my first day was such a kind, welcoming and special community that has come to mean the world to me, and to my family. I feel so incredibly lucky to be able to call Manly West my primary school and for all the amazing knowledge, friendships and memories I will be taking with me. from my time at Manly West.

On that first day, seven years ago, I was placed in K Orange with Miss Williams. I hope Miss Williams doesn't mind me saying this, but my favourite part of that day was lunchtime. I loved it when the Year 5 playground monitors put out all the trucks and blocks to play with. I really looked up to all of those Year 5s and the Year 6 giants, who seemed to tower over us, and I couldn't believe that one day, that would be me.

And now, here we are! So, what advice would I give my timid kindergarten self? I'd start with some basic school survival tips:

- Firstly, don't lose your stuff. While the lost property has around 750 plastic containers on offer, good luck finding a hat with your name on it. Bin ball is quite fun, despite its rubbish name.
- Never order the pepperoni pizza at the end of year band lunch because it's literally covered in VEGETABLES. I mean, who knew?
- If you're going to yell at your sister to stop doing handstands while you're on a class Zoom call COVID related, make sure your microphone is muted.
- If you want to order the chicken wedges on a Friday, get your order in early. Those things sell out faster than NRL grand final tickets.
- Never leave your lunchbox unattended in the playground. Manly West's resident ibis can open lunch boxes better than most kindy kids.

But jokes aside, I've also learnt some important life lessons in my time at Manly West.

- Make the most of every opportunity. You definitely get out what you put in.
- While victory is sweet on the sporting field. It's how you take a loss or a disappointment that's the most important thing.

- Friendships are everything - and also, you never know what other people are going through - or what challenges they are facing. So be kind to everyone, always.
- Even when luck really isn't on your side, or you're feeling anxious or upset, there's always someone, whether it's a friend, a teacher, or someone else in the school community, who will reach out to you. You're never alone.
- And most importantly, I've learnt, that Manly West is, without a shadow of a doubt, 'The best.'

It's such an honour, and so special, for all of us to be graduating in Manly West's 100th year. I'd like to thank Mrs Organ, Mrs Fuller, Mrs Mwanga, all my teachers, and all the school staff, not only for making the school's 100th year so significant, but also for everything they have done for me and all of us, since we entered the school grounds all those years ago. I would also like to thank all the parents and staff who have contributed to our primary school journey.

Just a few weeks ago, when we started talking about our Graduation I realised that next year, when someone asks me which school I attend, I'll no longer be able to say "Manly West". However, I also realised that no matter what, Manly West will always be my primary school. It will always be a part of me. It has formed the basis of who I am, who we all are in so many ways and for that I am grateful to everyone in this room. So next year, when we all go our separate ways, just remember:

**We are the children, who wear the gold and blue.**

**And no matter what the future brings, we will all come shining through!**



Prefects represent all students at Manly West PS.

## 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.

This vision is using shared beliefs and understanding and shared responsibility and accountability of every student.

## School context

Manly West Public School is a large primary school (866 with 20% LBOTE, 8% EAL/D and 11 Aboriginal students) 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.

In developing our Strategic Improvement Plan 2022-2026, 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 2022-2026 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 Visible Learning practices such as Learning Intentions, Success Criteria, descriptive 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 2022-2026 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.



Centenary Formal Assesmbly and cake.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling



## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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

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**Professional learning:** \$30,000.00  
**AP Curriculum & Instruction:** \$80,000.00  
**Low level adjustment for disability:** \$50,000.00  
**English language proficiency:** \$50,500.00  
**Integration funding support:** \$40,000.00  
**QTSS release:** \$20,000.00  
**Socio-economic background:** \$500.00  
**Aboriginal background:** \$500.00

### Summary of progress

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#### Reading

1. What did the school do in the initiative/SD1 Reading? Over what time period? What changes occurred from the original plan or timetable?

- Promoted the Premier's Reading Challenge and increased student participation from 10% to 66%
- High impact Professional Learning was established on the new Syllabus and the research behind the syllabus (Fluency for Reading).
- Decodables were introduced across Kindy and Year 1 classrooms, including support K-3. High level sight words were realigned to decodables for Kinder and Year 1 students.
- Embedded a consistent evidence-informed practice such as the Six Aspects of Literacy.
- All stakeholders involved in initiatives including staff, students, parent workshops and webinars on aspects of reading and numeracy strategies.
- Learning and Support programs complement and support classroom programs.

2. What did the school do well in the initiative/SD1 of Reading?

Our Professional Learning focused on Reading and explicit teaching of Fluency. We also encouraged students, staff and parents to increase the participation in Premier's Reading Challenge to 66%. This resulted in fluency becoming a school wide priority which was observable in classroom practice.

3. To what extent have the changes occurred? How do you know?

Observation of programs and classroom teaching practices have changed. Learning Walks have provided evidence of changed practice and more explicit teaching of Fluency. Readers' Theatre and poetry have become more widely used in classrooms. Teachers are increasingly using more quality rich texts.

NAPLAN data indicates that 77% of students in Year 3 achieved in the top 2 bands of Reading.

NAPLAN data indicates that 57% of students in Year 5 achieved in the top 2 bands of Reading.

4. What are the school priorities for this initiatives/SD in 2023?

In 2023, Professional learning will review Reading Fluency and there will be a focus on Vocabulary. Premier's Reading Challenge will also be a school wide priority. Learning Walks will continue to focus on Reading.

#### Numeracy

1. What did the school do in the initiative/SD1 Numeracy Over what time period? What changes occurred from your

original plan or timetable?

Teachers participated in Professional Learning to reflect on their current practices in their teaching and learning programs. Teachers focused on assessment practices and schedules and utilising the Universal Resources Hub. Teachers participated in professional learning on the new syllabus.

All stakeholders involved in initiatives including staff, students, parent workshops and webinars on aspects of reading and numeracy strategies.

## 2. What did the school do well in the initiative/SD?

Explicit teaching of mathematics has resulted in students and teachers using mathematical language orally and in written form. 65% of students are correctly answering questions regarding number sense and place value.

We supported the implementation of the new Mathematics syllabus through professional learning and collegial planning. Executive team members created a Mathematics scope and sequence that was then used to adapt and create Mathematical units of work.

## 3. To what extent have the changes occurred? How do you know?

New programs were implemented in all K-2 classrooms. K-2 teachers have an increased sense of confidence to implement the new K-2 Mathematics syllabus. Parent workshops were conducted in 2022 and survey results showed parents increased their understanding of current mathematical strategies and felt more confident to support their child's learning in mathematics.

NAPLAN data indicates that 52.6% of students in Year 3 achieved in the top 2 bands of Numeracy.

NAPLAN data indicates that 41.86% of students in Year 5 achieved in the top 2 bands of Numeracy.

## 4. What are the school priorities for this initiatives/SD in 2023?

Numeracy is a top priority in 2023 focusing on the K-2 and 3-6 Mathematics new syllabus particularly with vocabulary and utilising the Numeracy Progressions for differentiation to track learning. Learning Walks will continue to focus on Numeracy.

Parent workshops will continue into 2023.

## Progress towards achieving improvement measures

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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% of Year 3 and 5 students in the top 2 bands in NAPLAN Reading.	68.75% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
An uplift of 2% of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy.	48% of students achieved in the top two bands in NAPLAN Numeracy indicating progress yet to be seen toward the lower-bound target.
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.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022
An uplift of 2% in Reading of Year 3 and 5 students showing expected growth from K-3 or 3-5 based on 2020 data.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022

## 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.

- Assessment Capable Students
- Novice to Master Framework Approach/Writing
- Build teacher and student capacity-General Capabilities: Creative and Critical Thinking

### Resources allocated to this strategic direction

**English language proficiency:** \$500.00

**Aboriginal background:** \$500.00

**Professional learning:** \$54,000.00

**AP Curriculum & Instruction:** \$20,000.00

**QTSS release:** \$20,000.00

### Summary of progress

1. What did the school do in the initiative/SD? Over what time period? What changes occurred from your original plan or timetable?

Teachers deepened knowledge of developing Assessment Capable students through the completion of the 12 modules of Clarity Learning Suite over 12 months by 15 staff members including Principal and Deputy Principals across K-6. This was evident in our Grade meetings, Learning Walks and PDPs.

2. What did the school do well in the initiative/SD

Collaborative planning of the Novice to Master framework specifically in writing resulted in this model being embedded in teaching and learning practice. The teachers are now able to identify the students next steps in writing. The students are beginning to articulate their next steps in learning particularly with writing and to a lesser degree with Numeracy.

3. To what extent have the changes occurred? How do you know?

100% of staff are using the Novice to Master approach with writing evidenced in programs, classroom third teacher walls, PDPs and Learning Walks and teacher and student language.

4. What are the school priorities for this initiatives/SD in 2023?

Continue the focus on Assessment Capable students and adapt to New Syllabus requirements. The Novice to Master approach has been successful and we would like to embed this more deeply across the curriculum. Critical and Creative thinking will be part of the High Potential and Gifted Education focus. Permanent teachers who missed out on Clarity in 2022 will be offered a Mini Clarity course of six sessions to increase their Visible Learning pedagogy and teaching practices.

### 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 and students will use the Novice to Master approach based on Solo Taxonomy with work samples in the classrooms for Writing.	100% of teachers and students used the Novice to Master approach based on Solo Taxonomy with work samples in the classrooms for Writing. This was evident in all class newsletter to parents, PDPs, classrooms and assessments. Parents were also given a workshop on Novice to Master

<p>100% of teachers and students will use the Novice to Master approach based on Solo Taxonomy with work samples in the classrooms for Writing.</p>	<p>approach through the P&amp;C.</p>
<p>An uplift of 2% (from 2021 data) in Writing so that students improve their writing skills.</p>	<p>45.6% of Students in Year 5 achieved in the top 2 bands of writing which is an increase of 11% compared to 2021 data.</p> <p>72.2% of Year 3 students achieved in the top 2 bands of writing indicating no further progress from 2021 data.</p> <p>There were no students in the lowest two bands in Writing in Year 3 and only 1.39% of Year 5 students in the lowest two bands in Writing.</p>
<p>All Stage 2 and 3 programs maintain Creative and Critical Thinking strategies.</p>	<p>All Stage 2 and 3 programs continue to exhibit Creative and Critical Thinking strategies in programs.</p>
<p>An increased number of students to become assessment capable learners by being able to articulate their learning, how to improve their levels, where to go for help in Numeracy.</p> <p>Next steps in 2023.</p>	<p>Learning Walks, programs, and PDPs have provided evidence of Learning Intentions, Success Criteria, Formative assessment. The focus for 2023 is descriptive feedback and learning goals.</p>
<p>100% of teachers demonstrate evidence of Visible Learning strategies and Curiosity and Powerful Learning Rubric 'Harnessing Learning intentions, Pace and Narrative.'</p>	<p>The Curiosity and Powerful Learning Rubric laid a foundation for the Clarity Learning Suites. 15 of our staff including the Principal and Senior Executive completed the 12 modules and the expectation was that all teachers included Learning Intentions and Success Criteria embedded in all their teaching and learning programs. PDPs and Learning Walks indicated that 100% of teachers were using learning Intentions and success criteria in their teaching and learning practice. Students also are using this language.</p>



## **Purpose**

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To maximise the effect of a collaborative and supported environment that ensures streamlined systems and lines of communication. To support our students to thrive as healthy, well rounded, local and global citizens in partnership with parents and the wider community. To support parents to be Partners in Learning by providing workshops in all areas, particularly Literacy and Numeracy.

## **Initiatives**

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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 Engagement and Capacity
- Building Leadership Capacity and Teacher Capacity
- Learning and Support Processes and Systems

## **Resources allocated to this strategic direction**

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**Aboriginal background:** \$2,500.00

**Socio-economic background:** \$1,000.00

**Refugee Student Support:** \$300.00

## **Summary of progress**

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1. What did the school do in the initiative/SD? Over what time period? What changes occurred from your original plan or timetable?

The Clarity Learning Suite Modules over 12 month period built capacity of aspiring leaders and middle leaders. This also had an impact for students with their visible learning approach and built their capacity as an assessment capable student.

PBEL approaches have been streamlined to support student engagement. Based on student and teacher feedback, as well as a Benchmark of Quality survey, a number of initiatives were implemented to improve PBEL systems. PBEL lessons will be developed for all grades K-6 to provide a consistent approach.

Learning Support Data Systems have been reviewed and improved in 2022 to include all students and their data particularly with Reading, Maths and Writing.

Learning Support systems have been refined for counsellor referral support.

2. What did the school do well in the initiative/SD

Leadership opportunities have increased. The Student Representative Council is more representative of student voice. Students from each grade have been given authentic projects to present at assemblies.

Our consistent application of PBEL approaches led to positive observable results particularly for Year 6 and K-2.

3. To what extent have the changes occurred? How do you know?

18% of year 6 students reached the Gold Award Banner level which is the highest percentage of a cohort of students receiving this level since this was introduced in 2016.

Aspiring Leaders have participated in increased professional learning, decision making and executive responsibilities to increase their capacity. This has been supported by Senior Executive.

4. What are the school priorities for this initiatives/SD in 2023?

Learning Support processes to continue to be refined and HPGE continue to be a focus. PBEL will be incorporated into IER policy and Behaviour guidelines and leadership opportunities for students are to be increased and documented.

To continue to build teacher capacity through their PDP at all levels including School Leadership Identification Framework used for aspiring leaders, Mentoring programs, Early Career programs and Middle Leaders' programs.

## 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
Attendance has an uplift of 1% from baseline data.	The number of students attending greater than 90% of the time or more is now 64% due to changes in Public Health Orders throughout 2022.
Tell Them from Me survey data demonstrates an uplift of 2% of Years 4-6 students reporting an increased a sense of belonging.	Tell Them From Me data indicates 85.42% of students report a positive sense of wellbeing which includes Expectations for success, advocacy, and sense of belonging at school.
Use of data is an embedded practice across the school where 100% of teachers access data readily and 50% use it to inform their practice in order to differentiate for student needs supporting all students including High Potential and Gifted Education students.	100% of teachers use data which is evidence by regular Data Checkpoints each term and through Consistent Judgement practices with grade meetings. The data has broadened to include all students ranging from low, middle, high and HPGE categories.
<p>Increased number of parents being involved in their child's learning as class parents, helping in classrooms and attending webinars and workshops.</p> <p>Parents will demonstrate increased understanding and knowledge of their child's learning.</p>	Parents have an increased knowledge of the Novice to Master approach through the endorsement of the P&C and including all grade newsletters each term. Literacy and Numeracy workshops were held during the year. Transition webinars were developed for Pre schools to K, K-1, 2-3. Parents were also involved in Student Welbeing Workshops in partnership with the P&C. The Webinars had high attendance rates.
Improve Student outcomes with Learning Support processes and systems.	<p>Learning Support team has changed its focus to include High Potential Gifted Education (HPGE) students and increase the identified students and mathematics groups.</p> <p>100% of Learning Support students in Stage 3 reached the Level 30 Reading expectation in 2022.</p> <p>100% of Learning Support students with Multi-lit reached their expectation with reading.</p>



Student Representative Council 2022.

Funding sources	Impact achieved this year
Refugee Student Support \$300.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Student Engagement and Capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Literacy activities and resources were purchased to support the student.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased culturally appropriate texts encourages inclusion.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to expand multicultural resources that encourage inclusion and equity.</p>
Integration funding support \$40,000.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Integrated Funded Students supported to achieve learning goals in the classroom and partially met social goals in the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support in the classroom to support achievement of academic goals. Additional support for Integration Funded Students in the playground with targetted social skills program supported by school counsellor.</p>
Socio-economic background \$1,500.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Student Engagement and Capacity</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student equity and inclusion in all programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Socio-economic background</p> <p>\$1,500.00</p>	<p>We will continue to align funds in this way in 2023 to meet the needs of students so that they have equitable access to all opportunities at MW.</p>
<p>Aboriginal background</p> <p>\$3,500.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment Capable Students</li> <li>• Building Student Engagement and Capacity</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Indigenous students were supported financially for opportunities or for excursions and other opportunities.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs.</li> </ul> <p>Two indigenous students</p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Our indigenous students were supported by their teachers with their PLPs and were monitored with Literacy and Numeracy progressions. Indigenous resources were purchased for all students which increased cultural awareness K-6 with HSIE, quality rich texts and decodables.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2023, The new 2023 Personalised Learning Pathways will be introduced and all staff will complete the course.</p> <p>In 2023, we will continue to monitor on Plan 3 Literacy and Numeracy Progressions to ensure consistent growth for our Indigenous students.</p> <p>In 2023, we will invite our Indigenous families for a social gathering to support and learn from our families and increase our cultural awareness.</p>
<p>English language proficiency</p> <p>\$51,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment Capable Students</li> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>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 three days a week to support students with their English language literacy skills. All students were assessed using the EAL/D learning progressions and ESL Scales. Students demonstrated high growth in literacy outcomes.</p>



<p>English language proficiency</p> <p>\$51,000.00</p>	<p>The EAL/D teacher attended professional learning, TESOL seminars and network meetings to improve their practice. By attending PL in the areas of reading fluency and vocabulary, students have demonstrated growth in their language learning. This has been noted in work samples and observations.</p> <p>Beginning and emerging EAL/D students are more confident with their language use and reading since introducing decodables and fluency passages. With the use of rich literature EAL/D students have increased and extended their vocabulary.</p> <p>The Novice to Master approach provides excellent strategies for EAL/D students to increase and articulate their literacy ability.</p> <p>Stage 3 EAL/D students were given intensive withdrawal support in Numeracy with a focus on number strategies and Mathematical vocabulary and this support allowed students to achieve success in their mainstream classroom.</p> <p>New arrival students benefited from receiving intensive English language support and they successfully integrated into their mainstream class. There was increased engagement in learning English concepts and by developing their language, students were able to confidently participate in everyday life at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to build the capacity of teachers with professional learning from our EAL/D teacher, who is highly experienced and constantly attends TESOL and network meetings to increase her knowledge.  Continue to regularly monitor our EAL/D students through the Learning Support meetings, PLAN 2, NAPLAN, ongoing teacher assessments and data check points.  Continue co-planning with class teachers to support the development of programs and their delivery to support English Language Learners.  Continue to implement the Novice to Master approach to empower students to identify and develop their next steps in their English learning.  Continue to provide ongoing support for newly arrived students within the classroom with a specialist teacher.  Continue to use Dr Noella McKenzie's approach 'Draw, Talk, Write, Share' with new arrival students in order to increase their vocabulary, oral language and writing ability.</p>
<p>Low level adjustment for disability</p> <p>\$50,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All Stage Three students who received support are reading a PM30 with accuracy, fluency and comprehension. In classroom writing support resulted in all students within targeted class achieving a sound level and above. All students engaged in the Year One Sight Word Program know all their sight words. Only three students in the Kindergarten Learning and Support program require further support In 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$50,000.00</p>	<p>Continued focus on Early Intervention. The highly successful Year 1 Sight Word program to continue. Further parent workshops in Literacy and Numeracy to support Learning and Support and classroom programs. Reading tutor volunteers will support classroom teachers with reading. The Reading Fluency program to continue with Year 5 students.</p>
<p>Professional learning</p> <p>\$84,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Manly West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment Capable Students</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging the APCI staff and using the QTSS staffing personnel to unpack evidence-based approaches to teaching reading and explore decodable texts.</li> </ul> <p>The Senior Exec and Reading Team worked collaboratively to deepen knowledge of staff on Word Recognition skills, the Scarborough Rope, the 6 Aspects of Literacy and language comprehension. We will continue with Vocab and further Professional Learning on Fluency in 2023.</p> <p>Professional Learning also included the Clarity Learning Suite with Learning Intentions and Success criteria being included in all teaching programs.</p> <ul style="list-style-type: none"> <li>• Parent workshops were conducted to support parents with the new syllabus.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>In 2022, 15 executive and staff including the Principal completed 12 modules of the Lyn Sharratt Clarity Learning Suites, focusing on Visible Learning pedagogy. The impact of this was that Learning Intentions (LI) and Success Criteria (SC) were embedded in programs when teaching Literacy and Numeracy. This improved the students' knowledge of their learning. The impact of the professional Learning on Word Recognition and Language Comprehension was that staff have a deeper knowledge of the reading strategies which has led to explicit teaching of these skills to students. Teachers have more knowledge now of what strategies they can use when students have gaps in their reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue Professional Learning with Fluency and use of the Fluency Tool.  Continue Professional Learning of Vocabulary.  Use the LISC for all programs and continue Professional Learning with Descriptive Feedback and Assessment and Reporting of Reading.  Continue to provide parents with parent workshops to increase their knowledge of the new English and Mathematics syllabus.</p>
<p>QTSS release</p> <p>\$40,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment Capable Students</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic</li> </ul>

<p>QTSS release</p> <p>\$40,000.00</p>	<p>Improvement Plan and develop the capacity of staff</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have built on prior learning of evidence based research with Big Ideas in Maths in readiness for the new Mathematics syllabus. All teachers have a deeper knowledge of mathematical concepts and language of the new K-2 Syllabus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Write programs to align with the new K-2 Mathematics Syllabus in 2023 using research-based knowledge of Dr Di Siemen and deepen teacher knowledge of the new 3-6 Mathematics syllabus.</p>
<p>COVID ILSP</p> <p>\$24,000.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Analysis from the Year 1 Phonics Screening Check (Term 3, Weeks 4-6) showed that no students receiving small group tuition required support in phonics, 67% needed to be carefully monitored and 33% were on track. Data collected from the Phonological Diagnostic Assessment showed that 67% of students answered 99% of questions correctly, with 33% of students answering between 87-97% correctly. This data confirmed that all students have made significant growth in all areas of phonological awareness. Reading levels of all students receiving small group tuition have increased by 6-13 levels since Term 1. All students participating in the Year 1 Sight Word Program no longer need support in this area.</p> <p>Analysis - Numeracy Year 2 Data collected from the IfSR Place Value assessment - Section 2, along with ongoing observation, confirmed that all Year 2 students receiving support in numeracy have significantly improved their knowledge and understanding of place value and can apply this understanding to count, order, subitise and partition 2 and 3-digit numbers. All students are beginning to use non-count-by-one strategies to add and subtract 2 digit numbers and will require continued support in this area.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Plan additional intervention for identified students not yet meeting their learning goals. Continue to monitor and track progress through the Learning and Support programs.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$100,000.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment Capable Students</li> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other</b></p>

\$100,000.00

**funding include:**

- Engaged 15 members of staff in fortnightly professional learning sessions using the Clarity Learning Suites by Lyn Sharratt.
- Engaged all staff in professional learning on all components of reading, particularly fluency.
- Engage all staff in professional learning on the new K-2 English and Mathematics curriculum
- Supported Year 1 to implement the trial of the new K-2 English and Mathematics curriculum, and planned implementation for K-2 in 2023.

**The allocation of this funding has resulted in the following impact:**

Staff have increased their knowledge and confidence to embed visible learning principles into their classrooms and with their teams. Survey results showed that all staff understood and felt confident to embed the Clarity Waterfall Chart into their classroom teaching. All participants stated that the professional learning impacted positively towards their teaching practice and leadership.

Staff completed Fluency Assessments on students within their class as part of their teaching on reading. This allowed teachers to plan and program their next steps in learning when teaching reading fluency.

Throughout the year, staff participated in professional learning to increase their knowledge and understanding of the research behind the new English and Mathematics curriculum. In Semester Two, staff participated in professional learning specifically on the new curriculum and showed their deep understanding of the need for change, due to their understanding of the research. Programs were collaboratively planned together to align with the new curriculum in Kindergarten, Year 1 and Year 2 within English and Mathematics.

**After evaluation, the next steps to support our students will be:**

Continue professional learning on the new curriculum for all staff on the K-2 and 3-6 English and Mathematics syllabuses to ensure programming is effectively aligned.

Continue collaboration planning sessions with grades to program effectively within English and Mathematics.

Expand professional learning on Clarity with up to 12 teachers in 2023.



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	442	442	416	409
Girls	429	424	440	448

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	96.0	95.7	92.3
1	95.0	95.7	95.7	90.2
2	95.1	95.8	95.6	91.2
3	94.8	95.2	95.5	90.4
4	94.7	94.3	95.5	90.7
5	93.7	95.0	94.7	89.0
6	93.3	95.2	93.7	87.5
All Years	94.6	95.3	95.2	90.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	5.2
Classroom Teacher(s)	33.35
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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Manly West PS has a strong Professional Learning Culture and builds the capacity of all staff through dedicated, targeted evidence-based programs. Manly West has particularly dedicated a focus on Visible Learning Pedagogy through John Hattie, Dr Hopkins with Curiosity and Powerful Learning and Professor Lyn Sharratt with Clarity. This pedagogy forms the foundation of our teaching and learning so that students gain more strategies each year to become assessment capable students.

Other research-based programs are embedded in teaching and learning programs to increase teacher quality and knowledge with Literacy and Numeracy to increase student outcomes and to support every student to reach their potential. The PBEL Student Welbeing program is also evidence based.





# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	705,761
<b>Revenue</b>	7,981,524
Appropriation	7,284,764
Sale of Goods and Services	6,300
Grants and contributions	679,342
Investment income	10,317
Other revenue	800
<b>Expenses</b>	-7,617,745
Employee related	-6,743,444
Operating expenses	-874,300
<b>Surplus / deficit for the year</b>	363,779
<b>Closing Balance</b>	1,069,540

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	53,065
<b>Equity Total</b>	222,496
Equity - Aboriginal	5,910
Equity - Socio-economic	9,159
Equity - Language	74,327
Equity - Disability	133,100
<b>Base Total</b>	5,936,701
Base - Per Capita	216,294
Base - Location	0
Base - Other	5,720,408
<b>Other Total</b>	695,191
<b>Grand Total</b>	6,907,453

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.

# Parent/caregiver, student, teacher satisfaction

## Student satisfaction

88% of students have friends at school they can trust, who encourage them to make positive choices.

92% of students stated that they do not get into trouble for disruptive or inappropriate behaviour.

92% of Years 4-6 students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

86% of students say they try hard to succeed in their learning.

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

8 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 8.4 represented expectations for success, where students believe that staff hold high expectations for all students to succeed.

8.3 was the average score for students feeling that teachers are responsive to their needs and encourage independence with a democratic approach.

Students voted for House Sport Names being changed. The SRC endorsed this decision.

**Parent satisfaction** Parents voted for House Sport Names being changed.

Results from the Tell Them From Me survey indicate that:

Parents feel increasingly welcome at the school with the score rising from 6.5 in 2020 to 7.1 in 2022.

Scores for parents feeling informed are up from 5.1 in 2020 to 6 in 2022.

97% of parents find the newsletter useful, somewhat useful or very useful. Other very useful modes of communication nominated were emails and the school website.

Parents believe that the school effectively supports learning with the score at 7 in 2022 up from 6.6 in 2020.

Parents also believe the school supports positive behaviour with the score at 7.7 in 2022 up from 7.3 in 2020.

Results from the Numeracy Workshops: Parent survey results indicated that 100% of the parents who attended, increased their knowledge around numeracy strategies and 80% of parents found the workshop extremely useful in terms of understanding numeracy strategies in order to support their child's learning.

**Teacher surveys:** Teachers voted for House Sport Names being changed.

Teachers who undertook the Clarity modules completed a survey and stated that the professional learning impacted positively to embed Visible Learning principles into their teaching practice as well as building their leadership capacity.

## House Sport Names Survey:

Before the Centenary, a parent had written to query the House Sport Names and this was brought to the P&C as an action item. We decided that it was more appropriate to wait for the Centenary year to start surveying parents, students and teachers regarding this change.

Students, staff and parents have now been consulted on changes to our current Sport House names and the overwhelming majority voted in favour of a change of names for the Sport Houses.

A Referendum was set up by Year 6 as part of their Democracy Unit to organise this vote.

In 2023, the consultation period will continue to then decide on new House Sport Names announced by Term 4 2023.

# Policy requirements

## Aboriginal Education Policy

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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

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### Aboriginal Education 2022

Staff members at Manly West Public School recognise the value of Aboriginal Education, and through teaching the cultural and spiritual beliefs of Indigenous Australians, they aim to develop a greater cultural awareness amongst our K-6 students. Our school acknowledges the Aboriginal People as the traditional owners of our land at school assemblies and formal occasions.

Teachers shared and embedded lessons and programs that integrated and celebrated Aboriginal and Torres Strait Islanders' history, culture, art, stories, music, dance, technology, sustainability across all KLAs.

Manly West implemented some very important indigenous initiatives throughout 2022. The Personalised Learning Pathways [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 Aboriginal and Torres Strait Islander children to identify and focus on their own personal social, cultural and/or academic goals..

Manly West had 13 Indigenous students enrolled in 2022 and we aimed to give them as many opportunities as possible to increase their cultural knowledge and to share their culture with the rest of the school.

In 2022, Ellie Laing and Adam Goodes launched their books, 'Ceremony' and 'Somebody's Land' at an assembly for our students. Our indigenous students contributed to the assembly.

All staff completed the Cultural Aboriginal Awareness Professional Learning in 2022.

### NAIDOC Week

NAIDOC Week is an important week for Australia, celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander people. As part of our NAIDOC Week celebrations, we were fortunate at Manly West to participate in an engaging interactive performance by Sean Choolburra. Sean was born and raised in Townsville and his ancestors are Gu-Gu-Yalanji, Kalkadoon, Kandju and Bwngcolman from around Townsville and Palm Island. The show was informative, humorous and several students were asked to take part on stage. Sean fuses his engaging energy and humour with historical facts, spiritual wisdom, depth of ancestral understanding and knowledge. He is a very exciting and talented cultural ambassador.

### Yarning Circle:

In 2022, the Student Representative Council and P&C endorsed a Yarning Circle to be further enhanced in the Year 6 Garden near the Aboriginal Carving. The landscaping of this was delayed at the end of 2022 and will be completed in 2023.

### Centenary in 2022:

Our first Indigenous Captain 2019 Will Farrar, returned to our school supported by his family, as part of the celebrations of the Centenary and presented his own Acknowledgement of Country at the formal Centenary Assembly.

## Anti-Racism Policy

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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

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Manly West PS has 3 Anti Racist Contact Officers (ARCO), who continue to support and educate teachers and students about racism and related issues, as well as address any incidents or issues.

As part of Positive Behaviour Engaged Learners programs, K-6 students are exposed to lessons around recognising and standing up to racism. We celebrate Harmony Day with whole school initiatives on Harmony Day discussion which include an assembly, Harmony Day Committee activities and Art displays acknowledging difference, freedom, inclusion and diversity.

Manly West PS has developed and shared the updated Anti Racism policy which is available on the website. All staff completed the Anti Racist Professional Learning in 2022.

## Multicultural Education Policy

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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

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Manly West Public School has a diverse group of children from 40 different language backgrounds. In 2022, 195 children, 22.2% 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 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.

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 and EALD Learning Progressions, 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 2022, Harmony Day celebrations involved a school assembly. Eight Year 6 students were elected to be the Harmony Day leaders and together with the Multicultural Officers they planned and lead the Harmony Day 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, respect and community inclusion.

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

## Other School Programs (optional)

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### 2022 Sport

Students and coaches enjoyed a successful Summer PSSA season. Manly West placed 1st or 2nd in 7 of the 17 Summer PSSA competitions run this year. An outstanding achievement!

**Junior Mixed AFL- Champions**

**Senior Mixed AFL A's- Champions**

**Senior Boys' Eagle Tag A's-** Champions

**Junior Girls' Eagle Tag A's-** Champions

**Senior Girls' Eagle Tag B's-** Champions

**Senior Girls' Eagle Tag A's-** Runners Up

**Junior Cricket-** Runners Up

The house winner for the Swimming Carnival was King.

The house winner for the Cross Country Xarnival was King.

And the house winner for the Athletics Carnival was King.

**Boys Sport Champion for 2022** was Felix Stephens.

**Girls Sport Champion for 2022** was Isabelle Davies.

### **Centenary Year Dance and Drama Production Report 2022**

The Centenary Year Production for 2022 was based on Manly West School. The script highlighted some important milestones in Manly West's history from its opening in 1922, including Indigenous connection and our World War Two Air Raid Shelter. Students from Years Five and Six were cast in main roles and demonstrated exceptional dramatic talents, while every class in the school performed a dance item, choreographed by our Dance Teacher, in two of the nine shows at the end of Term 3. Every parent was able to attend and the production was incredibly successful with accolades abounding from our feedback.

### **Multicultural Public Speaking Competition and Bear Pit Finals Public Speaking**

Our Multicultural Public Speaking competition finalists have been very successful in the Northern Sydney region finals.

There are only 2 highly commended and 1 winner for each section (stage 2 and stage 3) and all 4 of our speakers 'placed.'

Year 3 and 4- Aliyah Gannon was Highly Commended and Leo Hindes is the overall winner.

Year 5 and 6- Carly Neville was Highly Commended and Ella Barnett is the overall winner.

Ella Barnett and Aliyah Gannon won the Bear Pit Finals at Parliament House on Friday 12th August with James Griffin MP Manly. It is the first time in 13 years that 2 students from the same school were winner of the Junior and Senior sections.



Centenary Dance and Drama 2022 Production.