Mannering Park Public School
Annual School Report 2013

4316
School context
Mannering Park PS is located at the northern end of the Central Coast on Lake Macquarie. The students are drawn from the areas of Mannering Park, Wyee Point and Doyalson, with a number of out of zone enrolments. Families are from middle and lower socio economic backgrounds. There were 34 Aboriginal students enrolled at the end of the year.

We are well known and held in high esteem in the community for our caring nature and Successful Learning for All students, through the varied programs we provide our students. Our enrolment at the end of 2013 was 273, 138 boys and 135 girls. 92.7% of students attended school on average every day. We have 11 classes which include 3 multi staged classes. Students have been more transient in 2013 than previous years.

Student achievement in 2013
In 2013, Mannering Park PS has continued to improve student outcomes across the six Key Learning Areas. We are proud of our students’ achievements and continue to strive to provide the best possible education for all our students. Our continued commitment to Focus on Reading has been extended into Kindergarten and Year One. With our Year Two to Six students engaged with Reading with a focus on comprehension, vocabulary and fluency. Our students have again excelled in sport, dance, and Environmental Education.

Principal’s message
Mannering Park PS prides itself on its appearance and programs to educate the whole child. We cater for students through sport, public speaking, debating, choir, drumming, leadership programs, environment and healthy lifestyle initiatives in addition to our six Key Learning Areas to provide Successful Learning for All.

Our focus in Literacy has continued to be on Reading this year. We have continued to train up new staff in Focus on Reading for Kindergarten to Year 6 and have continued to review our Guided Reading strategies for Kindergarten and Year 1 with pleasing results. Guided writing has also shown great results in Kindergarten and Year 1 with LAST assistance and the purchase of Writeboards.

NAPLAN results do not reflect the enjoyment, understanding and progress students have made in Reading as a result of the changed pedagogy of teachers trained in Focus on Reading. Our Maths results also identify a need for focus on moving students up the bands as well as students achieving the expected band and not answering the later questions of the assessment. However, in 2013, NAPLAN results show 89% of students in Year Three achieving at or above minimum standard whereas 84% of Year 5 students achieving at or above minimum standard in Numeracy and 89% in Reading.

Teachers have been involved in rigorous SMART data analysis of both Literacy and Numeracy and areas of concern will be addressed by all staff through explicit programming of specific lessons throughout the year.

The P&C supports the school with a small core of dedicated parents who work tirelessly to raise funds for the students through uniform shop, fundraising and the canteen. The school would not be the same without them and we value their effort and commitment to MPPS.

Visitors to our school always comment on the lovely feel, the grounds and buildings. This year, we concentrated on maintenance of our gardens.

Our annual Gibalee day celebration, continues to shine as an outstanding day of celebration of our Aboriginal cultural heritage, while working with Gwandalan PS, Lake Munmorah PS and past students. Special thanks to Leah Ingram for coordination of the stones to be used as a design on the Community Room wall and Chris Henderson who organizes Gibalee.

Our vegetable patch continues to produce great crops with environmental groups tending to it and our grounds.
In 2013, Mr Shepherd with Mr Ingram and Mr Mitchell’s coaching has produced very competitive Rugby League teams. In Cross Country, our school was Zone champions. In athletics we were placed second in the “Small Schools” and third overall. These achievements have continued our proud sporting success.

Our 2013 Student Representative Council (SRC) Executive have done an amazing job and represented MPPS very proudly. Congratulations on your commitment Violet, Jazmyn, Chloe and Kyle.

Unfortunately, this is my last year at Mannering Park PS due to decreasing numbers. I have enjoyed being your principal and hope that I have been able to increase the capacity of students and staff of Mannering Park PS in my five years here.

I wish you all the best at this amazing school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Annette Parrey

P & C and/or School Council message

I would like to thank you for my nomination and the committee for their confidence in me to represent our P&C as President again this year.

The purpose of the P&C is to assist every child, teacher, support staff and member of the school community.

Thank you to our amazing, tireless and supportive volunteers who without them none of what we do would be possible.

During 2013, the P&C have worked consistently hard by:-

Running a profitable canteen that is again open 5 days per week. Thanks to Dee, our Canteen Supervisor volunteering 2 days a week of her own time. Dee has put in a huge effort always with a smile on her face. The support and hard work put in by Katia as Canteen Convener is very much appreciated.

The Uniform Shop has kept a large range of up to date and affordable stock. With outstanding support and great success, a big thank you to Cheryl and Dee and Lorna for giving up their time and running the shop.

Our fundraising this year has been a great success in such difficult financial times for families and our sponsors. Jeanette has done an amazing as Fundraising coordinator. The outstanding support we receive from our local businesses and the wider community, we are truly grateful for. Thank you to all of the help and support we receive for our Bunnings BBQs, Easter raffle, Mothers’ and Fathers’ day stalls, Christmas in July and our amazing Christmas raffle. Our volunteers definitely work hard to get these done.

Again I remind all that what we do directly affects our children’s educational experiences.

Our Executive committee and the P&C committee members are all valued and appreciated. Karen, Niki, Jeanette, Dee, Katia and Cheryl you are a blessing to our P&C for all that you do.

I believe Annette Parrey needs to be acknowledged for the hard work, long hours and at times the struggle to achieve all that we have for this school now and for the future. Our school has changed dramatically under the leadership of a dynamic principal.

I personally feel privileged to be involved with our Executive committee, our school community and to work with Annette Parrey. I have enjoyed being involved with the subcommittees, being a member of merit selection panels, the Transition to School activities, and my overall contributions and all the support from, staff, students and community members. I thank you.

I feel a great sense of loss to our school and wider community with Miss Parrey being moved to another school due to decreasing numbers. The hard work and impact made by Miss Parrey will be felt for some time. We as community thank you for your time with us, for putting your heart and soul into our school, you will live on here for years to come. Miss Parrey leaves big shoes to fill but we must be positive that our next principal will find our school the hidden jewel on the lake and continue in the dynamic and diverse leadership we are accustom to.
Thank you, Miss Parrey, I wish you the greatest success in your future. You will be missed.

Jenny Benson P&C President 2013-4

Student representative’s message

Being SRC Exec was such a privilege for me. Therefore we got to run all special assemblies like Assembly of Excellence, ANZAC day and many more.

We also got to help out all around the school which meant we had to dedicate our time, which I had no problem with. Being able to know the fact that I was helping all staff was really nice.

Not only with random things around the school, we also attended SRC meetings to organize either school fundraisers or organized programs.

Being SRC Exec was an honour and I will miss the role and hope next year’s come a close second.

Kyle Micallef
SRC Executive
2013

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

During 2013, our enrolment has continued to fluctuate with many more transient students transferring both in and out of the school than in past years. With our Year 6 leaving and our present Kindy 2014 enrolment, we will just maintain our 11 classes in 2014.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>156</td>
<td>163</td>
<td>151</td>
<td>144</td>
<td>138</td>
</tr>
<tr>
<td>Female</td>
<td>145</td>
<td>146</td>
<td>151</td>
<td>129</td>
<td>135</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2013, 93.5% of students attended school on average each day. Mannering Park PS has a lower absence rate than the state and regional averages. The continued improvement of student attendance will be an ongoing school focus in 2014. Long and frequent absences are attributed to a severe outbreak of influenza and stomach bugs during Term 2 and Term 3. Parents of students going on extended holidays continue to apply for exemptions.

Management of non-attendance

Mannering Park PS monitors the attendance of our students regularly. Letters asking for reasons for absences are sent home if no note accompanies a child on return from an absence. In cases of persistence lateness or high absenteeism, teachers or executive contact via the phone to discuss reasons. Reminders are regularly put in the newsletter.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
</tbody>
</table>
NB All positions may not be permanent or full time.

In 2013, Mrs Summerville was appointed as our part time School Administrative Officer. Mrs McDonald went on Maternity Leave in June. Mrs Vale will retire at the end of 2013. A new Principal will be appointed for 2014 by merit selection, due to decreasing numbers and reclassification of the school from PP3 to PP4. Mrs Vine will be on Maternity leave in 2014. A new Assistant Principal will be appointed for 2014 from merit selection. Our valued School Learning Support Officers may have their hours reduced.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Mannering Park PS employs two part time School Learning Support Officers- Aboriginal Students. Additionally, the school has employed one School Learning Support Officer from an Indigenous background and supplemented employment of one part time Aboriginal SLSO to fulltime.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>42</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>21</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary 30/11/2013

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>191,851.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>130,501.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>87,409.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>94,223.45</td>
</tr>
<tr>
<td>Interest</td>
<td>5,930.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5,005.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>514,921.46</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>20,892.02</td>
</tr>
<tr>
<td>Excursions</td>
<td>25,324.08</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>36,194.16</td>
</tr>
<tr>
<td>Library</td>
<td>3,108.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>623</td>
</tr>
<tr>
<td>Tied funds</td>
<td>132,759.84</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>54,305.73</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32,920.36</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>26,393.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7,599.21</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,005.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>0.0345</td>
</tr>
<tr>
<td></td>
<td>325,930</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>169,595.53</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the P&C in May. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Mannering Park PS prides itself on educating the whole child through the various programs available to students.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
In Year 3, 47 students sat for the National Assessment Program for Literacy.

* 51.1% of students were placed in Bands 4 and 5 for Reading which is above the state average of 44%.
* 12.8% of students were placed in Band 5 for Reading compared to 18.7% in the state.
* 6.4% of students were placed in Band 6 for Reading which is below the state average of 27.9%.
  * In Writing, 62.5% of students were placed in Bands 3 and 4 compared to 38.3% state wide.
  * 14.6% of students were placed in Band 5 for Writing.
  * In Spelling, 6.3% of students were placed in Band 6.
  * 58.5% of students were placed in Bands 3 and 4 for Spelling compared to 40.4% state wide.
  * In Grammar and Punctuation, 43.8% of students were placed in Bands 4 and 5 compared to 41.4% state wide.
  * Only 9% of students were placed in Band 6 for Grammar and Punctuation compared to 34% in the state.
  * In Grammar and Punctuation, students in Bands 1 and 2 were 30% compared to 13% state wide.

**NAPLAN Year 3 - Numeracy**
In Year 3, 47 students sat for the National Assessment Program for Numeracy.

* In Numeracy, 14.9% of students were placed in band 2 compared to 8.3% of the state.
* 19.1% of students were placed in the top 2 Bands compared to 38.8% of the state.
* In Data, Measurement, Space and Geometry, 44.7% of students in Bands 3 and 4 performed slightly lower than the state average of 46.1%.
* 17% of students were placed in Band 1 compared to 4.4% of the state.
* In Number, Patterns and Algebra 55.3% of students were placed in Bands 2 and 3 compared to 30.7% in the state.
* In Number, Patterns and Algebra 19.1% of students were placed in Band 4 compared to 31.6% state wide.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
In Year 5, 38 students sat for the National Assessment Program in Literacy.

* 6.2% of Year 5 students were placed in Band 3 for Reading, which is well below the state average of 17.7%.
* 46.9% are performing at National Minimum Standards in the area of Reading.
* 46.9% performed in the top three Bands for Reading.
* In Writing, 12.5% are performing below National Minimum Standards and in Band 3.
71.7% of students in Year 5 are performing in Band 4 and Band 5 in Writing.
* In Grammar and Punctuation, 30.8% performed in Band 3 and Band 4, which is above the State average of 13.9%.
* In Spelling, there were 17.9% of students performing in the lowest Band and below National Minimum Standards.
* 25.6% of students performed in Band 4 and Band 5 for Spelling at National Minimum Standards.
* 56.4% performed in the top three bands for Spelling compared to 53.2% in 2012.

**Progress in Literacy**
* In Reading, the growth from Year 3 to Year 5 was 75.2 scale scores.
* Year 5 girls have improved by 59 scale scores from the 2012 data in the test aspect of Reading.
* In Spelling, the growth from Year 3 to Year 5 was 76.2 scale scores, which is lower than both the State and School Education Group. This is an improvement of more than 2 Bands and the greatest growth in the School Education Group.
* Year 5 girls are 45 scale scores above the state average growth in the test aspect of Spelling, which is well above the State and School Education Group.
* Year 5 boys have improved by 97 scale scores from 2012 data in Spelling, showing growth above the State and School Education Group.

**NAPLAN Year 5 - Numeracy**
In Year 5, 38 students sat for the National Assessment Program in Numeracy.
* In Numeracy, there were 18.8% who performed in the bottom band compared to 5.1% of the state.
* 52.6% were placed in Band 4 and Band 5 and performed at National Minimum Standards.
* 31.6% of students were placed in Band 6 and Band 7 for Numeracy.
* In the test aspect of Number, Patterns and Algebra, 15.8% of students performed in the lowest band, which is lower than the state average of 4.7%.
* 47.7% of students performed in Band 4 and Band 5 in Number, Patterns and Algebra, which is higher than the state average and at National Minimum Standards.
* 29% of students performed in Band 6 and Band 7 in Number, Patterns and Algebra compared to 37.7% of the state.
* In Data, Measurement, Space and Geometry, 18.8% students performed in the lowest band, compared to 6.7% in the state.
* 47.4% of students performed in Band 5 and Band 6 in Measurement, Space and Geometry and 10.5% in Band 7 and Band 8.

**Progress in Numeracy**
* In Numeracy, the growth from Year 3 to Year 5 was 114.9 scale scores, which is higher with the State and School Education Group.
* Year 5 boys have improved by 102.7 scale scores from 2012 data in Numeracy, showing growth higher than the State and School Education Group.
* Year 5 girls have improved by 125.7 scale scores from 2012 data in Numeracy, which is below the growth of the State and School Education Group.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Other achievements

Arts

Dance

This year we had another successful and busy year with dance.

A group of dancers performed at the Central Coast Dance Festival. The group consisted of 30 students from Year 3 to 6. At the festival, we performed a dance to ‘Own This Club’. Students spent countless lunch breaks rehearsing for the show and we were lucky to have Miss Morley assist us this year.

The dancers at Mannering Park Public School continue to be committed and give up their own time for rehearsals and also show respect and behave accordingly. Once again we thank our parents/caregivers who have helped transport the children when needed and for coming to support us at the shows. I would also like to thank Ms Parrey for allowing us to enter this event and Miss Morley for her support at the Central Coast Dance Festival.

Sport

2013 has seen another huge year in sport at Mannering Park Public School. Students have had the opportunity to play and have skills training in a wide range of sports including: swimming, cross country, athletics, rugby league, soccer, netball, oz-tag and cricket and thoroughly enjoyed the experience.

A number of students made zone and regional representative teams. These included:

- Oryn Keeley – Wallarah Zone and Sydney North Rugby League
- Dylan Thomas – Wallarah Zone Rugby League and Sydney North Touch football.

Mannering Park once again fielded highly competitive Rugby League teams in several age groups. The Opens team were narrowly beaten in the Central Coast All Schools grand final.

In **swimming**, Ella Squire-Hall and Chris Leer represented Wallarah Zone at Sydney North.

Athletics

Our 5-7 years Athletics carnival was held in July with students rotating around activities in gender and age groups. While our 8-13 years carnival was held in August at DELTA Electricity’s oval. A team of athletes went on the represent M.P.P.S at the Wallarah Zone Athletics Carnival from which Bailey McBurney, Jazmyn Waters, Kieran Scott-Harden, Bree Munro and Ben Groves progressed to the next stage of competition representing Wallarah Zone at Sydney North Regional Athletics.

In **Cross Country**, Bree Munro, Kieran Scott-Harden, Ella Squire-Hall and Dane Forbes all represented Wallarah Zone at Sydney North.

Milo Cricket

On Thursday, 22nd August our school participated in the Milo Cricket competition at Doyalson Oval. Mannering Park entered 2 boys and 1 girl team. The competition is a round robin format with each of our teams playing 4 games. The games are a form of modified cricket that teach different skills such as bowling, batting and fielding. Our boys and girls had a wonderful day and displayed fantastic sportsmanship and behaviour throughout the day. These types of days are a great way for our students to participate and experience a game that they may
never have played before. Well done to all students involved.

**Touch Football**
Mannering Park P.S competed in a Non Competitive Day of Touch Football. The school was represented by both boys and girls from Years 5 and 6. All teams were successful on the day and played with knowledge and team spirit. All students took pride in their achievements and enjoyed sharing the news of the day.

**Softball**
Mannering Park P.S Girls Softball team were successful in making it through to the third round of competition. Considering many of the girls had never played before, this result is outstanding. The sportsmanship displayed by the girls throughout the competition was of the highest standard and they represented the school with pride.

**Netball**
Mannering Park P.S Girls Netball team was represented by Years 5 and 6. The girls had minimal experience, however enjoyed learning new skills and participating in the games. They had high spirits and encouraged each other to keep going even when the games were not going in their favour. The girls should be commended on the day’s effort.

We are all very proud of the achievements of our students on the sporting fields in 2013. Congratulations to everyone who participated and showed tremendous sportsmanship throughout the year. Keep up the good work!

Andrew Rath and Nicole Stevenson - Sports Coordinators

---

**Significant programs and initiatives**

**Technology**
Technology has continued to be a strong part of Mannering Park Public School during 2013.

The library continues to service the whole school with its computer lab during library lessons and lunch breaks. We now have added some new computers to some classrooms to promote use with individual students. Many students have benefited from the use of individual computer time for use in reinforcing literacy and numeracy skills. Many out of warranty computers have been replaced to optimise technology learning time.

All teachers continue to be trained in the use of the Interactive Whiteboards (IWBs) and Connected classroom. With IWBs installed in every classroom, library, Aboriginal room and community room teachers are having fun teaching their students using the wealth of resources located on the internet as well as software programs purchased by the school. Teachers continue to build their interactive resources and share ideas. Teachers have been given the opportunity to refresh their Interactive Whiteboard skills through small group training sessions.

Students’ continue to become more proficient with their typing and research skills within their classroom and during their weekly library lesson. Students use computers to focus their learning on programs and applications that enhance and enthuse their learning. Students also continue to learn about safe internet practices and appropriate social networking on the internet.

The Technology 4 Learning scheme has seen that our computers and interactive classrooms stay up to date and in working order. The new system has given the coordinator more access to fix problems instantly rather than calling someone out.
Kindergarten Transition

MPPS was in contact with the local Pre-school (which is adjacent to the school grounds), regarding the children who would be attending in 2014. A meeting took place to discuss individuals and their needs and an information sheet was given to the Pre-School to complete on each child.

This year, ‘Horizons’, Family Services, were successful in gaining funding to hold Orientation sessions at Mannering Park Public School. These were held Thursday mornings in the school Community Room. A small number of children attended.

Also this year, our new Aboriginal students attending in 2014, were given the opportunity to attend ‘Black and Ready for School’ information sessions in our Aboriginal room as part of their orientation.

Kindergarten Transition was held on the first five Fridays of Term 4, 2013. Children attended these sessions from 9.15 until 10.45am in the Kindergarten classrooms. The teachers involved were Mrs Small and Mrs Schultz. Two Parent sessions were held in Week 5. One session was in the morning and one at night to cater for all parents.

Best Start

During the first week of Term 1, 2013, the Kindergarten teachers, Mrs Small and Mrs Vine, were given 5 days to complete the Best Start Literacy and Numeracy assessments with 36 students.

The data was entered online and children were placed on the Literacy and Numeracy Continuums. Reports were generated and programs devised. At the end of May, and again in November, the data was updated and children progressed along the continuums. Interviews were held early in Term 1 to discuss results with parents.

This year, for the first time, data for Year 1 and Year 2 children was also entered online in May and November.

Mrs Small attended a meeting regarding the upcoming changes to ‘Best Start’ and how ‘PLAN’ was being implemented. The information gained was then relayed to K – 2 teachers.

Better Buddies

During 2013, students in Kindergarten and Year 6 participated in the Better Buddies program. ‘Better Buddies’ is an initiative designed to create friendly and caring primary school communities where bullying is reduced.

Through Better Buddies, children in Kindergarten and Year Six buddy up in small groups and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility. All children in the school learn these values through formal and informal activities, including their interactions with the mascot Buddy Bear, our giant, fun-loving and caring purple bear.

Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected. Students at Mannering Park spent time each fortnight with their Buddy Group. Kindergarten love spending time with their Buddies and students in Year 6 love to take on the responsibility and instruct their group.

Year 6/7 Transition

We have 30 Year 6 students who will be moving on to high school in 2013. The majority of students will be attending our local feeder school, Lake Munmorah High.

To assist with their transition from primary to high school, the students have been involved in several programs. These included: a very successful GATs program; a Maths activity session and a program for students requiring extra support for a smooth transition.
In 2013, there will also be taster sessions for PE, Science and cooking for 12 students. Again this year, Lake Munmorah HS with their 3+3 organisation has enabled our Year 6 to attend an eight day transition from 9 December. Our Year 6 teacher attended with the students to support their first days in Year 7.

For students not attending Lake Munmorah HS, they attended their own high school transition programs and remained at MPPS during the LMHS transition

**Student welfare**

During 2013, Manerring Park PS’s Anti Bullying plan and policy has been followed utilising anti bullying strategies via explicit teaching to all students in addition to our values program. We are strongly committed to supporting the development of the whole child, taking into account emotional, behavioural and learning needs.

The Learning and Support Team works closely with the school counselor, Leesa Field, to address student needs.

Access to support from experts both from the DEC and outside agencies is sought and encouraged.

Planning Room has been supported by school Executive teaching the students social skills, respect and acceptable behaviour strategies. In 2013, POOCH was introduced to assist students in their reflection of behaviour. Following the School Development Day in December 2012, our welfare forms both white and blue were used to again get the students to reflect on the consequences of their behaviour. Teaching staff all have a role as welfare teachers within the school.

In 2013, Manerring Park P.S. offered small group sessions to Stages 1, 2 and 3 of the ‘Seasons for Growth’ program. This program supports students who have experienced change in their family through divorce, separation or loss. The students learn strategies for dealing with these changes and the feeling involved in a small group situation. Each group runs for 8 weeks with a celebration at the end. Early in 2013, Mrs Stevenson attended a two day training course, learning how to be a companion leading a group. Along with Mrs Schultz, there are now two trained companions at MPPS.

During Term 2 and 3, Mrs Schultz and Mrs Stevenson held two groups, one for Stage 1 students and one for Stage 3 in which the students participated in a variety of activities to demonstrate how the changes in one’s life can be reflective of the changes in the seasons.

During Term 4, a Stage 2 group was formed, providing another excellent opportunity for students to be involved in and complete the ‘Seasons for Growth’ program. The feedback received from students as been positive and all students were enthusiastic to participate in the various sessions.

Anger management and anxiety as well as Cyber bullying sessions have been run with specific students by the counsellor, class teacher and/or Executive.

School Learning Support Officers have been employed to assist in playground supervision at lunch and recess as well as in the classroom to support students’ needs.

**Programs for students with additional educational needs**

MPPS strives to develop an inclusive school culture to support students with additional educational needs.

The Learning Support Team (LST) catered for six students with identified disabilities for whom funding support was made available. Individual learning programs were developed for these students to assist them in their learning.

A Learning and Support Teacher (LAST) was employed full time to assist students with
additional learning and support needs, including the areas of social integration, language and communication, literacy, numeracy and behaviour. Another LAST was employed three days a fortnight, supporting Grades 4, 5 and 6 in Literacy and Numeracy.

Findings and conclusions

- Nine students in Kindergarten were supported with an intensive guided writing program during Terms 3 and 4.
- Twenty four students in Year 1, and nine students in Year 2, were supported in intensive literacy programs throughout the year.
- Twenty Year 3 students also received intensive literacy support.
- Twelve Year 3 and 4 students took part in resilience training, working in small groups.
- Twenty Year 4, 5 and 6 students were supported in Literacy, while seven were supported in Numeracy.
- Thirty three students were engaged in individual Rainbow Reading Programs using texts supported by audio.
- Thirty five students benefited from intensive individual literacy support using the ABC Reading Eggs on-line computer Program.
- Students in all three stages were supported by parents and community volunteers in literacy and numeracy.

All students participating in specialist programs improved, while many demonstrated significant levels of growth throughout the year.

Future Directions

- Identified students with disabilities and learning difficulties will continue to be supported using specialist programs in literacy and numeracy.
- The Learning Support Team will continue to monitor, revise and implement individualised programs to ensure all students are provided with the opportunity to maximise their learning.

Reading Recovery

This year, Miss Lucy Hyland started training to deliver the Reading Recovery program in our school. This program is made available to Year One students who are in need of assistance to improve their reading ability. She has successfully discontinued five Year One students and has worked with another four students to improve their reading strategies.

GATs

Three students from Stage Three attended the Central Coast GAT Camp in September. They attended workshops in the areas of English, Maths, Drama and Art.

Debating

This year Mannering Park entered a Year 6 team in the Premier’s Debating Challenge. They were very successful, completing the rounds undefeated. They were knocked out in the semi-final.

Public Speaking

MPPS coordinated the Hunter/Central Coast Public Speaking Competition again this year. MPPS was one of the three venues which catered for students K-6. Mannering Park entered a child in every grade with exceptional results. We achieved First Place in Early Stage 1 and Highly Commended (2nd place) in all the other stages.

Environmental group

Composting and worm farming of fruit scraps has continued this year.

This year’s focus with Wyong Shire Council was ‘Water’ and we presented artwork, a speech, a PowerPoint presentation and a song as part of our entry. This resulted in Mannering Park PS receiving $550 for Overall Small School Winner, H2OGrow- Eco Tour Third Place and H2Flow-Presentations/ Performances Second Place. What an achievement!

The Environmental group met each Monday afternoon with Mr Rath and Mrs Howie (Tracey).
Our veggie patch and fruit trees grew a variety of winter and summer veggies and fruits which have been planted, monitored and harvested throughout the year. Students were taught a variety of gardening skills including planting, watering, weeding, mulching, pruning and general maintenance of the school gardens. They were also taught the names of various veggies and fruit trees and the best way to care for each plant. It was fantastic to see the students trying different fruits and vegetables that they had helped grow. In many cases, it was the first time they had tasted a fruit or veggie. It was also very satisfying to see the enthusiasm shown by students to get involved in the afternoons’ activities. Hopefully they have developed a passion and knowledge for gardening that they will carry throughout their lives.

Healthy Lifestyles

As part of the healthy lifestyle initiative, the school has continued with the daily fitness program and staged sport. Classes have learnt about healthy food and drink choices through the PD/Health curriculum and this was supported with local area health programs such as the Q4 – H2O, which encourages water and low fat milk as the best choice for our kids. The Premier’s Sporting Challenge also encouraged the students to be regularly active.

Our Tabloid fundraiser this year in August was enjoyed by all and raised money that will go towards replacing our older air conditioners. Lucky dips were given to students who supported the day by bringing in funds.

Delta Electricity has continued to support our school via the Better Foods Program, providing fruit once a week for students in Term 4.

Each afternoon, a School Learning Support Officer works with specific students to tend our gardens and veggie patch. The veggies are discussed for care and cooking instructions are given.

Mannering Park Public School 2014 Calendar

This year was the first year that all students and teachers participated in the making of a whole school calendar for 2014. Each class contributed to the calendar by creating a page that represented their class. The cover for our calendar was chosen through a competition. Students were asked to submit a design that would be appropriate. Mia-Alise Thatcher from 1H was chosen as the winner. Calendars were available for purchase throughout Term 4. All proceeds from the calendars were used to fund the printing or put towards fundraising for replacing our older air conditioners.

Student Representative Council (SRC)

2013 has been a busy but rewarding year for our Student Representative Council. Students from Year 2 to 6 are selected by their peers to represent their class for the term and attend SRC meetings with, myself, Miss Hyland. Our SRC give weekly reports to our assemblies to keep all students up to date with upcoming events.

This year we have been involved with numerous fundraising events which included; Genes for Jeans, Boardies Day and Black and White Day. These events involved students having Mufti days and donating a gold coin on the day. Over the year the SRC has raised over $700 for these charities and causes.

In Term 4, the SRC students decided to host the “M” Factor talent quest. We had two categories; K-3 students and 4-6 students. Mannering Park has a lot of diverse talent including Dancers, Singers and comedians.

It was wonderful to see the students get involved with fundraising and being a part of their school culture. All SRC students have been very helpful and assisted in events when needed.

I would like to thank all students and staff who supported the SRC during 2013, without their help we would not have had such a successful year. I would also like to say a special thank you to Mr Rath who helped organise all SRC events.
and gave me great guidance and help throughout the year.

Lucy Hyland - SRC Coordinator

**Aboriginal education**

2013 has been a productive year in Aboriginal Education. At the start of the year, the school community was invited to attend a meeting to form an Aboriginal Education Committee. This consisted of staff and parents. The Committee held regular meetings during the year. Maintenance of the *Kurung Karni* Bush Tucker Garden continued with new plants being added. The garden has continued to thrive with possums and micro bats inhabiting the boxes. The Aboriginal Cultural room has continued to be fully utilised as a central place to gather and store resources, hold meetings, conduct lessons and providing and area for artwork to be set up and continued.

To mark reconciliation week staff, parents and indigenous students worked on an entry into the Reconciliation Art Competition held at Gosford Regional Gallery, we were awarded two prizes attracting prize money and a donation of books.

P.L.P.s were updated with interviews with the School Learning Support Officers - Aboriginal Students, the classroom teacher, parents and child.

NAIDOC week was celebrated with the K-2 children being invited to participate in an art competition and an essay competition for held for the Primary school. The whole school was invited to contribute student work for a display in the hall in preparation for our annual Gibalee day. The indigenous children from Years 3-6 participated in the Bilby Bash at Budgewoi School.

Unfortunately, we were unsuccessful in obtaining a grant for Gibalee celebrations. *Gibalee* was held on September the 12th and was an enjoyable and educational day. The Bush Tucker Garden was utilised as an activity, the children had the opportunity to learn about traditional implements and weapons. This year’s BBQ featured local seafood. The whole school had the opportunity to paint a rock which will be incorporated into a river mural to be displayed at the school on the outside of the Community Room wall.

The staff were offered the opportunity of participating in online in-servicing with Why Warriors. I attended the Wollotuka Institute “Towards a Smarter Central Coast” forum.

I would like to thank the members of the committee for their contributions and efforts in 2013.

Christine Henderson - Aboriginal Coordinator

**Multicultural education**

Harmony Day 21 March is a day of cultural respect for everyone who calls Australia home – at Mannering Park Public School each class recognised and celebrated Harmony Day in their own way. Many of the classes held discussions and had activities based on the diversity of Australians, whilst a number of teachers organised craft which celebrated different cultures. In addition to this, some classes enjoyed food that originated in other countries. The students were able to dress in orange, a symbol of Harmony Day.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Data gathering and evaluation
- Executive evaluation
- Surveys
School planning 2012—2014: progress in 2013

School priority 1

Literacy

2013 Literacy Targets to achieve increased levels of Literacy achievement for all students include:

60% of Year 1 students achieved independent RR level 16 or more. We achieved 63%. In Kindergarten, 65% achieved level 6 or more.

64% of Year 2 students achieved independent RR level 26 or more. With 88% achieving Stage one outcomes for English.

94% of Year 3 students achieve Band 2 or higher on NAPLAN Reading. We achieved 89.4%.

48.5% of Year 5 students achieve Band 5 & 6 on NAPLAN literacy in 2013. We achieved: - 53.6% in Reading, with a further 15.4% in Bands 7 and 8; 48.7% in Spelling with a further 28.2 % in Bands 7 and 8; 56.4% in Grammar and 12.9% in Bands 7 and 8 and 66.6% in Writing with no students in Bands 7 and 8.

55.6% of students achieve minimum expected growth between Year 3 and Year 5 in Writing.

Achievement in minimum expected growth between Year 3 and Year 5 in 2013 was:- Reading, we achieved 29.4%, Spelling, 61.1% and Grammar and Punctuation, 50%.

Growth for Aboriginal students in NAPLAN will reflect regional growth for all students. In Reading, we were only 3.9 points below DEC Aboriginal growth, in Spelling we were 3.6 below and 1.9 below in Grammar and Punctuation. In writing we were 4.3 points above.

100% of Year 3 Aboriginal students achieve Band 2 or higher in 2013 in Reading.

42.9% of Year 3 Aboriginal students achieved Bands 4 and 5 in 2013 in Reading. 14.3% of students were in Band 6.

96% of Year 5 Aboriginal students achieve Band 3 or higher in 2013. 100% of students achieved this target.

27% of Year 5 Aboriginal students achieve Band 5 and 6 in 2013. 50% of students achieved this target.

Five students on Reading Recovery were discontinued from the program at RR 18 or more with improved stanines from Observation Survey from pre- program testing data.

100% of students receive explicit Teaching of Reading and Writing reflecting English syllabus and MPPS’s Literacy scope and sequence with all students progressing and working at own level in literacy.

100% of students tracked and showing progress appropriate to their stage/ level twice per year along literacy continuum.

Strategies used to achieve these literacy targets included:

- Reading Recovery daily with students exiting at Levels 17-19.
- Guided Reading and Writing daily for K-2.
- Focus on Reading across KLAs for K-6 to enhance comprehension, fluency and vocabulary development.
- MPPS’s Literacy Scope and Sequence utilized by all staff and reviewed throughout the year.
- MPPS’s Literacy Scope and Sequence has been matched to New English Syllabus and Focus on Reading
- Best Star data utilised in Kindergarten to inform English programming.
• Literacy focus for Kindergarten Aboriginal transition program, Terms 1-3, with SLSO support.
• PLPs with Literacy focus reviewed twice a year.
• Interactive Whiteboards utilised to support literacy across KLAS.
• Introduction of Writeboards for Kindergarten to Year 2.
• Learning plans written and followed for targeted students.
• Use of MPPS’s Literacy, Best Start and Focus on Reading continua to track progress of students.
• Collaborative planning for all teams has ensured comprehension strategies are integrated across themes.

• Additional reading resources for Guided Reading, Home Reading and review and supplementation of text boxes to support Stage themes with a literacy focus were purchased to enhance existing school resources.
• The Home Reading program continues to acknowledge children for their efforts through certificates, medals and recognition in the school newsletter.

School priority 2
Numeracy
2013 Numeracy Targets to achieve increased levels of Maths achievement for all students included:

93% of Year 3 students achieve Band 2 or higher on NAPLAN numeracy in 2013. We achieved 89.4%.

50% of Year 5 students achieve Bands 5 and 6 on NAPLAN numeracy in 2013. 44.7% was achieved, with a further 13.2% in Bands 7 and 8.

65% of students achieve minimum expected growth between Year 3 and Year 5 in numeracy in 2013. We achieved 70.6%.

68% of Kindergarten students achieved ES1 outcomes in 2013. We actually achieved 78%.

85% of Year 2 students achieved Stage 1 outcomes in 2013. We had 80% for overall achievement across all strands.

83% of Year 4 students achieved Stage 2 outcomes in 2013. We achieved 97%.

84% of Year 6 students achieved Stage 3 outcomes in 2013. We had 63%.

Growth for Aboriginal students in NAPLAN will reflect regional growth for all students.

In 2013, 92% of Year 3 Aboriginal students achieve Band 2 or higher. We achieved 100%.
In 2013, 30% of Year 3 Aboriginal students achieve Bands 4 and 5. We achieved 42.9%.
In 2013, 95% of Year 5 Aboriginal students achieve Band 3 or higher. 75% was achieved.
In 2013, 32% of Year 5 Aboriginal students achieve Bands 5 and 6. 75% was achieved.

Growth for Aboriginal students in NAPLAN will reflect regional growth for all students. We were only 3.9 points below NSW DEC Aboriginal growth.

Strategies used to achieve these numeracy targets included:

• Maths taught to individual levels by class teachers.
• Best Start data utilised in Kindergarten to inform Maths programming.
• Explicit and systematic teaching of Maths, utilising MPPS’s Maths Scope and Sequence and Assessments, which were reviewed throughout the year.
- MPPS’s Scope and Sequence updated to include New Maths syllabus
- Maths focus for Aboriginal transition program, Terms 1 and 2, with SLSO support.
- PLPs with Maths focus reviewed twice a year.
- Use of Maths and Best Start continua to track student progress.
- NAPLAN areas for development taught K-6.
- Interactive Whiteboard resources utilized in all classrooms.
- Homework linked to Maths lesson content from K-6.
- Inserviceing of staff to support various strands of Mathematics.
- Purchasing of new equipment to support needs and resources in Maths.

School priority 3

Engagement

Evidence of progress towards outcomes in 2013:

2013 Engagement Targets to achieve Successful Learning for All across all Key Learning Areas and via extra curricula experiences included:

- 100% of students aware of positive and negative consequences of MPPS’s welfare system with less referrals for negative behaviour and suspensions.
- NSW and Australian Core Values demonstrated by 95% of students. All students aware of core values.
- 100% of Aboriginal students had a Personalised Learning Plan (PLP), reviewed twice a year.
- 100% of students presented with values and anti bullying strategies to support appropriate school behaviour.

**Strategies to achieve these engagement targets included:**

- Quality preschool to Kindergarten Transition program over 5 weeks In Term 4 with various activities to assess students’ prior knowledge and skills.
- 100% of Kindergarten enrolments attended the Transition program.
- Transition program for Year 6/7 at LMHS in Term 4, Weeks 10 and 11 of 8 full days at Lake Munmorah HS.
- 100% of Year 6 students attended transition programs at their selected high schools.
- Proactive wellbeing approaches- Seasons for Growth etc
- **Better buddies** implemented for Year 6 and Kindy.
- Attendance incentives each term.
- Implementation of MPPS’s Anti bullying program from K-6.
- Daily fitness for all students K-6.
- Continued promotion of productive partnerships with Aboriginal community highlighted with Gibalee and Kurung Karni use.
• Environmental education groups caring for our veggie patch and Kurung Karni as well as school gardens.
• Dance groups from Years 3-6 involved in Star Struck and Central Coast Dance Festival.
• PSSA knockout and team competitions - Oz tag, soccer, netball, rugby league, touch, cricket and softball.
• Public Speaking host and organiser- Central Coast Public Speaking Competition for Kindy to Year 6.
• Debating for Years 5 and 6 amongst local schools.
• GATs opportunities- three students attended GATs camp in Term 3 as well as acceleration of identified students in Reading and Writing and a GATs transition to high school program in Terms 2-4.
• Weekly sport, including fishing, covering a variety of skills and games, Swimming Scheme in Term 4 for Years 2-5 and Carnivals for Swimming, Cross Country and Athletics.
• Tabloid fun day in Term 3 to raise funds to update older air conditioners.
• Art competitions throughout the year.
• Aboriginal initiatives including Gibalee, Kurung Karni and Central Coast Reconciliation Week artwork.
• Choir that has changed in composition and focus throughout the year performing both at school and in the community.
• African drumming continued with Mrs Phillips, with performances at school assemblies and CWA luncheon.
• Environmental Award Ceremony in Term 4 at Wyong Shire Council.
• NSW Quality Teaching model evident in all programs and FoR K-6.
• Assemblies of Excellence in Terms 1, 2 and 3 and Presentation Day in Term 4 have increased students’ personal pride and desire to do their best, with a focus on citizenship and academic achievement or improvement.
• Monitoring of partial and whole day attendance, HSLO support when needed.
• Awards for excellent and outstanding attendance each term given at assemblies.
• Reward days to support and reward student achievement both at mid-term and at the end of term and to give students a surprise incentive to work towards.
• Seasons for Growth ran for Stage 1, 2 and 3 students with all students engaged and learning coping strategies to support feelings of loss and grief.
• Learning and Support Team addresses students’ needs with available resources as quickly as practical.
• School Learning Support Officers employed to support behaviour and learning outcomes from Kindy to Year 6 both in the classroom and on the playground.
• Utilisation of new welfare forms reflecting Restorative Justice questioning requiring reflective thinking and POOCH strategy used in Planning Room with Executive.
Professional learning

A strong focus has been made in 2013 on Teacher Professional Learning across all KLAs with the school supplementing the budget received from the DEC to support staff professional learning. Professional learning and sharing of information has occurred in:- PD/H/PE, Focus on Reading, Mathematics, technology, Best Start continuum data entry and Guided Reading support, Supporting students with complex needs, SMART data analysis, Reading Recovery, leadership development, ESL, LMBR/ RAM, Autism, English, Dance, Asthma training, CPR and first aid, “Keep Them Safe” and Workplace, Heath and Management. Our biggest focus has been on our familiarisation and use of the New English and Maths syllabus and Focus on Reading initiative to support literacy planning and teaching for all teachers with collaborative planning days; specific Focus on Reading inservices regarding strategies and technology as a support for teachers was run by a competent staff member.

Parent, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school in Maths.

Curriculum

The Key Learning Area of Maths was chosen for evaluation as the implementation of the new Australian Curriculum via the NSW Maths K-10 syllabus, will take place in 2014, following a period of familiarization and planning in 2013.

Surveys were distributed to all families, every class and every teacher in Term 3 to get a community perspective of Maths at Mannering Park PS and to inform future planning. Students were divided into two groups Kindy and Year 1 and Years 2-6, surveys were similar in content.

7.6% or 14/183 of families returned the survey. 13 teachers returned surveys. All classes returned surveys.

The surveys showed that Maths is an enjoyable Key Learning Area for most of the school community.

Summary of findings

Kindergarten and Year 1 students responded to the survey as follows:-

- 93% like Maths.
- 100% think they have enough hands on equipment and stated that the Interactive Whiteboard helps them learn Maths.
- 93% know that Maths is an important part of the day.
- 100% know that Maths homework helps them practice what they learn in class, whereas 77% return homework.

Years 2-6 responded as follows:-

- 80% almost always or usually enjoy learning Maths.
- Only 1% felt they were not taught at their ability level.
- 82% replied that Mannering Park PS has adequate hands on Maths resources.
- 99.3% recognize that Maths is an important part of the day.
- 83% know that homework reinforces what has been learnt in class, whereas 72.5% almost always or usually complete homework.
- 81.5% say reports reflect what they have learnt and areas for development.
- 80% use technology to help learn Maths.

Teachers’ responses indicated that:-

- 92% almost always or usually enjoy teaching Maths and use technology to support teaching and learning
- 100% believe Maths is given priority in the timetable; set homework that reinforces what is
taught in class and MPPS’s reports give a clear indication of what students have achieved and areas for improvement.

41% of students almost always or usually complete Maths homework.

100% almost always or usually teach students at their ability level.

100% state that almost always or usually students are taught at their ability level.

100% state that almost always or usually students have adequate hands on resources

**Parent responses**

50% were rarely contacted with concerns regarding progress in Maths and thought technology was used to support the teaching and learning of Maths.

72% recognise that MPPS’s reports indicate what their child has achieved and areas for further improvement.

79% identified that their child completes Maths homework; while 93% thought Maths homework reinforced what their child had learnt in Maths.

**Conclusion and future directions**

Upskilling of staff, in the use of the New Maths syllabus will continue.

Explicit teaching of all strands of Maths will continue as a focus, while looking at the new Maths syllabus linked to MPPS’s updated scope and sequence.

Analysis of 2013 NAPLAN’s areas of focus will be included in programs from Kindy to Year 6 in 2014.

Maths will remain a priority in the timetable.

Teachers will contact parents if there is a concern with a student in Maths and continue to report accurately on achievements and areas for development.

Students will be matched to their ability level in Maths in all classes.

CMIT resources should be made and utilized to support K-2 students’ learning.

Parents will be contacted if students are having problems in Maths.

Reports will continue to accurately describe achievements and areas for further development.

**Educational and management practice**

In Term 3 2013, our evaluation was on Student Welfare in preparation for a change in Executive and some teachers in 2014.

Our APLAS, analysed our PBL Self-Assessment surveys, filled in by staff in Term 3. There were four areas to assess School Wide Systems, Non classroom setting systems, Classroom systems and Individual student systems. 26 surveys were returned.

**Summary of findings**

The surveys were very positive in regard to our welfare practices at Mannering Park PS.

**Classroom systems**

100% of staff responded that expected student behaviour and routines are taught directly.

96% of expected student behaviours are acknowledged regularly.

High Rates of academic success need to remain a high priority.

85% of staff identified that: problem behaviours receive consistent consequences; options are in place for classroom instruction to continue when problem behaviour occurs and problem behaviours are defined clearly and positively.

**Non-classroom setting systems**

96% of staff identified that staff are involved directly or indirectly in management of non-classroom settings.
88% of school-wide expected behaviours apply to non-classroom settings.

41% of staff said the status of student behaviour and management practices need to be evaluated quarterly from data are in place, with a further 24% saying it is partially in place.

*School wide systems*

100% of staff felt that: procedures are in place to address emergency/dangerous situations; the school principal is an active participant on the behaviour support team; the school has formal strategies in place for informing families about expected student behaviour at school and is required to report annually in regard to student behaviour, the social climate and discipline levels.

An area for improvement is ongoing training and support from district personnel.

*Individual Student Systems*

92% showed that behaviour is monitored and feedback is provided regularly to the learning and support team.

84% of staff feel that a simple process for teachers to request assistance.

80% of significant family and/or community members are involved when appropriate and possible.

An area for improvement would be formal opportunities for families to receive training on behavioural support/positive parenting.

*Conclusions and future directions*

Mannering Park PS needs to continue to provide a happy, stimulating learning environment catering for all students.

Teachers need to be supportive in their role as Student Welfare team teacher.

Careful budgeting will need to be utilised to allow for extra support in classrooms and on the playground for our most needy students.

Expectations for student behaviour need to continue to be taught directly, with positive behaviour rewarded.

Students need to continue to self-reflect when there is an issue using Restorative Justice questions and POOCH in Planning Room with Executive.

Parents and teachers need to work together to provide a united approach to support school welfare decisions/ actions and follow up.

Workshops for families on positive parenting should be organized and run by school counsellor.

Monitoring by welfare teachers in regard to Communication forms for Welfare and Executive in Planning Room needs to continue.

The Principal needs to continue to be an active member of the Welfare and Learning and Support Team.

Feedback to staff on student behaviour needs to continue at Executive, Team and whole school level.

All teachers need to be responsible for all students.

Structures already in place need to continue for the welfare of students and staff taking an active role in welfare at Mannering Park PS.

*About this report*

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Kyle Micallef 2013 SRC Executive

Jenny Benson- P&C President

Robin Balcomb- Teacher Librarian, Debating, Public Speaking and Environmental Coordinator
Chris Henderson- Classroom Teacher/ Aboriginal Education Coordinator

Julie Hopley- Learning and Support Teacher

Lucy Hyland- SRC Coordinator

Michael Ingram- Rugby League coach

Kathy Phillips- Choir and Art competition coordinator

Andrew Rath- Sports Coordinator

Julie Schultz- Classroom Teacher/ Harmony Day / Seasons for Growth Coordinator

Heath Shepherd- Classroom teacher/ Rugby league coach

Amy Vine- Classroom Teacher/ Dance and Technology coordinator; Relieving Assistant Principal Terms 3 and 4

Nicole Stevenson – Relieving Assistant Principal Terms 3 and 4, Sports Coordinator/ Seasons for Growth companion

Lynne Small - Assistant Principal

Jeanellette Vale- Assistant Principal

Annette Parrey- Principal

School contact information
MANNERING PARK PS
Vales Rd MANNERING PARK NSW 2259
Ph: 43591184
Fax: 43591667
Email: mannrinp-p@det.nsw.edu.au
Web: www.manneringp-p.schools.nsw.edu.au

School Code: 4316

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:
