

Manly West State School

Active minds. Bright futures.



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



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School Overview

At Manly West State School we live our motto 'Active Minds, Bright Futures'. It reflects our desire that all students achieve to their potential and put into action their own passion for learning. Our purpose is to provide every child with a high quality education while valuing their diverse abilities, socio-economic and cultural backgrounds. We aim to achieve the goals of excellence and equity.

Our vision is for every learner to be literate, numerate, an effective communicator and digitally savvy. Our school provides many fine educational programs including; differentiated learning in every classroom, inquiry science, performing arts through bands, choirs, dance program and school musicals, our visual arts program, Japanese language program and the robotics, coding, robotics and digital learning opportunities. We offer our students a world-class Australian education and multiple learning pathways, working closely and creatively with parents and the wider community to support access to high quality learning opportunities. Our school families are a diverse cultural and socioeconomic mix and our school is community focussed with strong parental partnerships as a key feature. Through these strong partnerships, quality curricula and teaching, and our four values of effort, safety, responsibility and respect, our students grow and learn to contribute successfully in an ever changing world.

Manly West State School is situated in the popular bayside suburb of Manly West, 13 kilometres from the Brisbane CBD, with superb views over Moreton Bay and Stradbroke Island. As a family-oriented suburb, Manly West is rich in parklands and sporting amenities. The local wider community features bike and walk ways, a local seawater wading pool, as well as facilities for many outdoor activities such as sailing and canoeing. We believe Manly West is an idyllic place for children to spend their primary years and there is a strong 'sense' of community that supports the holistic growth of our children.

Our champion team includes a Principal, Deputy Principal, 28 classroom teachers and 12 teacher aides. The following specialist teachers support our students, parents and staff: a curriculum coach, pedagogical coach, data coach, Gifted Education Mentors, Health and Physical Education, classroom music, instrumental music, Japanese (LOTE), Support Teacher-Literacy and Numeracy, special education teachers, a guidance officer and digital technician. Our Administration Officers, Business Services Officer, Janitor-Groundsman and Cleaners provide invaluable service. Working alongside our school staff is a strong team of volunteers, P&C and community members who support learning at Manly West SS.

We are proud of our Manly West SS heritage and tradition; providing a quality education service in partnership with our school community since 1958. The school has been through a major renewal and we now have state of the art teaching spaces, a Science and Technology space, a specialist music room, a resource centre and makerspace with a blue room for film-making and a magnificent Performing Arts Hall with seating for over 400 for school events. Every teaching space and classroom has an interactive whiteboard and wireless access for our many portable digital devices. A significant community partnership with Rotary and Bunnings provides our children with valuable learning opportunities in our kitchen garden – junior masterchefs in the making!!

We welcome every parents' active interest in their child's school life. Parents play a pivotal role in the education of their child. Current research has linked a high level of parental involvement in their child's schooling with future learning success. We believe that when the key 'people' - the student, the parent and the educator are working in harmony, effective and lasting learning takes place. Please take time to explore our school web site, view our new 'Nature Play' space and contact us to arrange for a tour: <https://manlywestss.eq.edu.au/Pages/default.aspx>



Principal's Forward

Introduction

The School Annual Report provides a clear and concise summary of the achievements and activities of 2016 and our aspirations for 2017 for Manly West State School. This report includes contextual information about who we are, some of our 2016 achievements and an outline of our future expectations. During the year we engaged in our quadriennial school review and development of our 2017-2020 Strategic Plan.

I am honoured to be the Principal of Manly West State School and together with staff and parents, we are justifiably proud of the performance of our students. Our champion staff go the extra mile to ensure that all children are offered the opportunity to fulfil their potential both within and beyond the classroom. We are deeply aware of our obligation to prepare young people to make their way in the world as confident, caring and competent citizens. For a more complete picture of the richness of our achievements, we invite you to come and see first-hand the amazing things that occur in our school each and every day.

Progress towards our 2016 school improvement priorities

2016 school improvement priorities	2016 achievements	2017 future expectations
Grow an 'expert teaching team' by using our teacher TRIAD observation/feedback process to develop consistent and effective strategies across all classes;	School Review feedback: Staff value the collaborative feedback culture. This is evident through the strong support of teachers for the TRIADS as opportunities to reflect on practice and learn from colleagues.	Continue to use the TRIAD model as an effective process to grow expert teaching practice. Use the triads to focus on expertly teaching reading comprehension strategies and the language of mathematics in 2017.
Embed an inquiry process with a data coach which uses student data to plan learning and strengthen staff data literacy; (Lyn Sharratt and John Hattie http://www.lynsharratt.com/ http://visible-learning.org/john-hattie/)	Teachers report 100% satisfaction with improved action research, data literacy and analysis skills – enabled through the data coaching program and case conferencing model.	Continue to refine the data coaching program – gradually release the coaching from the 'external coach' and workshop provision to the Curriculum Leadership team and teachers.
Embed our whole school intentional, consistent and inclusive instructional practices with a pedagogical coach: including Reading to Learn (through the Gradual Release of Responsibility Model) and Age-Appropriate pedagogies – investigation/inquiry projects focus, https://www.readingtolearn.com.au/	This successful focus has achieved improved reading and spelling outcomes for our students in Semester 2 2016. In 2016 an inquiry science coach modelled best practice and matched this work to the learning needs of children. Teacher practice and student engagement and learning outcomes improved in Science inquiry.	Ensure sustainability of these pedagogical practices by key staff becoming on-site trainers; e.g. for Reading to Learn. Employ a science laboratory technician to support inquiry science.
Enable opportunities for student engagement and achievement through student-led conferences, descriptive feedback and co-construction of success criteria.	All Year 1-6 students presented their learning through student-led conferences twice yearly. A team of teachers engaged in a cycle of inquiry into students feeding back on their learning to teachers.	Continue to refine student-led conferencing and student feedback to teachers to ensure a high quality feedback and goal-setting process.

Future Outlook – 2017 school improvement priorities

<p>Read for Meaning Review and embed reading comprehension strategies http://sheenacameron.com/teaching-reading-comprehension-strategies/</p> <p>Develop and embed strategies to teach the language of mathematics through problem-solving;</p>	<p>Create Digitally Savvy Learners Identify and implement effective practices for teaching the Australian Digital Technologies curriculum; http://www.australiancurriculum.edu.au/ http://www.geniushour.com/ https://www.ted.com/participate/ted-prize/prize-winning-wishes/school-in-the-cloud Continue to employ the technician for support and resourcing (3 days per week).</p>
<p>Create a Community of Learners Embed a 'diversity policy' which caters for the educational, social and emotional growth of all students including:</p> <ul style="list-style-type: none"> ➢ Gifted Education Mentor training for key staff. ➢ Bridge Builders' program to teach children to self-regulate their emotions and resolve conflict; http://empowerlifeskills.com.au/programs/bridge-builders/ <p>Staff and children plan their learning through goal setting and feedback.</p>	<p>Excellent Practice is Standard Practice Review the MWSS pedagogical (teaching) framework – ensuring teaching strategies enable measurable success; Employ an enrichment coach to implement a whole-school approach to higher order thinking and problem-solving;</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No (Manly West SS will become an IPS in 2017)
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	437	219	218	11	94%
2015*	442	228	214	14	96%
2016	453	242	211	12	96%

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

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. Many families are second or third generation and proud of their school's heritage. A data snapshot reveals:

- the most common student ancestries are English 30.9%, Australian 29.1%, Irish 9.4%, Scottish 8.2%, German 4.5%;
- 15.6% are one parent families;
- the most common occupations are professionals 20.8%, clerical and administrative workers 17.6%, technicians and trade workers 14.3%, managers 12.5% and sales workers 9.8%;
- 20.3% of household weekly household income > \$600 and 13.3% households weekly income < \$3,000;
- 27.8% of people attend an educational institution, 35.4% in primary school, 20% in state primary schools.

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	23	23	23
Year 4 – Year 7	22	25	25
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 features:

Curricular programs, pedagogies, learning strategies and opportunities

- The Australian Curriculum – English, Mathematics, Science, History, Geography, Digital Technology, The ARTS, Health and Physical Education <http://www.australiancurriculum.edu.au/> ;
- Reflective learning, critical thinking, goal setting and feedback through the Gradual Release of Responsibility Model;
- Reading to Learn methodology which targets both literacy and numeracy <http://www.readingtolearn.com.au/> ;
- Weekly social skilling and conflict resolution lessons through the Bridge Builders' Program and positive behaviour support plan;
- Cultural awareness embedded into unit planning and events such as Harmony Day festival, Under 8's Day, Reconciliation Week, NAIDOC week;
- Digital learning embedded in everyday lessons;
- Specialist music, visual arts and dance programs;
- Science Inquiry using the Australian curriculum, 'Primary Connections' program, C2C;
- Japanese language program;
- Perceptual motor and physical skill development programs and specialist coaching through sporting schools' grants with state and nationally accredited sports coaches.

Co-curricular Activities

- Leadership programs including the student council, School Captains, Sporting House Captains, parade leaders, ANZAC Day and National Young Leader's Day events, leadership camps;
- Pastoral care programs including 'Big Buddies' program, chaplaincy, social skills clubs;
- Academic competitions and enrichment programs including WMsea academic enrichment days, Maths Masters, Writing camps, University of New South Wales (ICAS) academic competitions;
- Boys Vocal Group, Junior and Senior Choirs;
- Instrumental Music Program (brass, woodwind and percussion) extended by music camps (beginner, advanced and honours);
- Interschool and representative sports: soccer, rugby league, volleyball, netball, Australian Rules, touch football, oztag, softball, basketball. Students achieve at district, regional, national levels.

How Information and Communication Technologies are used to Assist Learning

Digital pedagogies are integrated into everyday teaching and learning at MWSS through online learning programs, innovative teaching strategies and the use of a variety of digital devices to support the learning: including laptops, computer labs and interactive whiteboards (in every learning space), digital cameras and microscopes, iPads and programmable robots. In 2016 3D printers were harnessed as a tool for use in learning tasks. Students and teachers engage in weekly lessons to explore digital software and hardware and work on integrating digital pedagogy naturally into everyday learning. Online programs such as 'Accelerated Reader', 'Mathletics' and 'Skoolbo' allow students to work and achieve at their individual learning level. Our computer club extends the learning using virtual world programming for a key group of motivated students.

Teachers and students access a range of learning opportunities and resources through EQs Learning Place including accessing and using EdStudios and learning objects across all curriculum learning areas. From 2013 to 2016 students and staff participated in the Metropolitan Upper 2 Bands Project delivering mathematics extension online and the science and maths IMPACT programs in partnership with the Brisbane School of Distance Education. Through these programs staff and students accessed live online lessons through EQs iConnect facility and a virtual classroom through eLearn.

From 2012 to 2014 an elearning coach worked closely with class teachers to support the integration of digital teaching and learning. Along with an expert technician (3 days per week), this very successful innovation has supported the emergence of expert teachers across the school. In 2015 the elearning coach role was discontinued firstly because this coaching program had enabled significant growth in teacher expertise and also because workforce planning had resulted in employment of teachers with additional skills in IT. The current model features placement of IT expert teachers on each year level supported by a 3-day per week technician.

Social Climate

Overview

All areas of Manly West SS are learning and teaching environments. Our Responsible Behaviour Plan outlines opportunity for valuable social learning as well as a means of maximising the success of student learning programs. This plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Manly West SS to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour: Be safe Be responsible Be respectful Show Effort. Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Pastoral care programs including community service, lunch time social games, activity clubs and game referees, also support this positive behaviour focus. In 2013 our school introduced a school chaplaincy program with a pastoral care focus.

Parent, Student and Staff Satisfaction

Manly West SS students are encouraged 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, parents and staff are satisfied with our school's positive behaviour focus and supportive social programs.

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 learning behaviour whilst also providing consistent and fair management strategies. This plan is reviewed annually to ensure it meets the needs of our growing community. Our school enrolment has increased persistently each year from 2012 to 2016 and Manly West SS has become a school of choice in our local community. With this constant growth has come varying expectations of families and staff towards social and emotional behaviour choices of our students, staff and parents. This is reflected in our SOS data for 2016. In response, the school community regularly reviews our school induction/enrolment processes to ensure that everyone is on the same page. Key information about our shared high expectations was communicated throughout 2016 supported by the use of the QSchools app and the introduction of QParents (parent online access to their financial, contact details and student absence).

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	91%	93%
this is a good school (S2035)	97%	89%	95%
their child likes being at this school* (S2001)	97%	94%	95%
their child feels safe at this school* (S2002)	100%	91%	92%
their child's learning needs are being met at this school* (S2003)	94%	91%	90%
their child is making good progress at this school* (S2004)	97%	94%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	94%	88%
teachers at this school motivate their child to learn* (S2007)	92%	97%	90%
teachers at this school treat students fairly* (S2008)	97%	89%	86%
they can talk to their child's teachers about their concerns* (S2009)	97%	91%	93%
this school works with them to support their child's learning* (S2010)	97%	97%	90%
this school takes parents' opinions seriously* (S2011)	91%	86%	78%
student behaviour is well managed at this school* (S2012)	89%	83%	74%
this school looks for ways to improve* (S2013)	100%	94%	97%
this school is well maintained* (S2014)	100%	94%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	93%	98%
they like being at their school* (S2036)	95%	94%	94%
they feel safe at their school* (S2037)	92%	92%	98%
their teachers motivate them to learn* (S2038)	96%	96%	98%
their teachers expect them to do their best* (S2039)	97%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	95%
teachers treat students fairly at their school* (S2041)	88%	88%	91%
they can talk to their teachers about their concerns* (S2042)	85%	90%	94%
their school takes students' opinions seriously* (S2043)	91%	87%	89%
student behaviour is well managed at their school* (S2044)	81%	73%	76%
their school looks for ways to improve* (S2045)	96%	98%	97%
their school is well maintained* (S2046)	95%	90%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	92%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	91%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	93%	97%	100%
staff are well supported at their school (S2075)	100%	97%	97%
their school takes staff opinions seriously (S2076)	96%	97%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	96%	94%	100%

* 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

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. Parents are encouraged to be in regular contact with class teachers to grow this shared partnership approach to monitoring their child's academic and social development. Parent Education Programs are offered to enhance understandings of student learning abilities, needs and strategies. Year level information sessions share the year-to-come with families and face-to-face interviews regarding student progress are conducted twice per year.

The Manly West SS Parents and Citizens Association (MWSS P&C) is open to parents and community members. The P&C is a dynamic group who work closely with staff to build a strong school community. 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:

- Fundraising events, such as trivia nights, discos and the bi-annual fetes;
- Involvement in school-wide planning and reviewing processes;
- Supporting students in classrooms, sporting teams, school events, camps and on excursions;
- Contributing to the school newsletter;
- Collaborating on 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.

We are proud of our school. New families are speaking with their feet and enrolling at Manly West State School leading to growth from 401 students in 2012 (Prep-7), to 445 in 2015 despite Year 7 moving on to high school. Many families from outside of our catchment continue to seek enrolment in our school indicating a positive reputation in the wider community. The stability of school leadership from 2012 to 2015 and the engagement with the school community is reflected in our consistent school opinion data. Families and staff have identified 2016 as a time of consistent, expert teaching and positive teams.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. All students and staff are implementing the Bridge Builders' program focused on learning to resolve conflict and to interact positively with peers. Parents and care-givers are offered access to learning opportunities including a key parenting program 1,2,3 Magic and consultation sessions with our Guidance Officer. Teams for 'positive pathways' and 'well-being' work towards a safe and welcoming school environment for all. Reference: <http://empoweringlifeskills.com.au/programs/bridge-builders/>

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	26	5	7
Long Suspensions – 6 to 20 days	0	0	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

As a result of the State Schools' of Tomorrow and the Building the Education Revolution funding, energy saving measures were built into the school facilities; such as lights operating on a sensor system. 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 with the Moreton Bay Environmental Education Centre and also through the MWSS 'Kitchen Garden' environmental science focus. A swimming pool upgrade resulted in a significant increase in water usage in 2014 and subsequent decrease with the new pump in 2015.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	159,322	5,254
2014-2015	168,718	979
2015-2016	171,904	1,724

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	34	17	0
Full-time Equivalents	28	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	0
Bachelor degree	23
Diploma	1
Certificate	0

*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 \$57569.

The major professional development initiatives are as follows:

- Teacher triads observation and feedback process growing consistent, expert teaching practice;
- Pedagogical coach supporting implementation of the Reading to Learn (R2L) pedagogy;



- R2L 8 Day training for new staff;
- Participation in Metropolitan Region Teaching and Learning Branch R2L projects;
- Australian Curriculum implementation supported by Curriculum Coach;
- Digital pedagogy – 3 day technical support, interactive whiteboard teaching tools, iPad training,
- Instructional strategies – literacy and numeracy, explicit teaching strategies, gifted education, moderation;
- Griffith University partnership – 7 staff working in a team on an action research project;
- Age appropriate pedagogy project – prep teachers, principal (with Griffith University team);
- Development of leadership capacity through Metropolitan Region's Aspiring Leaders Program;
- Mandatory training modules as well as First Aid and CPR.

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%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	90%

*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%.

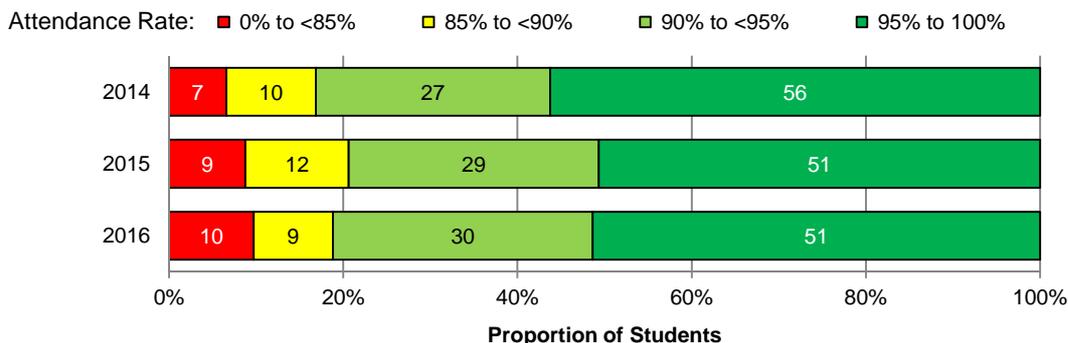
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	94%	95%	97%	92%	95%	94%					
2015	94%	93%	94%	94%	94%	94%	94%						
2016	95%	92%	93%	95%	93%	95%	94%						

*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.

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 QParents, phone message bank, with a note or a phone call. Student absence data is regularly reviewed by a key attendance officer and classroom teachers. Principal and teachers work to support students, parents and families where there is a pattern of unexplained or persistent absence. QParents and an automated SMS absence prompt have each enhanced the process and monitoring of student attendance.

In 2012 we put in place an initiative that requires each child to monitor their own attendance by highlighting a calendar each day. This 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 5 of the 7 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 student learning achievement, because these calendars can be accessed and discussed whenever necessary to highlight attendance patterns.

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

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.