



Manly State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	63 Ernest Street Manly 4179
Phone:	(07) 3906 6333
Fax:	(07) 3906 6300
Email:	principal@manlyss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr Clayton Carnes - Principal.

School Overview

Manly State School aims to provide every child with a learning environment in which the individual potential can be fully nurtured and strong basic skills developed as a firm foundation for future learning. We have four principles which guide our students' behaviour. We ask our children to Show Respect, Get Academic, Be Proud and Participate to the 'max'! A well-established learning support program provides a safety net for our children requiring extra support and a comprehensive extension program is coordinated by our Gifted Education Mentor. At Manly, we believe there is much more to education than classroom learning and children are encouraged to become involved in the array of extra-curricular activity that is available. Sport and music have a special place in our tradition with opportunities across choral and instrumental music performance groups and many sporting teams. Technology plays such an important role in the lives of today's children and Manly has a comprehensive infrastructure to ensure our students are equipped with skills to successfully navigate the 21st century.

Principal's Forward

Introduction

This report provides a brief 'snapshot' of the activity of Manly State School in 2016. Whilst it details some of the highlights and achievements of our school community, such a document cannot ever really do justice to the efforts of our students, parents and staff, who contribute to making this a great school. Throughout 2016, our students continued to excel in academic, cultural and social endeavours. Whilst our efforts were employed on the continued refining of our focus on the teaching of effective literacy and numeracy skills, our students substantially met all school targets in their performance on the National Assessment Program (Literacy and Numeracy). Manly State School also continued developing, trialling and tested a Bring Your Own Device Program (BYOX). In 2016 there were four classes – Year 2 iPad, Year 3 iPad, Year 4 Tablet and Year 5 Tablet classes. Technology continues to play a vital role in the teaching and learning at our school with teachers able to take full advantage of the extensive infrastructure, in all other classes.

School Progress towards its goals in 2016

In 2016, our school priorities are:

- Implementing the Australian Curriculum;
- Implementing Curiosity and Powerful learning with a focus on, Harness Learning Intentions, and Narrative and Pace;
- Continuing focus on the improvement of student achievement in Writing, particularly by increasing the proportion of students in the Upper Two Bands of Naplan; and
- Improving the way we communicate and report student performance to parents.

Future Outlook

During 2017, our school will focus upon the common pedagogical approach to Writing in all classrooms. We will achieve this by:-

- Developing a clear Prep to year 6 curriculum based upon the Australian Curriculum.
- Developing assessment literacy for our teachers and students with a focus upon Writing.
- Further development of our data collection and assessment program.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	655	310	345	12	96%
2015*	630	300	330	15	97%
2016	668	327	341	19	98%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The approximate enrolments in 2016 was 670 students. An official restrictive enrolment policy is in place at the school; enrolments can only be accepted from students residing within the designated geographical area. For further information regarding the enrolment policy and area restrictions please contact the registrar.

The school enjoys very strong 'year to year' progression rates with some noticeable movement of our students to local private schools from Year 4. During 2016, approximately 3% of our students with recognised disabilities were supported through our Special Education Program (SEP) and through classroom curriculum adjustments.

2.5 % of our population identify as indigenous students. These students demonstrated attendance rates similar to our school average in 2016. Generally, these students demonstrate achievement above state means for indigenous students.

Approximately 8% of the student background identifies as using a language or Dialect other than English at home.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	25
Year 4 – Year 7	27	26	27
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The curriculum at Manly State School is based upon the Australian Curriculum (in Mathematics, English, Science and History and Geography) and the Key Learning Areas (of the Queensland curriculum in The Arts, Technology and Health, Physical Education and Civics and Citizenship).

Programs are delivered in year level cohorts through integrated unit offerings and supplementary focused subject lessons, extensively adopting the *Curriculum Into The Classroom* unit programs developed by Education Queensland.

A comprehensive student intervention program operates at the school to provide additional support to students who require extra assistance with learning. This support is coordinated by the school Special Needs Committee. Support options include small group and individual interventions and special year level support packages.

An extensive array of activities were provided in 2016 to cater for those students who wish to extend and test their abilities.

These activities were coordinated by the Coordinator, Gifted and Talented Program:

- Maths District Team Challenge (Year 6)
- Maths Masters Competition (Year 5)
- Construction Club (Years 1- 6)
- Competitions and Assessments (Years 3-6)
- Australian Readers Challenge Years (1-6)
- Readers Cup Competition (Year 6)
- Premier's Readers Challenge Year (P – 6)
- Book Club (Year 1 – 6)
- Science Challenge Competition (Year 6)

Co-curricular Activities

Music

The Music Program continued to be an essential part of our school at Manly. By giving importance to music and showcasing it both publicly and privately, it continued to provide our school with a soul. It was also a vital part of the extra curricula program providing another avenue for children to focus their talents. Being a part of the Music Program gives children a sense of belonging, cohesiveness and interaction that can teach them so many life skills - working as a team, building individual confidence and a sense of purpose and achievement - as well as having great fun!

Classroom Music Program

All students from Prep to Year 6 received a half hour music lesson every week. The Classroom Music Program aims to equip each child with skills and understandings which will help him/her to appreciate music and to participate in music making. Children are involved in a wide variety of activities such as singing games, playing of instruments, composing and performing.

Choral Program

The school boasted three choral groups in 2016:

Senior Choir (Years 5 & 6)

Intermediate Choir (Years 3 & 4)

Year 2 Choral (Year 2)

These children are required to attend a weekly rehearsal. The choirs performed for school functions such as School Parade, Anzac Day, Musical Evening, and Presentation Day. They also support their community by performing at events such as the St. Paul's Market Day, St Peter's Church Fete and Manly Retirement Village Fete. In 2016 the Senior Choir and Intermediate Choir competed at Music Fest.

Instrumental Program

The school had three instrumental groups:

Senior Band (Years 5 & 6)

Intermediate Band (Years 5 & 6)

Junior Band (Year 4)

The bands performed for school functions such as School Parade, Anzac Day, Musical Evening, and Presentation Day. They also supported their community by performing at events such as the St. Paul's Market Day, Mother's Day in the Park, Bands in the Park, Halloween and Manly Retirement Village Fete. In 2016 the Senior Band and Junior Band competed at Music Fest.

Fife Band Program

The Fife Band has been an integral part of music in Manly SS since 1936. Fife lessons commence for interested students in Year 3 (Term 4). Every week the Fife Band perform at the school Parade providing music for the Australian National Anthem and also music for students to exit the hall at the conclusion of the parade. The Fife Band supported their community by performing at events such as Manly/Lota Anzac Parade, Vietnam Veteran's Day, Ipswich Festival Street Parade, Fort Lytton Cannon Firing, St Peter's

Church Fete and Halloween. The Fife Band also presented a marching display at the annual Music Evening.

Lunchtime Concerts

Lunchtime concerts gave students who learn an instrument/singing outside the school (from a private music teacher) the opportunity to perform an individual piece of their own choice before their peers, parents and teachers. Lunchtime Concerts were held once a term.

Sport and Physical Education

A heavy emphasis is also placed upon the physical wellbeing of our students through regular participation in school sport and physical education. Whilst all students participate in weekly Physical Education, interschool sport was available for students on a weekly basis for Years 5 and 6 students. Interschool electives (depending on the season) include rugby league (boys), netball (girls), soccer (boys and girls), cricket (boys), touch football (boys and girls) and softball (boys and girls).

The school also offers a sailing program which is run by instructors the Royal Queensland Yacht Club.

How Information and Communication Technologies are used to Assist Learning

The acquisition of technology skills is vital for our students to operate effectively in the 21st century.

Technology is integrated across the curriculum and forms an integral part of learning in each KLA.

All classrooms adjoin a technology withdrawal area allowing convenient and spontaneous access for all students to technology. As well, all classes have weekly class access to the computer lab where they manage learning tasks within a technology environment.

All classrooms are equipped with interactive whiteboards providing exciting opportunities for online learning. Teachers are able to access an extensive range of curriculum resources to support the use of these devices in classrooms.

In 2016, the *Bring Your Own Device* program trial was continued in years 2, 3, 4 and 5. The plan will be reviewed during 2017.

Social Climate

Overview

The school's Responsible Behaviour Plan for Students, based on Assertive Discipline principles, aims to ensure an atmosphere where children can feel safe, secure and happy and where they have the maximum opportunity to learn successfully. It focuses upon teachers' assertively insisting upon appropriate behaviour from students, with consistent consequences and procedures when they do not and, most importantly, the implementation of a system of positive consequences when expectations are achieved.

Each term, Gold Card Day is enjoyed by all students who have consistently demonstrated the standards expected.

In 2016, 92% of parents expressed on the School Opinion Survey that student behaviour is well managed, and 98 % of parents expressed that their child feels safe at our school.

A guidance officer services the school and provides academic, behaviour and personal counselling for students and their parents.

Leadership and Service

The school provided students with the opportunity to develop leadership skills through a Student Council, with representatives from Year 4 -6. This year the council has raised funds for charity and organised student social events within the school.

In addition the following leadership opportunities were provided:

- Sports Captains Chosen from Year 5 & 6 students.
- Band and Choir Captains chosen from Year 5 & 6 students.
- Peer Reading program linked Year 5-6 students with students in Years 1-3
- Charity / Themed Days Charity Days focus on supporting local and national charities.
- Student Welfare Programs
- A student welfare program operated at the school with the following components:
 - Human Relationships and Sexuality Education Program (Years 5 & 6)
 - Bravehearts Personal Safety Program (Years 1-3, every two years)
 - Special targeted programs for boys and girls in Year 6.
- School Camp program (Years 5 & 6 focuses on social skills/ relationships)

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	95%	93%	91%



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this is a good school (S2035)	97%	95%	90%
their child likes being at this school* (S2001)	96%	97%	96%
their child feels safe at this school* (S2002)	97%	99%	98%
their child's learning needs are being met at this school* (S2003)	91%	90%	85%
their child is making good progress at this school* (S2004)	89%	93%	83%
teachers at this school expect their child to do his or her best* (S2005)	98%	99%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	95%	89%
teachers at this school motivate their child to learn* (S2007)	93%	96%	87%
teachers at this school treat students fairly* (S2008)	88%	95%	92%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	96%
this school works with them to support their child's learning* (S2010)	90%	91%	89%
this school takes parents' opinions seriously* (S2011)	90%	89%	86%
student behaviour is well managed at this school* (S2012)	91%	95%	92%
this school looks for ways to improve* (S2013)	90%	95%	92%
this school is well maintained* (S2014)	99%	99%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	96%	97%
they like being at their school* (S2036)	96%	96%	96%
they feel safe at their school* (S2037)	98%	95%	98%
their teachers motivate them to learn* (S2038)	97%	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	94%	96%
teachers treat students fairly at their school* (S2041)	89%	92%	91%
they can talk to their teachers about their concerns* (S2042)	83%	83%	85%
their school takes students' opinions seriously* (S2043)	90%	92%	94%
student behaviour is well managed at their school* (S2044)	86%	85%	87%
their school looks for ways to improve* (S2045)	96%	93%	99%
their school is well maintained* (S2046)	96%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	88%	93%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	98%	88%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	96%	89%
staff are well supported at their school (S2075)	98%	88%	92%
their school takes staff opinions seriously (S2076)	95%	80%	89%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	100%	96%	100%
their school gives them opportunities to do interesting things (S2079)	95%	88%	92%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents play a vital role in the life of any school. At Manly State School, parents continue to contribute to the learning partnership through a myriad of roles within the school. Parents contribute significantly in the junior school through volunteering for in-class roles such as assisting with reading and activity groups. The support of parents directly into class learning is valued and encouraged.

The Parents' and Citizens' Association takes an active role in the strategic planning and monitoring of school performance. This ensures that our school continues to develop as a school meeting the contemporary needs of our children. The association also supports the resource development of the school. In 2016, the association continued to provide significant funding towards the upgrading of technology infrastructure at the school and to support school sporting opportunities.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. During 2016, our community began implementing positive behavior support. This included visits from the local police service to discuss on line bullying education and walk to school days about safely walking and stranger awareness. During 2017, the community will be implementing a school values program.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	14	19
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school continues to implement a School Environment Management Plan to reduce our environmental footprint. The plan outlines our actions which included in 2016:

- Water saving measures including the use of underground tank water captured for oval irrigation and toilet operation.
- The significant use of solar panels, funded as part of the National School Solar Project, to increase use of 'green energy'.
- Automatic light switches are controlled by movement sensors to reduce unwarranted light usage.
- A recycling program for used paper and cardboard.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	168,840	2,786
2014-2015	166,052	2,199
2015-2016	168,620	842

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	24	<5
Full-time Equivalents	38	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	8
Bachelor degree	28
Diploma	1
Certificate	1

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$58,009

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- All teachers and school leaders attended workshops in Curiosity and Powerful Learning.
- Teachers are able to use this platform as a basis for professional reflection and improvement.
- 100% of teaching staff undertook some personal professional development activities to enhance their pedagogical practice.
- Data analysis and implications for teaching practice.
- All teachers completed a Performance and Development Plan and undertook additional identified development activity through the plan.
- Teachers and staff completed mandated training in Asbestos awareness, Code of conduct and ethical decision making, Keys to managing information, Internal controls, Student protection, Health safety and wellbeing, and Curriculum activity risk assessment (teaching staff).

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	94%	96%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

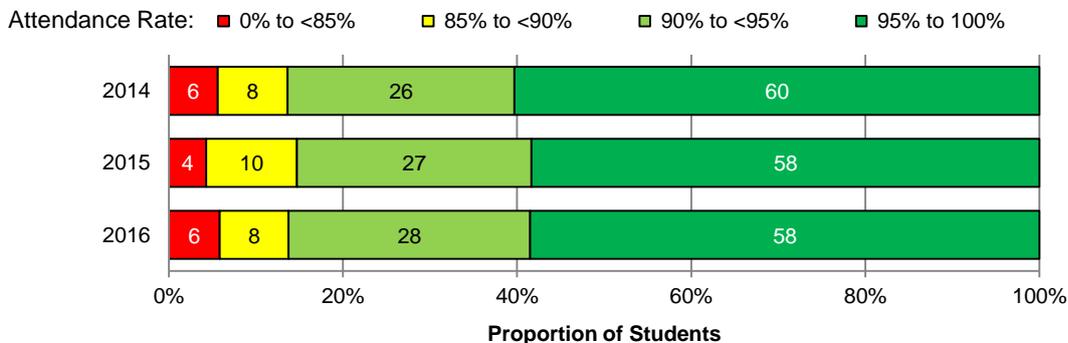
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	94%	96%	95%	95%	96%	95%					
2015	94%	95%	95%	95%	95%	94%	95%						
2016	95%	95%	95%	96%	95%	94%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.



Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Rolls are marked each day at 9.00 and after the second break. Parents are requested to leave a message on the school's 'absentee line' if a student is to be absent. Unexplained absences are followed up with a letter to parents requesting the reason for the absence where the absence is unexplained. Repeated absence is managed by the principal in consultation with parents. This involves initial phone contact by a school staff member and offers of assistance by the school guidance officer. The school Guidance Officer is also available to assist in the rare cases of 'school refusal'. Continued non-compliance with attendance plans can result in official warning and notification to relevant authorities.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.