



Education &
Communities

MANLY WEST PRIMARY SCHOOL Annual School Report 2014



RESPECT, RESPONSIBILITY, ASPIRE



2469

School context

Manly West Public School is located in the suburb of Balgowlah and in March 2014 had an enrolment of 817 students. Our highly skilled teachers strive to provide quality education and a stimulating learning environment. The school enjoys a strong partnership with the Northern Beaches Learning Alliance group of schools.

Staff

The Manly West Public School learning community believes in:

- providing a happy, safe and secure learning environment;
- a shared responsibility for student learning;
- a positive, diverse, inclusive and equitable school culture;
- reflective and collaborative practices to promote continuous school improvement and
- actively engaging all students in their learning.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Principal's Message

Congratulations to the Manly West school community for the 2014 achievements! Manly West PS is recognised as a school with a wonderful reputation with a strong community partnership. At Manly West, we strive to support and nurture every student in a safe and happy environment throughout their primary school life. Our expectations of Respect, Responsibility and Aspire underpin the guidance and assistance given by our staff in partnership with our parents to develop our students' skills and maturity.

Last year, I attended a principal conference called Sail the 7Cs. It was one that encouraged leaders and teachers to guide our students, to be creative in their thinking, to be critical thinkers and problem solvers, to be collaborative and productive, to be able to communicate well, to be culturally aware and responsible, local and global citizens who aspire to reach their capacity or full potential and connect with people and communities. These are the types of qualities and 21st Century skills that we are encouraging at Manly West PS and we will continue to strive towards this as part of our vision in our future strategic planning 2015-2017.

In preparation for this 2015-2017 plan, this term we consulted and discussed our strategic planning with our students, staff and parents using the Melbourne Declaration on Educational Goals for Young Australians and the Greater Teacher Inspired Learning

reforms as the foundations for our vision. Two of our parents led the parent focus groups and have since produced a document with recommendations in terms of enhancing the equity and excellence in student learning at Manly West for the strategic plan. Our SRC and staff have also examined these goals and have offered their input about what works really well at Manly West and what we need to develop to enhance our learning. This begins our exciting educational journey with the challenge of these 7Cs, the incredibly modern and ever-changing technology landscape and the need to make sure our students develop into grounded, well-adjusted, educated young citizens in a very complex world. We will continue to consult and inform you on our progress with our three year plan and work in partnership with our students, staff, parents and school community.

Successful partnerships appear to be an important common thread at Manly West. These partnerships are remarkably visible involving our whole school community and allowing the school to achieve so much in 2014. The P&C partnership enabled Manly West PS to increase the facilities and resources and enhance the programs and opportunities being already offered to our students. The new multi-purpose oval and playground equipment have been a wonderful addition to the school playground. The new BASC building this year has also accommodated many of our families who had previously been on waiting lists to access BASC. The refurbished library annex now called 'Lapland' with new laptops, furnishings and painting has allowed more classes to access technology for project learning. As well, we have been supported by the P&C with extra initiatives such as the Kitchen Garden, resources to support the new English and Mathematics syllabus and library books that encourage quality literature in our classrooms. We have also just been informed of the very exciting news that Manly West PS has been successful in our 'Food Gardens in Schools' application from the NSW Government Environmental Trust Fund and we will now receive \$3500 grant which will enable us to continue to enhance our Kitchen Garden initiative in 2015. The Band program is also another example of an outstanding partnership where the program has increased to four bands with over 165 students benefiting in 2014. This is Ms Coucill's 10th year as Director and Conductor with the school and this program is an exemplary asset for Manly West PS students. There was also a partnership established with the Painters Art Gallery in Manly which will continue to lead to many extra benefits for Manly West PS. Manly West PS benefited by joining the Accreditation Mentoring Pilot Program, partnering with three other schools from the Northern Beaches Learning Alliance (NBLA). This program supported our Early Career Teachers in 2014 with their Professional Learning and Accreditation. This was an outstanding resource for the school under the 'Greater Teacher Inspired Learning' Reform.

This year has proven to be a significant one with Performing Arts programs such as the Drama Production 'Manly West through History' as well as the

partnership with teachers and parents which culminated in an Art Auction Evening at Manly Golf Club. The students have also been involved in a number of Creative Arts opportunities such as Arts North Dance and Drama Festivals, School Spectacular, the Choral Festival at the Opera House, the Multicultural and Bear Pit Competition and the Premiers' Debating and Spelling competitions. Manly West PS is a school with a variety of sporting opportunities offered to cater for all our students' needs. This year we entered and were able to compete at National level in the Skiing and Cross Country competitions and also enjoyed the Local, Regional and State Swimming, Cross Country and Athletics Carnivals as well as the PSSA competitions and GALA and Knockout days, with parents supporting all these events. The students also experienced a myriad of related excursions and camps linked to their units of work across K-6 in 2014. A number of enrichment programs have been incorporated into the school across grades K-6, including the workshops led by parents in third term. The Targeting Early Numeracy (TENS) program and TOWN program have also been an important resource used for all K-4 classes to support the new Mathematics Syllabus and parent workshops were organised to assist all K-6 parents with their knowledge of the new syllabus and problem solving strategies.

I would like to acknowledge and thank the Senior Executive and Executive in the first semester of 2014 and the final term in 2013. Manly West PS is one of the 229 schools in NSW piloting the 'Local Schools Local Decisions' Reform organised by the Department of Education and Communities and this presented some challenges at a school level in 2014 that have been managed very well by a team effort with the Senior Executive and the office staff led by Mrs Parker and supported by the P&C Executive led by Ms Catherine Williams.

I would like to thank our Year 6 students who have been excellent role models and their parents who have contributed so much to our school. We wish them all the best for the future especially the many families who now have their last child transitioning to high school after 9-15 years supporting Manly West PS. I would also like to thank the Year 6 Prefect Team and House and Vice House Captains for their roles in leading the school. Thank you to the school community for their wonderful and warm welcome to me in Semester Two of 2014.

Mrs Julie Organ
Principal

Manly West P&C President's Report

It has been another wonderful year at Manly West and I would like to start with a huge thank you, not only to all the committee and sub-committee members, but also to all the parents, family members and friends who contributed and supported the P&C – your support made all of our achievements in 2014 possible.

It takes a very dedicated team to accomplish what we have this past year and it has all been made possible by working in partnership with the school. In 2014 the P&C returned over \$300,000 to the school in various programs and projects, including a 'brand new' school oval, new playground equipment and the refit of the Lapland Computer Room.

The start of the new year saw the arrival of a brand spanking new BASC facility, fully funded by BASC funds accumulated over the past few years. This has provided much needed additional spaces and, whilst there are still families on the wait list, it has certainly helped to cater for the ever increasing demand for care outside of school hours. The BASC committee should be applauded for their efforts in seeing this project through to fruition – and to Sarah Peters, Anne Quattroville and Ruth McDougall - thank you for ensuring such a smooth transition for staff and families.

Congratulations and thanks to Fiona Pearse and her small army of volunteers for delivering such an array of fantastic events for the whole school community this year. The fundraising committee raised more than \$44,000, a huge achievement in a non-carnival year, and managed to ensure that a lot of fun was had whilst fundraising....that in itself is quite an achievement!

Thanks to Isobel Carter and Shona McKenzie who do an unbelievable job in the canteen. Their hard work and dedication does not go unnoticed. We have worked together this year to formalise an agreement that sees them move into permanent part-time employment. Thank you to Heather Bray, Canteen Coordinator, and the Canteen Committee for their assistance throughout the year. Without such dedicated staff and volunteers we wouldn't be able to operate a canteen in which all the profits are directed back into the school for the benefit of all students.

Natalya Hansson took over the reins in the Uniform Shop this year and has done an outstanding job. We are very fortunate to have this facility onsite and now with the addition of the girls' summer dresses, it is really a 'one stop shop' for Manly West families.

The Enrichment Committee as always provided brilliant different initiatives for the children. The Whizz Kids' weekend was a huge success with its writing and art workshops, plus the creation of some of the maddest student scientists Manly West has ever seen. Thank you to Anita Tymkiw and Annabelle Lukin for their dedication to these activities that make the children's school experience just that bit more 'awesome' in the true sense of the word!

The Environment Committee has overseen extensive replanting and mulching around the school, particularly near the new oval. Their working bees are productive both for physically getting the job done and socially, as teacher, parents and children work side by side. Thank you to Amanda Farrar and Catherine Kiss for all their work and keeping our ties with Bushlink strong, another fantastic learning opportunity for Manly West students. The Kitchen Garden team, led by Holly Docker, has provided an amazing outdoor classroom for our children, plus veggies for the Canteen and MW families (for a small price – very entrepreneurial indeed!).

Our Band program continues to go from strength to strength with some amazing achievements in 2014. We thank the Band Committee for all their hard work and commitment to the musicians of the future, and to Penny Coucill, thank you for your leadership - we are incredibly grateful for your amazing contribution to the Manly West Band program over the past decade....yes, 10 years this year...extraordinary!

I would like to thank our new Principal, Mrs Julie Organ who has started her time here at Manly West in the best possible way, by being fully involved in all aspects of our school and we look forward to the future with her at the helm. Thank you also to Deputy Principals Mrs Adrienne Bruce and Mrs Wendy Mwanga, Executive staff, teachers and office staff for all the ongoing support they give to the P & C and more importantly to the students of Manly West.

In closing, 2014 has been a wonderful year, full of activities, fundraising and some good old fashioned hard work! All of this has led to the improvements you see around you and those not so noticeable. I am very sad to be stepping down – but when I look back on all the many things we have achieved together I realise I could actually do with a bit of a rest! Thank you.

Ms Catherine Williams
P&C President

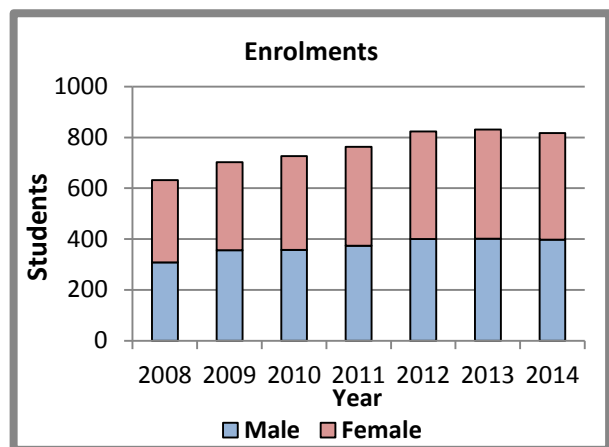
CLASS STRUCTURE FOR 2014

Roll class	Year	Total in class	Total per year
K BLUE	K	22	22
K GREEN	K	22	22
K ORANGE	K	21	21
K PURPLE	K	22	22
K RED	K	20	20
K YELLOW	K	21	21
1D	1	27	27
1DW	1	27	27
1I	1	26	26
1M	1	27	27
1TV	1	27	27
2A	2	24	24
2G	2	25	25
2J	2	23	23
2JS	2	24	24
2L	2	23	23
2LA	2	24	24
3B	3	27	27
3LM	3	25	25
3M	3	25	25
3R	3	26	26
3S	3	27	27
4B	4	28	28
4D	4	29	29
4F	4	28	28
4M	4	29	29
5A	5	27	27
5B	5	28	28
5S	5	28	28
5T	5	28	28
6M	6	32	32
6R	6	31	31

Students

Students have the benefit of large grounds and excellent facilities. Students are encouraged to take advantage of the academic, creative and sporting opportunities offered. They are also encouraged to take responsibility for all their actions.

Student enrolment profile



Student Enrolment

Gender	2008	2009	2010	2011
Male	308	356	357	374
Female	324	347	369	389

Gender	2012	2013	2014
Male	400	402	398
Female	423	429	419

Student Attendance Profile

	Year	2009	2010	2011	2012	2013	2014
School	K	95.8	96.4	97.2	96.1	96.0	95.8
	1	93.4	95.0	96.3	95.2	94.7	95.0
	2	94.2	95.5	96.2	95.6	95.0	95.2
	3	95.0	95.7	96.5	95.2	95.8	94.6
	4	96.2	94.7	96.0	95.1	95.8	95.9
	5	94.6	96.5	96.0	94.6	95.9	96.0
	6	95.4	94.4	94.6	94.1	95.5	93.8
	Total	95.0	95.5	96.2	95.2	95.5	95.3
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Management of non-attendance

Management of nonattendance is in line with the DEC Guidelines privacy and personal information policies.

Workforce information

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

There were 48 members of staff in 2014. This included permanent, temporary and part-time teachers and school administration staff. We had seven Executive staff consisting of the Principal, two Deputy Principals, four Assistant Principals and 28 classroom teachers. We also included:

- a teacher mentor who worked at Manly West to support Early Career Teachers as part of the Great Teacher Inspired Learning;
- one full-time and part-time (2 days) teacher librarian;
- a part time English as a Second Language teacher;
- four part-time science teachers;
- one part-time music teacher;
- a school counsellor and
- two part-time teachers to support students with learning difficulties in both literacy and numeracy.

The teaching staff and School Executive are supported by a School Administration Manager, three School Administration Officers and a General Assistant. Additional teacher aides are provided by Commonwealth funds to support students with special needs.

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	4.0
Teacher Mentor	0.4
Classroom Teacher(s)	26.0
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	0.2
School Counsellor	1.0
Primary Part-time Teacher	1.3
Primary Teacher RFF	1.428
School Administrative & Support	4.872
Total	45.30

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

Staff Retention

Staff retention at Manly West is high. This year one of our most experienced teachers, Mrs Ellen Kassel retired. The school acknowledges her dedication over the past 30 years and thanks her for all her efforts.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	17
NSW Institute of Teachers Accreditation	23

Professional Learning and Teacher Accreditation

Beginning Teachers

Professional learning for teachers and executive across the community of schools was developed and presented to strengthen their understanding of the Australian Professional Standards for Teachers. These strategies created greater awareness of the accreditation process and assisted supervisors and Principal in finalising the accreditation reports.

Additionally the beginning teachers were supported through the process of completing their Proficient Teacher Accreditation which involved micro workshops, professional discussion, targeted feedback and collegial sharing of classroom practice.

As part of the *Great Teaching, Inspired Learning* reforms to improve entry into the teaching profession, eight teacher mentor positions were created to specifically support communities of schools with significant numbers of temporary beginning teachers. In 2014 the 'Warringah' Teacher Mentor role supported a total of 42 beginning teachers from Manly West PS (7), Seaforth PS (10), Mackellar Girls Campus (17) and Balgowlah Boys Campus (8).

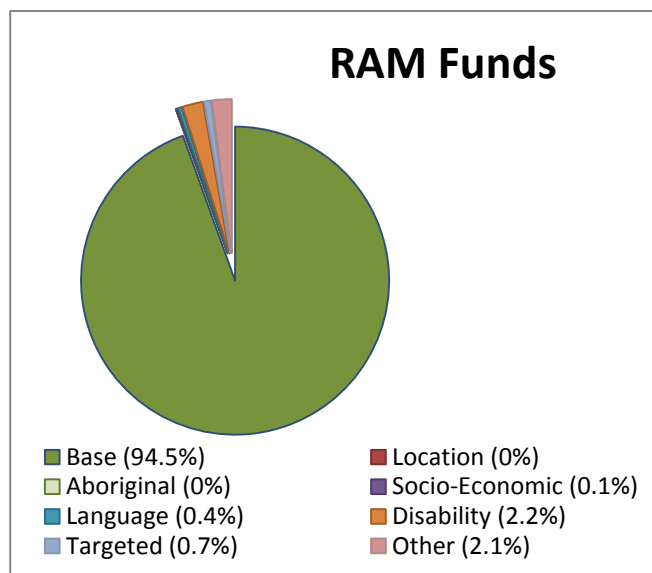
The primary role of the Teacher Mentor was to work with temporary beginning teachers, their supervisors and the Principal to develop classroom practice and to assist these teachers in achieving certification at the level of Proficient Teacher. A total of seven beginning teachers at Manly West completed their accreditation and were supported in developing classroom practice, with a focus on the Quality Teaching Framework, aligned with the Australian Professional Standards for Teachers.

Subsequent feedback provided via survey data revealed the Teacher Mentor role to be universally beneficial in the provision of support for beginning teachers in their early years in the teaching profession.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

For 2014, the 229 schools are required to report on financial information from 1 January 2014 to 31 December 2014.



Component	RAM
Base	4,763,783
Equity	138,413
Location	-
Aboriginal	2,083
Socio-Economic	7,379
Language	19,839
Disability	109,113
Targeted	34,354
Other	104,423
Total	5,040,973

	2014 Actual (\$)
Opening Balance	(458,966)
	(6,228,973)
Appropriation	(5,226,112)
Sale of Goods and Services	(25,196)
Grants and Contributions	(960,220)
Investment Income	(17,445)
Gain and loss	-
Other Revenue	-
Expenses	6,327,915
Recurrent Expenses	6,327,915
Employee Related	4,943,680
Operating Expenses	1,384,235
Capital Expenses	-
Surplus/Deficit for the Year	98,942
Balance Carried Forward	(360,025)

In 2014, the school paid \$240,000 towards the new oval. The P&C paid \$180,000 and Asset Management Unit (DEC) contributed \$60,000 with the total cost being \$480,000. This explains the surplus/deficit of \$98,942.

Student Representative Messages

The Manly West SRC consists of two representatives elected by class members from Years 2-6. This year the representatives from 21 classes and School Prefects and Captains met regularly each term to discuss ideas and concerns of the students.

The SRC organised and coordinated a range of events and fundraisers throughout 2014.

Bushlink Competition

This year the SRC team helped coordinate our entry into the Bushlink competition. We entered photos of our school creating tree forms on the ground. Our school was very excited to win the competition. We received a visit from Jamie Durie. He guided us with restructuring our garden and helped create a special vegetable garden for the children of Manly West. Now we have a fabulous looking garden.

Oval Redevelopment

When we heard the amazing news that Manly West was getting a new oval, the SRC was asked to help choose the structure and placement of the lines to outline the sport and games area. We also decided on the surface for the artificial grass. Lots of children play games on the oval during lunch and recess. The oval is definitely a popular place to play. It was a very hard decision to help choose the type of surface, but in the end we decided on artificial grass surface that would benefit our school the most.



Crazy Hair Day

This year our school participated in a wide range of fundraisers. One of the most successful fundraisers was to help raise money for Bear Cottage and Stewart House. We had a Crazy Hair and Mufti Day organised by the SRC. Every student and teacher joined in the fun and came to school with a wide variety of different styled crazy hair. The school raised over \$1000 by asking the students to bring in a gold coin. It was a major success.



Walk Safely To School Day

To encourage the children of Manly West to be safe while they walk to school, the SRC decided to join in with a Walk to School Safely Day. Children were given stickers and on the day had the opportunity to wear crazy socks. The children of Manly West had great fun and were reminded of how to walk safely to school.

Learning Survey

This year our SRC team filled out a survey on our learning standards at Manly West. It was very beneficial for our teachers and Principal to hear our opinions. We went on computers in our PC lab and answered questions such as "Do you like working in groups?" The survey will affect our whole school and the way we are educated in the future.

Along with surveys and fundraisers, the SRC collected suggestions from their class (in their suggestion boxes) during the week and brought these ideas to the SRC meeting. The suggestions

were considered and then decided in the meetings if we put them into action.

We enjoyed lots of opportunities to help our school and charities this year and we are happy with the 2014 overall achievements by the SRC team.

Rhiannon Leatham, Liv Keayes & Isis Vlotmam

School Captains Message

This year, as School Captains, we have had a wonderful time working with the Manly West community as leaders. We have enjoyed every minute of our monthly SRC meetings, school assemblies and other leadership roles. We have had amazing opportunities and created life long memories that we will definitely cherish forever. During 2014 we had many duties such as:

- speaking at the Kindergarten Open Day and introducing the parents and children to Manly West through a guided tour.
- representing our school at the ANZAC ceremony at Hyde Park and at the Remembrance Day ceremony at Manly Dam where we again laid a wreath and listened to some experienced soldiers inform us about the commemoration of those who fought for us.
- representing Manly West at the special service attended by Prime Minister Tony Abbott at North Head.
- being invited by the Premier Mike Baird and other captains from the Manly Region to a very motivating morning tea where we discussed leadership and the different roles in our community.

As the lucky winners of the 2014 Bushlink competition we had Jamie Durie visit our school



and had the opportunity to spend the day talking about our plans for the future at Manly West.

We would like to say a thank you to Manly West for continuing to encourage us and give us the best education we could receive. We will definitely miss being at Manly West and being the 'Big Kids'.

Tahneisha Wieckmann & Bill Williams
School Captains Manly West

School Performance 2014

Dance



2014 has been another fantastic year of Dance.

Throughout the year, all students participated in weekly dance lessons with either Miss Menard or Miss Morgan. They learned and practised many different elements of dance including rhythm, timing and body control. Some students also had experience in collaboratively composing and performing dance routines. Many grades enjoyed learning about different types of dance, including popular partner dances.

All classes also learnt, practised and performed a themed dance, choreographed by Miss Menard and/or Miss Morgan. The students looked spectacular as they performed their dances at this year's school production 'Manly West through History' in Term 3.

Sydney North Dance Performances

Earlier in the year, students from Years 3-6 had the extra opportunity to participate in three dance groups. Students in these groups participated in weekly dance practice sessions at lunchtimes and then performed their routines at the Sydney North Dance Festival at the end of Term 2. Each group performed a matinee, an afternoon show and an evening show.

The Junior Girls group, comprised of 24 Year 3 and 4 students, performed a French-themed dance titled 'Tres Chic'. This dance was choreographed and supervised by Miss Katie Davis and Miss Lara Langdon. The Senior Girls group, comprised of 24 Year 5 and 6 students, performed a very technical dance titled 'Dark Horse'. This dance was choreographed and supervised by Miss Menard and Miss Wilson. The Boys group, comprised of 24 students from Years 3-6, performed a groovy dance titled 'Groove Express'. All three groups represented Manly West with pride as they dazzled the audiences with their performances.

K-6 School Production

This year Manly West's Bi-Annual whole school production was aptly named, 'Manly West through History'. Written by Mrs McMaster, it explored a variety of different eras during Manly's history through the eyes of four students who, after using a 'History Magnifier', became lost in the land before time. Trying to get back to their present time and place, they visited Ancient Egypt, Ancient India, Ancient Greece, the Roman Era, Medieval Scotland, and Australia in the 1920s, 1970s and finally back to present day.

The roles for cast and crew were allocated amongst Stage 3 students who were resilient and outstanding in all their six performances which received great reviews from audience members.

'Manly West through History' was directed by Mrs Bergelin and Miss Byrd, with Mrs Tinsley coordinating the enormous and varied amount of costumes. Background scenes were painted by Stage 3 students showcasing their exceptional artistic talents. All classes from K-6 participated with a dance item choreographed by Miss Randall. It was a very busy Term 3 with all classes, teachers and parents rehearsing, sewing, making, painting and preparing for the 6 shows performed in the last week of term.

Thank you to the dedication of the production committee, cast members, backstage crew, students, teachers, office staff and parents for making 'Manly West through History' a great success.

Significant Programs

Music Program

It was an exciting and busy year with the many musical events and performances that occurred during 2014. For the first time, the school registered in Australia's biggest school initiative, 'Music: Count Us In'. Music education has been proven to improve students' literacy, numeracy, school attendance and confidence and the program aims to promote and encourage the values and benefits of learning music. In this program, more than half a million students unite to sing the same song at the same time, right across the country. All classes spent time in Term 3 learning the song, 'Paint You a Song', which was composed by high school students from around Australia. At 12.30pm on the 30th of October, 2014, students came together as a whole school to sing the song with people from all across the country, with the junior and senior choirs leading from the stage. It was an exciting and moving event for all and a great way to come together and celebrate music.

Stage 2 spent time this year learning about musical soundscapes, Indigenous music and improvisation as well as South American music in preparation for Musica Viva. A highlight was an assembly performance by the students, of a traditional Torres Strait Islander song. All students performed the traditional dance associated with the song, with several students performing their own actions that they had created and other students playing accompaniments on the tuned and un-tuned percussion instruments.

During Term 3, all classes in Stage 3 began the process of creating and composing their class performances. These performances gave students the opportunity to create music in which they could write the lyrics, choose the topic/theme, style and instrumentation. After weeks of rehearsing, they performed for the rest of the school and afterwards

were able to watch a recording of their performance and evaluate the whole process.

The themes of the performances were a traditional West African folk tune, anti-bullying, acceptance, being happy, road safety and our school. These performances not only engaged the audience through the music, but also through the messages that were delivered in the lyrics. Stage 3 is to be commended for their efforts.

Musica Viva

The Musica Viva program allows students to be equipped with musical knowledge of the ensemble and students spent time during their music classes familiarising themselves with the repertoire of the groups, partaking in musical activities and exploring the concepts of music in relation to the pieces.

This year, K-4 had the privilege of seeing a performance by Tigramuna, an ensemble that performs South American influenced music and Stage 3 saw a performance by a jazz ensemble, The World According to James. These performances had a high level of student involvement and were incredibly musical and engaging.

Junior Choir

In 2014, students from Years 3 - 4 had the opportunity to be a part of the Manly West Junior Choir. The choir rehearsed in Terms 3 and 4 with Miss Monds and Mrs Wilson. Students attended weekly rehearsals where they learnt a variety of songs.

This year the Junior Choir performed at the 'Count Us In' assembly, the Remembrance Day assembly and 3-6 Presentation Day Assembly. They performed a variety of Christmas Carols at The Senior Citizens Christmas luncheon at Balgowlah Uniting Church.

Percussion Ensemble

The Percussion Ensemble this year has consisted of 9 students from Years 5 – 6, who rehearsed weekly throughout the year. This group gives students the opportunity to play repertoire which makes use of the tuned and un-tuned percussion instruments.

This year the Percussion Ensemble spent time learning a series of pieces that incorporate the tuned percussion instruments (xylophones and metallophones). The ensemble has had several performances this year including Education Week, the Band Christmas Concert and the 3-6 Presentation Day. The students enjoyed their performances as well as learning to play the tuned percussion instruments.

Public Speaking

Manly West students competed in 'The Bear Pit Manly Primary Schools Public Speaking Competition'. All students from Years 3-6 presented a speech in class with three students from each class being selected to represent their grade. Many high quality and creative speeches were delivered. Dexter Craddock (Stage 2) and Gemma Gray (Stage 3) were chosen to represent Manly West at the interschool competition at Parliament House.

The District Multicultural Perspective Public Speaking Competition attracted many keen students. The competition aims to heighten the awareness of multicultural issues. Ali Lawrence was a finalist in the competition. Both programs assist the development of public speaking skills as well as confidence when speaking in front of an audience.

Debating

Building a strong foundation was the main purpose for debating in 2014. This year we aimed to provide more students with the opportunity to experience competitive debating and we saw many first time Year 4 and 5 debaters involved in 'Friendly' debates.



Our Year 5 and 6 teams participated in the Premier's Debating Challenge. The Year 5 team developed sound teamwork skills in formulating their debates. The team won many debates, some of which were against more experienced Year 6 teams. The Year 6 team built on the knowledge and skills they had developed in the previous year. Their skill at presenting effective arguments as well as rebutting their opponent's case was formidable. The team progressed through to the Sydney North Finals and was narrowly defeated by Beecroft Public School.

Ali Lawrence was selected into the Northern Sydney Team and the team was awarded 'Runners Up' at the Primary Schools State Debating Championships. All Manly West debaters should be very proud of their achievements.

Band Program

Band Membership for 2014

The total band enrolment for 2014 was 166. This was split over the four school bands: Training, Intermediate, Concert and Performance. These numbers have been steadily increasing over many years. This is a testament to our Band Director, Ms Penny Coucill in maintaining the children's enthusiasm and enjoyment in the School Band.

There are 67 Training Band members enrolled for 2015 and total Band membership for 2015 is sitting at around 200, maintaining our impressive enrolment numbers.

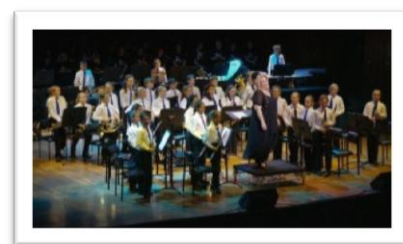
Band Camp

Camp was held on Monday and Tuesday in Week 6 of Term Two at the Sydney Academy of Sport and Recreation, Narrabeen. The changes made to the structure of Band Camp in 2012 were successful and maintained in 2014, with Training Band attending only the Monday for a full day of rehearsal and not staying overnight. This change made the camp more manageable due to the Band's big membership numbers. The venue accommodated the 160 students who attended and provided space for two simultaneous full band rehearsals and 14 sectional

tutorials. It had the advantage of providing outdoor activities after each day of music as a ready reward and release! The post camp Band Concert was held later in the term. This worked well as many parents were able to attend, students were fresher and the bands benefited from performing immediately prior to the NSW Band Championships. Band Camp 2014 was a huge success!

Band Competitions

The four Manly West bands competed in the annual NSW Band Championships in August. We were so proud of all the bands and our wonderful Band Director, Ms Penny Coucill. All bands received outstanding awards and praise for their talents. The highs continued for the Performance Band who had the once-in-a-lifetime opportunity to perform on stage at the Sydney Opera House for the State Choral Festival in August. This was a huge honour for Penny, the school and the children, as entry is by invitation only after an audition application. Manly West was the only primary school band in New South Wales to perform at this amazing event.



Other Band Performances

The bands continued to display their talents at a variety of in-school performances, including Assemblies, Education Week and the Kindergarten Information Morning. In addition to these, all bands performed at Pittwater High School for community concerts arranged by the Northern Beaches Wind Symphony. The students also performed in the Northern Beaches Band Festival in June. The Performance Band was invited to play in the Gala Concert at the end of the four day festival, a huge honour for our children and Penny. Manly West has continued to strengthen its ties within the community in 2014, performing once again at the Arranounbai School, part of the Spastic Centre of NSW. This annual event is very special for both Manly West and Arranounbai, and the joy on the faces of the students and staff is always wonderful to observe.

Excursion

In August, the Performance Band were treated to a live performance of The Lion King at the Lyric Theatre. This was a reward for all the hard work and dedication over the past four years. The students enjoyed seeing a live orchestra play in a musical, and it was a great opportunity to show the children that music can continue to be part of their lives beyond primary school either as an audience member or a participant.

The Stephanie Alexander Kitchen Garden Program



In 2014 Manly West joined the Stephanie Alexander Kitchen Garden Program, a nation-wide program in which students create a productive organic garden. The program has formed the basis of the Year 3

Science Program this year, and underpins the teaching and learning that occurs during these lessons. This hands-on, quality program integrates all key learning areas as well as promoting links between the school, families and the local community. The Manly West Kitchen Garden has been hugely successful in its first year producing an abundance of crops, which are used by the canteen in the school lunches. Crops were bundled, and sold at our first ever kitchen garden market stall and used by the Year 3 students in a series of cooking lessons. 2014 has witnessed the implementation of a "Pick and Pay" afternoon during which families can pick produce from the garden and pay for what they pick.

This initiative is run by the students themselves and all money raised goes directly back into further developing this incredibly valuable program. Manly West is working hard to create a generation of children who value sustainability and who question and appreciate where their food comes from. Recent financial grants awarded to this program suggest that 2015 promises to be even bigger and better!



Bushlink

Bushlink provides employment opportunities for adults with intellectual or multiple disabilities through work on bush regeneration and garden maintenance projects. Continued P&C financial support allowed our relationship with Bushlink to strengthen in 2014. Positive attitudes for inclusion are evident as seen in student interactions as they work with the Bushlink team to improve our school's natural environment. This occurs in structured lessons as well as spontaneously during lunch breaks where students offer to help and chat as they garden. The Bushlink team has worked with students in targeted areas removing weeds and mulching. A highlight of our partnership with Bushlink in 2014 was the involvement of the entire student body in the creation of the winning poster for the Bushlink competition. The subsequent visit from Jamie Durie working with the Bushlink team, students, staff and our keen parents involved in the Kitchen Garden program, demonstrated Bushlink's valued place as part of our school community. This was also recognised as they joined our school community for a special Remembrance Day assembly on the 11th November.

Creative Arts

2014 has been a very successful year for Creative Arts at Manly West Public School.

Students from all grades had the opportunity to unleash their creative flair in their classrooms through their stage Visual Arts programs. These programs include explicit teaching styles with the use of different mediums. Our Creative Arts program allowed the students to gain a greater understanding and appreciation of many different art styles and artists as well as art theory. Artworks from different students were displayed throughout the school to showcase the many talented artists and creative artworks created.

In Term 2 an Art Auction was held by Painter's Gallery in Manly. This was to raise funds for Manly West Arts' programs. The exhibition was made up of artworks donated by local artists. In partnership with Painter's Gallery, professional artist Ceases Kakius came to Manly West to work with gifted artists to create a K-2 and 3-6 combined artworks.

Manly West also had a very successful school Art Auction where art pieces were auctioned off that were created by all classes. Students enjoyed working with parents to create a beautiful combined artwork. Many different pieces were made using many different techniques and mediums.

K-2 Creative Arts

At Manly West children have many opportunities to explore and enhance their creative thinking and performance through Creative Arts.

In Kindergarten, Visual Arts and Drama are linked to HSIE and English Units and students participated in grade singing each week. Years 1 and 2 students participated in Creative Arts' rotations each week including percussion, drama, and singing songs related to aboriginal dreamtime stories.

Year 1 and 2 students also had the opportunity to participate in a Junior Drama group. Mrs Lutton and Mrs Fuller co-ordinated the Junior Drama group. They rehearsed once or twice a week and performed two shows of The Bullies at Sam's Cafe at NIDA and once at a K-2 assembly.

In Term 3 this year, the whole school was involved in an Art Auction which showcased the creative flair of each class and the K-6 Drama production which was a great success.

Library



The Library is an important educational hub for the entire school community. Not only does it provide quality text and digital resources plus numerous services to support teaching

and learning programs of all curriculum areas. The library also serves as an environment which welcomes

students, parents and staff to give further opportunities and experiences for creating and using information for knowledge, understanding, imagination and enjoyment.

This year, the Library RFF program used Project Based Learning, the Differentiated Planning Model and Concept Mapping to implement units based on the English and HSIE curricula. Students developed and used information skills to construct websites and demonstrate authentic learning. Visual Literacy, reading comprehension and writing were a key focus. Children were exposed to a wide range of quality literature, picture books and multimedia to develop reading skills. Popular author-illustrator Leigh Hobbs visited Manly West and inspired the student body with his humorous characters and taught them to create their own whilst using his illustrating techniques with narratives written by the children.

This year's theme of 'Connect to Reading' was accomplished and demonstrated by high borrowing rates, and 557 students completed the Premier's Reading Challenge, with 59 students earning a Gold Certificate for completion 4 years in a row and 3 readers achieving Platinum certificates for completing the challenge all 7 years of their Primary career. All students experienced the Children's Book Council of Australia shortlisted titles and the 'Worlds Apart' live performance which captured these imaginative texts beautifully and showed another way of connecting with books. Everyone's enthusiastic participation in the annual Book Parade showed true school spirit and was another fun, fanciful activity to respond to books and reading.

These opportunities and activities could not have been possible without the commitment and hard work of a full-time Teacher Librarian, 4 Temporary Teachers, 1 part-time School Administration Officer, 22 Stage 3 Library Monitors and 30 Parent Volunteers in consultation and communication with the dedicated teaching staff and the wider school community. Manly West Public School Library continues to play a central role as a unique environment that promotes the love of literature, information and learning overall.

Achievements in Sport

This year has been another busy time for Manly West in the sporting arena. It has highlighted the talents and abilities of our exceptional students.



Swimming Carnival

The Manly West swimming carnival was held in Term One. It was a successful event with a record number of juniors participating.

Congratulations to our 39 students who represented Manly West at the District Carnival at Warringah Aquatic Centre. Manly West swimmers put in 100% on the day with tough competition. Our Junior Girls Relay Team of Layla Patterson, Neve Fenn, Soraya Gerritsen and Mackenzie Goulding qualified to compete at the Sydney North Regional Carnival. Soraya Gerritsen also qualified in the Junior Girls Butterfly.

At the Sydney North Regional Carnival Soraya Gerritsen came 4th in her Butterfly finals and our Junior Girls Relay team managed 2nd in their heat, and 2nd in the final. This was an excellent result that allowed them to represent Sydney North at the NSW State Swimming Championships where our girls achieved 8th place overall. Well done girls!

Cross Country

This year's Manly West Cross Country was held for the first time at Passmore Reserve. The weather was perfect for running and all students should be congratulated for participating with an enthusiastic attitude.

A special mention must go to this year's Manly West Cross Country winners:

8/9 Years: Henry Isherwood and Millie Baker

10 Years: Joel Ansems-Mills and India Horsley

11 years: Will Edwards and Sailor Perrett

12 Years: Tiaan Cronje and Nicci Vessely

A large number of runners represented Manly West at the Manly District Carnival, held in Curl Curl. Everyone participated with great spirit and gave their best.

Overall, Manly West finished in fourth place. A fantastic result! Well done to all runners that represented the school on the day. Congratulations to Henry Isherwood, Millie Baker, India Horsley, Matilda Oliver, Jonah Sherry, Sailor Perrett and Nicci Vesely for representing Sydney North at the regional Cross Country Carnival.

Athletics

Students displayed excellent skills and sportsmanship during our Athletics Carnival in Term 3. After two washouts Manly Oval was closed and we held the carnival on our school oval.

50 students competed over the two days of the District Athletics Carnival at Narrabeen Academy of Sports. At this carnival Manly West were runners up for the second year in a row. However, our students were highly competitive with Will Edwards as 11 years Boys Champion and Jessie Michniewicz 11 Years Boys Runner Up.

Manly West had 13 students compete at the Regional Athletics Carnival at Homebush. Our success continued with Felix Jackson-King placed 2nd in 11 years Boys Long Jump. Felix continued to the State Carnival where he jumped well against quality opposition.



Soccer and Touch Football Knockouts.

We entered teams in the Girls Soccer, Boys and Girls Touch Football. Our Girls Soccer Team defeated Hornsby North 4-1 in Round 3 before losing to eventual State Champions Avalon 3-1.

Our Boys and Girls Touch Football teams both played Harbord in Round 2. The boys were convincing winners 8-1 while the girls also won in a tight game 3-1. The boys then played Mona Vale in Round 3. After falling behind 3-1, the boys came back to finish the game at 3-3, forcing the game into extra time. Unfortunately a try to Mona Vale ended our comeback. The girls faced Avalon and despite playing well, were defeated 7-4.

Primary Schools Sporting Association – PSSA

Summer PSSA competition began in Term 1. Manly West had teams in Girls and Boys Eagle Tag, Cricket, Beach Volleyball, Softball and Tee Ball. There were four rounds scheduled during the first half of the competition, however, we only managed to play 3 rounds due to the wet weather. The second half of Summer PSSA continued at the end of Term 3 with the grand finals in mid-November. This year we managed to have teams in Boys and Girls Eagle Tag, Softball and Cricket in the Grand finals. Congratulations to the Senior Cricket who were PSSA champions and to the rest of our grand finalists as runners up. Well done to all the teams.

The Winter PSSA competition was held during Terms 2 and 3, with the grand finals held in mid-August. We entered teams in Netball, Girls and Boys Soccer and Rugby League. This year the Senior A Girls, Junior Girls and Junior Boys Soccer progressed to the grand finals.

Thank you to all the coaches and managers who took the time to train and organise the teams. Thank you also to all the parents who helped and supported the students at various fields, courts and ovals. Your enthusiasm, encouragement and cheering helps us all to achieve our best.

Manly West Snowsports Team

Manly West's Snowsport team was highly successful this year. The team comprised of students from Kindergarten to Year 6, competing in Alpine, Skier Cross, Moguls, Giant Slalom and Cross Country events. The competition started at the Regional Inter-schools Snowsports Championship at Thredbo.

In the girls Primary School Division 5 Millie Rundle, Julia Murphy, Tigri Olofsson, Clara Wall achieved a gold medal in the Giant Slalom. Millie Rundle and Julia Murphy achieved a silver medal in the Moguls and Millie Rundle, Julia Murphy, Tigri Olofsson achieved a bronze medal in the Skier Cross. Manly West was the Northern Beaches' best performing Primary School in the overall female category. All girls qualified at the NSW State Inter-schools Championships.

Jonathan, Samuel and Caleb Atkinson also did very well in their Cross Country events. They qualified to

compete in the NSW State Inter-schools Cross Country Ski Championships where they finished in 10th place in the Cross Country relay. They also performed brilliantly in the individual Freestyle event in Division 4, with Jonathan finishing in 6th place, Caleb finishing in 5th place in Division 5 and Samuel in 28th. Both Jonathan and Caleb in Cross Country, along with Millie Rundle, Julia Murphy and Clara Wall in the Skier Cross qualified for the Nationals at Perisher Valley.

Futsal

The State Futsal Championship was held in July at Penrith Stadium. With Josie Carlile and Talisa Gray, who were away at the Bathurst Excursion, Manly West's Senior Girls team of Gemma Gray, Olivia Wood, Sailor Perrett, Filippa Stoppel, Ronja Stoppel, Zoe Pearson and Rhiannon Leatham played hard and won 5 out of 6 games in their pool advancing them to the semi-finals. The semi-final was intense and the game ended in a draw even after extra time. Our girls came 3rd in the State overall, after missing a goal in the high pressured penalty shoot-out. Thanks must also go to Michelle Gray who coached and trained the team and to the enthusiastic parents who supported our girls.

Rugby League Gala Day/ NSW All Schools Carnival



Earlier this year Manly West entered four teams in the Manly Gala Rugby League Day held at Nolan's Reserve. We had U9, U10, U11, and U12 teams participate. All teams played well and the U11's won their

division and were asked to represent the Manly District at the NSW Gala Day. On Monday 28th July our U11's team travelled to St Mary's to participate in the NSW Gala Day where they won their pool games and qualified for the state finals. The team were defeated by a very experienced team in the finals. Well done!

Rugby Union Knockout – Brian Palmer Shield

This year Manly West entered a team into the Brian Palmer Shield Rugby State Knockout. The first four rounds were condensed into a Gala Day that was held at Hassel Park, St Ives. The team of thirteen represented the school in excellent fashion and won one out of their two matches. Unfortunately, this wasn't enough to win our pool as the undefeated Newport side was too good on the day.



Congratulations to all of the Manly West boys, as their sportsmanship both on and off the field were highly commendable. Player of the day goes to Mark Pirie-Dunne for his consistent enthusiasm, skill and commitment to the team. Thank you also to all of the parents that helped with transport and support.

Basketball

This year Manly West entered a team into the Boys Basketball State Knockout Competition. After defeating Lane Cove, the team made it through to the 2nd round. They then came up against a very strong Thornleigh West team and were unable to progress any further in the competition.



Congratulations to the team for progressing to this level.

Our major event on the Basketball calendar was the Northern Beaches Gala Day held on Tuesday the 12th of August. 30 excited Manly West students ventured down to the Northern Beaches Indoor Sports Centre (NBISC) in Warriewood to compete. Both a Senior Girls team and two Senior Boys teams represented Manly West on the day. Congratulations to the Manly West Wizards, who won the boys division and brought the trophy back to Manly West for the third year in a row.

Cricket State Knockout

Manly West entered into this year's State Knockout Boys Cricket competition. Like the previous few years, we held out high hopes of success given our outstanding form on the cricket pitch in PSSA and in last year's State Knockout. The boys played their usually strong opponents of Harbord and Newport Public Schools in the first two rounds and won both games in convincing fashion.

The team this year was very well led by Bill Williams as captain and Oscar Lucius as vice-captain. However, a whole-hearted team effort was not enough to get us past our opponent, Gladesville PS. We lost by a mere three runs. The boys were naturally disappointed but were beaten on the day by a better team who played smart cricket to restrict our run chase.

Well done to all the boys who participated in this year's State Knockout. Everyone played their part and represented Manly West with pride and respect.

K-2 Gross Motor and Carnival

This year the K-2 gross motor program was again taught by classroom teachers. Each grade participated weekly in games and activities that aimed to develop the students gross motor skills as well as the fundamental movement skills such as throwing, catching, running, kicking and jumping. The program also teaches children the value of fitness as well as good sportsmanship.

The K-2 Athletics carnival was held during Term 4. The carnival is a non-competitive day with an emphasis on participation. It is also a great opportunity for students to practise skills learnt during gross motor lessons. This year due to unfortunate weather the Carnival had to be modified. Students participated in rotating tabloid activities within their year groups. Running races were held on a separate day and students participated in class running races.

Academic Achievements

University of NSW Competitions:

In 2014 the students at Manly West participated in the University of NSW competitions in Mathematics, English, Spelling, Writing, Computer and Science. This year's results are listed below:

HD: High Distinction **D:** Distinction **C:** Credit **M:** Merit

	No. of students	HD	D	C	M
Maths	94	1	16	37	13
English	81	5	10	26	6
Spelling	66	1	7	27	6
Writing	52	2	15	10	6
Computer	59	2	9	16	6
Science	64	1	15	22	6

Maths Olympiad

Thirty students from Years 4, 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiads (APSMO) in 2014. The competition offers our talented mathematicians an opportunity to test their knowledge and skills against their peers. Each week, students were presented with challenging mathematical problems. They were given the opportunity to solve the questions independently and then worked as a group to share strategies.

The five Olympiad tests were held between May and September. All students performed well with 4 students scoring in the top 25% of the State and 2 students scoring in the top 10% of the State. The program provided our students with extension in mathematics through working with higher order and often, complex mathematical challenges. They were able to apply their mathematical knowledge to real life situations and work with numbers in a creative and lateral manner.

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. Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link

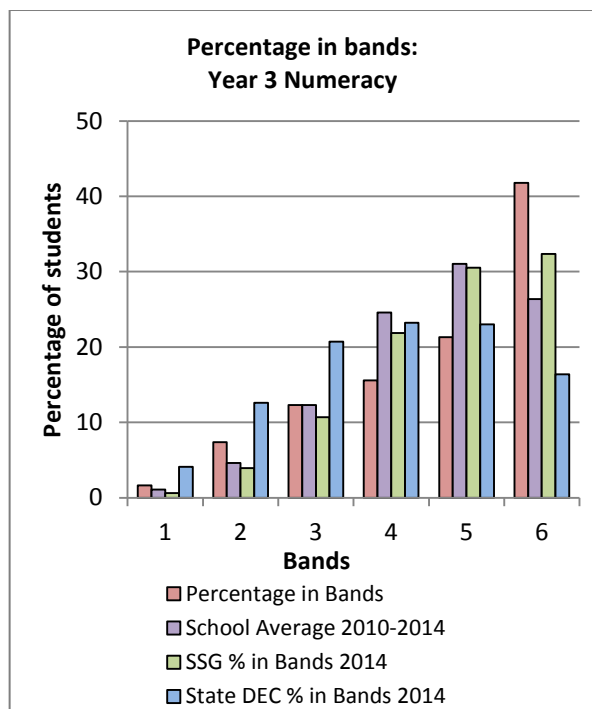
<http://www.myschool.edu.au> and enter the school name in the Find a school and select GO to access the school data.

YEAR 3 NAPLAN RESULTS

This year 123 Year 3 students sat the NAPLAN tests.

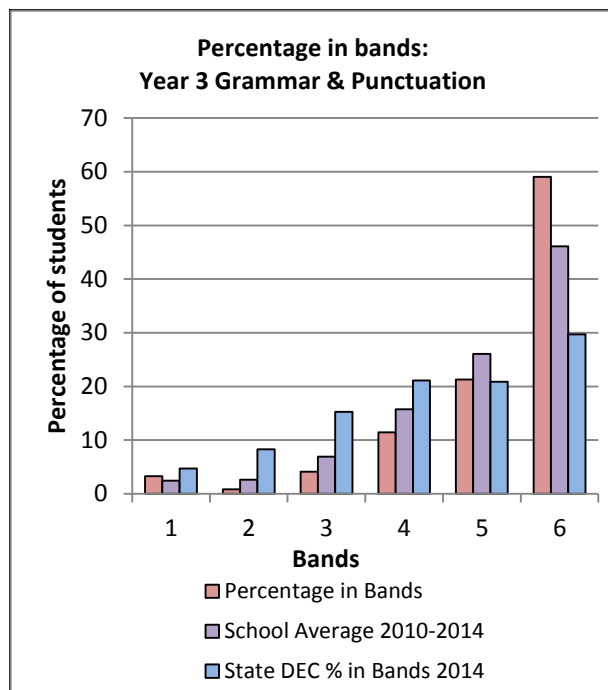
Year 3 - Numeracy

78.7% of Year 3 students were placed in the top three bands compared to 65.9% of the State in the three bands.



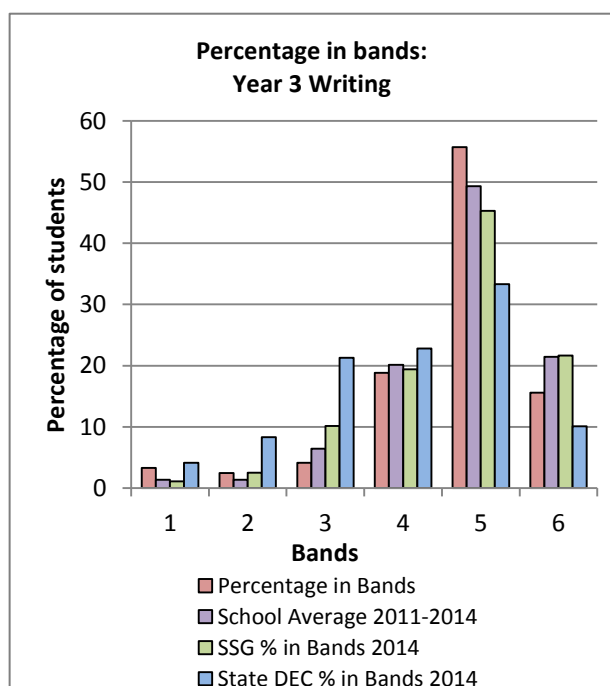
Grammar & Punctuation Aspect

91.8% of Year 3 students were placed in the top three bands compared to 75.2% of the State in the three bands.



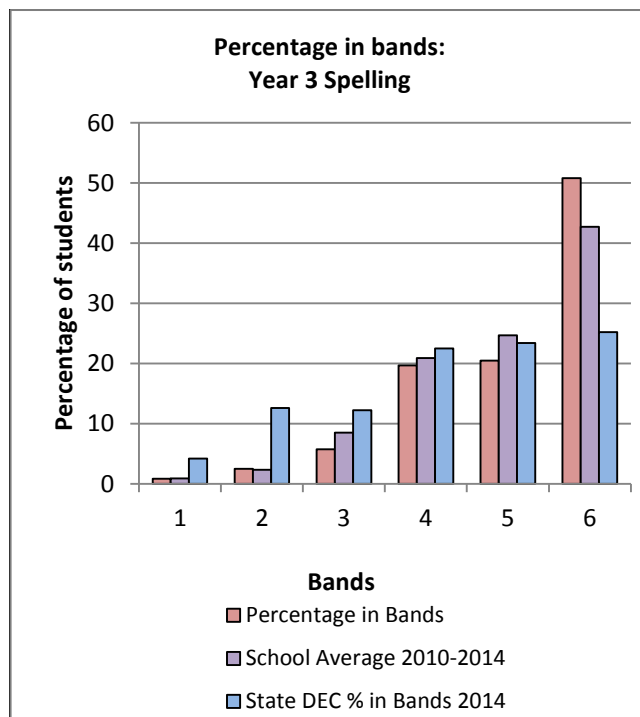
Writing aspect

90.2% of Year 3 students were placed in the top three bands compared to 70.3% of the State in the three bands.



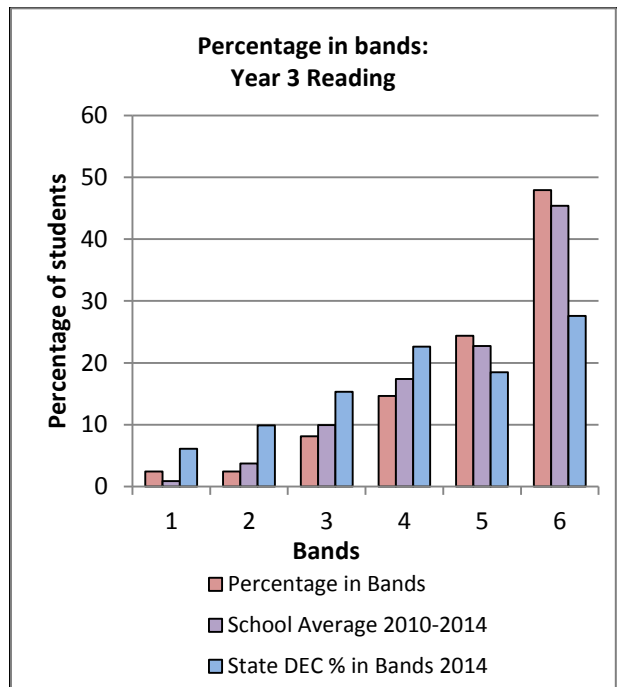
Spelling Aspect

91% of Year 3 students were placed in the top three bands compared to 73.6% of the State in the three bands.



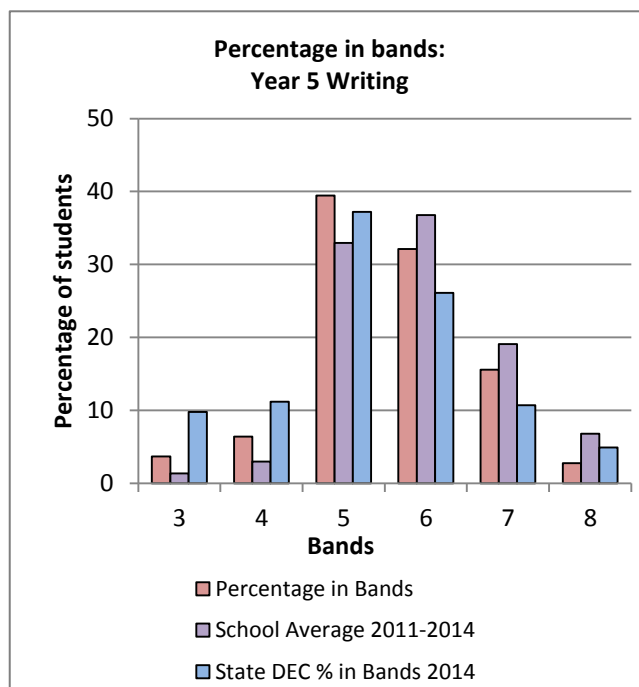
Reading Aspect

87% of Year 3 students were placed in the top three bands compared to 72.2% of the State in the three bands.



Writing Aspect

50.5% of Year 5 students were placed in the top three bands compared to 45.9% of the State in the three bands.

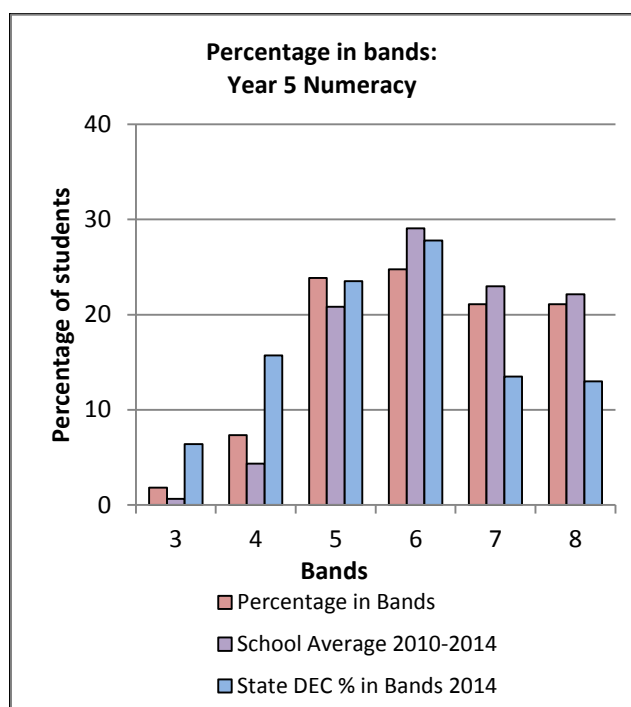


YEAR 5 NAPLAN RESULTS

This year 109 Year 5 students sat the NAPLAN tests.

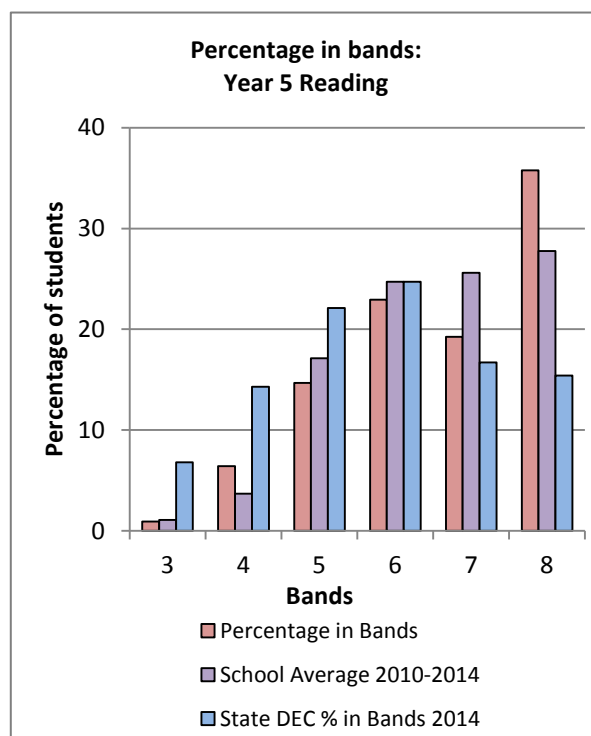
Numeracy Aspect

67% of Year 5 students were placed in the top three bands compared to 58.3% of the State in the three bands.



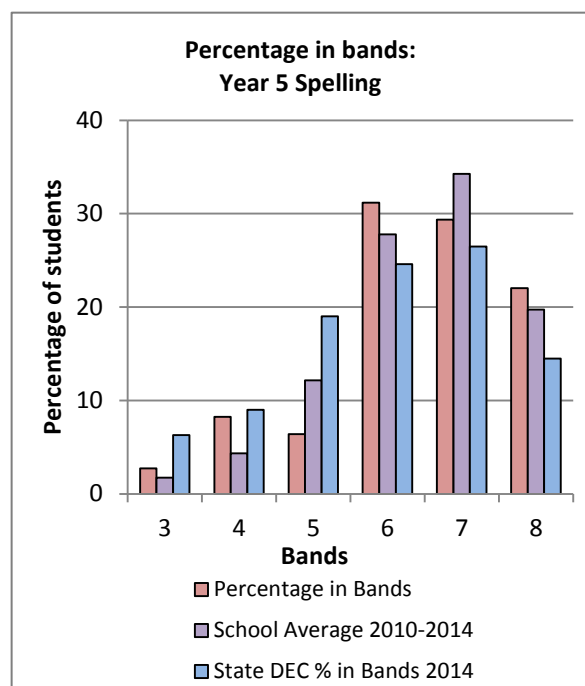
Reading Aspect

78% of Year 5 students were placed in the top three bands compared to 60.9% of the State in the three bands.



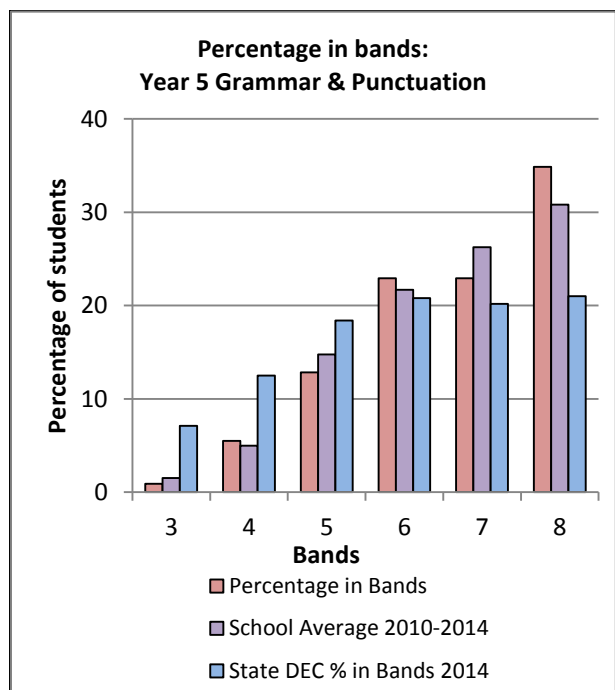
Spelling Aspect

82.6% of Year 5 students were placed in the top three bands compared to 68.4% of the State in the three bands.



Grammar & Punctuation Aspect

80.7% of Year 5 students were placed in the top three bands compared to 66% of the State three bands



Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	97.6
Writing	96.7
Spelling	99.2
Grammar & Punctuation	96.7
Numeracy	98.4
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	99.1
Writing	96.3
Spelling	97.3
Grammar & Punctuation	99.1
Numeracy	98.2

Significant Achievements

Best Start

A Best Start assessment process is conducted prior to students starting school. This involves the administration of standard assessment tasks designed to identify the literacy and numeracy knowledge, skills and understandings that each child brings to school as they enter Kindergarten.

The assessment data is analysed, recorded and entered into Best Start software and early learning plans are developed to meet individual student needs.

The implementation of the Best Start Literacy and Numeracy program delivered at Manly West is organised to support differentiation and diversity for students within a rich based learning environment.

The Best Start initiatives followed at Manly West are:

- skills and concepts begin with the most simple and move to the most complex;
- the student objectives are clear, concise, and driven by ongoing assessment results and
- every student is provided with appropriate practice opportunities which directly reflect instruction.

Literacy

At Manly West it is believed students learn to read and read to learn. The Best Start Literacy groups are scaffolded to support children's reading and writing skills involve the scaffolding of:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing

PBEL 2014

After reviewing our merit system which operated in Years 3-6, a new system was developed to incorporate our school expectations of Respect, Responsibility and Aspire. The new system for rewarding positive behaviours is a school wide system which is being implemented across K-6. Each week a focus is chosen for our Positive Behaviour Engaging Learners program (PBEL) which teachers highlight at the beginning of the week and teach. To enhance the student leadership program in the school the PLP's explained the weekly focus at assembly each week. It is highlighted in the school newsletter and Mini Matters every week to keep parents informed. In 2014 the whole staff completed the Classroom Systems Survey which was reviewed with all staff. Five staff members participated in the Classroom Systems training in November. The focus in 2015 will be classroom systems and providing professional learning for all staff in this area.

Northern Beaches Learning Alliance (NBLA)

The NBLA is a community of schools committed to working together to support the needs of all members. The NBLA is focused on fostering positive school communities and consists of local primary schools and campuses of the Northern Beaches Secondary School College.

NBLA priorities are to:

- foster and lead curriculum implementation and pedagogy;
- build teacher leadership capacity and
- develop authentic transition links for students.

Manly West staff have attended Science Network meetings where teachers are able to discuss and share units of written work across different schools. The school executive team has also attended network meetings to share ideas and ensure strategies are in place to optimise 21st Century learning throughout the school. Aspiring Leaders and Early Career Teachers have participated in forums. NBLA primary and high schools linked together for transition activities for those students going into Year 7 and Project Penguin was undertaken through the Learning Alliance. The forming of a community of schools in our local area where teachers can share ideas and expertise has been extremely successful. There are future plans to extend the NBLA.

Robotics

During 2014 Manly West continued our Robotics Club. The club members worked closely with the *Lego NXT 1.0 Mindstorm Robots* to design programs that allowed the robots to interact with a variety of environments. During the weekly sessions, the students were given scenarios in which they had to program the robots to complete specific tasks. These challenge-based activities allowed students to work collaboratively to build a wealth of knowledge about effective programming and team work.

Technology

Manly West has continued to integrate the effective use of technology into teaching and learning throughout 2014. There are two fully equipped computer labs, one PC and the new Laptop Room. These are supported by a minimum of two computers, an Interactive Whiteboard and six iPads in all classrooms. Our Connected 'Virtual' Classroom has continued to be used on a regular basis and has allowed a number of staff and students to engage with people and places from all around the world.

Throughout the year, Manly West staff and students had the opportunity to participate in a variety of technology programs. Stage 3 students engaging in the use of various web 2.0 tools, including Edmodo, KODU Game Laboratory, Wikispaces, Weebly and Prezi. Stage 2 students used Prezi, iMovie, Poplet, Show Me and QR codes this year across a variety of Key Learning Areas. Stage 1 students created presentations and iMovies with a focus upon persuasion. They also utilised Book Creator to design their own narratives. Early Stage 1 students enjoyed using iPads as a resource during Literacy Groups. Students engage in word building activities using apps such as ABC spelling, which enable the children to use their knowledge of phonics to sound out and create words. When working in the computer room, they have developed the skills to login, create and save documents.

K-2 Programs Science

Students in K-2 have participated in specialised Science lessons for one hour per week throughout the year. The school is using Primary Connections Science units which are fully aligned with the Australian Curriculum outcome to ensure the students are achieving curriculum outcomes. The Units focus on developing the students understanding of scientific concepts. This is achieved through scientific processes such as; predicting, hypothesizing and conducting investigations. Primary Connections units are designed to incorporate other key learning areas such as literacy and numeracy.



This year, students in Kindergarten studied the topics On the Move, Staying Alive, Weather in My World and What's it Made of? Students in Years 1 and 2 (Stage 1) studied the units Push Pull, Up, Down and All Around, All Mixed up and Watch it Grow.

In July, Manly West students participated in the Jollybops Science show, a character based science performance delivering an Aboriginal perspective to coincide with NAIDOC week. The aim was to inspire students and encourage a positive interest in science. The students were involved in exciting, stimulating and engaging demonstrations.

Learning Support Team

Educational Needs

Manly West Public School caters for students with additional learning needs through individual, group and class learning programs. A strong Learning Support Team, comprising of the Principal, Deputy Principals, Assistant Principals, School Counsellor, Learning and Support teachers (L&ST), integration teachers and classroom teachers coordinate the assessment, planning, implementation and evaluation of individual learning programs. Integration funding support is accessed to provide students with individualised learning plans.

This is achieved through the School Learning Support Officers and professional learning of classroom teachers. Itinerant Support Teachers and Departmental resources were utilised to assist students with behaviour, hearing, vision and language challenges.

The Learning Support Team aims for early identification and support of student learning needs. Mrs Jill Roberston and Mrs Jill Horne coordinated the parent and peer tutored MULTI-LIT program that operates within the school for Years 2, 3, 4 and 5, and a home reading and spelling program.

This year the L&ST teachers implemented the new English Syllabus with a focus on a literature-based unit across all Year Four classes. Students were involved in responding to literature and writing activities using figurative language. An across the grade assessment task was set with an accompanying writing rubric to ensure consistency.

A social skills program for Kindergarten students was introduced and activities were developed to reflect the school's PBEL expectations of Respect, Responsibility and Aspire.

The Learning and Support Teachers have been a part of the TENS Program, withdrawing a small group of Year One students who were identified as working at Emergent and Perceptual levels. Activities were introduced in the classroom and students were withdrawn for consolidation and revision. All Emergent students have now moved to Perceptual.

A small group of Year 3 students have also been working with the TENS Program using concrete mathematical materials to consolidate concepts introduced in the classroom.

The Learning and Support teachers have continued to support the professional learning of staff by conducting Benchmarking workshops, working with staff to differentiate learning activities and develop Individual Learning Programs to enable students to access the curriculum.

Volunteer Tutor Reading Program

The Volunteer Tutor Reading Program is a highly regarded program executed by a team of capable and enthusiastic trained volunteers. Some of these volunteers are parents and grandparents of children at the school; others are interested citizens from our local community. Students progressed through a sequential program targeting phonic word attack skills, sight words and oral text reading. This year forty-five children participated in the program which ran for the entire year. There was a significant increase in these students' literacy abilities and confidence.

Aboriginal Education Initiatives

Indigenous Literacy Foundation

Manly West was invited to celebrate National Indigenous Literacy Day at a special event at the Sydney Opera House in September because of the involvement in the Great Book Swap in 2013 which raised valuable funds for the Indigenous Literacy Foundation. Numbers were limited but Mr Johnson was able to take his class [2J] and the children from the indigenous families in our Manly West community. The event featured a performance by the Gondwana Choir, a reading by girls from Tiwi Island of their recently written and published children's book and talks from well-known Australian writers, Alison Lester, Andy Griffiths and Sam Watson. The children thoroughly enjoyed the experience. They participated in a book swap and gold coin donation and learnt more about the Foundation and the difference it makes within remote indigenous communities. The Indigenous Literacy Foundation has managed to increase school attendances and improve literacy levels amongst indigenous communities as part of the Federal Government's *Closing the Gap* initiative.

Science with an Aboriginal Perspective

In Term 3, the whole school experienced a Science incursion exploring the scientific principles behind some of the great inventions and environmental understandings of Aboriginal and Torres Strait Islanders. The students discovered the complex science behind the Boomerang – the first man made flying machine. They learnt about the science of sound and the Didgeridoo and the inventions of the great Aboriginal Scientist (and face of the \$50 note) David Unaipon. The students also discovered how Indigenous Peoples of the Northern Territory today are helping cut Greenhouse Gases with their Caring for Country Fire Management Practices. The show, presented by the Jollybops Group was interactive, engaging and highly educational.

Close the Gap

In Term One, all students at Manly West participated in Close the Gap day. More than 150,000 people took part in 1298 separate National Close the Gap Day events across the country.

Close the Gap Day aims to raise awareness of the difference in life expectancy between Indigenous and Non-Indigenous people.

At Manly West students took part in Yulunga – Indigenous games. These Indigenous games provides all Australians with a greater understanding and appreciation of Indigenous culture — the way it was many thousands of years ago and still is today.

Led by our Year 6 students, classes rotated through nine different games using the skills needed for spear throwing, hunting, evasive skills, running, catching, hitting and hopping. The games were enjoyed by staff and students and the Year 6 students displayed excellent leadership skills.

Ryka Ali

As part of our NAIDOC Day celebrations in Term 3, all students at Manly West attended a performance by Ryka Ali, an Indigenous dancer, storyteller and musician.

Ryka Ali's heritage stems from the Wuthathi tribe of Shellburne Bay, Cape York and from the Torres Strait Islands. He performed with his grandmother Cindy. Ryka's performance revealed the richness of the Aboriginal and Torres Strait Islands cultures. The show was entertaining, educational and all the students enjoyed the performance.



Multicultural Education

Manly West Public School has a diverse group of children from more than 36 different language backgrounds. In 2014, 132 children, 19% of our students have a language background other than English. There are 26 students learning English as an Additional Language or Dialect (EAL/D). These students require additional support to assist them to develop their English language proficiency to an academic standard. This may include Australian born and overseas students whose first language is a language other than English.

Manly West has an EAL/D teacher allocation of one day per week. In collaboration with the class teacher, this teacher develops and implements a program to support these students

Respect and Responsibility

The Manly West Wellbeing program incorporates the Positive Engagement for Learning Program, (PBEL) focusing on the expectations of Respect, Responsibility and Aspire. Expectations are taught explicitly in the classroom and reinforced regularly at school assemblies.

Each year our School Captains attend a leadership camp. Our School Captains, House Captains, Vice

Captains and SRC representatives are inducted at school assemblies and meet with the SRC coordinator throughout the year.

Zero tolerance for bullying by students has been promoted in the school and students are consistently encouraged to accept full responsibility for their own behaviour.

School Planning and Evaluation

Key Evaluation - Learning

Parent/caregiver, student and teacher satisfaction

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2014 the school sought the opinions of parents, students and teachers about Learning. The survey data provided valuable information about our community's attitudes and perceptions towards Learning.

Parent focus groups were also conducted led by Mrs Deb Stewart. The parent body produced a document called 'Interactive Workshop Summary Report' which was prepared by Mrs Deb Stewart, Ms Fiona Pearce and Mr Derek Jones. This report will form the basis of the Strategic Directions for the 2015 – 2017 School Plan. It is available through the Manly West P&C.

Manly West Learning Survey Results

Parent Learning Survey

Q1 Please indicate your child's grade

K	1	2	3	4	5	6
9.7%	38.8%	13%	26%	26%	10%	6%

Q2 My child's classroom is an interesting place to learn.

Almost always/Usually	90.32%
Sometimes	9.68%

Q3. The school expects students to achieve to the best of their ability.

Almost always/Usually	83.87%
Sometimes	16.13%

Q4. Executive staff, support staff and other teachers help my child to learn.

Almost always	70.97%
Sometimes	29.03%

Q5. Students at the school demonstrate pride in their learning.

Almost always/Usually	90.32%
Sometimes	9.68%

Q6. In my child's class, my teacher provides a balance of independent and group learning.

Almost always/Usually	93.54%
Sometimes	6.45%

Q7. My child's teacher adjusts classroom activities to suit the individual learning needs of my child

Almost always/Usually	67.74%
Sometimes	32.26%

Teacher Learning Survey

Q1. Please indicate the number of years you have been teaching.

Less than 5	14.29%
5-10 years	7.14%
10-20 years	28.57%
20 plus years	50%

Q2. I provide learning opportunities within a stimulating and secure environment.

Almost always/Usually	100%
Sometimes	0%

Q3. The school supports communication about student learning between home and school.

Almost always/Usually	100%
Sometimes	0%

Q4. The school community has high expectations for students.

Almost always/Usually	100%
Sometimes	0%

Q5. My students take responsibility for their learning.

Almost always/Usually	100%
Sometimes	0%

Q6. I provide a balance of independent and group learning.

Almost always/Usually	100%
Sometimes	0%

Q7. I differentiate the curriculum to meet the learning needs of my students.

Almost always/Usually	100%
Sometimes	0%

Q8. I encourage my students to take responsibility for their learning.

Almost always/Usually	100%
Sometimes	0%

Q9. I share ideas and experiences with colleagues to improve teaching practice.

Almost always/Usually	100%
Sometimes	0%

Student Learning Survey

Q1. Please indicate grade you are in.

K	1	2	3	4	5	6
3%	3%	30%	19%	14%	19%	14%

Q2. My classroom is an interesting place to learn.

Almost always/Usually	97%
Sometimes	3%

Q3. The school expects me to do my best.

Almost always/Usually	100%
Sometimes	0%

Q4. Executive staff, support staff and other staff help me to learn.

Almost always/Usually	91%
Sometimes	9%

Q5. I try to do my best and take pride in my learning.

Almost always/Usually	100%
Sometimes	0%

Q6. My teachers find new and interesting ways to help me understand.

Almost always/Usually	94%
Sometimes	6%

Q7. In my class, there is a balance between working on my own and working with other students.

Almost always/Usually	97%
Sometimes	3%

Parent, student and teacher satisfaction

Manly West is characterised by strong involvement of parent and community members in a wide and varied range of activities. Parents assist teachers in educational programs that include reading groups, maths groups, sport carnivals and excursions. Class parents provide a vital link between teachers and parents. Parents are also active in P&C committees such as Before and After School Care, Band, Canteen, Uniform, Fundraising and Environment.

The Parents & Citizens Association provides much support through a wide range of fundraising activities and initiatives. The staff of Manly West Public School greatly appreciates the outstanding support and involvement provided to the school by parents and carers.

School Planning and Evaluation

Educational Management Practice

Key Area Mathematics

Background: In 2014 Manly West implemented the following mathematics initiatives to improve numeracy skills in K-4.

TEN (Targeting Early Numeracy)

In 2014, Manly West was selected to participate in the Targeting Early Numeracy program (TENs). Mrs Israel and Ms Milburn were trained as facilitators, attending professional development over three days. The program is tailored to each child's need through differentiated activities that utilise specific classroom resources. Children are continuously monitored to ensure they are given multiple opportunities to reinforce specific mathematical strategies.

On Saturday 21st June, all K-2 staff attended a full day in-service of professional development to implement the TENs program into their classrooms. This was supported with an additional full day staff development on Monday 14th July. Staff were trained to use the Numeracy Continuum, focusing on Aspect 1 and Aspect 2 where a child's early arithmetical strategies are apparent. The lessons are based on research using the short, focused and frequent pedagogy and information was presented using PLAN software.

Throughout Term 3, each K-2 staff member observed, team taught and demonstrated lessons. Teachers

focused on specific strategies for each child's individual level as well as ensuring all students utilise mathematical language to support their work. Each teacher used *assessment for learning* strategies to continually assess their students and enter and change data into PLAN software as needed. At the end of Term 3, there had been a significant improvement in all levels of students, with specific attention on students who had previously been identified as demonstrating difficulty in numeracy.

The program will continue to be implemented into K-2 classrooms with the data utilised by the 2015 classroom teachers. Data will be collected and collated at the end of 2014 to assess improvements or areas of development for 2015.

Year 1 and 2 Enrichment Program

Academically able mathematicians in Years 1 and 2 attended weekly withdrawal lessons with Mrs Wendy Mwanga. The focus of these lessons was to encourage students to take risks in their learning and develop the confidence and competence to use various strategies and find multiple solutions to mathematical problems.

Taking Off With Numeracy Program (TOWN)

During 2014, Stage 2 teachers took part in Taking Off With Numeracy (TOWN). This whole-class intervention program focused on improving the numeracy skills of students identified as not performing at expected stage levels. Particular emphasis is placed on developing an understanding of place value, which underpins the four operations. The TOWN program, led by Mrs Mwanga, Mrs Johnson and Miss Simat, provided ongoing professional learning throughout the year in order to assist teachers in assessing students' numeracy understanding and monitoring their progress against the numeracy continuum. Through professional learning sessions, observations and team teaching opportunities, the TOWN program guided teachers in designing differentiated Mathematics lessons in order to effectively develop each student's understanding of numeracy.

Future Directions

These programs will continue in the 2015 – 2017 School Plan. The TENS Program has been particularly successful.



School planning and evaluation 2012—2014

School Priority 1

To further improve student performance and growth in the area of Writing

Evidence of achievement of outcomes in 2014:

- The NSW Quality Teaching Framework and Early Learning Frameworks are consistently being implemented across the school;
- Improved student engagement and achievement in writing focused on students' use of grammar when writing for a purpose;
- Increased the number of students achieving in the top two NAPLAN bands by 5% from 65% to 71% for Year 3;
- Increased writing growth of 5% in the middle bands of NAPLAN;
- Differentiated literacy activities within all K-6 classrooms and
- Improved assessment and reporting practice to reflect consistent teacher judgement.

Students:

- were given the opportunity to self and peer-assess writing tasks;
- consistently use technology such as iPads and computers to enhance the writing process, focusing on purpose and audience and
- use blogs, class wikis and websites to present and promote published work.

Teachers:

- continued to focus on the NSW English syllabus implementation;
- continued to develop their knowledge and skills to be able to plan, implement and evaluate quality writing teaching and learning programs to improve student achievement;
- continued to implement a whole school scope and sequence on spelling, aligning it to the NSW Syllabus of the Australian Curriculum and
- purchased resources to reflect the new syllabus, including spoken, written, visual and multimedia texts.

Literacy Mentoring:

- provided professional development and support for teachers to differentiate during literacy sessions;
- provided programming support K-6 on how to differentiate writing and spelling activities. and
- enabled sharing of best teaching practices in grade and stage meetings.

Teacher Professional Learning:

- continued to focus on the NSW English Syllabus implementation;
- increased opportunities within stage team meetings for sharing and collegial planning on differentiated activities;
- continued to provide professional learning in use of the Literacy Continuum and tracking of students in K-1 and

- improved assessment practice reflecting consistent teacher judgement.

School Priority 2

To improve student performance and growth in numeracy, with emphasis placed on working mathematically to solve multi-step problems.

Evidence of achievement of outcomes in 2014:

- Improved students' ability to solve multi-step problems with an increase in the number of Year 3 students achieving in the top two NAPLAN bands by 10%;
- Demonstrated differentiated grouping within classes and withdrawal groups;
- Professional learning provided to support and extend differentiated programming;
- Increased staff knowledge and application of teaching specific working mathematically and problem solving strategies K-6 and
- Improved quality assessments to inform students, teachers and parents.

Students:

- continued to apply mathematical knowledge and skills to problem solving activities.

Teachers:

- continued to develop their skills and knowledge in planning, implementing and evaluating differentiated learning activities;
- focused on the numeracy continuum through implementation of the TENS and TOWN programs and Learning and Support Teachers used NAPLAN support materials to assist teachers with planning and programming and
- provided the school community with workshops and written information, enabling parents to effectively assist their children with current mathematical strategies.

Teacher Professional Learning:

- increased opportunities for sharing and collegial planning to differentiate activities;
- provided professional learning in the use of the Numeracy Continuum for K-2;
- enabled implementation of the TENS (ES1 and Stage 1) and the TOWN (Stage 2) programs through training of staff as facilitators and
- enabled networking with other NBLA schools to effectively implement the TENS program.

School Priority 3

To further develop a supportive and positive whole school culture through the continuation of the Positive Behaviour Engaging Learning (PBEL) program.

Evidence of achievement of outcomes in 2014:

- Student Wellbeing Policy continues to be reviewed and updated by staff, students and the community;
- School positive reinforcement system reviewed and implemented by staff, students and community;
- Implementation of whole school expectations of Respect, Responsibility and Aspire;
- Revised school rules and reward systems endorsed by the whole school community;
- Units of work developed for each stage on the three expectations as part of PD, Health & PE programs and

Students:

- were involved in the implementation of a K-6 merit system across the school.

Staff:

- used consistent PBEL language to reinforce strategies and discourage inappropriate behaviours;
- continually and consistently rewarded appropriate behaviours;
- reviewed behavioural systems and used explicit teaching of lessons focusing on using the expectations of Respect, Responsibility and Aspire to reinforce positive behaviour and
- displayed PBEL signs around school.

Teacher Professional Learning:

- continued to develop staff skills for managing student behaviours.
- continued to develop PBEL training for all committee members in classroom systems.



Future Directions

2015 - 2017 School Plan

NSW Department of Education and Communities is implementing a new school planning process for 2015-2017.

In 2014, students, staff and parents were surveyed and parent focus groups were organised with the assistance of the P&C to gather information in readiness for the plan. We will focus on three strategic directions based on our evaluations and discussions.

Strategic Direction 1: Quality Teaching

Strategic Direction 2: Building Teacher and Student Capacity

Strategic Direction 3: Whole School Transparent Culture

The new plan will be published on our website in Term Two 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs Julie Organ Principal.

Mrs Adrienne Bruce Deputy Principal

Mrs Wendy Mwanga Deputy Principal

Ms Catherine Williams P&C President

Manly West School Captains and SRC led by
Mrs Susan McLean Assistant Principal

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>