



MANLY WEST PRIMARY SCHOOL

Annual School Report 2013



School context

Manly West Public School is located in the suburb of Balgowlah. The school has an enrolment of 831 students. Our highly skilled teachers strive to provide quality education and provide 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 must be consistent with privacy and personal information policies.

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.



Principal's message

As a school we have had another successful year in ensuring that teaching and learning programs were exemplary. Manly West teachers are seen as leading learners across the NBLA. A coaching culture is being established across the school. By implementing flexible timetabling and staffing Literacy and Technology coaches have worked in partnership with classroom teachers.

The commitment of teachers, students and the community means that our students have continued to achieve outstanding results in the NAPLAN assessments and the Australasian University tests. The school's targets in literacy

and numeracy have been realised through a strong emphasis on differentiated programming and quality teaching. The teachers at Manly West are committed to professional development and this has created an outstanding learning community.

Teachers engaged in the Macquarie ICT Connected Classrooms Project (CC21) investigating components of change required to implement the Australian curriculum. Manly West Teachers worked with primary and high schools in the Northern Sydney region to explore effective teaching and programming for 21st century learning. Teachers worked collaboratively to develop multimodal literacy programs utilising the new Australian English Curriculum. Mobile technologies were effectively integrated to promote students' critical and creative thinking capacity. The Quality Teaching Framework was embedded in all learning and teaching practices. Units included differentiated literacy activities to enhance outcomes and to optimise learning for gifted and talented students. The CC21 team trialled units, acted as mentors to other teachers and shared best teaching practices in grade and stage meetings.

With the introduction of the Australian English Curriculum staff worked in partnership with other Northern Beaches Learning Alliance Schools to review procedures and strategies for the implementation of the NSW English Syllabus in 2014.

The 'Every Student, Every School' (ESES) model was developed and implemented. Teachers worked in partnership with the Learning and Support Teacher (LAST) to facilitate and coordinate a sustainable action learning plan within a specified time frame to improve targeted student learning outcomes as agreed upon by the Learning Support Team. A key area of development was incorporating mobile technology effectively. Accelerated Literacy programs have also been implemented across stages to ensure students access a diverse range of literacy activities. The Manly West ESES model has been shared across Northern Sydney and Warringah Networks.

Partnerships with the Parent Enrichment Committee have continued to grow this year with the introduction of the inaugural Year 1-6 Writing Competition and students having the opportunity to work with published children's authors at weekend 'Writers' Workshops'.

To celebrate National Science Week and to encourage students to talk about Science, the Parent Enrichment Committee in partnership with staff organised Questacon's touring exhibition 'Science on the Move', to visit Manly West in 2013. The committee organised and trained parents as facilitators to support teachers and students. A number of family evening sessions

were organised. Gifted and talented students from local Northern Beaches Learning Alliance Schools had the opportunity to work in small groups with high school mentors to further explore and develop scientific concepts. The introduction of the *Positive Behaviour Engaging Learners Program* (PBEL) has seen the values of Aspire, Respect and Responsibility form the cornerstone for lessons in personal development. The review of the Student Welfare Program in conjunction with PBEL has been endorsed by the school community.

A fundamental belief that students should be equipped for 21st Century Learning has ensured that innovation and quality teaching have been essential elements for lesson delivery. The funding support of the Department of Education and Communities and also from the Parents and Citizens Association has meant that the school has been able to purchase appropriate resources across all years. In particular, mobile tablet technology is being integrated successfully in many classrooms. The improvement in student outcomes and the improved engagement of all students has led to 100% of teachers wanting to implement programs in every class in 2014.

Middle schooling and student engagement have been targeted with joint projects, timetabling initiatives and creating engaging programs and environments. To support Stage 3 transition to high school, teachers and students have engaged in Numeracy and Literacy project based learning with Stage 4 teachers from Mackellar Girls and Balgowlah Boys High Schools.

2013 continued to offer significant opportunities in program diversity and resource management as our school is one of the 229 successful schools across NSW that is participating in the Empowering Local Schools National Partnership. (ELSNP)

This is a Commonwealth Government initiative to empower participating schools to make decisions at a local level; supporting them to better respond to the needs of students and the school community by providing services designed to assist their students to achieve their best educational outcomes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development

Adrienne Bruce
Acting Principal

Manly West P & C President's Report

It never ceases to amaze me just how much the P & C achieves by working in partnership with the school – and this would not be possible without the efforts of our extremely dedicated school community, one that shows amazing enthusiasm

and commitment to the tasks at hand and supports our vision that *every child* should enjoy the benefits of our work.

One goal for 2013 was to improve communication between staff, students and parents, and to increase awareness of what it is that the P & C actually does! The introduction of our new P & C website addresses this issue and has been incredibly well received by parents. We thank Cam Mills and Tracy Black for seeing this idea through to fruition.

The P & C thanks **the BASC Committee** for their commitment to providing care for more families of Manly West – due to the hard work and perseverance of both current and past committees, 2014 will see the delivery of a brand new BASC facility to be located next to the current building. This will provide much needed additional spaces and, whilst it won't accommodate all on the wait list, it will go a long way to meeting the ever increasing demand for care outside of school hours. The new facility will begin operating early Term 1 of 2014.

The refurbishment of the school oval has taken far longer than expected. I would like to thank the Oval Committee, in particular Cam Mills, Catherine Kiss and Tania Lansdorff-Reidy for their amazing efforts throughout the year and for staying on board when so many would have jumped ship! It has been an incredibly frustrating process with more hurdles and hiccups along the way than any of us could have envisaged. I'm very pleased to report that the hard work has all been worthwhile – plans have been formalised and quotes based on those plans were received and reviewed. The school and the P & C hosted an information session for parents and teachers in December and we are extremely confident of delivering a redeveloped, safe play space for our children in early 2014.



A Carnival year for Manly West and our congratulations must go to Amanda Farrar and her committee for delivering a fantastic, thoroughly enjoyable event for the whole school

community. Over \$53,000.00 was raised, exceeding our fundraising target for the entire year in just one day, amazing work! **The Events Committee** put on yet another successful Car boot Sale and will finish the year with a Christmas event for parents – no fundraising, just FUNraising!

The Enrichment Committee

worked tirelessly throughout 2013 and should be congratulated for bringing Questacon to Manly West. It was a huge effort for all involved and one which brought many smiles to our children's faces and certainly ignited a passion for science in many Manly West Students. This was a perfect example of just how much can be achieved when the school and the P & C join forces and work together.



The Uniform Shop was again a hive of activity throughout the year and 2013 saw the introduction of a new option for girls in summer – many thanks to Liz Troy and her team for all the time and effort they put into coming up with an option that satisfied the requirements of both the school and the community.

The Canteen continues to operate 5 days a week despite the ongoing shortage of volunteers, an issue that doesn't appear to be going away any time soon. The P & C may need to consider employing an additional staff member in the future to ease the burden on volunteers, however, this will likely result in slightly higher prices for families to pay. Thanks go to Shona and Isobel for providing nutritious meals for the ever growing school population and always with a smile.

The efforts of **Penny Coucill and the Band Committee** must be commended; coordinating 4 bands is quite a feat and a tremendous amount of work. Thanks go to Sarah Dowse who has performed the role of coordinator with aplomb and hands over the reins next year to a new, enthusiastic committee.

Quite a few Executive members and Subcommittee Coordinators are retiring from their positions this year and they will be missed. We thank them enormously for their contribution to Manly West over the past few years and wish them well.

I would like to thank the Principal, Relieving Principals, 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. They make our job so much easier.

Finally, a big thank you to all the amazing volunteers who have contributed their time throughout the year – we couldn't do it without you and neither could Manly West.

Catherine Williams
P&C President

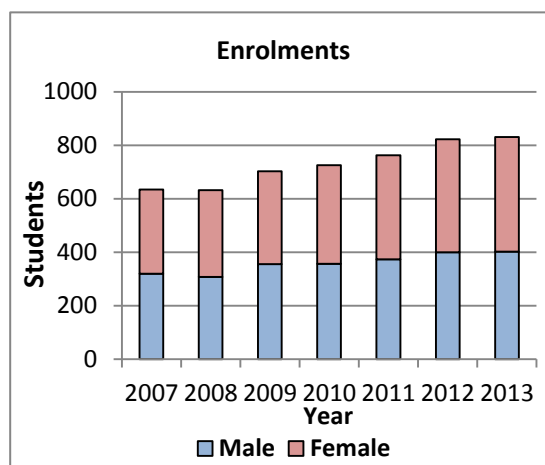
Student information

The Manly West students enjoy a fine reputation for sportsmanship and are often complimented for their exemplary behavior when they travel outside the school. They are committed to participating in different activities on offer with enthusiasm and initiative. They are well motivated to maintain the fine traditions and spirit of Manly West Public School.

Student Enrolment Profile

There has been a steady increase in enrolments.

It is anticipated that the student enrolments will be over 840 in 2014.



Gender	2007	2008	2009	2010	2011	2012	2013
Male	319	308	356	357	374	400	402
Female	316	324	347	369	389	423	429



Structure of Classes

There are 32 parallel classes.

Roll class	Year	Total class	in	Total year	per
K BLUE	K	20		20	
K GREEN	K	22		22	
K ORANGE	K	22		22	
K PURPLE	K	23		23	
K RED	K	23		23	
K YELLOW	K	23		23	
1A	1	24		24	
1BD	1	25		25	
1C	1	25		25	
1L	1	25		25	
1M	1	24		24	
1S	1	25		25	
2F	2	27		27	
2I	2	26		26	
2JV	2	27		27	
2M	2	25		25	
2MG	2	27		27	
3J	3	30		30	
3L	3	31		31	
3LM	3	30		30	
3S	3	29		29	
4B	4	25		25	
4D	4	25		25	
4J	4	26		26	
4M	4	27		27	
4R	4	26		26	
5B	5	22		22	
5M	5	19		19	
5T	5	25		25	
6B	6	26		26	
6M	6	27		27	
6R	6	27		27	
6W	6	27		27	

Student attendance

The attendance rate is above the State and North Sydney Region.

Student Attendance Profile

Year	2008	2009	2010	2011	2012	2013
K		95.8	96.4	97.2	96.1	96.0
1		93.4	95.0	96.3	95.2	94.7
2		94.2	95.5	96.2	95.6	95.0
3		95.0	95.7	96.5	95.2	95.8
4		96.2	94.7	96.0	95.1	95.8
5		94.6	96.5	96.0	94.6	95.9
6		95.4	94.4	94.6	94.1	95.5
Total	95.7	95.0	95.5	96.2	95.2	95.5

Management of non-attendance

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

Staff Information

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

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 45 members of staff in 2013. 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 27 classroom teachers who can call upon the expertise and support of a number of skilled professionals including:

- 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
- two part time teachers to support students with learning difficulties in both literacy and numeracy

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

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	27.0
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	0.4
School Counsellor	1.0
RFF Teachers	1.47
Permanent Part Time Teachers	1.4
General Assistant	1.0
School Administrative Staff	2.872
Senior Admin Manager	1.0
Total	45.242

Staff Retention

Staff retention at Manly West is high. This year two of our long-term teachers, Mrs Lyn Fuller and Mrs Susan Marinaran retired. The school acknowledges their dedication to Manly West and thanks them for their efforts to supporting Public Education.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	23
NSW Institute of Teachers	19



Financial summary

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

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	434897.09
Global funds	547916.34
Tied funds	140031.66
School & community sources	616733.88
Interest	13180.01
Trust receipts	78934.38
Canteen	0.00
Total income	1831693.36
Expenditure	
Teaching & learning	
Key learning areas	123474.23
Excursions	120993.44
Extracurricular dissections	258604.28
Library	7778.62
Training & development	6073.26
Tied funds	138880.59
Casual relief teachers	113078.80
Administration & office	179295.24
School-operated canteen	0.00
Utilities	75832.36
Maintenance	33998.23
Trust accounts	91422.09
Capital programs	132553.85
Total expenditure	1281984.99
Balance carried forward	549708.37

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council P&C. Further details concerning the statement can be obtained by contacting the school.

Student Representative Message

The Manly West SRC consists of two representatives elected by class members from Years 2-6. This year the representatives from 22 classes and School Captains and Prefects met regularly each term to discuss ideas and concerns of the students.

As the SRC we organised and coordinated a range of events and fundraisers throughout 2014.

- Our first fundraiser was for the Indigenous Literacy Foundation which supplies literacy resources for Aboriginal children in remote areas. The SRC coordinated this appeal with Mr Johnson and Mr Byrne. Students from all grades were encouraged to bring in a favourite book they had enjoyed reading and to swap it for a different book that had been donated by another student. Each participating student

brought in a gold coin as a donation. The event raised over \$1500 dollars for the Foundation.

- In response to the devastating bushfires in the Blue Mountains, the SRC, in conjunction with the P&C, organised a Blue Day where students came dressed in mufti. This raised over \$1000 dollars for the Salvation Army Bushfire Relief Appeal.
- A mufti Blue and Maroon Day was held during the State of Origin series, which raised \$861 for Stewart House.
- In Term 4, the SRC coordinated an appeal to raise money for children in the Philippines affected by the tragedy of typhoon Haiyan. The students organised a 'Chores for Charity' or 'Weekend Without' week. As part of their homework for a week, students decided whether to do extra work at home or go without something they enjoyed e.g. computer time. Children were sponsored for their activities and all money raised went to the UNICEF appeal. Manly West raised \$1150.



Along with fundraisers for charity, the SRC have followed up suggestions from students in every class. Some of these issues have been discussing the introduction of new items of school uniform such as the skorts for girls, and improvements to the present uniform such as better materials. We contributed ideas and feedback for new foods in the canteen and improvements to the school oval. The SRC also discussed the new student welfare system, PBEL, which has been introduced this year.

This year, as School Captains, we have enjoyed every minute working with the SRC. We have gained some amazing achievements for the school and numerous charities, particularly those helping children less fortunate than ourselves. We would like to say thank you for a great year at Manly West.



Anouk Daddo & Tom Barrett
School Captains

School performance 2013

Dance

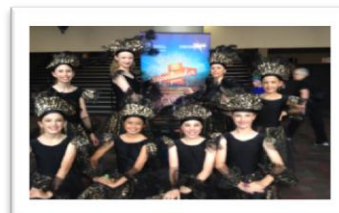
This year, we have seen yet again, the delight that Dance brings to the students at Manly West Public School.

All students, K-6, participated in weekly dance lessons with the very talented Miss Amber Menard. During these lessons, the students learned about various elements of dance, including action, dynamics, time, space, relationships and structure. Miss Menard choreographed dances for each class to perform at the 'Dance Expos' at the end of each semester. Students practised enthusiastically for their performances with Miss Menard and their classroom teachers and the performances were enjoyed by the school and wider community.



In Semester 1, students from Years 3-6 had the extra opportunity to participate in three dance groups run by several teachers. Students from all three groups took part in weekly dance sessions and, at the end of Term 2, all groups performed at the Sydney North Dance Festival at Glen St Theatre. Each group performed a matinee, an afternoon show and an evening show.

The Senior Girls group, comprised of 24 girls from Years 5 and 6, performed 'Feathers'. This dance was choreographed by Miss Katie Davis. The Junior Girls group, comprised of 25 girls from Years 3 and 4, performed 'Afro Circus'. This dance was choreographed by Mrs Amii Davis. The Boys group, comprised of 26 boys from Years 3-6, performed 'Feel the Love'. This dance was choreographed by Miss Amber Menard and supervised by Miss Becky Wilson. All dance groups did Manly West proud, and their big efforts were evident in their wonderful performances.



This year, eight students from Years 5 and 6, Lucy Blackford, Gia Davis, Lauren Foy, Breanna Thompson, Leno Emai, Kamden Horsley, Madeline

McCartney and Filippa Stoppel, had the extraordinary opportunity to perform in the annual Schools Spectacular in Term 4. The girls attended many rehearsals both at school and at the Entertainment Centre.

Creative Arts

It has been a very innovative and successful year in 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. These creative arts program allowed students to gain a greater understanding and appreciation of many different art styles, artists as well as art theory. Artworks from different students were displayed throughout the school to display the creative artworks of many talented artists.

This year a visual arts extra-curricular program for the school's budding artist was started. This program was designed to give like-minded students the opportunities to create and explore many different art forms in which they can display and further their talents.

The World's Biggest Classroom is an exhibition that provides all NSW Public Schools the opportunity to engage with and respond to the school's specular theme. The program showcases the work of students and teachers in all areas of the curriculum. It also shines a spotlight on the unique outcome our school has achieved. This year the Year 1 & 2 GATS Art Group was invited to submit an art mural. 'A Manly Christmas' was being displayed at Warringah Mall.



Public Speaking

Students in Years 3-6 participated in the Bear Pit Speaking Competition. Every student presented speeches to their class and students were then selected to represent their grade and then stage. Two students were selected to represent our school for the competition. They spoke from the Premier's lectern in turn with representatives from local schools. Ben Hislop won the competition for Years 5&6 and Lilibelle Wright was highly commended in the Years 3&4 division.



Entry in the District Multicultural Public Speaking Competition was keenly contested. Manly West had representatives from each stage work hard to achieve their place. We had many students selected from all grades to enter a speech in this celebrated competition.

Premier's Spelling Bee



During 2013, Years 3-6 were involved in the Premier's Spelling Bee. All students competed within their classes which then decided who represented their class at grade level. Each grade had its own competition whereby the winners were selected to represent their grade at stage level. There were two final competitions with 4 students winning their stage level who represented Manly West at the Regional Spelling Bee in September. The successful students were Ben Hislop and Oscar Lucius from stage 3 and Casey Bolton and Chloe Stewart from Stage 2.

Library

The Manly West Public School Library serves the entire school community by being a centre for information, quality texts and numerous types of resources which support the teaching and student learning programs across all curriculum areas and varied topics of interest. Through collaboration with classroom and RFF teachers, the Teacher-Librarians provide engaging lessons, quality print resources, digital resources and teaching tools to differentiate the curriculum and enhance teaching programs within a welcoming learning environment.

Student resources are based on the new Australian Curriculum, quality literature, popular titles, sought after topics, student interests and student reading levels to assist in the development of reading, comprehension, writing, talking and listening skills, the information skills processes and ITC proficiencies. Reading and borrowing increased due to the encouragement of several reading initiatives in 2013. The majority of Manly West students (623) participated and completed the NSW Premier's Reading Challenge this year with 67 children earning a Gold Certificate for completing the challenge 4 years in a row and 12 students receiving a Platinum Certificate for completing the challenge for 7 consecutive years. Over \$1000 was raised by 14 students who took part in the MS Readathon, demonstrating that reading can help others living with multiple sclerosis.

Again, the colourful Book Parade highlighted the importance and enthusiasm for reading. Students and staff donned creative costumes and strutted as their favourite book characters. To strengthen student reading and writing development, a number of authors and one author-illustrator visited



the school to share their writing strategies and tips with the children. Frances Watts inspired Years 2 and 3; Duncan Ball dazzled Year 4; Deborah Abela captivated Years 5 and 6; and Aaron Blabey

enthralled Kindergarten and Year 1. All authors proved extremely popular and engaging, resulting in increased borrowing and enthusiasm when writing.

Another strong Library focus was on the use of technology to enhance learning outcomes and to increase students' ITC skills and creativity in response to literature or to vary the presentation of information. Year 6 students participated in a NSW DEC writing blog to develop writing skills whilst learning and putting into practice cyber safety and cyber citizenship. Years 2-6 used different iPad apps to respond to literature, either reenacting favourite scenes in a book, creating book trailers, writing blurbs for their favourite books and linking them to QR codes and/or rewriting an ending to a story. Research skills, such as locating and discerning information, were honed by using the Information Skills Process with numerous websites. This will continue to be a focus for 2014, expanding the use to all stages and possibly increasing the number of iPads the children will have access to in the Library.

All this could not have been possible without the partnership and team work of 1 full-time Teacher Librarian, 1 part-time Teacher Librarian, 2 Temporary Teachers, 1 part-time School Administration Officer, 28 Year 6 library monitors and over 30 parent volunteers in consultation with the teaching staff and school community. Manly West Public School Library proved again to be a bustling hub of information, literature and learning in 2013.

Chess

Chess has allowed both girls and boys to strengthen their problem solving skills, prioritise and act on a decision independently, and learn how to win and lose.



Miro Nowak, an expert and teacher of Chess, met with students every Thursday morning in the Library. Children learned new strategies,

practised their game and, most importantly, had fun. Chess Club students also participated in regular tournaments throughout the year, where they competed with schools from across the Northern Beaches. In 2013 students from the Manly West Chess Club won the Northern Beaches Primary Schools Chess Challenge.

Band

Band Membership for 2013

The total band enrolment for 2013 was 160. 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, Penny Coucill in maintaining the children's enthusiasm and enjoyment in the School Band.



Band Membership for 2014

There are 67 Training Band members enrolled for 2014 and total Band membership for 2014 is sitting at around 176, maintaining our impressive enrolment numbers.

Band Camp

Band 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 2013, 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 increase in Band membership numbers. The venue accommodated the 190 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 on the following Sunday evening. This worked well as many parents were able to attend, students were fresher and the bands benefited from performing immediately prior to the Yamaha Band Competition. Band Camp 2013 was a huge success, as proven by our outstanding Yamaha results!

Band Competitions

The four Manly West bands competed in the annual Yamaha Band Competition in June. We were so proud of all the bands and our wonderful Band Director, Penny Coucill. The Training, Intermediate and Concert Bands all received Gold

awards, and our Performance Band received a Diamond award – only the third in our school's history! This Diamond award was extra special – The Performance Band also won Diamond as a Diamond as a 'baby' Training Band! What a team! Manly West also performed at the NSW Band Festival in August. The highs continued for the Performance Band. They played on stage in the Town Hall as part of the Arts North Choral Festival, and in September our Performance Band had the once-in-a-lifetime opportunity to perform on stage at the Sydney Opera House for the State Choral Festival. 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, one the children will never forget.

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. Manly West has strengthened its ties within the community in 2013, 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 see. This year a small ensemble from the Performance Band played for the children of the Roundhouse Kindergarten. There was much smiling, dancing and singing and the Kindergarten children loved being able to hear, see and touch such big, loud instruments!



In November, the Performance Band was treated to a live performance of Grease at the Star City Casino. This was a reward for all the hard work and dedication the children have put in 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.

Primary Music

Stage 2 had a wonderful time this year exploring the concepts of music through body percussion, vocals and through use of the percussion instruments. Students have had the opportunity to learn about rhythmic patterns, echo, call and response, improvisation and pitch through various songs and speech rhymes. They have begun to

recognise musical notation and create their own compositions using the notation.

During Term 2, Stage 2 listened to music by the Musica viva group, The Sousaphonics, in preparation for the group's performance for the students at the end of Term 2. Activities included learning about the different instruments in The Sousaphonics through online activities, performing movements to represent the structure of the pieces, using body percussion to learn various rhythms and then transferring these to the percussion instruments and the creation of a circus composition, drawing inspiration from one of The Sousaphonics' pieces. The Sousaphonics' performance at the end of term 2 drew together everything the students had been working on and they thoroughly enjoyed the performance.

Term 1 saw Stage 3 students creating a composition that incorporated several ostinatos using the percussion instruments. Students then had to complete a graphic notation of their composition and perform their final composition to the class. During Term 2, students prepared for the Musica viva group, Sounds Baroque. This preparation included learning movements to reflect the structure and phrasing in the Sounds Baroque pieces.

During Term 3, Stage 3 students learned how to improvise and accompany each other on the xylophones using the C pentatonic scale. With this, they focused on various musical textures. Students found this rewarding, as they learned that they could improvise, even without having a musical background.

Stage 3 finished off the year with a term of using GarageBand on the iPads. After analysing several photos with a variety of music played to them, students used the pre-recorded loops to create suitable composition for a photo. Students then went on to creating a composition for a different photo, however this time using the ABA ternary form structure that they had been learning about during the year. The final task was to create the music and sound effects for a Charlie Chaplin film, in which students could record their own sound effects, a real highlight for them.

The Percussion Ensemble, a new ensemble to Manly West this year, was formed during Term 2. The group currently consists of 11 players and the repertoire makes use of a range of the percussion instruments. They have performed at assembly, The Roundhouse Childcare Centre, the Senior Citizens Christmas luncheon and the Year 1 and 2 Presentation Day. The students have had a great time learning to play new percussion instruments and performing at various events.

Choir

In 2013, students had the opportunity to audition for the Senior and Junior Choirs at Manly West.



The Senior Choir, composed of children from Years 5-6 and led by Miss Tina Simat and Miss Lisa Newman, participated in the Arts North Festival of Choral Music. The group

learnt an extensive repertoire of songs and performed as part of a large combined choir at the Sydney Opera House.

The Junior Choir, composed of children from Years 3-4 and led by Ms Theresa Fuller, enjoyed learning a fun repertoire of songs throughout the year. They were selected to sing at the Manly Library for a Christmas in July event and proudly performed for the Senior Citizens Christmas luncheon at Balgowlah Uniting Church.

Both the Junior and Senior choirs had opportunities to perform at various assemblies and school events throughout 2013.

Musica Viva

Each year Manly West Public School engages in the music education activities and teacher professional learning made available by the Musica Viva in Schools Program which is recognised by Board of Studies Teaching Educational Standards (BOSTES). This program gives students the chance to listen and learn from live music performances. The Musica Viva organisation is a not-for-profit organisation, supported by Australian trusts, Providers and Government funding.

The program develops pre-visit activities which address the curriculum. Trained professional musicians then deliver a unique and diverse range of quality music experiences and styles from across the world. Children practise musical elements before the visit to enhance their engagement with the content of the performance.

This year, all students at Manly West were visited by B'Tutta percussion group with 'Boom, Crash, Create', Sounds Baroque with 'Hercules' which introduced opera by using authentic baroque instruments and modern language and Sousaphonics with 'Sideshow Alley' using brass instruments to bring the sounds of world festivals.

Drama

The year 2013 has been a very busy and successful year with Drama at Manly West Public School. Students from Years 2 to 6 have had the opportunity to take part in three Drama groups that

have been run by a number of dedicated and enthusiastic teachers.

In July this year, all three of our Drama groups auditioned for and were accepted into the Sydney North Arts Festival of Drama at The Parade Theatre, NIDA. All the children were thrilled to have been selected to take part in this prestigious event and delivered outstanding performances after months of hard work and rehearsals.

The Senior Drama group, comprising of Year 5 and 6 students, performed the "Witches' Convention", based on Roald Dahl's novel "The Witches." This group was led by Tracey Byrd and Lyndell Lutton.

The Junior Drama group, made up of students in Year 3 and 4, performed "The Emperor's New Clothes" under the careful watch of Paul Johnson.



Finally, our Year 2 Drama Group, led by Kim FitzGerald and Ella Santich, impressed the audience with their play, "The True Story of the Three Little Pigs".

All children worked well together and developed dramatic skills well beyond their ages. They were all highly praised for their professional performances, creative flair and outstanding behaviour, by both audience members and NIDA festival organisers.

This dramatic opportunity has proved to be a very effective vehicle for children of all ages to demonstrate creativity and flair whilst at the same time developing oracy skills and confidence in public performance. This was all achieved in such a fun and supportive environment.

Debating

Debating at Manly West went from strength to strength in 2013. At the beginning of the year a number of students from Year 5 and 6 were lucky enough to be given the opportunity to attend a school based debating workshop run by Masters Academy.

Throughout the day students learnt about the format of a formal debate, how to prepare a strong argument, how to develop an effective rebut to their opponent's case and most importantly to work together as a team. It was a challenging but exciting day where students displayed their ability to think on their feet when dealing with the issues involved with local and national topics.

Due to the growing popularity of debating, Manly West was able to have a number of teams in the Northern Sydney Region 'Friendly' competitions.

Students were able to develop and refine their skills at these debates.

Manly West was proud to put forward two teams from Year 5 and 6 into the Premier's Debating Competition. This competition is made up of sixty teams from the Northern Sydney Region and requires students to work as a cohesive unit as they prepare for the debate in just 60 minutes, with no teacher assistance.

The Year 5 team displayed exemplary 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 and won 4 debates. Their skill at presenting effective arguments as well as rebutting their opponent's case was formidable. All Manly West debaters should be very proud of their achievements.

Sport

2013 has been an excellent year for Manly West on the Sporting Arena. It showcased our student athletic prowess and sportsmanship.

We had 39 students represent Manly West at the District Swimming Carnival at the Warringah Aquatic Centre. The competition is always tough at this carnival, however, Manly West did very well with our senior boys relay team (Jonah Gerritsen,



Stirling Smith, BJ Simons and Ben Hislop) and senior girls relay team (Kiera Condon, Vicki Cuthbert, Skye Cselko and Jesse Barnes) making it to the next

level at Sydney North Swimming Carnival in Homebush. Skye Cselko, Vicki Cuthbert, Jonah Gerritsen and Stirling Smith also swam in individual events at this meet. Two students advanced to the State Carnival Jonah in backstroke and Stirling in freestyle. Both swam a PB, with Stirling just missing out on his finals. Jonah progressed to the Nationals in Adelaide where he placed 3rd in backstroke.



PSSA

Summer PSSA started in Term 1. We had teams in Girls and Boys Eagle Tag, Cricket, Beach Volleyball, Softball and Tee Ball. The PSSA draw for Term 1 had only 3 rounds of PSSA and unfortunately due to wet weather only 1 round was played.

The second half of the Summer PSSA season started in Week 9 of Term 3. It ended with a number of teams in the semi-finals.

They included the Senior Girls Eagle Tag B's, all 4 Boys Eagle Tag teams, Junior and Senior Cricket, Softball A's and both Tee Ball teams. The Senior Boys Eagle Tag B's made the final where they were beaten by 1 try in extra time. The Junior Boys Eagle Tag B's were also beaten by 1 try in the final. The Senior Boys and Junior Boys Cricket teams both won their finals. The Girls Softball A team dominated their final to win 13-0. The T-ball A's lost their final to Harbord. Overall, Manly West had 3 teams finish Premiers and 3 Runners up.



Summer gave way to winter PSSA at the beginning of Term Two. Manly West had teams in Girls and Boys Soccer, Rugby League, Netball and Nettas. All represented Manly West with enthusiasm and pride. At the end of the winter season we had several teams in the semi-finals. They included the Girls Senior Soccer A's and B's, Boys Junior Soccer A's and Senior B's, all 4 Rugby League teams, Senior Netball A's and both Junior Netball teams. The Junior A's Boys Soccer team made the final where they lost 1-0 in extra time. The Senior A's Netball team lost their final to Balgowlah North by a narrow margin.

The Junior A Rugby League team lost a heartbreaking final in extra time. The Senior Girls A Soccer team won their Final 2-1, the first time Harbord have been beaten in this competition in 7 years.

Overall, Manly West had 1 team finish Premiers and 3 teams finish Runners up to cap off a very successful year.

A huge thank you to all our teachers who coached the Manly West teams and to all students who competed with enthusiasm, teamwork and sportsmanship.

Cross Country

This year's Manly West Cross Country was again held at Graham's Reserve. The weather was right 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 Champions:

8/9 Years: Joel Ansem Mills and India Horsley

10 Years: Tom Wood and Sailor Perrett

11 years: Jonah Gerritsen and Olivia Wood

12 Years: Tom Barrett and Macy Fenn

A large number of runners then 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 second place. A fantastic result! Well done to all runners that represented the school on the day.



Some particularly admirable achievements went to four runners who qualified for the regional Cross Country Carnival in Gosford: India Horsley, Sailor Perrett, Jonah Gerritsen and Macy Fenn.

Athletics

Students displayed excellent skills and sportsmanship during our Athletics Carnival in Term 3. We had many successful students who continued on to compete at the District Athletics Carnival at Narrabeen Academy of Sports. At this carnival Manly West were runners up, overall, narrowly missing out by 18 points. However, our students were highly competitive with Will Edwards as Junior Boys



Champion runner up, Jonah Gerritsen becoming the 11 years Boys Age Champion and Cydelle Brady-Kirton the 11 years Girls Age Champion. Cydelle actually set a new district record in 100m and was named the overall 2013 District Athletics Champion.

Manly West had 21 students compete at the Regional Athletics Carnival at Homebush. Our success continued with Cydelle Brady-Kirton placing 1st in 11 years Girls 100m; Will Edwards, 3rd in Long Jump; in Long Jump, our senior Girls Relay team with Cydelle Brady-Kirton, Skye Cselko, Eloise Clark and April Griffiths gaining 1st place and our Junior Boys Relay team consisting of Will Edwards, Felix Jackson-King, Jack McKittrick and Jesse Michniewicz coming 3rd. These students along with Jonah Gerritsen for long jump continued on to the State Carnival. At this carnival our students did very well with Cydelle achieving a place at Nationals in Queensland in 100m and Long Jump. She excelled at Nationals, winning a gold medal in the Long Jump Relay.



Basketball

Our major event on the basketball calendar was the Northern Beaches Gala Day held on Tuesday the 13th of August. 18 excited Manly West students ventured down to the Northern Beaches Indoor Sports Centre (NBISC) in Warriewood to compete. Both a Senior Girls and Boys team represented Manly West on the day. Unfortunately the planned Year 3/4 competition was cancelled before the event.

Both teams played well and won all of their pool games. This allowed them to progress into the Grand Final of their divisions. The Senior Girls used great defence and smooth passing and shooting skills to do their best. They competed with much effort against very skilled opponents, being awarded second place. The boys also competed in the Grand Final against St Ives. After a fast paced start both teams were able to settle in to a rhythm. Manly West worked together, remained calm and held on for a two point win to be crowned champions of the Northern Beaches competition!



PSSA Cricket

Manly West PSSA cricket had outstanding success in 2014. Both Junior and Senior teams won their respective competitions. The Juniors won in a nail biting tie with Harbord, which gave them joint custody of the Championship title and the Seniors won in a convincing fashion also against Harbord PS.



The seniors were ably led by Oscar Greenwood (Yr.6), and vice-captained by Bill Williams (Yr.5). They set the example across the team for good sportsmanship and excellence. As much as possible, the batting and bowling tasks were spread throughout the team from game to game so all children participated equitably.

The Junior's stellar season demonstrated the depth that we have at Manly West in sporting talent. Like their Senior colleagues, these boys represented their school with pride playing with great skill and in a sporting spirit. They thoroughly deserved their Championship title.

The other highly notable Manly West cricket story for 2013 was the Senior team's success in the State Knock-Out competition. The team won their regional division – a feat not achieved in recent memory - only to lose by 4 runs to the eventual winners of the competition in the first round of the

Final 16. The boys should be very proud of their efforts in this hard fought competition; it was a great result for the Senior boys and Manly West.

Ski Team



The Manly West Ski Team was a strong force this year. We had students competing in the cross country, alpine, moguls and skier cross. Our Girls Division 5 team with Amelia Rundle, Julia Murphy and Hannah McIlwaine placed 3rd at regional level and 13th at State level. George Murphy won gold in the Skier Cross and Alpine titles and placed 6th in Moguls at the State competition. George's success continued at the Nationals at Mt Buller where he won a bronze medal in the Skier Cross, placed 4th in Alpine and 27th in the Moguls.

District and Sydney North

Eligible students in Years 5 and 6 also had opportunities to compete in the zone representative trials this year. Manly West was able to send students to Basketball, Soccer, AFL, Rugby League, Rugby Union, Netball, Golf, Touch Football, Cricket, Softball, Tennis, Hockey and Water Polo with several students making it into the Sydney North teams. Congratulations to Nellie Scarrabelotti who was recognised for her outstanding ability and gained a place in the State Softball Team. Nellie, as part of the NSW team, won the National Softball Competition.

Manly West had a team of 40 students compete in the Mini-Mos Marathon this year. Our 8 to 9 year old girls did exceptionally well ranking 3rd place in their category. Overall, we had 8 runners finish in the top 100 with Henry Isherwood winning the Boys 8 – 9 and India Horsley coming 2nd in the Girls 8-9 category.

Hotshots

The Hotshots program run by Stephen Halls from Manly Tennis Centre has continued this year. This involved all students receiving tennis tuition each week for a term at no cost.



It has been great to see our students developing skills in tennis with many now going onto tennis camps and eligible Year 5 and 6 students attending district trials. Our thanks go to Stephen Halls for his expertise and patience again this year.

Well done to all our athletes. Your achievements in the sporting field have been exceptional.

2013 Age Champions

The Swimming and Athletics age champions for 2013 are as follows:

Swimming Age Champions

JNR BOY	Thomas Odell
JNR GIRLS	Arabella Condon
11 YEAR OLD BOY	Jonah Gerritsen
11 YEAR OLD GIRL	Jesse Barnes
SNR BOY	Stirling Smith
SNR GIRL	Victoria Cuthbert

Athletics Age Champions

JNR BOY	William Edwards
JNR GIRL	Sailor Perrett
11 YEAR BOY	Jonah Gerritsen
11 YEAR GIRL	Cydelle Brady-Kirton
SNR BOY	Thomas Barrett & Stirling Smith
SNR GIRL	Eloise Clark

The winning House

Swimming - Hunter
Cross Country - Hunter
Athletics - King

State Blue Awards

State Blue Award winners for this year are:

State Swimming 2013

Jonah Gerritsen

State Athletics 2013

Cydelle Brady-Kirton

State Softball 2013

Nellie Scarrabelotti

State Skiing 2013

George Murphy

State Awards From 2012

AFL - Stirling Smith

Alpine Skiing – George Murphy

Overall Sports Champions

The overall Sports Champions for 2013 are:

Girl

Cydelle Brady-Kirton

Boy

Jonah Gerritsen

K-2 Gross Motor & Carnival



This year, the K-2 gross motor program was run by the classroom teachers. The aim of the program is to encourage each child to value and enjoy physical activity. Students

participated in a range of activities and games that were designed to develop and enhance the children's hand-eye coordination, foot-eye coordination and locomotion skills while developing their general fitness. The children were also taught good sportsmanship skills.

During Term 4, the K-2 Athletics Carnival for all K-2 children provided opportunities and activities for the children to practise skills learnt in the gross motor program throughout the year. All children enjoyed some fun and healthy competition. Throughout the carnival, children participated in a range of tabloid activities that focused on a specific gross motor skill and ran in class running races.

Jump Rope for Heart

During 2013 Manly West School participated in the Heart Foundation's Jump Rope for Heart. It was a fun and challenging skipping program that included the whole school community. The program was designed to encourage a positive attitude towards exercise, healthy eating and heart health. It was an opportunity for children to be engaged in physical activity and develop lifelong healthy habits.

The program was introduced over a month. During this time students collected donations and participated in healthy activities. At the end of the program a special 'Jump Off' day was held to celebrate and demonstrate skills and health knowledge. Thank you prizes were awarded to the students for their fundraising efforts. We raised a huge total of \$11,071.50.

Significant programs and initiatives

Project Penguin



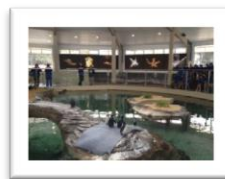
In 2013, Year 6 continued with the tradition of participating in Project Penguin, which is organised by the Northern Beaches Learning Alliance, Taronga Zoo and

various community partners. A number of Northern Beaches primary and high schools



participate each year, with primary schools working closely with selected high schools. Manly West students worked in groups with their mentors from Balgowlah Boys and Mackellar Girls to devise and develop their projects.

The aim is for students to find innovative ways to educate the community about the dangers facing the local penguin communities. To help achieve this, students participated in a number of visits to the zoo and the Manly local area to hear from wildlife experts and learn about how to protect the penguins and their habitats. All groups then spent two days developing their projects in collaboration with their mentors.



Although the final expo day at Taronga Zoo was cancelled due to bad weather, the students still managed to show their projects at a number of venues. A school expo was held in where all classes visited during the day. This was highly successful and gave the Year 6 students an opportunity to show the school the results of their projects. Manly West students were also invited to showcase their movies at a Project Penguin afternoon at Manly Library, which was attended by a number of other local participating primary schools. All groups had their projects displayed at community partner venues throughout the local area including Manly Cinemas, Ben and Jerry's, Le Kiosk, Dymocks at Warringah Mall and Stockland Shopping Centre.

Robotics

During 2013 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 Primary School has continued to integrate the effective use of technology into teaching and learning throughout 2013. There are two fully equipped computer labs, one Mac and one PC, along with 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. These ranged from Stage 3 students engaging in the use of various web 2.0 tools, including Edmodo, Wikispaces Weebly and Prezi. Stage 2 has focused upon quality research using the PC computers. Stage 1 created presentations and Early Stage 1 developed the skills needed to access a computer, open and close programs and process word documents.

A major focus area this year has been the extension of our network. This has taken place via the installation of wireless access points throughout the entire school. This technology has allowed for the continued development of mobile technology programs utilising iPads for students and laptops for teachers.

Design, Make, Innovate (DMI)

Year 5 students at Manly West participated in the Design, Make, Innovate (DMI) project in Term 1, 2013. DMI is a Design and Technology event involving students from partner primary schools working with Year 9 students from Northern Beaches Secondary College Campuses. DMI provided a continuum of learning for the Year 5 students, extending skills learned through the Science and Technology syllabus.



The students worked in groups of 4-6 to design and make a marvellous toy, using recycled materials aimed at an age group of their choice. There was a budget limit

of \$20 and a number of groups invited parents to help. Students from Mackellar Girls visited Manly West over 3 days to help the groups design and make their toys or games.

All the projects were then displayed at the school and the best 5 selected for the final Expo which was held at Mackellar Girls.

The students enjoyed the experience and in particular the boys enjoyed the 'hands' on aspect of the project. All the Year 5 students attended the final Expo and one of the Manly West teams received an award.

CC21 Project

During 2013, Manly West took part in the Macquarie ICT CC21 Project, working alongside 17 other primary and high schools in the Northern Sydney region to explore effective teaching and programming for 21st century learning. The Manly West CC21 team, led by Catherine Wyles and Tina Simat, was composed of teachers across K-6 who worked collaboratively to develop multimodal literacy programs utilising the new Australian English curriculum, the Quality Teaching framework and which effectively utilised iPad technology. Teachers developed differentiated literacy units and engaging, open-ended activities which encouraged creativity, critical thinking and problem-solving skills. Staff reported high levels of student engagement and deep understanding following implementation of the programs and teachers school-wide gained a greater understanding of how technology, particularly mobile technology, can be effectively embedded into the teaching of literacy.

ESL

In 2013, 154 children, 18% of our student body were from language backgrounds other than English. Thirty-eight different language backgrounds were represented by these children. The largest language group was French followed by Chinese.

Of these, 24 children were included in the School's ESL Program.

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 and Assistant Principals, School Counsellor, Learning and Support teacher, integration teacher and classroom teachers, coordinates 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 of students' learning needs – literacy, numeracy and Gifted and Talented. Mrs Horne coordinated the parent and peer tutored MULTILIT program that operates within the school for Years 2, 3, 4 and 5, and a home reading and spelling program.

Students can be referred to the school counsellor, Queenscliff Health Centre or outside agencies to provide assistance.

In 2013 a permanent Learning and Support teacher was appointed to Manly West for 3 & 1/2 days per week. Mrs Jill Robertson was appointed to assist teachers in individual programs differentiated learning activities and implementing the initiatives of "Every School, Every Student".

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' progress through a sequential program targeting phonic word attack skills, sight words and oral text reading. This year forty children have participated in the program which ran for the entire year. There was a significant increase in these students' literacy abilities and their confidence has increased accordingly.



Academic achievements

UNIVERSITY of NSW COMPETITIONS

Students at Manly West participated in the University of New South Wales competitions in Mathematics, English, Spelling, Writing, Computer and Science. This year 202 Credit, 75 Distinction and 7 High Distinction certificates were awarded.

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)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

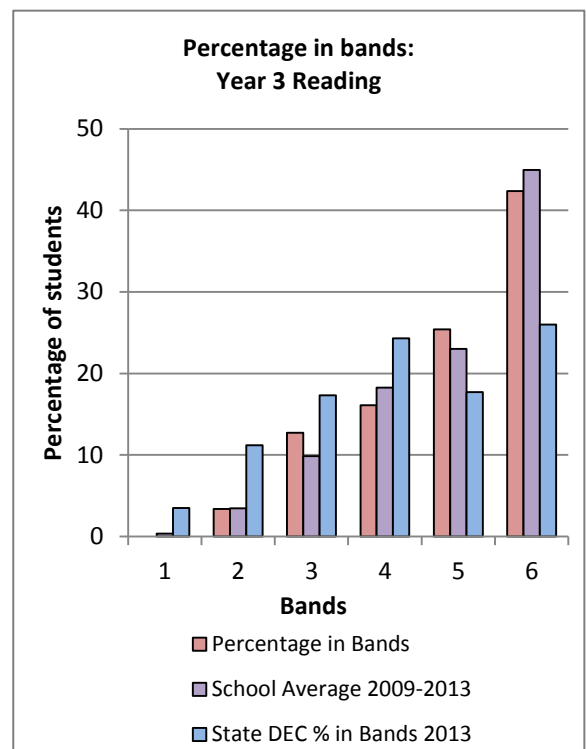
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select GO to access the school data.

NAPLAN Year 3 – Literacy

This year 118 students sat the NAPLAN tests

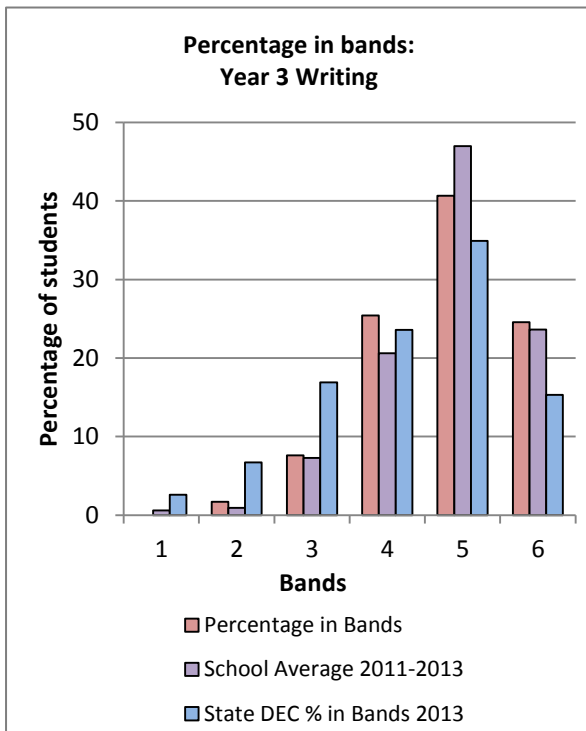
Reading Aspect

61% of Year 3 students were placed in the top two bands compared to 46.6% of the State in the two bands.



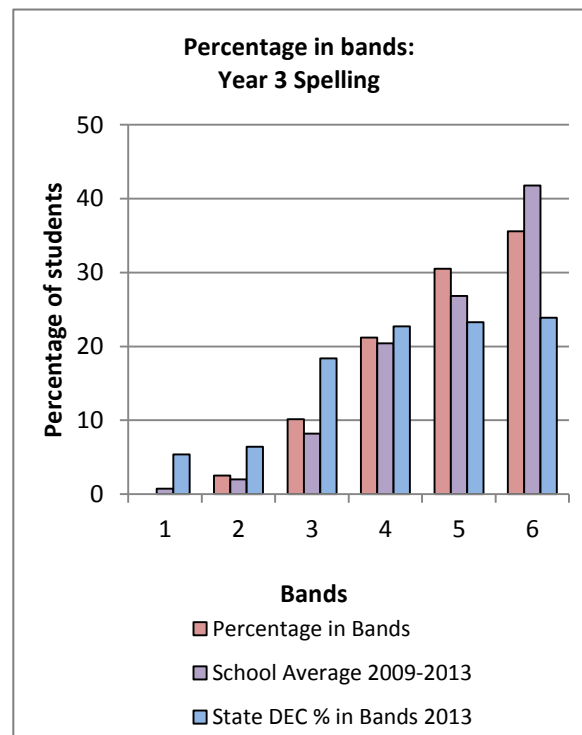
Writing aspect

65% of Year 3 students were placed in the top two bands compared to 54.2% of the State in the two bands.



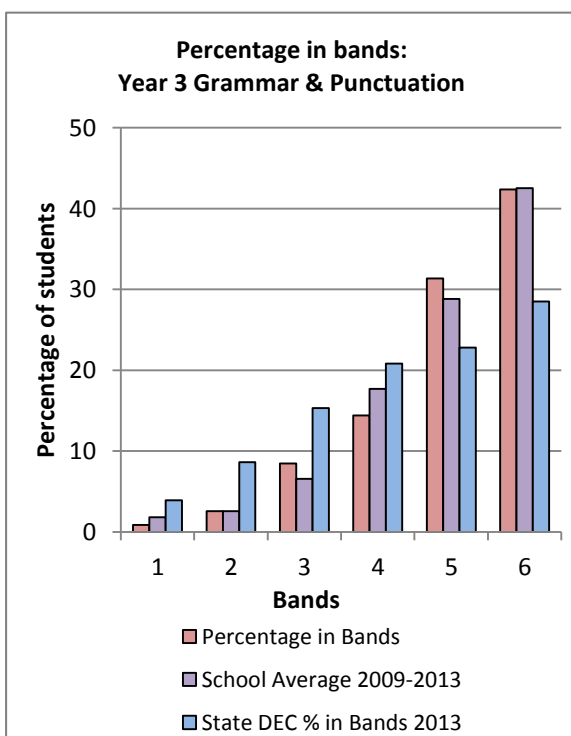
Spelling Aspect

66.1% of Year 3 students were placed in the top two bands compared to 49.6% of the State in the two bands.



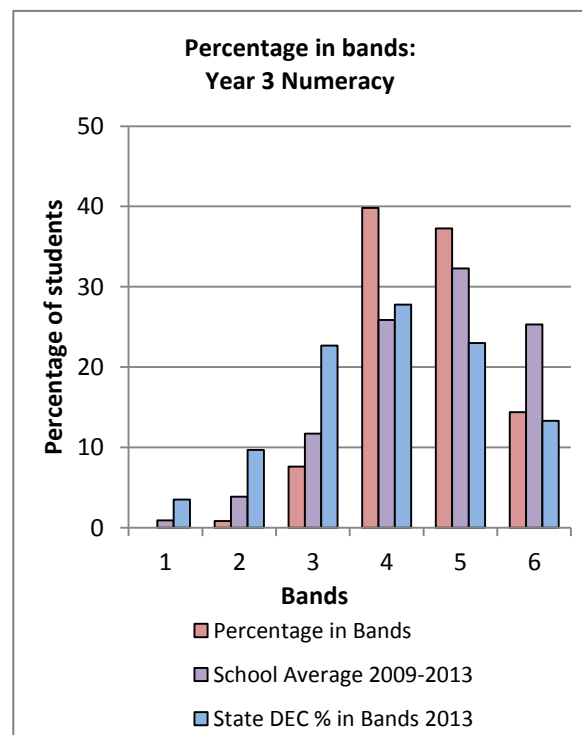
Grammar & Punctuation Aspect

73.8 of Year 3 students were placed in the top two bands compared to 54.4% of the State in the two bands.



NAPLAN Year 3 - Numeracy

51.7% of Year 3 students were placed in the top three bands compared to 38.8% of the State in the two bands

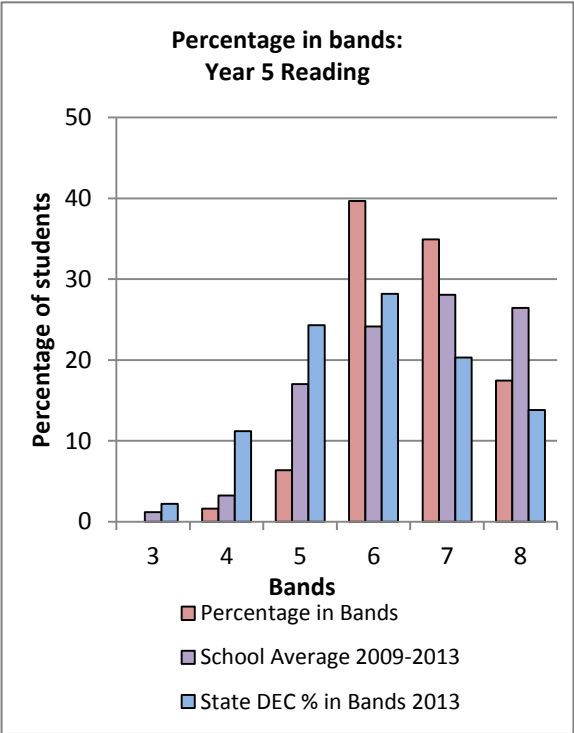


NAPLAN Year 5 – Literacy

This year 63 students sat the NAPLAN tests

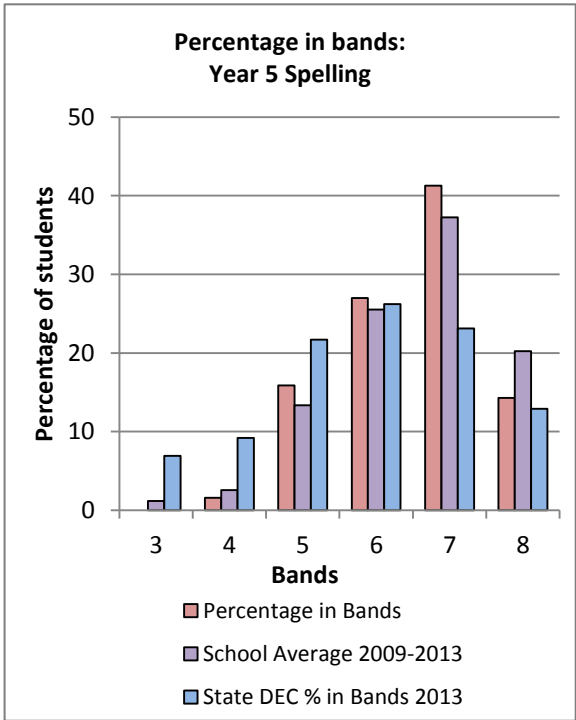
Reading Aspect

92.1% of Year 5 students were placed in the top three bands compared to 66.3% of the State in the three bands.



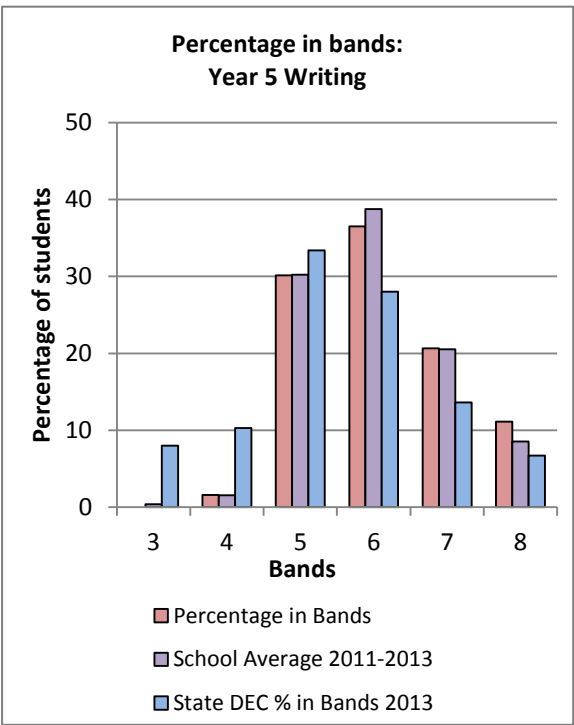
Spelling Aspect

82.6% of Year 5 students were placed in the top three bands compared to 65.2% of the State in the three bands.



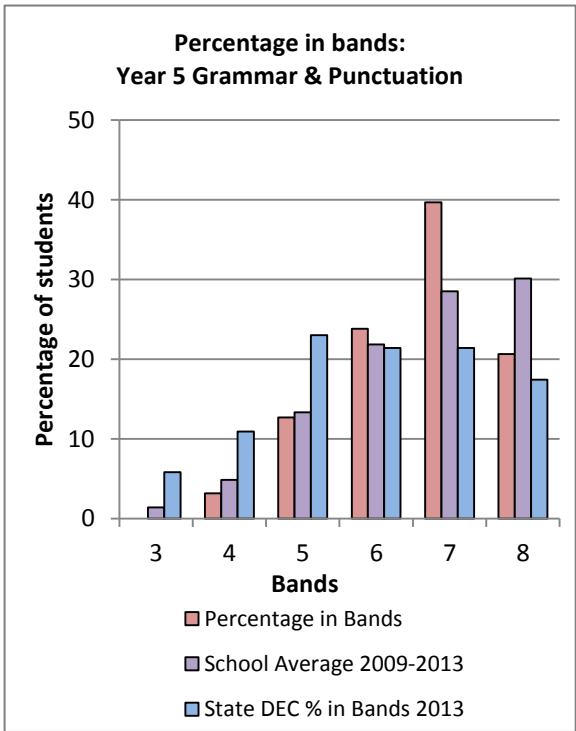
Writing Aspect

68.2% of Year 5 students were placed in the top three bands compared to 52.7% of the State in the three bands.



Grammar & Punctuation Aspect

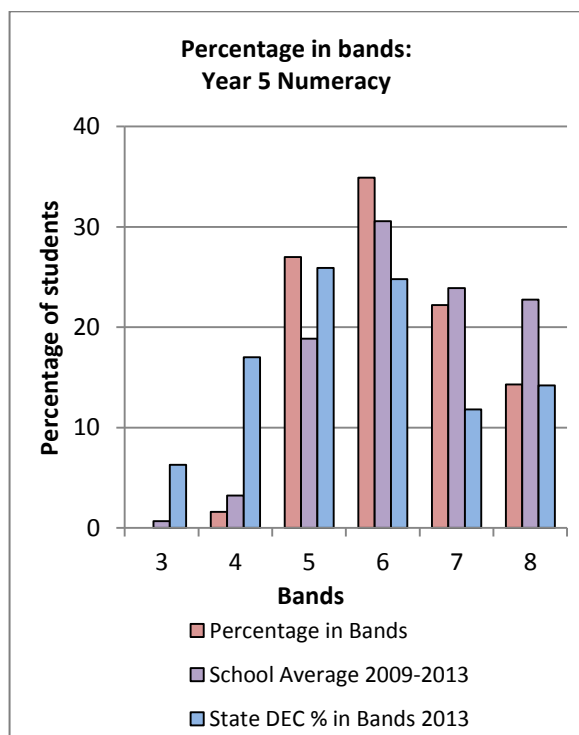
84.1% of Year 3 students were placed in the top three bands compared to 64.4% of the State three bands



NAPLAN Year 5 – Numeracy

Numeracy Aspect

71.4% of Year 5 students were placed in the top three bands compared to 54.2% of the State in the 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	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	99.2
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Significant programs and initiatives

Environmental Initiatives

Environmental Education and Learning for Sustainability are important aspects of Manly West Public School's student learning program. Our school leaders and parents provide many opportunities to be involved and help contribute to a greener and sustainable future.



Year 4 was involved in the 'Clever Climate Energy Savers' program. During Science we explored energy, how it was used and identified sources of energy, both renewable and non-renewable. We conducted a school audit that identified where the school uses most of its energy and then

brainstormed solutions to develop a proposal to gain funding to reduce our carbon footprint and save the school some money. This could then be reinvested into more sustainable programs.

Year 4 Eco Warriors' initiative was brought to life. Every Friday the Eco warriors visit all classrooms as well as the computer labs to ensure computers, air conditioners, smart boards and lights are turned off.

Year 4 successfully received some funding that will be used early in 2014 to install timers and sensors. Year 4 look forward to continuing their energy watch in 2014.

The vegetable garden is another important part of Environmental Education at Manly West. The garden is currently being tendered to by student volunteers from Years 3 and 4 during lunchtime, under the supervision of Mr. Messent. With the kind help of Holly Mathews (a school parent), the vegetable garden area will be reinvigorated as part of the Stephanie Alexander Kitchen Garden Program.

Manly West has also been lucky enough to join the Bushlink Project. Bushlink is a not-for-profit program that aims to provide supportive and interesting employment opportunities to people with disabilities while improving the environment and assisting the community. Several classes ranging from Year 2 to 5 worked with Bushlink to do some weeding in the school's garden areas. The students had a great experience working alongside people with a disability while at the same time tidying the garden areas. Bushlink will return to Manly West next year in a paid capacity, courtesy of the P&C.



Aboriginal education

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 Guringai people as the traditional owners of our land at school assemblies and formal occasions.

Manly West continued to implement some very important indigenous initiatives throughout 2013. The Personalised Learning Plans [PLPs] were updated as part of our on-going support for all our indigenous students. PLPs are part of the commonwealth government's Closing the Gap commitment to allow ATSI children to identify and focus on their own personal goals – socially and academically.



Another major indigenous initiative in 2013 was our participation in the Great Book Swap. The Indigenous Literacy Foundation [ILF] seeks each year to supply culturally appropriate books to remote and isolated communities to improve literacy standards amongst indigenous students. We were proud to partner the ILF once again by raising over \$1,000 through the Great Book

Swap which was held in Term Four. Children brought in pre-loved books over a two week period, and these were organised into stage appropriate groups with the help of teachers and the SRC. The children were then able to purchase (swap) books for a gold coin donation raising the valuable funds. It also encouraged our children to engage in good quality literature while raising

awareness for the importance of the Closing the Gap initiative.

National Partnerships

Manly West Public School is participating in the *Empowering Local Schools National Partnership*. It has a diverse population of students from both low and high socio-economic backgrounds where 18% come from NESB. The students continue to achieve excellent results that demonstrate growth in most areas. NAPLAN results are above State average and at or moving towards Regional average in most areas.

A school focus for the last four years has been on curriculum differentiation and quality teaching and learning and assessment practices are embedded across all stage teams. In order to achieve this, research-based professional learning, flexible timetabling and teacher expertise rather than teacher experience has enabled improved outcomes for all students.

Teachers at Manly West are viewed as leading learners ensuring that Manly West is a Leading Learning Community

Respect and responsibility

Manly West Public School's wellbeing program incorporates the Positive Engagement for Learning Program, focusing on the expectations of Respect, Responsibility and Aspire. Exceptions 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.

Parent/caregiver, student, and teacher satisfaction

MANLY WEST HOMEWORK SURVEY

In 2013, the school sought the opinions of parents, students and teachers about homework. The survey data provided valuable information about our community's attitudes and perceptions towards homework and we have made some changes as a result. The comprehensive data set shows very different opinions about homework and homework practices.

Parent Survey

Q.1 CHILD'S YEAR LEVEL

K	1	2	3	4	5	6
18.8%	25%	26.8%	22.3%	23.2%	8.0%	8.9%

Q2 Students in Years 2-6 should be able to work independently on their homework?

AGREED	DISAGREED	UNSURE
55.4%	24.1%	20.5%

Q3 How much encouragement or assistance does your child need to complete homework?

Independent	A little	A lot
7.1%	35.7%	57.1%

Q4 Do the homework tasks assist you to be more informed or involved with your child's learning?

Yes	No
77.7%	22.3%

Q5 What type of tasks should be included in homework?

Reading, Mathematics – Problem Solving, Spelling

Q6 My child has access to the internet at home to assist with completing homework?

Yes	No
95.5%	4.5%

Q7 Finding time to complete homework is difficult because of other activities during the week?

AGREE	DISAGREE	UNSURE
67.0%	24.1%	8.9%

Q8 Completing homework helps teach time management and responsibility?

AGREE	DISAGREE	UNSURE
67.9%	19.6%	12.5%

Q9 How involved are you with your child's homework?

Check completed	Check and correct	Parent completes	None of the above
49.1%	36.6%	1.8%	12.5%

Q10 Does completing homework cause stress or anxiety for your child?

Yes	No
56.3%	43.8%

Q11 Does completing homework cause stress or anxiety for you?

Yes	No
60.7%	39.3%

Q12 Homework is an important part of the learning process?

AGREE	DISAGREE	UNSURE
57.1%	23.2%	19.6%

Q13 Is your child able to access Mathletics from home?

Yes	No	Not all the time
90.2%	0.9%	8.9%

Q14 Is your child self-motivated to complete their Mathletics tasks at home?

Yes	No
56.3%	43.8%

Q15 Do you feel that Mathletics helps consolidate your child's learning in Mathematics?

Yes	No
64.3%	35.7%

Staff Survey

Q1. What year are you currently teaching?

K	1	2	3	4	5	6
20.6%	23.5%	11.8%	14.7%	11.8%	5.9%	11.8%

Q2. How much time is allocated for homework on average each week night?

0-15min	15-30min	30-45mins	45 plus
37.1%	40.0%	22.9%	0%

Q3. Do you set homework across the weekend?

Yes	No
68.6%	31.4%

Q4. What do you think is the appropriate amount of time to be spent on homework for a student in your grade each night?

0-15mins	15-30mins	30-45mins	45mins plus
42.9%	37.1%	20.0%	0%

Q5. Do you or someone on your grade set assigned activities for Mathletics?

Yes	No
74.3%	25.7%

Q6. Do you set differentiated activities for Mathletics?

Yes	No
68.6%	31.4%

Q7. Do you think Mathletics is useful as a homework activity to consolidate your students' understanding of mathematical concepts taught?

Yes	No
91.2%	8/8%

Q8. Spellodrome is a spelling program available through Mathletics. Would you use this as a homework activity if available?

Yes	No
34.3%	22.9%

Would you like to know more about Spellodrome and how it can be used?

42.9%

Q9. Do you use a Mentals book or other additional activities for homework?

Mentals Book	Other booklet	Hand on activities
34.3%	40.0%	28.6%

Q10. Do you differentiate homework for your students?

Yes	No
91.4%	8.6%

Q11. Do most of your students complete their homework regularly?

Yes	No
97.1%	2.9%

Q12. How do you follow up students who do not complete their homework?

Remind students, talk to parents re expectations, rewards for completed work.

Q13. Could you suggest any possible suggestions for RFF organisation and time allocation?

Time 30-45 mins

Q14. What subjects would you like to see taught as RFF?

Music and Science

Student Survey

Q1. I am in Year?

Yr 6	Yr 5	Yr 4	Yr 3
16.7%	37.5%	8.3%	37.5%

Q2. I am a

Boy 50%

Girl 50%

Q3. How much time do you spend on homework each night including reading?

0-15mins	15-30mins	30-45mins	45-1hr	1hr plus
16.7%	25.0%	41.7%	8.3%	8.3%

Q4. What homework do you find the most challenging?

English	Maths	Project Type Activities	Creative Activities
13.0%	47.8%	34.8%	4.3%

Q5 What homework tasks do you particularly dislike?

Information Reports, Projects, Spelling, Maths

Q6. What homework activities do you enjoy the most?

Mathletics, Spelling, Creative Activities

Q7. Do you enjoy completing Mathletics activities?

Yes	No
83.3%	16.7%

Q8. How much help from an adult do you need to complete your homework?

None	A little	A lot
25%	75%	

Q9. Do you think the amount of homework you have to do is?

Too much	Just right	Not enough
20.8%	66.7%	12.5%

Q10 Does homework make you worried, anxious or stressed?

Never	Sometimes	Often
54.2%	45.8%	0%

Q11 Do you find the activities offered on the homework grid interesting?

Yes	No
91.7%	8.3%

Q12 What sort of activities would you like to see on the homework grid?

Find a word, spelling games, crosswords, building projects

Findings

We don't want homework to be a stressful time for parents or children. Homework should be an opportunity for students to consolidate and extend their learning and should be completed by children without, or with minimal, parental involvement. Reading each evening is probably the most beneficial of homework practices and is well supported by teachers, children and parents.

The general comments were mixed in support of and against homework, and about the volume of homework set. Some parents thought that homework was essential, others felt their children were engaged in many other activities and were therefore busy enough already.

Many parents and children liked the variation in the reading, Mathematics - Problem Solving, Spelling activities. Children disliked copying out spelling words and completing maths mental and writing information reports.

All grades use a 'homework grid' which allows for a variety of academic and social learning activities. These grids also allow for differentiation of tasks depending on the child's ability or opportunity to complete homework.

Professional learning

The School's Strategic Plan and our targets for 2013 were central to the provision of professional learning provided for all staff members.

Professional Learning sessions involved the use of specialist consultants and executive mentors. All staff members were involved in professional learning activities that focused on quality pedagogy, differentiated teaching strategies, gifted and talented and technology to improve whole school literacy and numeracy.

In addition, many hours were devoted toward the implementation of the student teaching and learning programs across the key learning areas. Professional learning is integral to the professional growth of all teachers at Manly West. I commend the staff for their commitment in this area, as the majority of courses are conducted outside school hours.

The professional learning needs of each year, stage and individual teacher are addressed as identified through the Teacher Assessment and Review Schedule (TARS) process and via stage meetings. The school spent \$24196.80 on teacher professional learning, including course fees and casual relief days. We have 3 new scheme teachers working towards accreditation, and 22 teachers maintaining their accreditation at Professional Competence level.

All staff participated in weekly whole school and Stage-based teacher professional learning (TPL) activities. We hosted five school development days in 2013. Three were held on the first days of the first three school terms, and one was held on a Saturday during Term 3 and one was held on the second last day of Term Four.

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 committees such as Before and After School Care, Band, Canteen, Fundraising and Environment.

Program Evaluations

Australian Curriculum Professional Learning

Throughout the year, teachers attended professional learning courses, both formally and informally, that addressed the need to understand and implement the Australian Curriculum. During 2013, the NSW English syllabus of the Australian Curriculum was to be trialled throughout schools within NSW. To begin the implementation at Manly West, staff was provided with professional development to acknowledge reasons for a new curriculum and the challenge of providing a 21st century curriculum. Staff attended multiple sessions where they developed their knowledge on a variety of aspects within 21st century learning

and multimodal learning. The Manly West Literacy Team supported the implementation of new syllabus by trialling example units provided by the Board of Studies.

Curriculum Differentiation in Literacy (K-6 Spelling Scope and Sequence)

Following on from a 2012 Literacy project focusing on enhancing teaching and learning of spelling and the implementation of the NSW English syllabus of the Australian Curriculum, Manly West focused on improving teacher knowledge and student learning within spelling. A team of teachers were selected to utilise their knowledge to develop a Manly West K-6 Spelling scope and sequence that incorporated the new syllabus outcomes and content with a K-6 perspective.

The team met with the Northern Sydney Regional English Consultant and developed a staff survey to focus on providing professional development in areas of need. Staff was in serviced during our Term 3 Staff Development Day on the four spelling knowledges and ways to incorporate them into the new curriculum.

To provide a consistent approach to teaching and assessing students' spelling knowledge a K-6 spelling, scope and sequence was developed to be implemented in 2014. The scope and sequence focuses on providing a foundation of phonological awareness and builds upon using visual, morphemic and etymological knowledge to enhance student knowledge. Programs incorporating differentiation have been developed to extend and support students.

Early Career Teachers

We have currently 22 New Scheme Teachers with 3 awaiting Accreditation, 18 completing their Maintenance for Professional Competence and 2 teachers achieving Professional Competence level.

Early career teachers are supported through their grade or stage teams, along with their specific supervisor through reflective sessions, team collaborative sessions and classroom observations. Teachers are constantly increasing their professional development through our whole school Teacher Professional Development sessions and through team meetings.

This year, Manly West led a project with 4 local schools, supporting early career teachers to differentiate the curriculum, catering for a variety of student needs. The project was funded through an Every School Every Student (ESES) project grant. 12 early career teachers, 7 mentoring teacher

leaders and 3 learning and support teachers from Manly West, Balgowlah Heights, Balgowlah North, Manly Village and Manly Vale were involved in the project. Teacher leaders mentored early career teachers by providing leadership opportunities and demonstrating best teaching practice. Professional development was provided for all teachers, catering for differentiation within reading for early career teachers by the regional English and Professional Learning consultants. Throughout the project, early career teachers and mentors had the opportunity to observe and demonstrate best practice and were allocated time for reflection and collaboration on future goals.

Kindergarten GATS Program

Manly West Public School is committed to high quality educational outcomes for all students. This year the Best Start Kindergarten Gifted and Talented program was implemented within Early Stage One. The GATs program has been successful through using the appropriate assessment strategies to identify distinguishing features of students that present intellectual and personality traits. The acceleration of each student's learning is used as a component in the strategy of curricula flexibility. This ensures the individual learning needs of each student is catered for through differentiated learning activities that challenge higher order thinking.

School planning 2012—2014: progress in 2013

School priority 1

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

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- The implementation of the NSW Quality Teaching Framework and Early Learning Frameworks.
- Review and implementation of school spelling policy and scope and sequence.
- Accelerated Literacy coaching within classrooms through internal and external personnel to support differentiated programming.
- Peer mentoring through collegial discussions in team meetings and team teaching.
- iPad integration into quality learning tasks using literacy coaching, teacher professional learning and collegial sharing.
- Writing assessment rubrics created by each stage group and used across K - 6.
- Teachers mark writing work samples together to ensure consistent teacher judgement across year groups and stages.
- Children write daily.

- Students are given regular feedback about ways to improve their writing.
- Students are given the opportunity to self and peer-assess writing tasks.
- Ensure students are familiar with the NAPLAN writing assessment framework.
- Provide staff with opportunities to train and work as NAPLAN markers.

Our success will be measured by:

- Improved NAPLAN results.
- Bank of writing assessment rubrics created and stored on the T drive.
- Collegial discussion and sharing of best practice in teaching writing is evident in staff meeting minutes.
- Improved consistent teacher judgement when assessing writing.

Outcomes from 2012–2014

Product:

- Improving student achievement in writing focusing on students' use of grammar when writing for a purpose.
- Increase the number of students achieving in the top two NAPLAN bands by 10%. From 71.4% to 81% in Year 3 and from 74% to 82% in Year 5.
- Increase growth of 5% in the middle bands of NAPLAN.
- Differentiated literacy activities within all K-6 classrooms.
- Quality teaching and learning in all classrooms.
- Improved assessment practice reflecting consistent teacher judgement.

Practice:

- Differentiate literacy activities to engage and support all students.

Strategies to achieve these outcomes in 2014

Students:

- engage in writing with a focus on purpose, audience and student self-regulation.

Increasing Boys Engagement:

- Use of technology such as iPads and computers in enhancing the writing process, focusing on purpose and audience.
- Provide meaningful and relevant activities where students exercise control and direction over writing tasks.
- Provide open ended rich tasks with an emphasis on writing for a purpose and audience.

- Use of blogs, class wikis and websites to present and promote published work.

Staff:

- To develop staff knowledge and skills to be able to plan, implement and evaluate quality writing teaching and learning programs to improve student achievement.
- To implement a whole school scope and sequence on spelling, aligning it to the NSW Syllabus of the Australian Curriculum.
- To develop staff knowledge of the English Syllabus within the Australian Curriculum and initialise supporting programs.
- Specialist staff to collaboratively plan to support students, teachers and parents.

Parents:

- Provide the school community with workshops, enabling parents to effectively assist their children with literacy strategies.

Literacy Coaching:

- Provide professional development and support for teachers to differentiate during literacy sessions.
- Provide enrichment for GATs students using withdrawal and in class support for extension writing and reading activities.
- Provide programming support K-6 on how to differentiate writing and spelling activities.
- Allow teachers to access and observe each other's teaching practice.
- Share best teaching practices in grade and stage meetings.

TPL:

- Provide opportunity for sharing and collegial planning on differentiated activities.
- Provide professional learning in use of the Literacy Continuum and track students in K-1.
- Specific assessment and work sample analysis to inform planning for teaching and learning.
- Provide professional learning and programming support on implementing a K-2 and 3-6 spelling scope and sequence.
- Professional development on the Australian Curriculum, planning for implementation.
- Network with local schools to share, observe and reflect on best teaching practice.
- Professional development in writing assessment to reflect NAPLAN assessment model.
- Provide professional development in Naplan analysis.

School priority 2

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

Outcomes from 2012 - 2014

Evidence of progress towards outcomes in 2013:

- Implementation of NSW Quality Teaching Framework and Early Learning Frameworks.
- Specific strategies for problem solving used across all mathematical strands K - 6.
- Numeracy coaching within classrooms through internal and external personnel to support differentiated programming.
- Peer mentoring through collegial discussions in team meetings and team teaching.
- iPad integration into quality learning tasks using numeracy coaching, teacher professional learning and collegial sharing.
- Quality assessment procedures to inform teaching and learning and provide feedback to students and parents.
- Continue to provide LAST assistance to students focusing on basic numeracy skills and problem solving strategies.
- GATs withdrawal program based on problem solving strategies.
- Maths Focus Day – interactive, engaging group activities promoting multi-step problem solving.
- **Our success will be measured by:**
 - Improved NAPLAN results, particularly in working mathematically to solve multi-step problems.
 - Quality Teaching Framework is embedded in teaching and learning programs.
 - Collegial discussion and sharing of best practice in Numeracy is evident in target teams and in stage and staff meeting minutes.
 - Demonstrated differentiated grouping within classes and withdrawal groups.
 - Consistent assessment procedures implemented across stages - work samples and assessments stored

Outcomes from 2012 – 2014

Product:

- Improve students' ability to solve multi-step problems with an increase in the number of students achieving in the top two NAPLAN bands by 10%, from 62.9% to 73% in Year 3 and from 49.5% to 60% in Year 5.
- Improvement in student achievement in problem solving activities analysing student work samples and assessments.
- Demonstrated differentiated grouping within classes and withdrawal groups.

Practice:

- Quality teaching and learning programs utilising the QTF.
- Provide professional learning to support and extend differentiated programming.
- Teaching specific working mathematically and problem solving strategies K-6.
- Quality assessments to inform students, teachers and parents.

Strategies to achieve these outcomes in 2014

Students:

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

Staff:

- To develop skills and knowledge in planning, implementing and evaluating differentiated learning activities.
- Focus on the numeracy continuum through implementation of the TENS and TOWN programs.
- Teachers use NAPLAN support materials when planning and programming.

TPL:

- Increase opportunity for sharing and collegial planning to differentiate activities.
- Provide professional learning in the use of the Numeracy Continuum.
- Implement the TENS (ES1 and Stage 1) and the TOWN (Stage 2) programs through training of staff as facilitators.
- Network with other NBLA schools to effectively implement the TENS and TOWN programs.

Differentiation:

- Ability groups operating in classrooms.
- Time allocated within stage and whole school meetings to share teaching strategies.
- Mentor to continue working with mathematically gifted students.

Parents:

- Provide the school community with workshops and written information, enabling parents to effectively assist their children with current mathematical strategies.
- Communicate with parents as to how we assess Mathematics.

School priority 3

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

Outcomes for 2012 – 2014

Evidence of progress towards outcomes in 2013:

- Student Wellbeing Policy reviewed and updated by staff, students and the community.
- Implementation of whole school expectations of Respect, responsibility and Aspire.
- School positive reinforcement system reviewed and implemented by staff, students and community.
- Units of work developed for each stage on the three expectations as part of our PD, Health & PE programs.
- A 20% reduction in behavioural referrals to executive staff for K-6 students.
- Staff trained in SALM (Student Administration and Learning Management) system to track behaviour incidents.

Our success will be measured by;

- School rules and reward systems implemented by the whole school community.
- PBEL-based signage developed and erected for the outside areas of the school.
- Staff using more consistent language and strategies when using positives reinforcement strategies and discouraging inappropriate behaviours.

Outcomes from 2012 – 2014

Product:

- A K- 6 merit system implemented across the school.
- A 20% reduction in behavioural referrals to executive staff for K-2 students.
- A 30% reduction in behavioural referrals to executive staff for 3- 6 students.

Practice:

- Units of work developed for each stage on the three expectations as part of our PD, Health & PE programs.
- Explicit teaching of lessons focusing using the 3 expectations to reinforce positive behaviour.

Strategies to achieve these outcomes in 2014

Students:

- Demonstrate an understanding of the school's core values and how to demonstrate them.

Staff:

- Use consistent PBEL language to reinforce strategies and discourage inappropriate behaviours.
- Reward appropriate behaviours consistently.
- Review annually behavioural systems.

TPL

- Develop staff's skills for managing student's behaviours.

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.

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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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>