Manly State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 three values which guide our students' behaviour. We ask our children to show Respect, demonstrate Resilience and develop Perserverance. 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 curriculum team. 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. A major modernisation program in 2009 has fully redeveloped the school with new facilities.

School progress towards its goals in 2018

In 2018, our major focus was to develop our whole school approach to Reading. This included the development of a whole school reading program and development of a Reading Professional Development for our teachers. During the year we continued to develop Explicit Teaching as our major Pedagogical Approach and will continue developing Reading and Explicit Teaching in 2019.

Future outlook

In 2019, our school will focus upon two areas. These include-
- Whole School Reading Program – complete implementation.
- Whole School Spelling Program – begin implementation from semester 2, 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	668	673	656
Girls	327	341	336
Boys	341	332	320
Indigenous	19	17	15
Enrolment continuity (Feb. – Nov.)	98%	97%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The approximate enrolments in 2018 was 665 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 enrolment officer. 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 2018, 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 2018. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	23
Year 4 – Year 6	27	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 2017 to cater for those students who wish to extend and test their abilities. These included –

- 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 2018:
- Senior Choir (Years 5 & 6)
- Intermediate Choir (Years 3 & 4)
- Year 2 Choral (Year 2)
These children were 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 supported 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 2018 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)
- Fife Band – (Years 3-6)
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 2017 the Senior Band and Junior Band competed at Music Fest.

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 and a Track Velodrome Cycling Program which is offered through Cycling Queensland

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 2018, we introduced a school owned/ parent resourced Laptop program for students in grades 4,5 and 6. This program began with year 4 and provides every student with a Laptop to link with the school OneNote system to access learning programs.

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. In 2018, 97% of parents expressed on the School Opinion Survey that student behaviour is well managed, and 99% 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	97%	96%
• this is a good school (S2035)	90%	94%	97%
• their child likes being at this school* (S2001)	96%	95%	97%
• their child feels safe at this school* (S2002)	98%	99%	99%
• their child's learning needs are being met at this school* (S2003)	85%	93%	92%
• their child is making good progress at this school* (S2004)	83%	95%	92%
• teachers at this school expect their child to do his or her best* (S2005)	96%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	89%
• teachers at this school motivate their child to learn* (S2007)	87%	96%	89%
• teachers at this school treat students fairly* (S2008)	92%	99%	95%
• they can talk to their child's teachers about their concerns* (S2009)	96%	99%	96%
• this school works with them to support their child's learning* (S2010)	89%	91%	97%
• this school takes parents' opinions seriously* (S2011)	86%	89%	93%
• student behaviour is well managed at this school* (S2012)	92%	94%	97%
• this school looks for ways to improve* (S2013)	92%	97%	99%
• this school is well maintained* (S2014)	94%	96%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	100%	98%
• they like being at their school* (S2036)	96%	97%	98%
• they feel safe at their school* (S2037)	98%	100%	98%
• their teachers motivate them to learn* (S2038)	98%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	98%
• teachers treat students fairly at their school* (S2041)	91%	96%	90%
• they can talk to their teachers about their concerns* (S2042)	85%	97%	95%
• their school takes students' opinions seriously* (S2043)	94%	92%	92%
• student behaviour is well managed at their school* (S2044)	87%	93%	97%
• their school looks for ways to improve* (S2045)	99%	100%	99%
• their school is well maintained* (S2046)	96%	98%	97%
• their school gives them opportunities to do interesting things* (S2047)	96%	96%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
• they receive useful feedback about their work at their school (S2071)	92%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	100%	97%	100%
• student behaviour is well managed at their school (S2074)	89%	100%	100%
• staff are well supported at their school (S2075)	92%	97%	95%
• their school takes staff opinions seriously (S2076)	89%	97%	95%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	92%	97%	98%

Percentage of school staff who agree# that:	2016	2017	2018

* 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 2018, the association provided significant funding to air-condition the majority of learning classrooms.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. During 2018, our community began implementing positive behaviour 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 2019, the community will be implementing a school values program.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	19	8	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2018:

- 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	168,620	170,821	178,819
Water (kL)	842	1,810	2,153

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	44	29	<5
Full-time equivalents	39	17	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	8
Bachelor degree	30
Diploma	1
Certificate	10

*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 2018 were $113000.

The major professional development initiatives are as follows:

- Workshops about Explicit Teaching.
- Workshops about Teaching Reading.
- Participation in Local Learning Cluster.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	94%
Attendance rate for Indigenous** students at this school	96%	95%	96%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	95%
Year 1	95%	95%	95%
Year 2	95%	95%	94%
Year 3	96%	94%	94%
Year 4	95%	95%	93%
Year 5	94%	94%	95%
Year 6	94%	95%	94%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	6	8	28	58
2017	3	10	29	57
2018	7	10	26	58

Proportion of Students
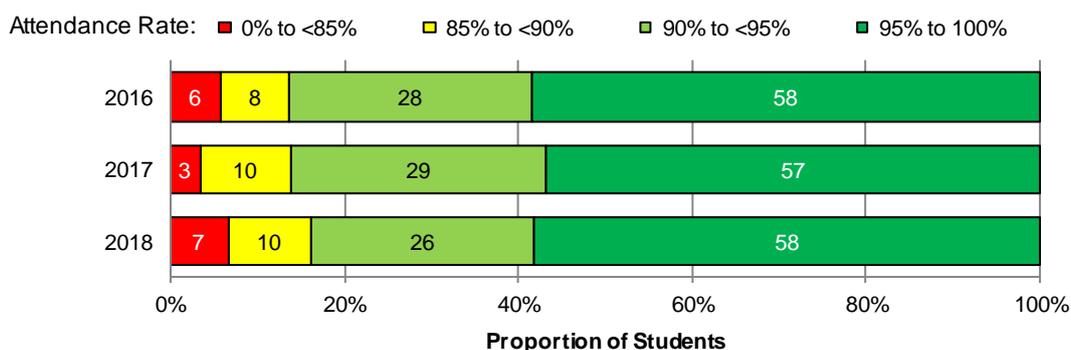
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 text message 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.