

Manly West State School

Queensland State School Reporting

2013 School Annual Report



Postal address 226 Manly Road Manly West 4179

Phone (07) 3906 8333

Fax (07) 3906 8300

Email the.principal@manlywestss.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 Lisa Morrison (Principal)

Principal's foreword

Introduction

At Manly West State School we live out motto 'Active Minds, Bright Futures'. It reflects our desire that all of students discover their potential and put into action their own passion for learning.

Through our four values of effort, safety, responsibility and respect, we connect this learning to the real world. We strive to create a community of collaborative, life-long learners and an environment where every day, in every classroom, every child is learning and achieving. To accomplish this we look to the future in which our students will live and we offer them a world-class Australian education and multiple learning pathways to follow.

We seek to prepare our students to be successful 'Global Citizens' who are: critical and creative thinkers, literate and numerate, ethical in behaviour, personally and socially confident, competent with ICTs and accepting of individual differences. Working in partnership with our families and the wider community, we strive to position our students for success in an ever changing world.

We value working closely and creatively with parents and the wider community to provide students with access to high quality education.

Our school families are representative of the local community and so we have a diverse cultural and socio-economic mix. Building relationships with this unique combination of families enables our students to experience values and skills that prepare them for living successfully in the 'real world'. Our school is community based with strong parental partnerships as a key feature.

This report celebrates the successes that can be achieved when a school community works together to provide quality education for its students. We are proud to share The Manly West SS Annual Report; a cooperatively developed document reporting on our activities and celebrations for the 2013 school year.

Manly West State School Queensland State School Reporting 2013 School Annual Report



Manly West State School
Active Mindz, Bright Future

Explicit Teaching Lesson Design

Gradual Release of Responsibility Model

Teacher Responsibility

Focus Lesson

Guided Instruction

Collaborative

Independent

Student Responsibility

Adapted from Figure 1.2.2 in the guide to assist with implementation for Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility in Literacy, Content, and Science, © 2009, National Center for Learning Disabilities.

I Do—Explicit Teaching	We Do—Guided Instruction
<p>The focus lesson—the modeling phase (whole class)</p> <p>In the focus lesson the teacher will:</p> <ul style="list-style-type: none"> Clearly establish the purpose—then learning and expectation clearly articulated at student learning goals (WALT) and WILF, introduce new vocabulary. Model show-how thinking—provide students with the information about the way in which a skilled reader, writer or thinker processes information, links to previous learning. <p>Strategies:</p> <ul style="list-style-type: none"> Think-alouds Direct explanation Demonstration Public problem solving Shared reading Writer-alouds Interrole teaching Structural overview Drill and practice 	<p>Whole group—new content chunked into “bite-sized” pieces</p> <p>Needs-based groups—students who share common instructional needs (small, purposeful groups)</p> <p>In the guided instruction lesson the teacher will:</p> <ul style="list-style-type: none"> Differentiate—varying the instructional materials, the level of prompting or questioning and the products expected. Develop content knowledge and skills—using cues, prompts and questions to guide students to increase complex thinking about for misunderstanding and misconceptions. Establish high expectations—providing support for students to reach those expectations. Guided reading Guided writing Missconception analysis
You Do it Together—Collaborative Learning	You Do—Independent Tasks
<p>A time for students to apply information or review previous knowledge, students are grouped together by the teacher to successfully practice skills, strategies and processes.</p> <p>In the collaborative learning phase the students will:</p> <ul style="list-style-type: none"> Collaborate—with the requirement for independent products from the group collaboration. Consider their thinking and understanding—negotiate with peers, discuss ideas and information, engage in inquiry with others, use what they have learned during focus and guided instruction. <p>Strategies:</p> <ul style="list-style-type: none"> Peer-to-peer Reciprocal teaching Cooperative learning Inquiry based learning Problem-based learning Learning/teaching stations Peer experience Simulations Role play Process drama Literature circles Jigsaw 	<p>Students perform tasks independently that are related to the instruction they received and provide opportunity to apply knowledge in a new way. The teacher provides feedback to students on their progress and knowledge (2 stars and a wish)</p> <p>In the independent task lesson the student will:</p> <ul style="list-style-type: none"> Apply information previously taught—use their knowledge to produce new products. Work independently—applying information, ideas, concepts, skills and strategies in unique situations. <p>Strategies:</p> <ul style="list-style-type: none"> Independent learning centres Writing to prompts Conferencing Student-centered reading

Explicit Direct Instruction

- Teach first
- Ask a Question
- Pause
- Ask a non-volunteer
- Listen to the response
- Effective feedback

Adapted from Figure 2.2.7 in the guide to Assist with Implementation for Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility in Literacy, Content, and Science, © 2009, National Center for Learning Disabilities.

School progress towards our 2013 goals – we are proud to share the following achievements ...

This is where we went on our Manly West school bus ...



KP1 - Create healthy people, places & partnerships

We have achieved the following: an Induction process (students, parents, staff), Active School Travel program, the chaplaincy program, brainbreak food to enhance on-task behaviours, an updated Responsible Behaviour Support Plan, student leadership and community service projects through the Student Council, a significant growth in links with local community groups; eg. Rotary Club, the Royal Yacht Squadron, indigenous groups, the local retirement village, the Wynnum Chamber of Commerce.

We are working towards: a healthy Tuckshop, Smart Moves exercise program, our Kitchen Garden linked to science with the Moreton Bay Environmental Education Centre, a growing Music Program committee supporting our instrumental music and choir programs

KP2 - Enable critical & creative thinkers through diverse learning pathways

We have achieved the following: explicit teaching through WALT & WILF, academic competitions, Maths Masters program, Wynnum Manly State Education Alliance excellence days, Scientist-In-Schools, Artist-in-residence (Mel Thomas), music Groups – instrumental & choirs

We are working towards: develop a Thinking Skills Framework: using Bloom’s Taxonomy, Science Club,

Manly West State School

Queensland State School Reporting

2013 School Annual Report



KP 3 - Differentiate Learning for literacy & numeracy

We have achieved the following: embedding existing programs - Words Their Way spelling. Daily Warm-ups for number facts, phonics and sight words. Home reading program. Question and Response reading comprehension program (QAR). All staff training in Reading to Learn program (R2L) in partnership with Ipswich East, Nundah and Greenslopes SS. Daily mental maths program.

We are working towards: implementing the Thinkboard Strategy (maths problem-solving).

KP 4 - Put Faces on the Data

We have achieved the following: a shared responsibility for data: 2013 school Improvement plan, student led learning in portfolios and conferences, Goal-setting & feedback for students. Reports written to the individual student, Assessment and Reporting Schedule updated. Improved academic achievements across all learning areas.

KP 5 - Teaching practice - high quality teaching focused on creating independent learners

We have achieved the following: developed a Pedagogical Framework focussed on explicit teaching and built around our differentiation model to ensure every child has an opportunity to learn and succeed, the Australian Curriculum, Dimensions of Teaching & Learning, and the Gradual Release of Responsibility Instructional Model (Fisher & Frey). Study the Gradual Release Model through professional learning Book Club – 'Better Learning Through Structured Teaching'.

We are working towards: Use the ten Marzano reflective questions to explore and feedback on the effectiveness of explicit teaching strategies.

In our 2013 school opinion survey, 100% of parents responded that Manly West SS is a good school, that their children are getting a good education, and that their children feel safe and happy at this school. A wonderful tick of approval from our school families!



Manly West State School

Queensland State School Reporting

2013 School Annual Report



Future outlook

In 2012 our community engaged in a Quadrennial School Review and created our 2012-2016 Strategic Plan. From this review we identified these Key Priority Areas for 2014.

Sail along with us as we focus on a socially equitable education. We believe every child can learn and succeed!



KP1 - Create healthy people, places & partnerships

- Supportive transition program for our prep students building on their kindergarten programs
- A welcome induction process for students, parents & staff,
- A parent-led Instrumental Music Program committee
- Active School Travel (with the Brisbane City Council)
- Chaplaincy program
- Brainfood for all classes, Smart Moves daily exercise, Kitchen Garden learning opportunities

KP2 - Enable critical & creative thinkers through diverse learning pathways

- Implement a critical thinking skills framework - Bloom's Taxonomy
- Australian Curriculum roll-out continuing (supported by the curriculum coach) – adding Geography
- A variety of learning pathways; including science club, ICAS, Maths Masters, learning excellence days, Meanjin Writer's Camp, Scientist-In-Schools, Artist-in-residence for Visual Art, music groups – instrumental & choir, plus our school clubs – chess, dance, arts, music, games.

KP 3 - Differentiate Learning for literacy & numeracy

- A whole school focus on reading, writing and numeracy language through the dynamic: 'Reading to Learn' model (R2L) (Ref. D. Rose: Reading to Learn, Learning to Read). For more information go to: <http://www.readingtolearn.com.au/>
- Employ a Reading to Learn Coach (Rebekah Ide) to support teachers to use this explicit teaching model
- Support teacher (Wendy Hine) assists teachers to write individual learning plans for students who are not at their year level standard
- Spelling program - 'Words Their Way'
- Embed the Thinkboard Strategy for mathematics problem-solving

KP 4 - Put Faces on the Data

- Employ a Data Coach (Anne-Maree Hamilton) to support teachers to use data to plan for individual student learning (Ref. J. Hattie: Visible Learning, Fullan: Putting Faces on the Data)
- Students leading their learning by managing their own portfolios
- Students monitor their own behaviour choices and attendance at school
- Three-way Parent/Child/Teacher conferences

KP 5 - Teaching practice - high quality teaching focused on creating independent learners

- Use the Great Results funding of \$117, 587 to the staff to implement the Reading to Learn model and data coaching in 2014 and online maths learning through Mathletics
- Implement the Gradual Release of Responsibility Instructional Model (Ref: Fisher & Frey: Better Learning Through Structured Teaching). Students and teacher work through these phases - I do, We Do, You Do in a Team, You Do (independently)

Our school at a glance

School Profile

Coeducational or single sex: coeducational

Year levels offered in 2013: Preparatory Year to Year 7

Total student enrolments for this school 2011-2013:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	406	195	211	95%
2012	406	197	209	91%
2013	427	199	228	96%

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

Characteristics of the student body:

Along with a growing population and cultural diversity, Manly West SS has an optimistic 'sense' of community and a shared focus on supporting our students to be critical and creative thinkers. The school is situated in the family-oriented suburb of Manly West, 13 kilometres from the Brisbane CBD, with panoramic views over Moreton Bay. It features parklands, bike/walk ways, a seaside pool, and facilities for sailing, fishing and canoeing. Many families are second-generation and proud of their school's heritage and tradition. In recent times the school has been through change in the leadership team and significant rebuilding of 90% of the school. Families, students and staff value varied learning pathways that cater for individualised learning. Together we believe that when the key 'people' - the student, the parent and school staff - are working in harmony, effective and lasting learning can take place. A data snapshot of Manly West suburb reveals the following: Index of Community Socio-Educational Advantage = 1038, the most common ancestries are English 30.9%, Australian 29.1%, Irish 9.4%, Scottish 8.2% and German 4.5%; 15.6% are one parent families; the most common occupations are Professionals 20.8%, Clerical & Administrative Workers 17.6%, Technicians & Trades Workers 14.3%, Managers 12.5%, & Sales Workers 9.8%; 20.3% of households had weekly household income > \$600 and 13.3% of households had a weekly income < \$3,000; 27.8% of people are attending an educational institution, 35.4% in primary school & of these 20% are in a state primary school.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	25	21	25
Year 4 – Year 7 Primary	24	22	26

Our school at a glance

School Disciplinary Absences (includes students recommended for an SDA, not just the actual SDA).

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	14	10	24
Long Suspensions - 6 to 20 day:	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

The SDA data reflects the fact that our community values a safe, supportive environment. Our Responsible Behaviour Support Plan, which is frequently updated, recognises and rewards positive behaviour whilst also providing consistent and fair management strategies.

Curriculum offerings

Our distinctive curriculum offerings:

- Reading to Learn - targeting literacy and numeracy learning <http://www.readingtolearn.com.au/>
- Goal setting, higher order thinking and reflective learning through key subject areas of the Australian Curriculum – English, Mathematics, Science, SOSE, Technology, The ARTS, Health & Physical Education <http://www.australiancurriculum.edu.au/>
- Early years perceptual motor program
- Language – French
- Weekly elearning lessons focussed on the Australian Curriculum
- Science Inquiry using the 'Primary Connections' program
- The ARTS – specialist music program and dance program
- Cultural awareness learning opportunities through NAIDOC week and Harmony Day

Extra curricula activities:

- Leadership programs such as the MWSS student council, Year 7 captains, parade leaders, ANZAC day and national leader's day events, Environmental Education Student Leaders' program
- Academic competitions and enrichment programs – local, state and national; eg Cluster school academic enrichment days, Maths Masters, Writing camps, University of New South Wales (ICAS) national competitions for Science, Mathematics and English
- Choirs – Boys Vocal Group, Junior and Senior Choirs
- Instrumental Music Program – brass, woodwind and percussion; including designated music camps for our beginning and experienced student musicians
- Interschool and Representative sports – soccer, rugby league, volleyball, netball, Australian Rules football, touch football, oztag, softball, basketball. Our students have achieved at district, regional, state and national representative levels in 2012/13

How Information and Communication Technologies are used to assist learning:

Digital learning is integrated into everyday teaching and learning at Manly West SS through the provision of access for all staff and students to laptops, computer labs and interactive whiteboards (in every learning space), digital cameras and microscopes, iPads, Beebots (programmable robots) and easi-speak microphones. Students and teachers use devices and software to access learning and to demonstrate what they know and can do. Online programs such as 'Accelerated Reader' allow students to work and achieve at their individual learning level. In 2012 an elearning coach role was established at the school to coach the teachers to seamlessly integrate digital teaching and learning. This very successful innovation was implemented to support the experienced teachers; many of whom are digital novices and have natural challenges in our digital world. Supported by the elearning coach and expert tech support, students and teachers continue to engage in weekly lessons to explore digital software and hardware and work on integrating digital pedagogy naturally into everyday learning.

Our school at a glance

Our wireless network will be upgraded early in 2014, doubling its capacity to 4000 kbps, to cater for the increased traffic as we work our way towards the Bring Your Own Device (BYOD) model. The BYOD model will support our students to use digital tools (some brought from their home) naturally in their everyday learning activities. Follow this link for further information: <https://byox.eq.edu.au/Pages/default.aspx>

Social climate

Establishing a safe, supportive and caring environment where students, staff and parents feel valued is a key goal of our school. To enact this goal, our Responsible Behaviour Support Plan recognises and rewards positive behaviour whilst also providing consistent and fair management strategies. Pastoral care programs including community service, lunch time social games and activity clubs and the lunch-time peer mentors and game referees, also all support this positive behaviour focus. In 2013 our school introduced a school chaplaincy program also focused on pastoral care.

Manly West SS students strive to follow our four school rules focussed on being safe, responsible, respectful and showing effort. Data gathered through our School Opinion Survey indicates that our students and parents are increasingly satisfied with our school's positive behaviour focus and supportive social programs. Students and parents are at or above the state average in their satisfaction that students are treated fairly at this school and that children feel safe at school.

Parent, student and staff satisfaction with the school.

We are proud of our school. Our school opinion data indicates that the satisfaction of parents, students and staff at Manly West SS is well above the state average. The stability of school leadership from 2012 to 2013 and the engagement with the school community is reflected in the significant improvement in school opinion data for 2013. Families and staff have welcomed 2013 as a time to move forward with a consistent school leadership and expert teaching team. New families are speaking with their feet and enrolling at Manly West State School leading to growth from 401 students in 2012, 414 in 2013 and 440 in 2014. School staff data also indicates a continuing growth in satisfaction with our school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	100%
this is a good school (S2035)	94%	100%
their child likes being at this school* (S2001)	91%	100%
their child feels safe at this school* (S2002)	94%	100%
their child's learning needs are being met at this school* (S2003)	85%	90%
their child is making good progress at this school* (S2004)	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	97%
teachers at this school motivate their child to learn* (S2007)	97%	97%
teachers at this school treat students fairly* (S2008)	84%	93%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%
this school works with them to support their child's learning* (S2010)	82%	97%
this school takes parents' opinions seriously* (S2011)	82%	100%

Our school at a glance

student behaviour is well managed at this school* (S2012)	85%	97%
this school looks for ways to improve* (S2013)	91%	100%
this school is well maintained* (S2014)	97%	100%
Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	93%
they like being at their school* (S2036)	89%	96%
they feel safe at their school* (S2037)	90%	93%
their teachers motivate them to learn* (S2038)	97%	98%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%
teachers treat students fairly at their school* (S2041)	92%	89%
they can talk to their teachers about their concerns* (S2042)	87%	90%
their school takes students' opinions seriously* (S2043)	87%	88%
student behaviour is well managed at their school* (S2044)	75%	80%
their school looks for ways to improve* (S2045)	94%	97%
their school is well maintained* (S2046)	93%	95%
their school gives them opportunities to do interesting things* (S2047)	89%	97%
Performance measure		
Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		94%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		92%
staff are well supported at their school (S2075)		97%
their school takes staff opinions seriously (S2076)		97%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		97%
their school gives them opportunities to do interesting things (S2079)		97%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Our school at a glance

Involving parents in their child's education

At Manly West SS we encourage and welcome school parents as partners in the education of their child. We welcome parents into our classrooms and ensure that all parents are aware that they are integral to the success of their child's learning.

Information sessions for parents/caregivers are offered by each classroom teacher and formal interviews regarding student progress are conducted twice per year. Parents are encouraged to contact class teachers regularly to support this shared partnership approach to monitoring their child's academic and social development. Parent Education Programs are also offered to enhance understandings of student learning abilities, needs and strategies.

The Manly West SS Parents and Citizens Association (P&C) is open to all interested parents and community members. Our P&C is about people – parents, caregivers and community minded people who want to help our school flourish. Members of our P&C work closely with our school staff, building a strong school community, for the benefit of students, parents and staff. The P&C manages the Outside School Hours Care, the Swimming Club, the Tuckshop and the Uniform Shop. It assists with strategic planning for school resourcing and contributes significantly to building our school culture through the coordination of many fundraising and social events.

Parents/caregivers are involved in our school in many ways:

- Fundraising events, such as the phenomenally successful **'Easter Fiesta'** (2013 fete)
 - Participating in information evenings and parent-teacher interviews related to reporting processes
 - Involvement in plan/ review processes: Quadriennial School Review, Annual Plan and Budget
 - Supporting staff and students in classrooms, sport teams, school events, camps and excursions
 - Contributing to the school newsletter
 - Participating in our school activities, such as concerts, discos, sports days, and community breakfasts
- Our local community, such as nearby retirement village, vet, children's haven, sporting clubs, Rotary, Bunnings and local chambers' of commerce are heavily supportive of our school.



Reducing the school's environmental footprint

At Manly West SS we are proud of our moderate usage of both water and electricity. As a result of the State Schools' of Tomorrow and the Building the Education Revolution funding, energy saving measures have been built into the school facilities; such as lights operating on a sensor system, day and night.

In everyday class activities, students are being educated with a focus on reducing our environmental footprint whether at school, home or the wider community. This is being supported through ongoing teaching and learning program support from our local Moreton Bay Environmental Education Centre.

The recent innovation of a 'Kitchen Garden' at our school with its environmental science focus will continue to grow and support the teaching and learning opportunities aimed at reducing our environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	186,480	2,355
2011-2012	141,424	1,509
2012-2013	170,675	1,702

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

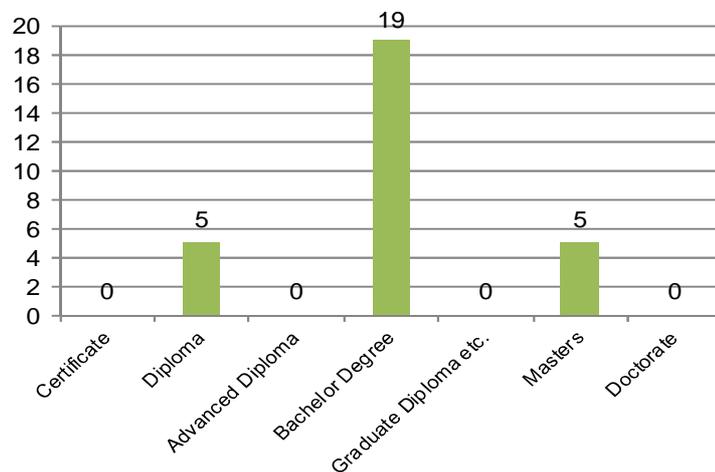
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	20	0
Full-time equivalents	24	12	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.	0
Masters	5
Doctorate	0
Total	29



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funding expended on teacher professional development in 2013 was \$17000.

The major professional development initiatives are as follows:

- Executive Book Club – lesson design and teaching strategies – Better Learning Through Structured Teaching – Gradual Release of Responsibility Model (Ref: Fisher and Frey)
- Australian Curriculum implementation supported by Curriculum Coach
- Digital pedagogy – Elearning coaching, interactive whiteboard teaching tools, iPad training,
- Instructional Strategies – Literacy and Numeracy, Explicit teaching strategies, Gifted Education,
- National Partnership Literacy Coaching – with a focus on reading
- First Aid and CPR

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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



Performance of our students

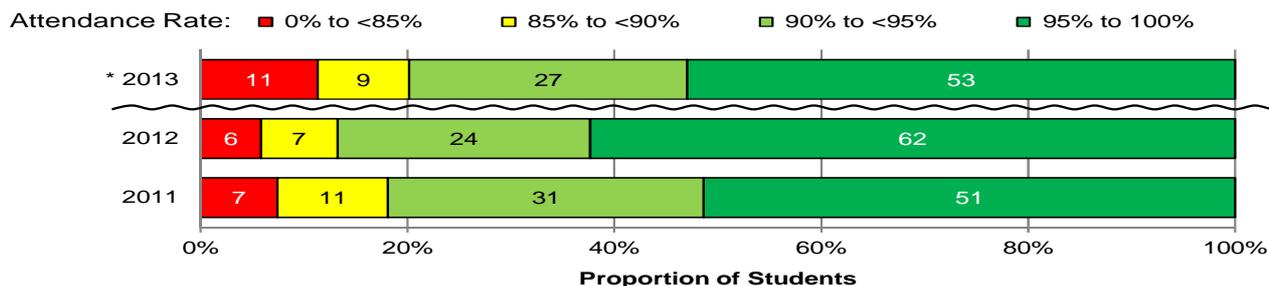
Key student outcomes

	Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).		94%	95%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.				

Student attendance rate for each year level (shown as a percentage)							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	94%	94%	95%	94%	92%	95%	94%
2012	96%	95%	96%	95%	94%	96%	94%
2013	91%	94%	93%	95%	93%	94%	93%

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

At Manly West SS non-attendance and roll marking is managed in line with the DETE policies listed above. A sign in/out book is kept in the school office for recording of students arriving late or leaving early during school hours. Parents can notify the school of a student's absence using a dedicated phone message bank, with a note or a phone call. Student absence data is regularly reviewed by school administration and classroom teachers. Principal and teachers work to support students, parents and families where there is a pattern of unexplained or persistent absence.

In 2012 we put in place an initiative that requires each child to monitor their own attendance by highlighting a calendar each day. This has significantly raised awareness for students, staff and parents about individual student attendance patterns. It is in line with our focus on students leading and taking responsibility for their own learning. Not only has our overall attendance rate increased but in 7 of the 8 year levels the attendance rate has also increased. Although this initiative is very simple, it has supported teachers to focus on attendance as one of the keys to learning achievement, because these calendars can be accessed and discussed whenever necessary to highlight attendance patterns.

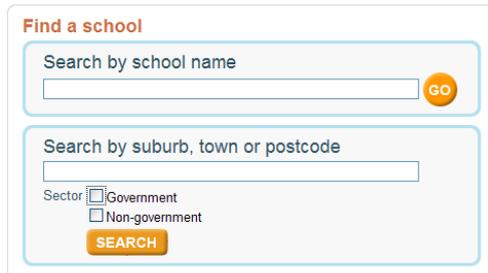
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

Search by school name GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Manly West SS has implemented a range of strategies to meet the needs of our Indigenous students:

- In class intensive literacy and numeracy support and a targeted reading program
- Attendance Monitoring process with individual student calendar
- Staff Education programs – Hidden Histories and Indigenous history of Moreton Bay with Joshua Walker (local Indigenous elder) and Moreton Bay Environmental Education Centre
- NAIDOC week whole school event - led by a key MWSS parent, who has a significant presence in our local aboriginal community

Attendance for all students has remained steady over the last three years with Indigenous students attendance at 91.7% and Non-Indigenous students' attendance at 95% in 2013.

Retention of Indigenous students compared to Non-Indigenous students is comparable and the same rate of Indigenous enrolments occurred in 2013.

Academic achievement shows there was an improved percentage of indigenous students achieving C or above in Maths, English and Science as compared to non-Indigenous students.