



Annual Report 2015

MANLY WEST PRIMARY SCHOOL

Respect



Responsibility



Aspire



Education



Introduction

The Annual Report for 2015 is provided to the community of Manly West as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Julie Organ
Principal

School contact details:

Manly West Public School

Griffith Street

Balgowlah, 2093

Website: <http://www.manlywest-p.schools.nsw.edu.au/>

Email: manlywest-p.schools@det.nsw.edu.au

02 99482257



Message from the Principal

Our School Vision (2015-2017) is now well underway with the support of the Melbourne Declaration of Young People and the Excellence Framework documents. This planning came about after a major focus on consultation through surveys and focus groups with students, staff and parents. At the end of 2014, the P&C worked collaboratively with the School Executive and parents to create a document to assist the school with the strategic planning for the school 2015-2017 plan. The 3 strategic directions were formed collaboratively with staff, students and parents and these directions have been the major focus in 2015 using the Excellence Framework.

- Quality Teaching
- Building Leadership and Student and Staff capacity and
- Enhancing a Transparent Whole School Culture

Thank you to all our parents, caregivers, students and the wider community for supporting the Manly West staff with our school vision and strategic directions in 2015. We will continue to strengthen these areas in the next two years.

During Term Four, all our parents and caregivers were invited to the large number of Celebration Displays culminating at the end of the year. The Eminent Person Display, Stage 2 and Kindergarten Dance Expo, Band Concert, Year 6 Farewell, Choirs, Percussion groups, Music presentations, 3-6 and K-2 Presentation and Graduation Days and the Sport Presentation gave parents the opportunity to visit the school and see the amazing array of showcase events for each and every grade. A diverse cross section of programs were offered to our students including the Arts North Dance, Drama and Music Festivals, the Choral Festival, the Maths Olympiad, the Premier's Debating and Spelling competitions, the Band Eisteddfods and Festivals and included the large number of events for students to excel in sports at Local, Regional, State and National levels. Manly West PS also utilised the grants from Sporting Australia to extend the range of sports and skills for all students in 2015 and of course every student has been able to access the dance program and dance expos. As well, all our students have experienced a wide range of school excursions and camps linked to their units of work across K-6.

2015 has proved to be a very successful year for partnerships with the P&C and the wider school community. Manly West students benefited first hand from the fundraising that has been organised by the P&C this year including the Trivia Night, the Dance-a-thon and the Manly West PS Carnival. The school has been able to purchase \$30000 worth of quality teaching texts, readers and mathematical equipment for all classes and enable teachers to support enrichment and learning difficulties. The Computer Lab has brand new computers, the K-2 girls' toilets have been refurbished, the grounds have been enhanced with new furniture and garden areas and the Stephanie Alexander Kitchen Garden, Bushlink and Band program have been supported. On behalf of the students and staff, I would like to thank the P&C community led by the President Mr Fred Kelly for the amazing whole school support that has been evident this year and for all these wonderful resources.

I would like to thank all Year 6 students who have been excellent role models and buddies for Kindergarten students this year and of course, their parents who have contributed so much to our school. We wish them all the best for the future, especially the many families who now have their last child transitioning to high school after 6-18 years supporting Manly West PS. I would also like to thank the Year 6 Prefect Team led by Joseph and Charlotte, Caroline and Tom, the House and Vice House Captains, Multicultural Leaders, Band Leaders, SRC Representatives, Library Monitors, Class Captains, Sound Monitors, Dance and Choir Leaders, Chicken Wranglers, Playground Monitors, Positive Behaviour Engaging Learners (PBEL) Leaders and the many other Year 6 students who performed so many roles over the years in the school, including assisting with the major community events such as the Manly West Carnival this year. We wish them all the best for their new journey in high school.

Mrs Julie Organ

Principal

Manly West P&C Presidents Report 2015

My first year as President of Manly West P&C has definitely been very challenging. Overall it has been very busy but also a very successful year.

The support the school receives from the community, the parents and carers and its students is amazing and this has contributed greatly to the success of 2015.

This year, the school has received a visit by the Premier Mike Baird, hosted a fantastic carnival and held a fun filled trivia night with many stories. We have seen our children dance their way through the school year and I know after speaking to my two children that they have thoroughly enjoyed themselves at Manly West from the sporting field to the classroom and their camps and this culminated in the carnival this term.

On behalf of the P&C, I would like to thank all of our dedicated staff for their care and support of our children throughout the year from Sarah and her staff at BASC, Natalya in the uniform shop and to Isobel and Shona in the canteen. I would especially like to thank Isobel for her service over the years that she has been at Manly West and I wish her and her family all the best for the future.

I would like to thank the executive, committees and sub-committee members for their support and commitment to the school throughout 2015. I would especially like to thank the following and their teams for stepping up and doing a tremendous job this year:

- Kirsten Highnam Carnival Co-ordinator
- Tracey Martin Dance-a-thon Co-ordinator
- Kate Thomas Trivia Night Co-ordinator
- Peter Manahan and Megan Harris Carnival Food Co-ordinators
- Tim and Kerrie King Carnival Finance
- Amanda Farrar and Tom Hutton Carnival Marketing
- Helen Yardley Carnival Sponsorship
- Deb Stewart Year 6 co-Coordinator
- Kate Grant P&C Secretary for the last three years.

I would like to inform you of the results of our fundraising for 2015;

The Carnival turned over a whopping \$126000 for the day, up 36% on the 2013 figures and profit for the day was \$66000, up 25% on the previous carnival. We were hoping to be more profitable but our costs increased due to protection of the oval and unforeseen costs which will be accounted for in the future. Even though there is a carnival bible that is passed on from year to year, we have learned some new valuable lessons that will be passed onto the carnival committee for 2017. I am sure that Kirsten our carnival Co-ordinator for this year will make sure that the new committee is well versed in what works best and is the most fun for our children.

With regards to our other fundraisers it was the aim of the P&C to ensure that both the parents and the students had a “fun” fundraiser this year and from all reports that was the case. The Dance-a-thon and the Trivia night both raised approximately \$18000 each for the school.

As a result the current funds available to the P&C for use in 2016 are \$200000. There is also \$114000 in the BASC Term Deposit accounts that is available to be used for improvements at BASC and at the school. However we will not be using all of the funds as the P&C believe it is beneficial to have surplus funds available for emergencies if they should happen to arise.

This year, it was decided by the P&C executive that each of the P&C departments and of course the school should be asked for a “wish list” that is what they would like to have the P&C do for them in 2016. The main reason for this change in procedure was to provide each of the departments a chance to let us know what they required and to also be a more transparent P&C.

Each of the following departments Canteen, BASC, Market Garden, and the school provided such a list and the Executive along with Julie Organ made the decision to follow the “wish lists” for next year. The executive believes that this has created a more transparent outcome with regards to the allocation of P&C resources. The P&C has decided with the help of the committees and Julie to disperse the P& C funds in the following manner;

- **BASC**

Outdoor Learning Area \$62000 funded by BASC Term Deposit (TD)

Repairs to K-2 Building total cost to be finalised -funded by BASC building fund and

TD Toone room computers and iPads \$14000 Funded by BASC TD

- **Canteen**

Vacuum sealer \$300 funded by P&C Carnival

Sandwich Grill \$300 funded by P&C Carnival

Professional cleaning of Canteen each Term \$2100 funded by P&C Carnival

- **Kitchen Garden**

Water Tank \$2000 funded by P&C Carnival

Casual/Permanent Employee \$14000 Funded by BASC and P&C Carnival

Bush link and Plant provisions \$8500 Funded by Grant

- **School**

Enrichment \$20000 Funded by Grant and P&C Carnival

Technology \$50000 funded by P&C Carnival

K-2 Boys toilets upgrade and painting \$11000 funded by Dance-a-thon

Literacy \$30000 funded by Trivia night the Dance-a-thon and the P&C consolidated funds

Furniture \$5000 Funded by P&C Consolidated funds.

Total funds planned to be provided by the P&C and BASC to the school for 2016 is approximately \$255000, however this figure may fluctuate after the final quotes for all the work to be carried out are received.

Also this year the P&C has undertaken a review of all of the staff contracts to ensure that the P&C is following the best practices of current employment law to protect both our staff and the P&C. As a result I would like to thank Frances Thomas for her tireless work in helping make this a reality.

In 2016 the P&C will be taking over the financial operations of the Manly West Bands. I would like to thank Rachel and Annie and the Band Committee and our retiring Treasurer Reggie Hartwright for helping to make this occur. It has been a real challenge but it has come to fruition and we are looking forward to the bands having another great and successful year in 2016 and beyond.

Finally I would like to thank the school Principal Mrs Julie Organ, the Deputy Principals Mrs Adrienne Bruce and Mrs Wendy Mwanga and all of the staff and the teachers for doing a fantastic job in educating and looking after our children in 2015. I would especially like to thank Mrs Jacquie Daddo, Ms Joy Milner, Mrs Helen Simpson, Mrs Narelle Franklin and Mr Phil Perks for all of their support and assistance throughout the year.

Fred Kelly

Manly West P&C President

School Captains report for 2015

As 2015 School Captains, we enjoyed the opportunity to work with the school community, to represent Manly West on many occasions and to participate in the many programs that are run within our school. Our highlights included welcoming new families to Manly West as part of Kindergarten Orientation and attending morning tea and meeting our NSW Premier, Mr Mike Baird at Parliament House. We were also proud to represent Manly West at the Anzac Memorial service at Hyde Park and the Remembrance Day service at Manly Dam.

We really enjoyed the responsibility of running the school assemblies with the Manly West student leadership team comprising of Vice Captains, Tom Wood and Caroline Kassel and the prefects Neve Fenn, Jasper Daddo, Chloe Stewart, Josie Carlisle, Noah Figuiere, Will Edwards, Sid Williams and Billy Highnam. We also participated in the SRC meetings where we regularly met with representatives of all classes from Years 2-6. The SRC organised and coordinated a number of initiatives throughout 2015.



Student Representative Council (SRC) Report

• Anti-Bullying Policy

This year the SRC focused on creating a safe and happy environment for the students at Manly West. We spoke to our classes about the Anti-Bullying Policy and reviewed and discussed the policy for the students which covered every aspect of bullying.

• Bike and Skateboard Policy

The SRC worked hard to ensure safety for students outside of school grounds. We looked at how students were travelling to school and decided bikes and skateboards were an issue. To allow students to ride to and from school safely, we also reviewed the Bike and Scooter and Skateboard Policy to ensure that students had somewhere safe to store their skateboards, bikes and scooters.

• Goal Posts on the Oval

The SRC were interested in making sure all students' enjoyed their recess and lunch time. We discussed the games students were playing on the oval and agreed students had to improvise to make goal posts for their games. To make it easier for students we looked at getting permanent goal posts for the oval and discussed solutions with Mrs Organ.

• Taste Testing

We wanted to make sure that any improvements made to the canteen menu were given the thumbs up by students first. The SRC tasted the new food in the canteen before it was put on the menu, such as the noodle boxes, which we all agreed were great.

• Surveys

The SRC participated in the Tell Them From Me' survey. It helped us with finding out how students like learning in our school.

• Fundraisers

The SRC helped to organise fundraisers for the students to participate in. We enjoyed organising these fundraisers as it gave the SRC and the students a chance to help the community.

School Captains

Joseph Dar and Charlotte Scott

School background

School vision statement

Quality teaching and learning is provided at Manly West PS in a respectful, supportive, engaging and challenging learning environment that incorporates school wide collective responsibility so that all students reach their full learning potential as healthy, active, local and global citizens who contribute to their school, community and society.

School context

Manly West PS is a large primary school (854) located in the heart of Balgowlah on the Northern Beaches of Sydney. Manly West PS delivers excellent Academic, Sporting, Creative and Performing Arts programs that ensure all students achieve high quality teaching and learning activities in a safe and secure environment. An outstanding partnership has been developed with students, staff, parents and the wider community. The P&C is actively involved and has strongly supported the many and varied school initiatives including the Stephanie Alexander Kitchen program currently in place.

The vision is to deliver high quality education that inspires students to succeed in an inclusive environment that nurtures individual differences, fosters high expectations and prepares them as active local and global citizens. A school focus has been on curriculum differentiation and effective assessment practices which are currently being embraced across all stage teams. Teacher Professional Learning is highly regarded and planned around the strategic directions of the school.

The school is focussed on providing a broad curriculum to cater for a wide range of talents and also to offer extensive opportunities. The school has an outstanding Band and Music reputation and provides a wide variety of extracurricular Enrichment and Sporting activities. The positive school climate is evident through a strong Student Wellbeing program that includes the Positive Behaviour Engaging Learning (PBEL) program and an active Student Representative Council. The expectations of the PBEL program are Respect, Responsibility and Aspire. Manly West PS boasts beautiful grounds and outdoor facilities that enhance learning for students. The school has excellent teaching and learning resources and technology facilities to inspire a love of learning and knowledge and innovative and creative thinking. The school is a member of the Northern Beaches Learning Alliance (NBLA).

Self Assessment and School Achievements

Self Assessment using the School Excellence Framework

The School Excellence Framework was introduced by the High Performance Unit in Term 3 at Manly West PS with Professional Learning for Leaders, Executive and staff being organised in Term 3 and 4 of 2015. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The Framework represents the whole of school learning, supports self-assessment and reflection and sits as a validating tool for the school's work. The Excellence Framework was used to assist with the strategic directions and will be used more extensively at Manly West in 2016 -2017. The 'Tell them from Me' surveys were used with the Teaching, Learning and Leading Elements of the Excellence Framework in mind and these results are published later in this document.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Quality Teaching

Purpose

Quality teaching is the key to improving student learning. The purpose of this direction is for teachers to understand and use effective teaching methods to maximise student learning.

All teachers will be supported to identify, understand and implement quality teaching methods to allow students to be engaged, challenged and learn to the best of their ability.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students. Teachers will be supported to use evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Overall summary of progress

The staff worked tirelessly this year on the new syllabus documents particularly English and Mathematics. They will continue with Science, History and Geography in 2016. The staff set quality teaching goals across all grades, increased their knowledge of the Continuum in Literacy and Numeracy, promoted Super Six Comprehension strategies across the grades, incorporated 21st Century skills such as creativity, collaboration, critical thinking and communication into many of the teaching and learning programs and started conceptual programming. The students directly benefited from the increase of knowledge, teaching skills and innovative program approaches. The evidence of success has included staff surveys, PLAN Data and explicit teaching goals.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure Less Year 3 and year 5 students in lowest 3 bands and higher percentage of students in top 3 bands in Writing, Reading and Numeracy.	96.6% of Year 3 students in the top 3 bands in reading. 87% of Year 3 students in the top 3 bands in numeracy. 88.8% of Year 3 students in the top 3 bands in writing. 87% of Year 5 students in the top 3 bands in reading. 72.3% of Year 5 students in the top 3 bands in numeracy. 71.4% of Year 5 students in the top 3 bands in writing. Super Six Comprehension strategies were implemented in Years 2-6	\$50000-English, Mathematics resources and Professional learning for teachers. TENS and TOWN programs – mentoring approach.
Literacy and Numeracy continuum and PLAN data to be used to monitor progress of students	All K-6 staff given professional learning on Literacy and Numeracy continuums. Best Start was done by all Kindergarten students and PLAN data reports were presented to parents. All K-2 staff used PLAN data to monitor students and Kindergarten reports incorporated PLAN data in Semester 2. Year 3 -6 staff are becoming familiar with the Literacy and Numeracy Continuums.	\$20000 Teacher Professional learning (TPL).
Teachers implemented new syllabi documents –Mathematics was implemented with mentoring approach each term throughout the year.	All K-6 staff used mentoring approach –to work with Maths syllabus documents and produce program with links to Literacy and Numeracy continuum. Networks and TPL using teachers with expertise were utilised as resources. Two teachers represented staff with beginning History and Geography for implementation in 2016.	\$10000 TPL funds and resources.

Strategic Direction 1 – Future Directions

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

Literacy and Numeracy continue to be a focus to improve student outcomes. Teachers are introducing Visible Learning into the classrooms. In 2016, teachers will use Learning Intentions with Success Criteria for their lessons in Mathematics and Writing. The TENS model and TOWN using an Instructional Leader will continue with other areas of Literacy and Numeracy using the TPL funds. The P&C have committed to supporting our Literacy and Numeracy focus with extra funds in these areas to support the improvement in student outcomes for all students.

Visible Learning and Learning intentions will be the focus for Mathematics and Writing.

- New Assessment tool for Numeracy continuum is being introduced for all classes K-6;
- K-4 classes are regularly using PLAN data to monitor students on the Literacy and Numeracy Continuum; Stage 2 and 3 teachers become familiar with all aspects of the Literacy and Numeracy continuum for plotting PLAN data;
- Mathematics syllabus programs will be refined and improved with scope and sequence documents;
- Instructional Leader model will be used for Literacy and Numeracy to promote Best Practice using quality teaching elements and mentoring approach;
- A greater percentage of students perform in the top 3 bands of the NAPLAN for Years 3 and 5.

Strategic Direction 2

Build leadership and staff and student capacity.

Purpose

Equity and excellence are embedded into teaching and learning programs. Student Wellbeing is paramount to learning. Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the schools' vision, values and priorities.

Building leadership and staff capacity allows staff to develop to their full potential as teachers, leaders and professionals.

Each student and staff member is supported to build their capacity to full potential using outstanding student wellbeing programs and BOSTES Australian Professional teaching standards for staff as well as Teacher Award initiatives.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Overall summary of progress

We have incorporated and encouraged a professional learning culture with staff, using the new Australian Professional Standards of Teaching and becoming familiar with Department of Education reforms. These reforms are being implemented to enhance student learning. The Positive Behaviour for Engaging Learners (PBEL) has been further strengthened with more teachers being trained in this area and students receiving consistent positive messages. Building student capacity continues through such leadership programs as the Student Representative Council (SRC), students hosting assemblies, Bear Pit and Multicultural Public Speaking competitions, Eminent Person and other K-6 leadership programs. The Learning Support Team worked hard to promote an explicit approach to cater for all students including Gifted and Talented students and students with varied learning support needs. In 2015, teachers focused on four levels of adjustments for students to assist their learning as a major focus area. A number of enrichment programs as well as Targeting Early Numeracy Skills (TENS) and Literacy and Maths Continuum programs have been significantly utilised to improve student outcomes in 2015. Once again evidence of improvement surrounding this strategic direction came in the form of the actual individual plans, adjustments, extensive programs offered, the National Disability surveys, student surveys and decreased behaviour incidences.

Strategic Direction 2

Progress towards achieving improvement measures		Resources (annual)
Improvement measure Every Student, Every School reform is adhered to for all students at Manly West.	Progress achieved this year: A new structure and system was established for the Learning and Support Team for students. Student and class learning adjustments were implemented into programs. Professional Learning was aimed at GATS students. The Disability survey included all students with needs. Four teachers attended the Mini Certificate of Gifted Education. NorthGaTE also offered two sessions during the year with GATS education workshops.	The disability funding was used to assist students -\$129000. Aboriginal funding of \$1500 was used. Professional learning and resources - \$5000
Accreditation Strong Start, Great Teachers Australian Professional Standards; Greater Teacher Inspired Learning (GTIL) Leadership pathways.	Teachers who had achieved Accreditation continued to monitor their professional learning. The Australian Professional Standards were introduced to teachers. Sessions included workshops on Proficiency Level. Those teachers completing Accreditation were mentored and supervised during the year. Those new permanent teachers with funding from the GTIL and Strong Start, Great Teachers reform utilised the funds for professional learning and having time with mentors and networks.	GTIL funds were used for new teachers; Professional Learning (TPL) funds were used for Mentors and TPL sessions.
The Positive Behaviour for Engaging Learning (PBEL) program	More staff training was organized. A new mentor was established for MW school. PBEL was given new focus and higher profile. The Student Welfare policy was updated to include awards and align with the introduction of the Student Wellbeing Framework in 2016. Student leadership is encouraged K-6 through a large number of programs including SRC.	\$4000 for staff training + community and engagement funding. Funds for students to assist their fundraising projects -\$2000

Strategic Direction 2 – Future Directions

What are the next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented?

Every Student, Every School Reform continues to be a major focus to support all students to capitalise on their potential. Teachers use all levels of support through the Australian Professional Standards and reforms for all levels of teachers including the use of Leadership pathways and the Performance Development Framework. The PBEL program will be strengthened by the Bounce Back Program and the Wellbeing Framework.

-Register of GATS students established and additional STEM focus continues with ESES reform catering for all students;

-Differentiation and adjustments for learning embedded in programs;

-Teachers and newly appointed teachers to continue networks. Professional Learning to continue with Accreditation, Lead and Highly Accomplished teacher levels;

- Wellbeing Framework to be implemented in 2016-2017. Bounce Back Program to support PBEL and Student Wellbeing Framework. Leadership programs to continue for all students.

Strategic Direction 3

Transparent Whole School Culture

Purpose

Partnerships and respectful relationships with students, staff and parents and the wider community promote high levels of student, staff and community engagement.

A productive learning environment will supported and enhanced with positive and respectful relationships across the school. This would include a school wide collective responsibility for student learning and success with high levels of students, staff and community engagement.

Practices of assessment and reporting are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Overall summary of progress

The third Strategic Direction is not just about good communication between all the stakeholders but rather the promotion of partnerships which includes a school wide collective responsibility. Students are becoming increasingly aware as local and global citizens through many of our community programs, such as the Stephanie Alexander Kitchen Garden, the Northern Beaches Learning Alliance, Leadership projects and Project Penguin.

Our students are being actively encouraged to develop learning goals, to gain feedback from teachers and to use student voice with their teachers in regards to the assessment and reporting processes. The teachers are also sharing and developing best teaching practice amongst colleagues to enhance student learning through a mentoring and coaching culture. We have supported parents through parent workshops and valued the incredibly large number of parents who assist us with learning in the classrooms and beyond. The evidence is clear that all stakeholders are positive about the partnerships. Parent surveys and PLAN data also support this.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure Project initiatives –Years 3-6-evidence includes photos, expos and displays.	Progress achieved this year: Years 3-6 Students were involved in inquiry based action learning and community projects such as The Stephanie Alexander Kitchen Garden, Project Penguin, Eminent Person, Pedlars' Parade and Bushlink.	\$3500 grant for environment for Kitchen Garden. \$5000 for school initiatives.
Performance Development Framework for teachers (PDPs)	Staff expertise was used to assist other teachers with mentoring and coaching – with TENS, TOWN and other Literacy group initiatives. Staff used their PDPs to improve on their own teaching using goals. Culture of collaborative sharing of ideas and teachers visiting each other's classrooms.	\$20000+ \$4000 Engagement and Communication Funds
Parent involvement – surveys	Parents were invited to expos, displays and Mathematics workshops. Assessment and reporting was clearly displayed with Best Start interviews, interviews K-6, semester reports and parent interviews when needed. Literacy and Numeracy continuum is clearly displayed for parents and students.	\$1000

Strategic Direction 3 – Future Directions

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

Inquiry based learning continues to be a focus in school with parents welcomed and involved with the showcasing of the process and product. Teachers use the Performance Development Framework as a platform to encourage a culture of open classrooms and sharing with colleagues of quality teaching practices. Assessment and Reporting is more transparent for students, staff and parents.

-In 2016 student inquiry based learning will be extended to Year 4 with the Design, Make and Innovate (DMI) program and computer coding lessons;

-History and Geography will be implemented into Teacher programs and included in Assessment and Reporting;

-Instructional Leaders will be utilised using teacher expertise to assist programs like TENS, TOWN and Literacy and Numeracy Best Practice teaching and learning;

-Quality Teaching practices will be spread across all classes with the support of Professional learning;

- Assessment and Reporting practices will be clearly communicated. Students will be exposed to Visible Learning practices. Criteria will be clearly explained for students in Mathematics and Writing.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Staff members at Manly West Public School recognise the value of Aboriginal Education. Through teaching the cultural and spiritual beliefs of Indigenous Australians, they aim to develop a greater cultural awareness amongst K-6 students.	One student was assisted with text books, uniform and fees. Other classes with indigenous students were supported and offered any needed resources. A number of sets of books with an Indigenous focus were purchased to help with the implementation of the new History syllabus.	\$1,822
English language proficiency funding Manly West had an EAL/D teacher allocation of 1 day a week. During Term 2 and 3 an extra 0.5 was added for new arrival students.	Intensive language lessons were offered to students needing assistance with English language skills by a specialist EAL/D teacher. In collaboration with the class teacher, this teacher provided resources to the classroom and developed and implemented a program to support these students.	\$30,196
Targeted student support for new arrivals	Funding was used to give new arrival students more EAL/D support learning. New Resources were purchased to support the programs.	\$7500
Socio-economic funding	Students were given assistance with school fees, uniforms text books and excursions. More books were purchased for home readers.	\$8,738

<p>Low level adjustment for disability funding:</p> <p>Manly West participated in the National Consistent Collection of Data (NCCD) in 2015. The NCCD provides schools, parents and the community with information regarding the number of students who require assistance to access the curriculum. Descriptors for levels of adjustments range from Quality Teaching Differentiation to Supplementary, Substantial and Extensive Support. The disability may be Cognitive, Social/Emotional, Sensory and/or Physical. This data, along with PLAN data was used to develop a whole school approach to addressing the learning needs of all students.</p>	<p>All students requiring adjustments and accommodations to access the curriculum are catered for within the school. 23 students were referred for learning support this year, in addition to students on recurring monitoring.</p> <p>97 students required adjustments to cater for optimum learning. 35 students required quality teaching differentiation. 52 students required supplementary adjustment and 10 required substantial levels of adjustment.</p>	<p>\$152,496</p>
<p>Support for beginning teachers</p> <p>Manly West had three permanent and four casual beginning teachers in 2015. Great Teaching, Inspired Learning funding was used in a range of ways to support these beginning teachers.</p>	<p>These teachers accessed additional relief from face to face teaching time. Beginning teachers were provided with opportunities to meet with a teacher mentor on a regular basis to provide constructive feedback and observe lessons in colleagues' classrooms. They also attended specific in-service programs focusing on classroom and behavior management, building student engagement, and developing high quality and relevant communication with parents and caregivers.</p>	<p>\$40000</p>
Other school focus areas	Impact achieved this year	Resources (annual)
<p>Engagement and Communication Funding</p>	<p>Some of this funding was used in 2015 for instructional leadership programs and to support PBEL training.</p>	<p>\$8000</p>

Student information

Student numbers have grown strongly over the past few years at Manly West. We only accept local area enrolments due to increased enrolment pressures. Demographers' figures show that the school will continue to grow significantly over the next few years.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	356	357	374	400	402	398	429
Female	347	369	389	423	429	419	412

Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	96.4	97.2	96.1	96.0	95.8	95.4
	1	95.0	96.3	95.2	94.7	95.0	94.8
	2	95.5	96.2	95.6	95.0	95.2	94.7
	3	95.7	96.5	95.2	95.8	94.6	95.3
	4	94.7	96.0	95.1	95.8	95.9	94.3
	5	96.5	96.0	94.6	95.9	96.0	96.1
	6	94.4	94.6	94.1	95.5	93.8	94.8
	Total	95.5	96.2	95.2	95.5	95.3	95.0
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

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.

Structure of classes

The students were organised into 32 age appropriate, mixed ability classes together with 1 composite class, giving the school 33 classes in all. Throughout the year, students participated in lessons taken by specialist teachers in library, science and music.

Manly West Public School

Class Sizes

Roll class	Year	Total in class	Total per year
K BLUE	K	21	21
K GREEN	K	22	22
K ORANGE	K	22	22
K PURPLE	K	23	23
K RED	K	21	21
K YELLOW	K	22	22
1BV	1	25	25
1D	1	25	25
1P	1	25	25
1S	1	23	23
1T	1	25	25
2H	2	26	26
2J	2	26	26
2L	2	26	26
2LA	2	26	26
2M	2	26	26
3B	3	27	27
3JL	3	28	28
3L	3	28	28
3M	3	28	28
4B	4	27	27
4F	4	29	29
4G	4	27	27
4W	4	28	28
5A	5	26	26
5B	5	26	26
5S	5	27	27
5T	5	26	26
6C	6	27	27
6J	6	27	27
6M	6	29	29
6R	6	28	28
3/4R	3	18	30
	4	12	30

Workforce information

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

The teachers at Manly West Public School have a wide range of teaching experience. New teachers recently appointed to our school have been selected on merit. Teachers have a mix of experience, enthusiasm and current knowledge and understanding of all new curriculum and support documents. They are committed to maintaining a professional, compassionate approach to all students. Teachers worked collaboratively to plan quality teaching programs across each stage.

There were 54 members of staff in 2015. This included permanent, temporary and part-time teachers and school administration staff. We had seven Executive staff consisting of the Principal, two Deputy Principals, and four Assistant Principals and 28 classroom teachers. We also had:

- one full-time and part-time (2 days) teacher librarian;
- a part time English as Additional Language or Dialect teacher
- four part-time science teachers;
- one part-time music teacher and
- a school counsellor
- two part-time teachers to support students with learning difficulties in both literacy and numeracy.

The teaching staff and School Executive are supported by a School Administration Manager, four School Administration Officers and a General Assistant. Additional Student Support Learning Officers 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)	0.8
Teacher Librarian	1.4
Teacher of ESL	0.4
School Counsellor	1.0
Primary Part-time Teacher	1.4
Primary Teacher RFF	1.47
Primary General Assistant	1.0
Primary School Administrative Officer	3.172
Primary School Administrative Manager	1.0
Total	45.642

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

Workforce retention

Staff retention at Manly West is high. This year after 27 years at Manly West, Mrs Kay Parker our Senior Administration Manager retired. Two very experienced teachers on staff, Mrs Julie Pemberton, and Mrs Jenny Wellings also retired. The school acknowledged their dedication over the years and thanked them for all their efforts.

Teacher qualifications

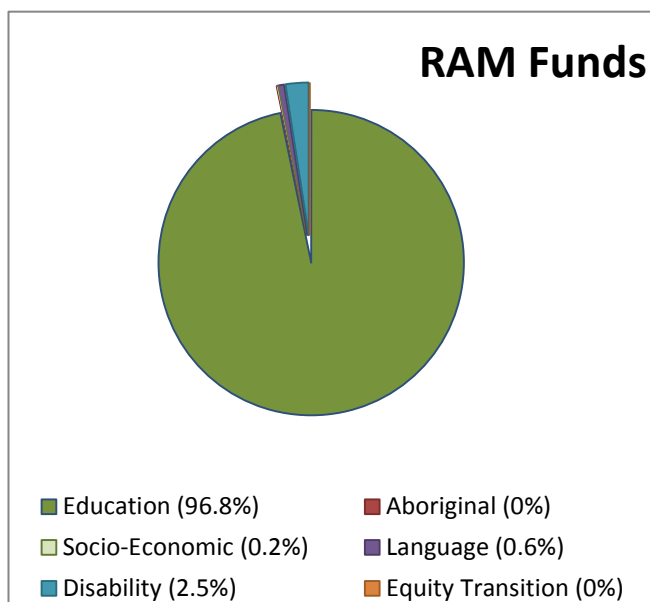
All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30
NSW Institute of Teachers Accreditation	52

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



Component	RAM
Base	4,956,697
Location	-
Other Base	4,956,697
Equity	169,924
Aboriginal	1,822
Socio-Economic	8,736
Language	30,196
Disability	129,170
Equity Transition	-
Targeted Total	28,694
Other Total	105,821
Total	5,261,136

School performance

NAPLAN

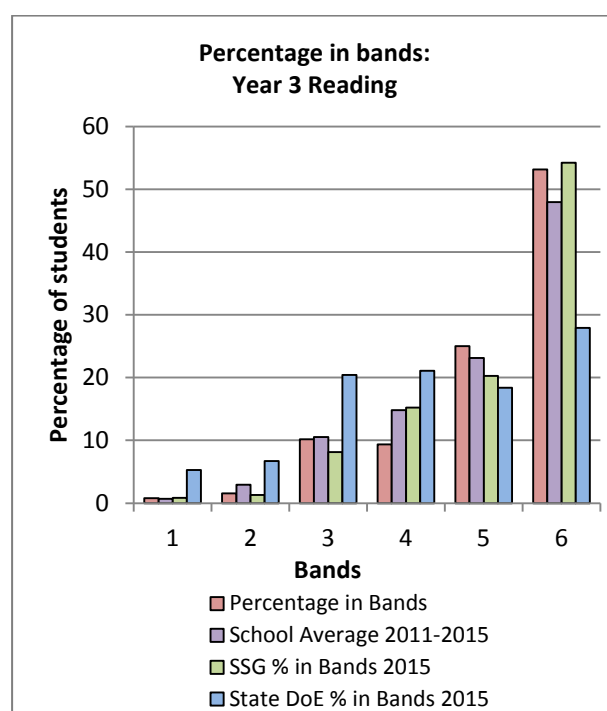
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

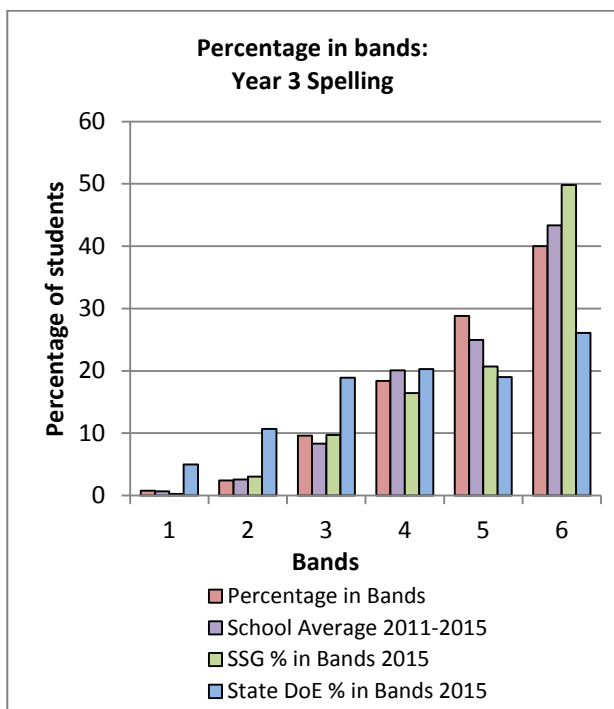
NAPLAN

Year 3 NAPLAN

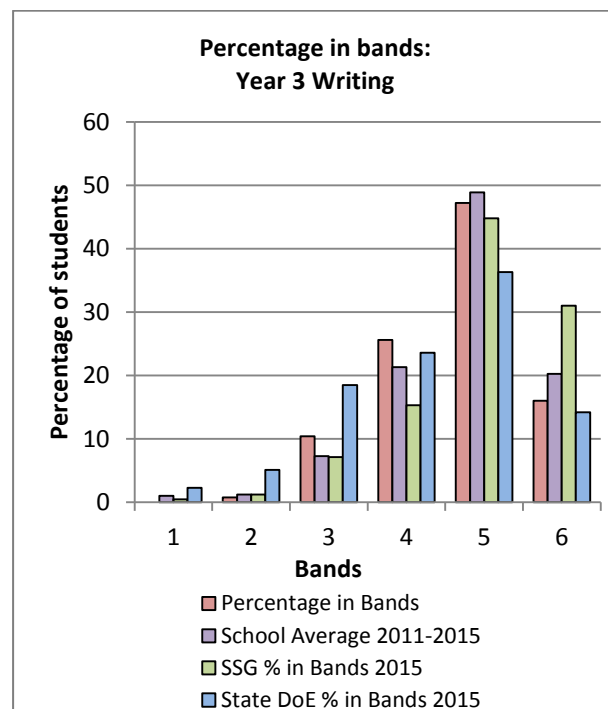
This year, 123 Year 3 students sat the NAPLAN tests.



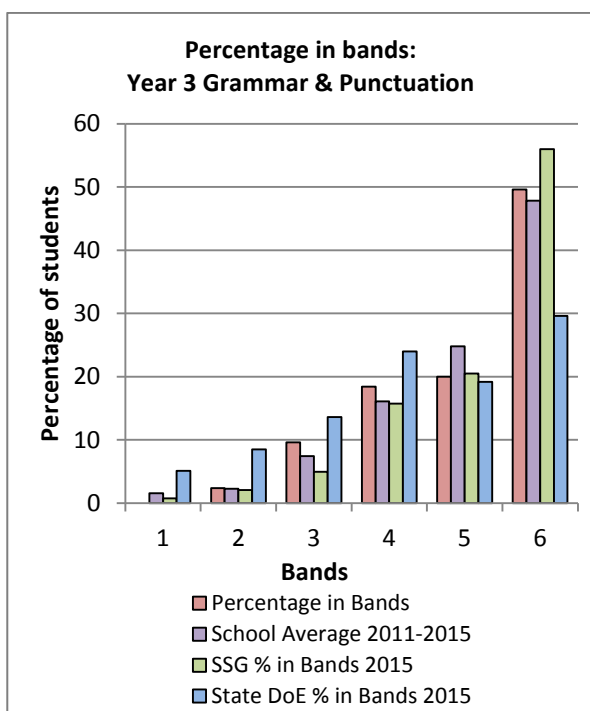
96.6% of Year 3 students were placed in the top three bands compared to 71% of the State in the three bands.



87.2% of Year 3 students were placed in the top three bands compared to 68% of the State in the three bands.



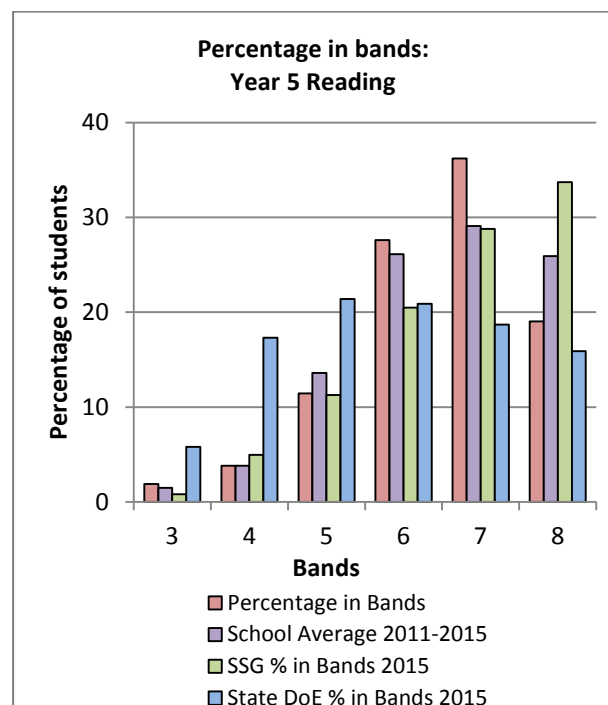
88.8% of Year 3 students were placed in the top three bands compared to 77.5% of the State in the three bands.



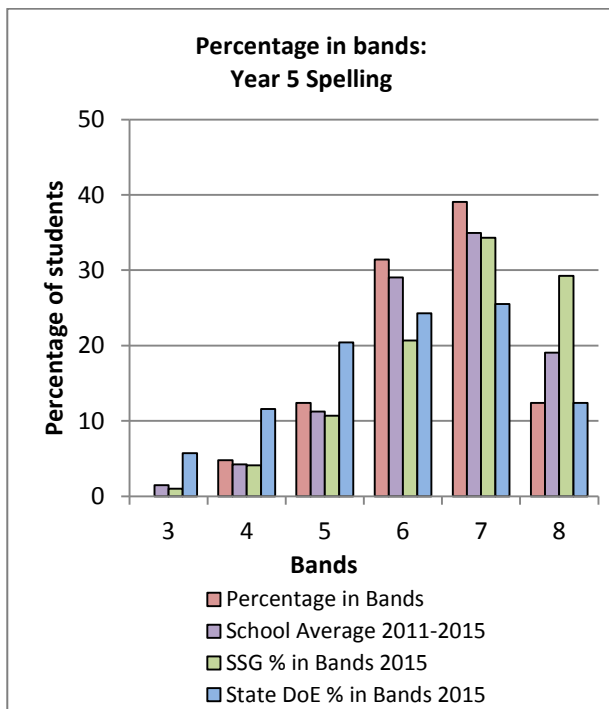
88% of Year 3 students were placed in the top three bands compared to 76.1% of the State in the three bands.

Year 5 NAPLAN

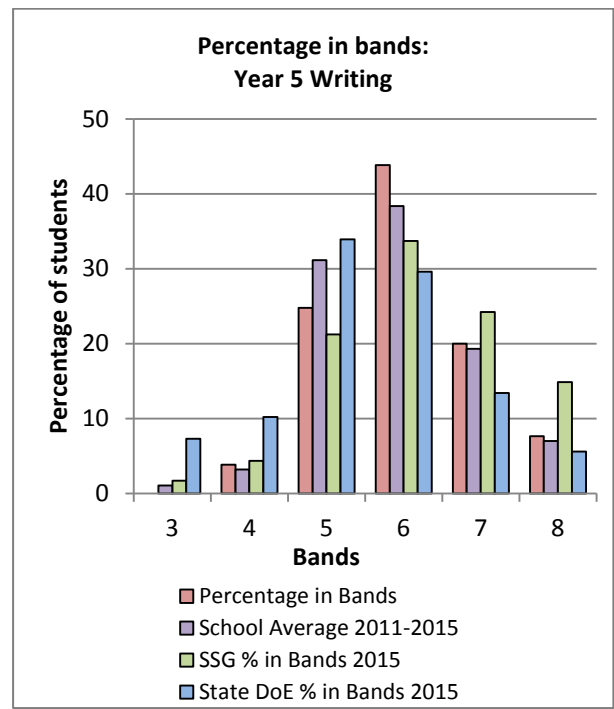
This year 105 Year 5 students sat the NAPLAN tests.



87% of Year 5 students were placed in the top three bands compared to 59.8% of the State in the three bands.

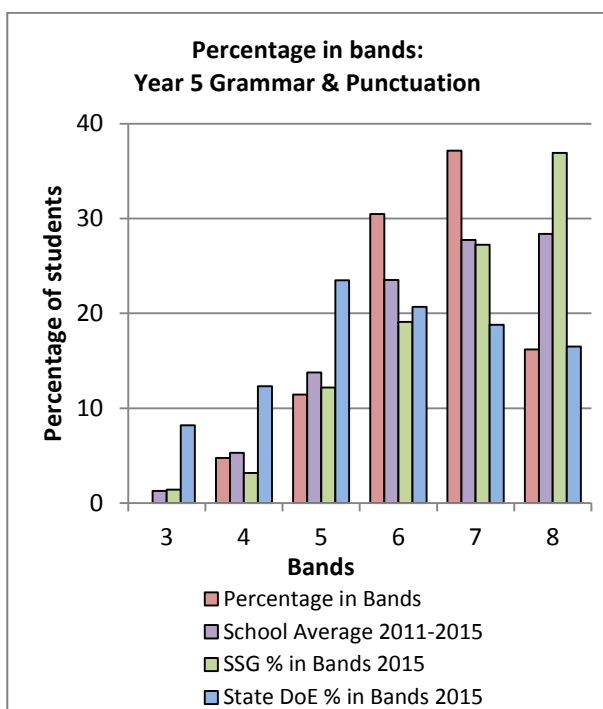


82.8% of Year 5 students were placed in the top three bands compared to 65.1% of the State in the three bands.

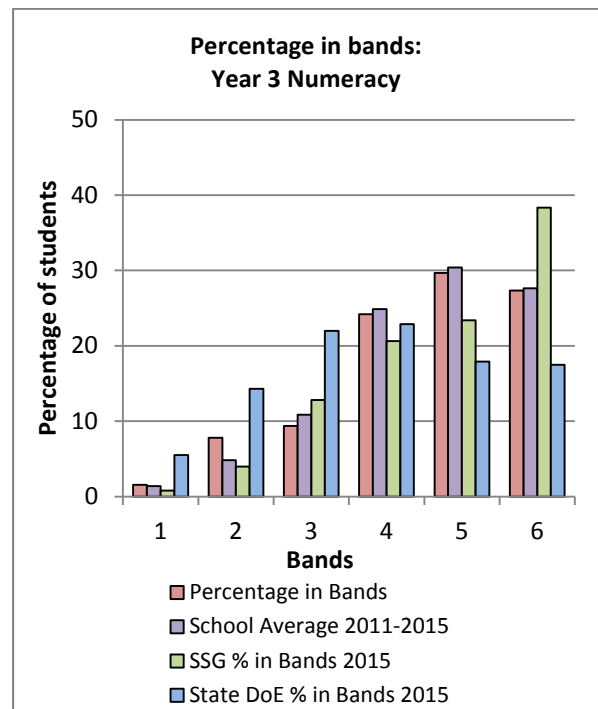


71.4% of Year 5 students were placed in the top three bands compared to 53% of the State in the three bands.

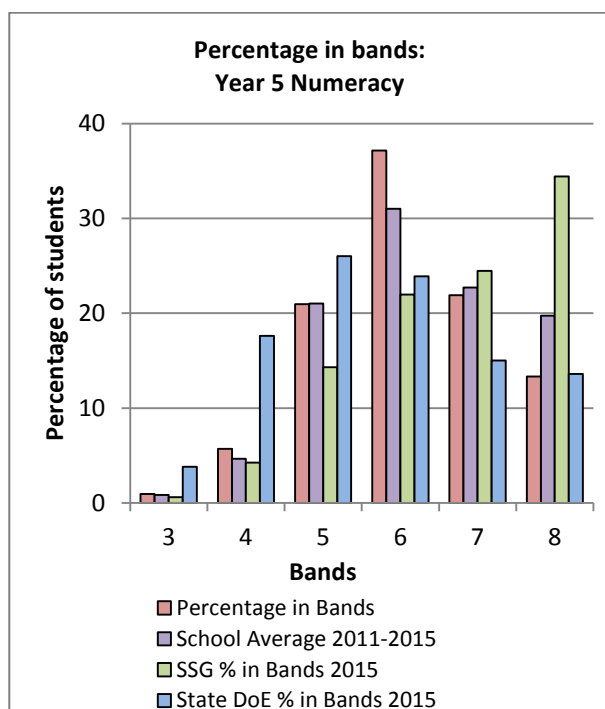
NAPLAN - Numeracy



83.8% of Year 5 students were placed in the top three bands compared to 60.2% of the State in the three bands.



80.2% of Year 3 students were placed in the top three bands compared to 61.9% of the State in the three bands.



72.3% of Year 5 students were placed in the top three bands compared to 5.3% of the State in the three bands.

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	99.2
Writing	100.0
Spelling	99.2
Grammar & Punctuation	100.0
Numeracy	98.4

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	98.1
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	99.0

Parent/caregiver, student, teacher satisfaction

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

In 2015, the school sought the opinions of parents, students and teachers about Learning. The survey data provided valuable information about our community's attitudes and perceptions towards Student Learning.

'Student Learning' – Parent Survey

116 parents responded to the Partners in Learning Survey.

The parent survey provides school principals and school leaders with parents' perspective on their school as well as learning at home. Communication between parents and staff, activities and practices at home, and parent views on the school's support of learning and behaviour all help build an accurate and timely picture that schools can use for practical improvements.

The Parent and Teacher surveys were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) were converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicated strong disagreement; 10 indicated strong agreement; 5 is a neutral position (neither agree nor disagree).

Parents feel welcome at Manly West Public School

<i>Parents Feel Welcome</i>	<i>7.3</i>
I feel welcome when I visit the school.	8
I can easily speak with my child's teachers.	7.9
I am well informed about school activities.	7.2
Teachers listen to concerns I have.	7.4
Written information from the school is in clear, plain language.	7.9
Parent activities are scheduled at times when I can attend.	5.8
The school's administrative staff are helpful when I have a question or problem.	7.5

Support for learning at Manly West Public School

<i>School Supports Learning</i>	<i>7.3</i>
Teachers have high expectations for my child to succeed.	6.9
Teachers show an interest in my child's learning.	7.5
My child is encouraged to do his or her best work.	7.4
Teachers take account of my child's needs, abilities, and interests.	6.6
Teachers expect homework to be done on time.	8.1
Teachers expect my child to work hard.	7.3

Support for positive behaviour at Manly West Public School

School Supports Positive Behaviour	8
Teachers expect my child to pay attention in class.	8.3
Teachers maintain control of their classes.	7.7
My child is clear about the rules for school behaviour.	8.9
Teachers devote their time to extra-curricular activities.	7

Inclusion at Manly West Public School

Inclusive School	6.3
Teachers help students who need extra support.	6.4
School staff create opportunities for students who are learning at a slower pace.	6.2
Teachers try to understand the learning needs of students with special needs.	6.3
School staff take an active role in making sure all students are included in school activities.	6.2
Teachers help students develop positive friendships.	6.6

'Student Learning' – Teacher Survey

The Focus on Student Learning survey asked teachers to consider whether they:

1. presented challenging and visible learning goals for students;
2. planned learning opportunities which involved an intentional transfer of skills and knowledge;
3. provided quality feedback that guided students' effort and attention; and
4. supported students to achieve their learning goals

Classroom and School Practices

Challenging and Visible Goals	7.6
School leaders have helped me establish challenging and visible learning goals for students.	6.8
I help students set challenging learning goals.	8
I use formal assessment tasks to help students set challenging goals.	7.4
I share students' learning goals with their parents.	7.4
I establish clear expectations for classroom behaviour.	9.5
School leaders have provided guidance for monitoring student progress.	6.9
My students are very clear about what they are expected to learn.	8.7
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.3
Parents understand the expectations for students in my class.	7.9
I set high expectations for student learning.	8.8
I use individual education plans to set goals for students with special learning needs.	7.6

Planned Learning Opportunities	8
I work with other teachers in developing cross-curricular or common learning opportunities.	8.3
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	7.2
School leaders have helped me create new learning opportunities for students.	7.1
When I present a new concept I try to link it to previously mastered skills and knowledge.	9
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	7.1
I work with school leaders to create a safe and orderly school environment.	8.4
I use two or more teaching strategies in most class periods.	8.8
I use results from formal assessment tasks to inform my lesson planning.	8.5
I make an effort to involve parents and other community members in creating learning opportunities.	7.6
Students find class lessons relevant to their own experiences.	8.4
I create opportunities for success for students who are learning at a slower pace.	8.4

Overcoming Obstacles to Learning	7.9
My assessments help me understand where students are having difficulty.	8.5
I work with parents to help solve problems interfering with their child's progress.	8.5
I strive to understand the learning needs of students with special learning needs.	9
I talk with other teachers about strategies that increase student engagement.	8.3
School leaders have helped me improve my teaching.	6.8
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.1
I am effective in working with students who have behavioural problems.	8.6
I make an effort to include students with special learning needs in class activities.	8.8
I help students to overcome personal barriers to using interactive technology.	7.4
School leaders have supported me during stressful times	7.5
I discuss with students ways of seeking help that will increase learning.	8.2

Findings

The results from the Teacher Survey on Student Learning reflect that quality teaching is the key to improving student learning. School leaders support all teachers to identify, understand and implement effective teaching methods to allow students to be engaged, challenged and learn to the best of their ability. As a result, teachers understand and use effective teaching methods to maximise student learning. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Student Learning Survey

314 students from Years 4 to 6 participated in The 'Tell Them From Me' Student Learning survey. The focus of the survey was on Student Wellbeing, engagement and effective teaching practices to help improve the learning outcomes of students.

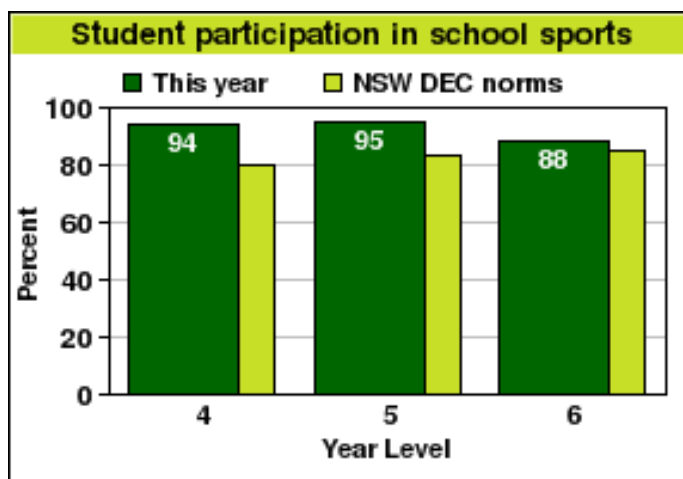
Findings

Survey results indicate that equity and excellence are being embedded into teaching and learning programs. Student Wellbeing is paramount to learning. Extra-curricular learning opportunities are provided, support student development and are aligned with the school vision, values and priorities.

Student participation in school sports

Students in Years 4-6, play sports with an instructor at school, other than in a gym class.

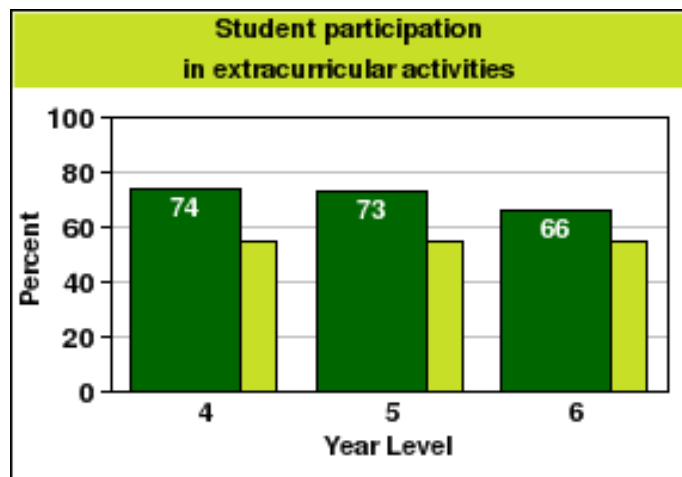
- 92% of students in this school had a high rate of Participation in Sports; the NSW DEC norm for these years is 83%.



Student participation in extracurricular activities

Students in Years 4-6, take part in art, drama, or music groups; extracurricular school activities; or a school committee.

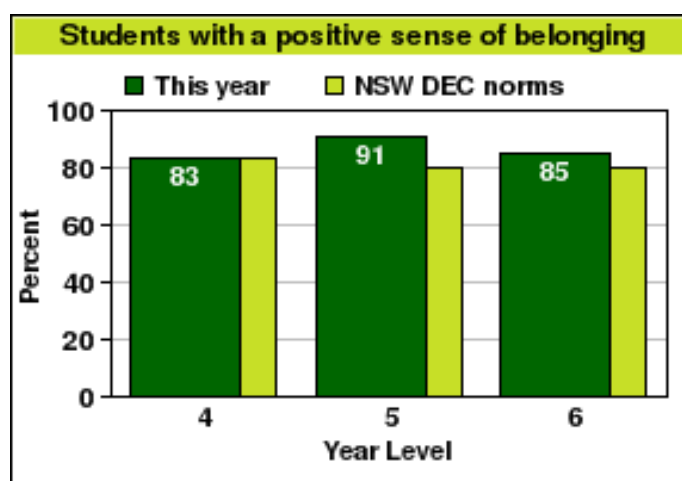
- 71% of students participated in extracurricular activities; the NSW DEC norm for these years is 55%.



Students with a positive sense of belonging

Students in Years 4-6, feel accepted and valued by their peers and by others at their school.

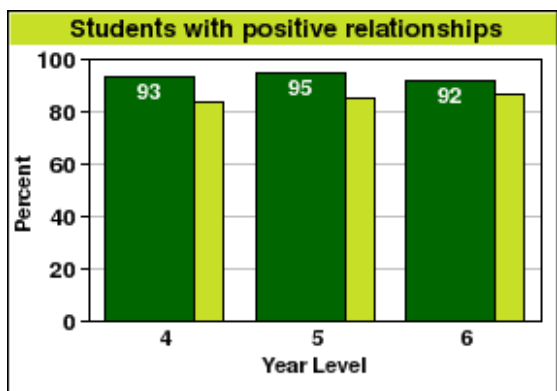
- 86% of students expressed that they have a high sense of belonging; the NSW DEC norm for these years is 81%.



Students with positive relationships

Students in Years 4-6, have friends at school they can trust and who encourage them to make positive choices.

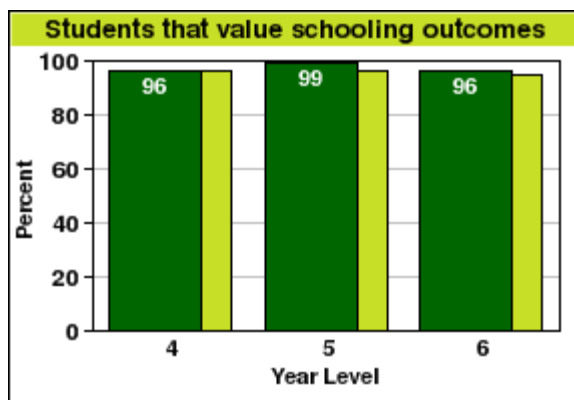
- 93% of students expressed they have positive relationships; the NSW DEC norm for these years is 85%.



Students that value schooling outcomes

Students in Years 4-6, believe that education will benefit them personally and economically, and will have a strong bearing on their future.

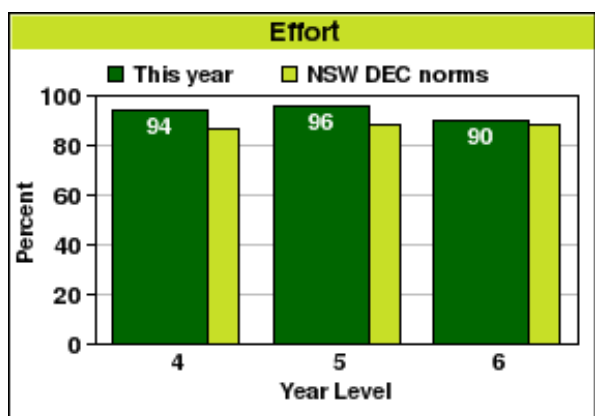
- 97% of students valued School Outcomes; the NSW DEC norm for these years is 96%.



Effort

Students in Years 4-6, try hard to succeed in their learning.

- 93% of students tried hard to succeed; the NSW

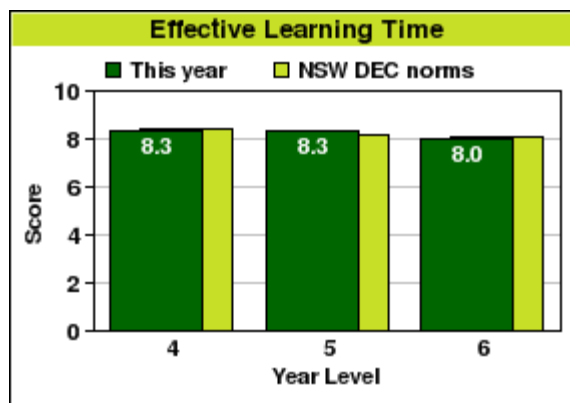


- DEC norm for these years is 88%.

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

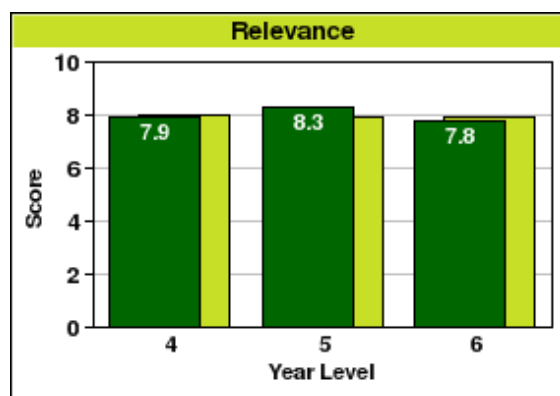
In this school, Effective Classroom Learning Time was rated 8.3 out of 10 by girls and 8.1 out of 10 by boys. The NSW DEC norm for girls is 8.4 and for boys is 8.1.



Relevance

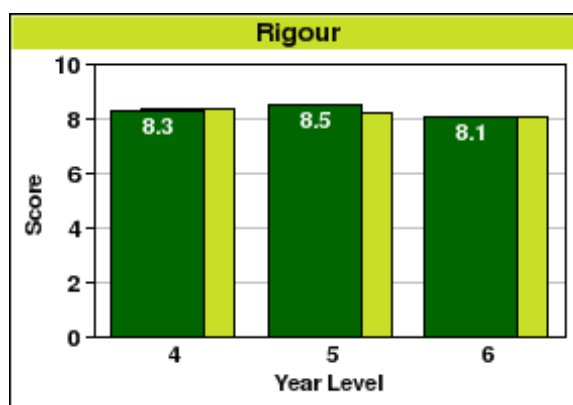
Students in Years 4-6, find classroom instruction relevant to their everyday lives.

- Students rated Relevance 8 out of 10; the NSW DEC norm for these years is 7.9.



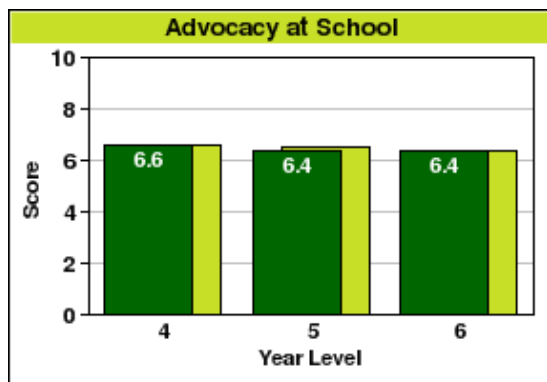
Rigour

Students in Years 4-6, find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. Students rated Rigour 8.3 out of 10; the NSW DEC norm for these years is 8.2.



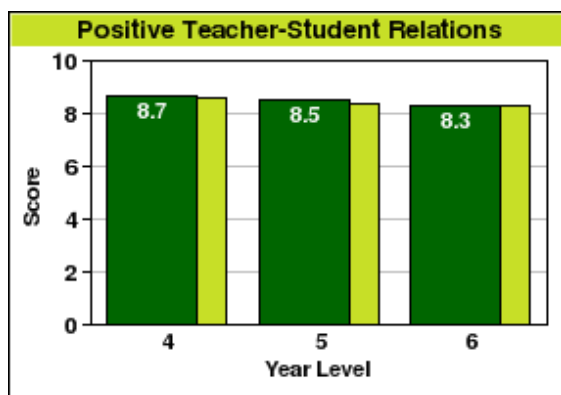
Advocacy at School

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Students rated Advocacy at School 6.5 out of 10; the NSW DEC norm for these years is 6.5.



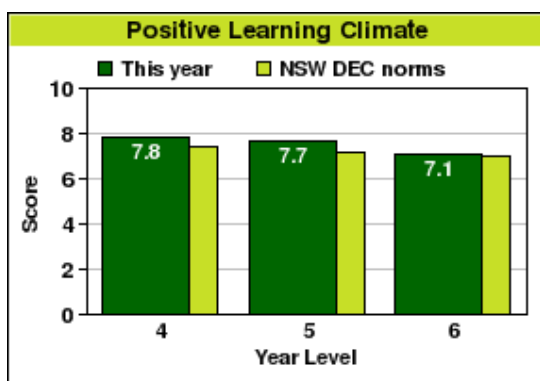
Positive Teacher-Student Relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Positive Teacher-Student Relations were rated 8.5 out of 10; the NSW DEC norm for these years is 8.4.



Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. Students rated Disciplinary Climate of the Classroom 7.5 out of 10; the NSW DEC norm for these years is 7.2.



Expectations for Success

The school staff emphasises academic skills and hold high expectations for all students to succeed. Students rated Teachers' Expectations for Academic Success 8.9 out of 10; the NSW DEC norm for these years is 8.7.



Policy requirements

Multicultural Education and Anti-racism

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members regarding racism. Mrs Mwanga, Deputy Principal is the ARCO at Manly West. The ARCO role involves promoting the values of respect for all races and cultures and our school expectations of 'Respect, Responsibility and Aspire'.

Two of our Year 6 students are selected each year as Multicultural Officers. They present the Acknowledgement of Country, organise Harmony Day and the Harmony Day activities with guidance from the teachers. They are also involved in other activities throughout the year that promote harmony and inclusiveness.

Manly West had an EAL/D teacher allocation of one and a half days a week in 2015. This is an increase of half a day as we received additional funding to support our New Arrival students. Intensive language lessons are offered to students needing assistance with English language skills by a specialist EAL/D teacher. In collaboration with the class teacher, this teacher provides resources to the classroom and develops and implements a program to support these students, so that they can fully participate in all school activities and achieve educational outcomes.

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

Manly West continued to implement some very important indigenous initiatives throughout 2015. Personalised Learning Plans [PLP's] were updated as part of our on-going support for all our indigenous students. PLP's are part of the Commonwealth Government's 'Closing the Gap' commitment to allow indigenous children to identify and focus on their own personal goals – socially and academically.

Koomurri Indigenous Performers

Manly West celebrated NAIDOC Day with a visit from the Koomurri Group. NAIDOC Week celebrates the history, culture and achievements of Aboriginal and Torres Strait Islanders and gave the students an opportunity to be immersed in Aboriginal culture. The students dressed in the Aboriginal colours of black, red and yellow to get into the spirit of the day. They took part in workshops involving boomerang throwing, Torres Strait and Aboriginal music and dance, weaponry, and art, creating a giant mural with each child contributing. The mural now takes pride of place in our assembly hall. The Koomurri group also performed a number of dances and a smoking ceremony with selected students participating.



Guringai Festival Reconciliation Writing Competition

Year 5 students at Manly West entered the Willoughby Council's Guringai Festival Writing Competition. The competition aims to promote reconciliation amongst young Australians.

Two of our students received the Primary School Runner Up Awards in the competition.

Indigenous Dance Workshop

This year The Arts Unit introduced a new dance workshop initiative for Indigenous students in Years 3-6 aimed at developing their skills in contemporary Aboriginal Dance. In Term 3, using our Aboriginal Education funding, four students attended a workshop designed to give Indigenous students the opportunity to explore their heritage through contemporary dance.

Significant Achievements

Academic

Student outcomes in all classes are consistently high. Standardised tests and class assessments all indicate that our students are performing strongly. The Best Start data shows our new Kindergarten children are coming to school well prepared to commence formal learning. The Targeting Early Numeracy (TEN) program in Stage 1 and Kindergarten has been successful.

Our students performed well in the 2015 International Competitions and Assessment for Schools (ICAS) conducted by the University of New South Wales

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

M: Merit

	No. of students	HD	D	C	M
Maths	94	1	15	30	13
English	81	2	10	26	7
Spelling	66	1	7	25	6
Writing	52		15	12	6
Digital Technology	59	1	9	16	6
Science	64		10	17	6

Maths Olympiad

Sixty-three students from Years 4, 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiads (APSMO) in 2015. The competition offers our talented mathematicians an opportunity to test their knowledge and skills against their peers. Each week, students are presented with challenging mathematical problems. They were given the opportunity to solve the questions independently and then worked as a group to share strategies. The five Olympiad tests were held between May and September.

Year 4 Results

Two students scored in the top 10%, seven students scored in the top 20%. Four students scored in the top 25% and two students scored in the top 30%.

Year 5 Results

Two scored in the top 10%, five students scored in the top 20%, two students scored in the top 25% and two students scored in the top 30%.

Year 6 Results

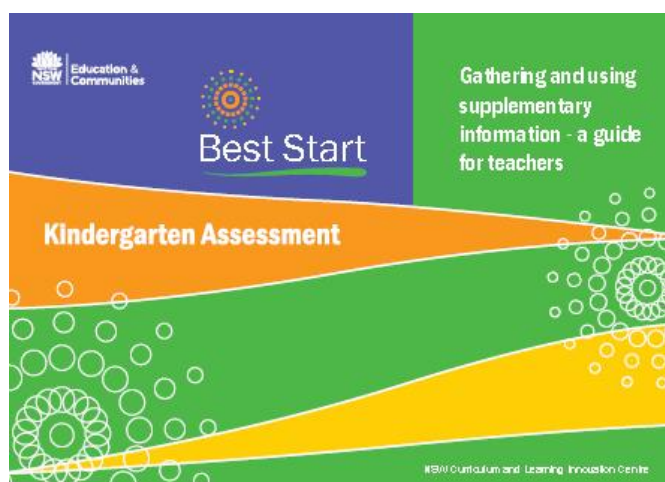
Seven students scored in the top 2%, ten students scored in the top 10%, four students scored in the top 20%, one student scored in the top 25%, one student scored in the top 30% and two students scored in the top 40%.

We were very proud of all our teams and special mention to our Year 6 team who came in the top 10% with a combined score of 220.

Best Start

Best Start is an assessment and teaching tool that allows Kindergarten to Year 2 teachers to assess the knowledge and skills that children have in Literacy and Numeracy. Teachers plot student's growth and development on a Literacy and Numeracy continuum. Kindergarten teachers are successfully implementing the Best Start assessment procedures and incorporating the Literacy and Numeracy continuum in Kindergarten. We are now in the second year of including it in the Year 1 and Year 2 classrooms.

Manly West Public School is an advocate for Best Start as it involves an in-depth assessment when students first arrive in Kindergarten and includes ongoing assessments throughout the K-2 grades. This assessment was developed by the early learning experts in the Department of Education and gives teachers across New South Wales, a common set of high quality assessment tools and professional training. The abundance of information gathered enables the establishment of explicit literacy and numeracy programs that cater for all students and allows for a differentiated teaching program to help each individual student to move successfully along the continuum.



Educational Needs

Learning and Support Team

The school has an effective Learning and Support Team (LST) to assist students with high needs in learning, behaviour, attendance or disabilities. The LST team meets every fortnight to discuss the needs of students identified through the school's referral procedures. The school has a comprehensive learning and support data base that all staff, including school counsellors are able to access.

Learning support was provided through:

- Staff completion of professional learning on the Disability Standard and developed Personalised Learning Plans (PLPs) for students identified as needing additional assistance. These were regularly updated and revised;
- Staff Designing and implementing a new flow chart to stream line the referral process of a student to the learning and support team meetings. All Staff received professional development to ensure understanding and consistency;
- Teaching programs that include differentiated teaching and learning activities;
- Teachers assessing, recording and tracking student progress using the PLAN software and discussing students of concern within stage teams and with specialist support staff;
- Student Learning Support Officers (SLSOs) providing support to students with additional learning needs, health issues and those students needing additional support to access school events such as carnivals and excursions;
- New Arrivals Resource Program with an EAL/D teacher and Counsellor to support Newly Arrived students;
- Behaviour Intervention Plans (BIP) developed by Assistant Principal Learning and Support, classroom teachers and counsellors to support students with challenging behaviours;
- All staff having contributed to the school's National Consistent Collection of Data (NCCD);
- Purchasing resources to support students with specific needs such as anxiety, gross and fine motor skills, sensory issues;
- Conducting parent workshops to assist parents in strategies of reading, as well as ways to incorporate the "Super Six" comprehension strategies into their reading time at home.

Library

The Manly West Public School Library is a central source of information, digital technology, print resources, quality literature and picture books for the entire school community. Teaching and learning programs of all curriculum areas are supported with numerous resources and subscriptions to databases and online services. The library provides a welcoming atmosphere for students, parents, teachers and school staff to offer opportunities, activities and lessons that cater to the many different learning and reading needs of its users.

In 2015, the Library RFF program continued the use of Concept Mapping, Differentiated Planning Model and Project Based Learning to implement units based on the HSIE, new History and English curricula.

Visual Literacy was another focus, as well as reading comprehension through the use of the Super Six Strategies whilst being exposed to quality literature and picture books, multimodal texts and the shortlisted titles.

Students also developed their Information research skills to locate and analyse information to produce websites, dramatic re-enactments, posters, power point presentations, notebooks and brochures to demonstrate learning. Year 5 classes used a creative process to each make a short movie for the school's first ever 'TropWest' film festival that was enjoyed by all participants.



'TropWest' films –Year 5

This year's Book Week theme '*Books Light Up Our World*' was achieved by the students and teachers' enthusiastic participation during the Annual Book Parade, where story characters came to life. Some children were rewarded for their clever costumes and others won a guessing contest regarding the teachers' favourite books and many just enjoyed being a part of the fun filled atmosphere in response to their favourite books.



Borrowing rates increased from the previous year, and over 550 children completed the Premier's Reading Challenge with 50 students earning a Gold Certificate for completion of the challenge four years in a row and 6 students achieving a Platinum Certificate for completing the challenge all seven of their primary school years. The school community values reading highly with over \$2000 worth of books donated to the library during Education Week.

The success of the library is dependent on the efforts and commitment put forth by the full-time Teacher Librarian, 4 part-time teachers, 1 part-time School Administration Officer, 30 Stage 3 Library Monitors and 25 parent volunteers whilst in regular communication with teachers, parents and the P&C. Whether it is through the use of teaching resources, students borrowing books, use of computers and other technologies, engaging activities and lessons, the Manly West Public School Library continues to be an important place to foster and encourage reading, creativity and learning.



Significant Programs and Initiatives

The Arts

Manly West continues to offer an extensive range of opportunities for all students to explore, develop and experience all aspects of the Creative Arts. Highlights of the 2015 program included:

Dance

All students from K-6 participated in a dance program with specialist dance teachers, Mrs Amber Krilich and Miss Morgan Randall. Lessons were varied and included a focus on movement, body awareness, choreography skills and dance appreciation.



The Boys group, comprised of 24 students from Years 3-6, performed a groovy dance titled 'Bills, Bills and Bills.' This dance was choreographed and supervised by Miss Wilson.

All three groups represented Manly West with pride as they dazzled the audiences with their performances.

Sydney North Dance Performances

Earlier in 2015, students from Years 3-6 had the extra opportunity to participate in three dance groups. Students in these groups participated in weekly dance practice sessions at lunchtimes and then performed their routines at the Sydney North Dance Festival at the end of Term 2. Each group performed a matinee, an afternoon show and an evening show.

The Junior Girls group, comprised of 24 Year 3 and 4 students, performed an energetic dance titled 'Highway Adventure'. This dance was choreographed and supervised by Mrs Beth Dowdell and Mrs Amanda Latham.



The Senior Girls group, comprised of 24 Year 5 and 6 students, performed a very technical dance titled 'Stand By Me.' This dance was choreographed and supervised by Mrs Amber Krilich and Miss Wilson.

Sydney North Drama Performances

Three of our Drama groups were selected to perform at NIDA Sydney North Drama Festival. The students presented three unique performances with varying themes written by the teachers supporting the drama groups.

Music

2015 has been an exciting year for our Music program. There have been many performances, ensembles, excursions and whole school initiatives for students to take part in and enjoy. Music education has been proven to improve students' literacy, numeracy, school attendance and confidence. Many classes at Manly West have enjoyed weekly Music lessons where they have the opportunity to engage in singing, movement, playing tuned and untuned percussion instruments, improvisation, a range of different styles of music, performance, composition, listening activities and much more.

Count Us In

For the second year, students took part in 'Music: Count Us In'. Over half a million students from across Australia spent weeks learning the song 'Gold' and on the 29th of October at 12.30pm the school came together to sing the song with the rest of the country. Students were led by the 3-6 Choir and accompanied by the Performance Band. It was a wonderful way to come together and experience the power of music as a whole school.

Year 5 Performances

In Term 4, each Year 5 class spent approximately 5 weeks learning a performance piece for their Music showcase in Week 8. Each class had a different focus, from an African hymn to Bavarian World Music and each performance incorporated a range of musical elements – singing, movement, dance, improvisation, the use of tuned/untuned percussion instruments and often combinations of these elements at the same time.

Choir

The choral program continues to grow at Manly West with both Year 3 and Years 4-6 choirs this year. Both choirs rehearsed weekly, learning exciting new repertoire for the many performances they had, including assemblies, Education Day, Anzac Day, Arts Alive, Remembrance Day, presentation days, the School for Seniors Christmas lunch and the end of year choir showcase.

The 4-6 choir had the privilege of recording audition videos twice with accompanist Cheryl Oxley. They were successful and 22 students from the 4-6 choir were accepted into the Arts Alive Primary Choral Concert which was held at Town Hall in August. This was a very exciting and rewarding concert experience for these students. Congratulations to Erykah Campbell who was accepted into the Arts Alive Combined Schools Choir for 2016.



Percussion Ensemble

The Percussion Ensemble this year consisted of seven students from Stage 3. Students learnt to play a variety of tuned and untuned percussion instruments, building their skills at rehearsals each week.

Band Program

Band Membership for 2015

The total band enrolment for 2015 was over 180. 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, Miss Penny Coucill in maintaining the children's enthusiasm and enjoyment in the School Band program.

Band Camp

Band Camp was held at the Sydney Academy of Sport and Recreation, Narrabeen in 2015. Students from Intermediate, Concert and Performance Bands stayed overnight and Training Band students came for the day. Students rotated between rehearsals with Miss Penny Coucill, guest conductors Ms Sarah Shaw and Ms Sandie Rose-Castle, and group tutorials with the specialised instrumental tutors. As a reward for working hard, students were able to participate in the outdoor activities in the afternoon session of each day, which they thoroughly enjoyed. The difference in sound of all the bands after the two days was outstanding. Band camp 2015 was a great success!



Band Competitions

After rehearsing for two and a half terms, all four bands competed at the UNSW Band Festival in August. Three of our bands received gold awards. We were very proud of all of the bands and our amazing band director, Miss Penny Coucill for such exceptional results.

Other Band Performances

A huge highlight for our Performance Band this year was their performance at the Performing Arts Unit State Choral Festival at the Town Hall in September. Performance is by audition and was a great honour for the school and the children.



All of our bands had many other performance opportunities this year, including assembly performances, the Northern Beaches Band Festival at Pittwater High, Warringah Mall for Concert and Performance Bands, Kindergarten Information Morning, Year 2 Band Introduction Concert, the NSSWE Band Festival at the Concourse for Performance Band and the Arranounbai School for Training and Intermediate Bands.

One of the Term 4 highlights was having the Navy Band visit and conduct workshops for our Concert and Performance band students. The children benefited greatly from this and Years 2-6 loved the performance from the Navy Band.

The band year concluded with a fantastic Christmas concert. It is always great to hear the difference in each band from the beginning to the end of each year.



Visual Arts

The Visual Arts programs have continued to thrive at Manly West in 2015. In addition to the quality visual arts programs that are taught by teachers in classrooms, students and teachers from Stage 2 and 3 had the opportunity to work with specialist teacher Miss Emily Lees to develop their artistic skills using a range of techniques and mediums.

This year, students from Manly West were invited to participate in *Operation Art*, an initiative of the Children's Hospital at Westmead in association with the New South Wales Department of Education. The Operation Art forum provided students with the opportunity to demonstrate their Visual Arts achievements through exhibitions at the Armory Gallery, Sydney Olympic Park and the Art Gallery of NSW. Manly West had 4 artworks exhibited and one collaborative Year 3 artwork was further selected by *Artbank* for permanent exhibition in a regional hospital in Australia.



Public Speaking 'Bear Pit'

Manly West students competed in 'The Bear Pit Manly Primary Schools Public Speaking Competition'. All students from Years 3-6 presented a speech in class with three students from each class being selected to represent their grade. Many high quality and creative speeches were delivered.

Two students were chosen to represent Manly West at the interschool competition at Parliament House.



Multicultural Public Speaking

The District Multicultural Perspective Public Speaking Competition attracted many keen students. The competition aims to heighten the awareness of multicultural issues. The adjudicator noted that our four finalists were confident and engaging speakers. Their prepared speeches were well developed, interesting and showed an understanding of multiculturalism. They demonstrated a balance of personal opinion, as well as a balance of humour and sincerity.

Both programs assist the development of public speaking skills as well as confidence when speaking in front of an audience.

Debating

Building a strong foundation was the main purpose for debating in 2015. This year, the aim was to provide more students with the opportunity to experience competitive debating and increase the number of Year 4 and 5 debaters involved in 'Friendly' debates.

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

Environmental Education and Sustainability

Stephanie Alexander Kitchen Garden Program (SAKG)

The SAKG has been implemented at Manly West and is available for students in Stage 2. Students work with teachers and volunteers such as parents and grandparents and the wider community.

Students have the opportunity to spend an hour each week participating in lessons in the garden or classroom doing related theory work or food preparation.

In the garden, students develop a deep understanding of the importance of growing food. They learn about soil, compost, micro-organisms, seed raising, organic gardening, companion planting etc. Through this students learn about sustainability and how they can make a positive impact on the environment.

In the kitchen classes, students use the fresh seasonal produce to prepare food that is culturally diverse and nutritionally beneficial. They learn about the importance of a healthy diet based on using unprocessed foods and the social value provided by sharing a meal with others.



Information Technology

In 2015, teachers from Kindergarten to Year 6 continued to work towards effectively embedding technology into teaching and learning programs, with the aim of promoting quality learning and to encourage students to collaborate, think critically and problem solve effectively.

Interactive Whiteboards have been used effectively in all classrooms and students have regularly utilised the recently updated and refurbished PC and Laptop rooms in innovative and creative ways. Stage 2 and 3 students have used various web tools to support and foster their learning, including Google Apps for Education, Edmodo, KODU Game Laboratory, Wikispaces, Weebly and Prezi. Early Stage 1 and Stage 1 students have continued to refine their skills in logging in, creating and saving documents and have begun developing effective research strategies.

The iPad technology has continued to play an integral part in the teaching of Literacy and Numeracy throughout 2015. All class sets of iPads have been updated to utilise Apple Configurator software and new, engaging and open-ended applications have been trialled school-wide. Students have created animations, movies, interactive books and narratives which link to classroom topics and themes. Our Connected 'Virtual' Classroom has also continued to be used regularly and has allowed opportunities for staff and students to engage with people and places worldwide.

New computers were purchased for the two computer labs. Teachers were also given new laptops and almost \$60000 was spent on these purchases to improve the access for our students.

Sport

2015 has been a very successful year in sport for the students of Manly West Public School in both individual and team pursuits. We are very proud of each and every child for getting involved and competing to the best of their abilities.

K-2 Sports Programs

K-2 students participated in weekly games and activities with the emphasis on developing the students gross motor and fundamental movement skills such as throwing, catching, running, kicking and jumping.

During Term 3, the K-2 Athletics Carnival was held. The carnival was a non-competitive day with an emphasis on participation. It was also a great opportunity for students to practise skills and games learnt during gross motor lessons. Throughout the carnival, children participated in a range of tabloid activities.



Hotshots Tennis Program

The Hotshots program run by Stephen Halls from Manly Tennis Centre continued this year. This involved all K-2 students receiving tennis tuition each week for a term. It has been great to see our students developing skills in tennis with many now going onto tennis camps. Our thanks go to Stephen Halls for his expertise and patience again this year.

School Swimming Program

The Department of Education and Training Swimming School Scheme is a 10 day, intensive learn to swim program that develops water confidence and provides students with basic skills in water safety and survival. This is a fun and exciting program for children from Year 2 to Year 3. They are provided with swimming instruction with highly qualified swimming instructors who are dedicated to helping students become water confident.



3-6 School Sport Program

In 2015 paid and non-paid sports options were introduced as part of the School Sport Program. Students had an opportunity to participate in a variety of new sports led by specialist instructors. Sport options offered included: Yoga, Basketball, Tennis, Martial Arts, Cricket, Soccer, T Ball, Eagle-Tag, Hockey and Volley Ball. The school sport options were highly popular amongst students. Students were engaged, motivated and had fun playing sports and learning new skills.

This year, Manly West successfully applied for sporting grants from Sporting Schools Australia. As a result, students from across Stage 3 worked with highly experienced and qualified coaches from Basketball NSW, Athletics Australia and NSW Hockey Association.



Knock Outs / Gala Days

2015 NSW Futsal Schools Championship – Northern Beaches Division

Manly West entered two teams in the Under 13 Years of the Northern Beaches NSW Futsal Schools Championship at Narrabeen Academy of Sport. The competition was fast paced and all students demonstrated exceptional foot eye coordination and positive team spirit. The referees also commented on both teams sportsmanship. Both teams progressed to the semi-finals, with the girls being defeated by a very strong team from Pymble Ladies College. The boys won their semi-final against Seaforth Senior B's and unfortunately lost the final to Seaforth Senior A's. The boy's team came second and they progressed to the State Cup at Penrith on Tuesday 28 July.

The boys travelled to Penrith to play in the 2015 Futsal Schools State Championships. The competition was fierce, however, our boys held their own, narrowly losing the first 2 games and winning their third game convincingly. The boys are to be congratulated for making it to the State championships and trying their best in all 3 games.

Thank you to Michelle Gray for organising weekend training and coaching sessions and to the enthusiastic parents who supported both teams.



Basketball

One Senior Girls team and three Senior Boys teams competed in the annual Manly Warringah Basketball Gala Day. In their first year of competition the girls' team won their final. The boys' final was a battle between the two Manly West teams.

Congratulations to two of our teams who won the boys and girls divisions. This was a first for the girls and the fourth time the boys have brought the trophy back to Manly West.



Soccer and Netball

Manly West entered three different sport teams in local Gala Days. The Senior Boys Soccer team, Senior and Junior Girls Netball teams and the Senior Girls Soccer team all competed in their various events. None of these teams made it through to finals, but they all represented their school with pride.



Rugby League

In 2015, Manly West entered four teams in the Manly Rugby League Gala Day held at Nolan's Reserve. We had U9, U10, U11, and U12 teams participate. All teams played well, with the U12's coming second in their division. The U12 were invited to represent the Manly District at the NSW Gala Day as a wildcard entrant. This competition took place later in the year, but unfortunately, the team did not make it through their pool, but represented their school with pride.

Achievements in Sport

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

NSW Premier's Sporting Challenge

The NSW **Premier's Sporting Challenge** is a NSW Government initiative that aims to engage young people in sport and physical activity and encourage them to lead healthy, active lifestyles. It includes a range of programs with one common purpose: to have more students, more active, more often!

Students participate as a class over a period of ten weeks in numerous physical activities like playground games, organised school sport, outdoor recreation programs, dance, community sport and incidental activities, such as riding and walking to and from school, as well as helping wash the car and even includes walking the dog. The class works together to achieve award goals and complete log books with supervision. It is a wonderful opportunity for everyone including teachers to keep fit and active.

Manly West Public School encourages all students aged 5-13 years and teachers to participate in at least 60 minutes per day of moderate to vigorous activity and limit sedentary behaviour.

Every school in the Primary School's Sport Challenge receives a grant while all students who complete the 10 week challenge receive a personalised certificate. This certificate acknowledges the award achieved by their class. Many others will be awarded a second Certificate of Encouragement and one very special student will receive the **NSW Premier's Sport Challenge medal**. This medal allows the school to acknowledge a student who is not necessarily among the elite, but who consistently tries hard in school sport, has a great attitude to participation and fair play and inspires others to join in and do their best.

Manly West's recipient for 2015 was Asia de Souza.

Swimming Carnival

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

40 students competed at the District Swimming Carnival held at the Warringah Aquatic Centre. The competition was close with no one school dominating on the day. Our swimmers put in an excellent effort and swam their hardest during their events.

- Soraya Gerritsen – 1st in 50m Butterfly and Backstroke, 2nd in 50m Breaststroke
- Layla Paterson – 2nd in 50m Free, 2nd 50m Butterfly and 3rd 50m Breaststroke

- Jonah Sherry – 2nd 50m Butterfly

These three students went on to compete at the Regional Swimming Carnival in Homebush where the competition was even tougher. Well done to all our swimmers and congratulations on a sterling effort in the pool.

Cross Country

In April, all students from Years 3-6 and a number of Year 2 students competed in the Annual Manly West Cross Country Carnival. Due to wet weather and ground closures we were forced to hold the event on school grounds. Despite the showers on the day, our runners displayed perseverance, skill and positive attitudes, and a very successful carnival was held. Everyone who competed must be congratulated for their excellent efforts.

From our school carnival, a squad of 48 students were selected to compete at the Manly Zone Carnival which was held at Curl Curl in the middle of May. Congratulations to all the students who participated in the Zone Cross Country. They represented the school with pride and performed extremely well considering the difficulty of this event. Our school finished in 2nd place at the carnival and we achieved a number of top six placements in many of the events.

These students went on to represent Manly Zone at the Sydney North PSSA Regional Carnival. Congratulations to our students who competed at the Sydney North Carnival at Gosford. It was a very competitive carnival and all our students ran well, with a number finishing in the top 20.

Athletics Carnival

This year, the carnival was held at Sydney Academy of Sport. Students displayed excellent skills and sportsmanship and many records were set and broken. Thank you to the Mackellar students who helped run events on the day.

50 students competed over the two days of the District Athletics Carnival. At this carnival Manly West were runners up for the third year.

Congratulations to Will Edwards who was the District 12 Year Champion in Shot Put and High Jump.

Manly West sent 11 students to compete at the Regional Athletics Carnival at Homebush. The competition was tough but students qualified for the finals.

Primary Schools Sports Association (PSSA)

Manly West Public School retains a strong reputation across the district for our successful participation in PSSA, district carnivals and sporting competitions. 2015 was a great year for area and state representation for students from Manly West Public School.

PSSA Sports

In summer, Manly West entered teams in girls and boys Eagle-Tag, Cricket, Beach Volleyball and Newcombe Ball, Softball and Tee Ball. Congratulations to our Junior B Girls Eagle-Tag, the Senior A Boys Eagle-Tag and Junior Cricket who won their grand finals and became Manly District Champions. Congratulations also to the Junior A Newcombe Ball and Senior Softball who were runners up in their competition.

For winter PSSA we entered teams in girls and boys Soccer, Rugby League, Netball and Netball. Congratulations to Junior Girls A and B and Senior B Girls Soccer teams for making their grand finals and coming runners up.



District Representative Trials

A number of students were selected on their performances to represent the school and the Sydney North Area at state level in a variety of sports.

- Charlie Scott – Touch Football
- Zane Browne – Rugby Union
- Will Edwards – Basketball and AFL
- Jesse Michniewicz – Touch Football, Rugby League and Rugby Union

Snowsports

This year the Manly West Snowsport Team was highly successful in the Interschools Snowsports Championships. The team consisted of students from Kindergarten to year six competing in Skier X, Moguls, Grand Slalom and Cross Country. Their success enabled them to compete in the State Snowsports Championships held in Perisher, and continuing onto the National Snowsports Championships in Mt Buller.

Thanks to all the parents who coordinated and coached the pre-season dry land training, organised the entries and transported and supported our skiers.



State Blue Awards

This year, 11 students represented NSW at a National level.

Congratulations to:

- Jesse Michniewicz – NSW Touch Team
 - Will Edwards – NSW AFL Team
 - Samuel Atkinson – NSW Cross Country Skiing
 - Caleb Atkinson - NSW Cross Country Skiing
 - Sam Rundle – NSW Moguls Skiing
 - Toby McIlwaine – NSW Moguls Skiing
1. Millie Rundle – NSW Alpine, Skiercross and Moguls Skiing
 2. Tigri Olofsson – NSW Alpine, Skiercross and Moguls Skiing
 3. Hannah McIlwaine – NSW Alpine, Skiercross and Moguls Skiing
 4. Clara Wall – NSW Alpine, Skiercross and Moguls Skiing
 5. Emta McCarthy – NSW Alpine, Skiercross and Moguls Skiing

Professional Learning and Teacher Accreditation

Teacher Professional Learning is integral to the professional growth of all teachers at Manly West. The staff is to be commended for their commitment in this area, as the majority of courses are conducted outside school hours.

All staff participated in professional learning activities that focused on quality pedagogy, new curriculum documents and technology to improve whole school Literacy and Numeracy.

Manly West staff has a strong presence with leading curriculum within our community of schools, the Northern Beaches Learning Alliance. Many of our staff regularly lead and attend network meetings.

Teachers engaged in professional learning topics:

- Ensuring Maths assessment data is uniform and accurate, by working closely with the Numeracy Continuums;
- Developing units of work using Conceptual Frameworks;
- Implementing Super Six strategies to increase comprehension skills for students;
- Grades working collaboratively with mentors to program Maths assessment tasks;
- Identification of GATS characteristics and procedures;
- Thinker's Keys, with Tony Ryan to enable students to develop flexible problem solving and thinking habits;
- 4 teachers completed the Mini COGE (Certificate of Gifted Education) & staff attended North GaTE Teach Meet workshops;
- Every Student Every School (ESES) and National Consistent Collection Data (NCCD) identification procedures and adjustment levels to enable students to access the curriculum;
- Australian Professional Teaching Standards;
- Performance Development Framework (PDF) goals;
- Engaging in the Art of Literacy in 21st Century Learning;
- PBEL for whole school positive behaviour management;
- WHS staff induction and student welfare modules;
- Project Based Learning;
- Numeracy and Literacy continuum and PLAN Data;
- An introduction to the new NSW History Syllabus for the Australian Curriculum;
- Disability Standards for Education and Child Protection Awareness Training;
- Anaphylaxis, Asthma and Diabetes Training and
- Cardio Pulmonary Resuscitation (CPR).

Beginning Teachers

Manly West PS had six (6) new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) Accreditation in 2015. Twenty one of our new scheme teachers are maintaining accreditation at Proficient Level.

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

As part of the Great Teaching, Inspired Learning (GTIL), beginning teachers were supported and mentored through the process of completing their Proficient Teacher Accreditation which involved workshops, professional discussion, targeted feedback and collegial sharing of classroom practice aligned with the Australian Professional Standards.

