Our school at a glance

Students

The enrolment at Manifold Public School at the end of 2012 was 22, comprising of 7 boys and 15 girls.

Staff

The composition of the teaching staff included a permanent teaching principal position. The school administrative support staff consisted of a permanent part time school administrative manager (2.5 days per week) and a permanent part time general assistant (1 day per week). In addition, the school employed a school learning support officer, two casual classroom teachers and a casual school administration officer. All teaching staff met the professional requirements for teaching in NSW public schools.

Student achievement in 2012

Literacy and Numeracy

NAPLAN Year 3 & Year 5

Due to the small Year 3 & Year 5 cohort it is not possible to provide a more thorough report on NAPLAN results due to privacy issues.

International Competition and Assessments for Schools (ICAS)

Most year 3, 4 and 5 students completed the English and Mathematics competitions during term three. This continues the school’s involvement with this annual activity. Although the tests were quite difficult, all students managed to complete most of the questions in the given time. Two students achieved a “credit” in the Mathematics competition.

Messages

Principal’s message

Inspiring students to do their best was the focus for Manifold Public School in 2012. Students were encouraged to participate in challenging activities outside the classroom throughout the year. These activities included a range of rich and challenging experiences that allowed students to showcase their academic, social and artistic talents.

During semester one selected students represented the school in the Maths Olympiad. This six weekly event involved students applying their knowledge of strategies to attempt to solve complex mathematical and logic problems. The group achieved their goals with most rounds.

The Premier’s Spelling Bee was offerred to students in term three. This activity enables students to apply their knowledge of spelling rules and strategies to spell a range of complex words. Congratulations to Chloe Heelis, Zara Danks, Shanae Cooper and Mika Danks for representing our school at the regional final. Manifold Public School will look to once again promote this event during 2013 with 90% of senior students at our school willingly participating in 2012.

“Talking and Listening” was the focus of the inaugural “C.L.A.S.S. Speak Off “during term four. Unfortunately the school was only allowed to select one student to represent Manifold in a video conference with other Casino small schools. All senior students participated in the selection of the school’s representative during an entertaining and educational display of three minute speeches. Congratulations to Zara Danks for delivering a wonderfully informative speech about geese. Staff and students look forward to participating in this engaging activity in 2013.
It was very important for our students to be part of these challenging activities. Participants clearly showed they had the personal strength and courage to accept a variety of challenges to display a high level of achievement in new and challenging environments. We look forward to our students inspiring others during 2013.

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. Thank you to all members of the Manifold Public School community for their invaluable support in 2012.

Peter Eckersley

**P & C and/or School Council message**

2012 has been another successful year for Manifold Public School and for the P&C Association. The P&C has continued to support the school with funds raised from a number of activities and by providing a forum for parents to liaise with the teachers and principal.

Our main source of ongoing revenue has been from the canteen which provides not only significant funding but an opportunity for parents to interact with the children at school. Debbie Whiston has been the driving force behind the canteen for the last few years, happily contributing from her own time to ensure the smooth running of the system, congratulations and thanks to her. Also thanks to the many parents who have taken their turns on the roster, contributed their time and donated food.

Other fundraising activities include catering to the Webster Colley Cup athletics carnival and the Bentley Art Prize. Again, thanks to everyone involved.

Funds raised by the P&C contribute towards the running of the school, providing extras and freeing up the school budget for essentials. In 2012 these funds were directed towards a number of areas; volunteer and student insurance, end of year gifts for students and staff, classroom blinds, materials for the vegie garden, a new microwave and barbeque and bus transport for the Intensive Swimming Program. We do not aim to make a profit over the year and generally contribute all we make to the school.

There has been a significant increase in student enrolments for 2013 and with this potentially more demands for funding. We hope for new faces and minds in the P&C. Everyone is welcome and encouraged to attend meetings and fundraising activities, any and all input is appreciated.

Thanks to everyone; students, staff and parents, who contribute in a positive way to the school. Let’s keep these contributions going so that the school can continue to be a happy, vibrant and beneficial part of your child’s life.

Matt Danks

**School context**

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>1.686</td>
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</table>
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></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td></td>
<td>30/11/2012</td>
</tr>
</tbody>
</table>

**Income**

- Balance brought forward: $31,287.96
- Global funds: $44,651.15
- Tied funds: $20,453.61
- School & community sources: $17,068.14
- Interest: $1,494.92
- Trust receipts: $3,218.10
- Canteen: $0.00
- Total income: $118,173.88

**Expenditure**

- Teaching & learning: $5,787.19
  - Key learning areas: $1,391.76
  - Extracurricular dissections: $12,255.29
- Library: $533.12
- Training & development: $1,813.73
- Tied funds: $19,934.59
- Casual relief teachers: $301.29
- Administration & office: $24,563.65
- School-operated canteen: $0.00
- Utilities: $7,062.95
- Maintenance: $6,712.75
- Trust accounts: $3,330.83
- Capital programs: $0.00
- Total expenditure: $83,687.15
- Balance carried forward: $34,486.73

Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Arts

Class Movie

During term two this year, the children studied storyboarding as part of CAPA and in preparation for some film work that was planned for term three. Using a Roald Dahl book, titled “Revolting Rhymes”, and the story “Snow White and The Seven Dwarfs” we developed 12 story boards. We then added extra dialogue to existing parts and some extra characters to ensure that each student had a role. We practiced each week and completed the unit by filming it over a couple of weeks. This film was then presented at a school assembly, where the children could watch themselves and show their parents. It was very well received.

Performing Arts Concert

As part of the Performing Arts Concert, which was held on 17 September in Term 3 at the Casino Civic Hall, the students worked together to develop a song and movement item during their CAPA lessons. We chose the song “Gold” by Guy Sebastian and had four senior girls taking the main singing role while the rest of the students sang and performed movements that portrayed trumpets playing. The children wore black and gold costumes and looked very smart. This was their major project in CAPA for term three.

End of Year Concert and Presentation Night

In week nine of term four, on Thursday 6 December, our school held an End of Year Concert and Presentation Night. The students presented a more polished version of “Snow White and The Seven Dwarfs”, complete with costumes, back drops, singing and extra speaking roles. A number of the children presented some songs which they had practiced and choreographed for themselves. There was a number of achievement awards handed out to the students also.
This night is seen as a celebration to finish off the year and an opportunity to recognise achievements across the school.

**Proud recipients of awards at the 2012 Concert and Presentation Night.**

**Sport**

Manifold Public School provided two representatives for the Zone Athletics and Zone Cross Country carnivals.

Once again Manifold Public School participated in the Intensive Swimming Scheme where the students in Years 2-6 were instructed in developing their swimming and water safety skills.

**Active After School Care (AASC)**

All students thoroughly enjoyed the activities presented by AASC coaches during 2012. Our coaches presented structured sports activities that promoted fun and fitness.

**Library**

Significant events this year in the library included Book Week celebrations during term three. “Champion’s Read” was the 2012 theme and the school provided students with the opportunity to showcase their favourite book through a short presentation and poster. Senior students also displayed story maps of their favourite novel in the school library. The students participated in the School’s Care program run by Scholastic and by achieving the goal of reading 100 books before September 1, the students assisted in the donation of 10 000 books to children in need.

**CLASS Excursion – Ballina**

Year 3-6 students attended a three day excursion to Angels’ Beach, Ballina during term one. Six other small schools from the Casino area attended the camp, giving a total of approximately 60 students. Staff from the Dorroughby Environmental Centre presented informative sessions in a pleasant environment. Additional outcomes of the excursion were to encourage the students of small schools to make links with other students outside their own circle of friends and to develop existing friendships. This was successfully achieved.

**Coffs Harbour Senior Excursion**

Year 3-6 students were also given the opportunity to attend a three day excursion to Coffs Harbour during week ten of term four. Experiences included a tour of The Big Banana, a tour of The Butterfly House and a half day of activities at the Trial Bay Goal.

\[A special moment at The Butterfly House.\]
We accompanied students from Albert Park Public School as part of an on-going Middle Schools initiative involving Richmond River High School. It was terrific to see students engaged with all of these planned experiences and take the initiative to form new friendships with students from another school.

Junior Excursion

On Thursday 6 September, the Junior Class travelled by bus to Byron Bay with a number of other small schools in the CLASS group to attend “Dolphin Dreaming”, an aboriginal education program. After having our morning tea on arrival, we met our instructor and her helper who started the session by painting the children’s faces in a traditional style. They continued the session by telling us some aboriginal stories, language and history that was relevant to the area that we were in. We then split into two groups. One group did some painting while the other group went on a short bush walk looking at different flora and fauna. The children were told many traditional aboriginal uses for plants and interesting stories about animals. The groups then swapped.

After this we had lunch together in the park. Following lunch, we travelled in the bus up to the Cape Byron Lighthouse. Although it was an extremely windy day we still managed to enjoy our time there, walking along the paths reading the signs and looking out for whales and other marine life. We then boarded the bus for the trip home.

School Excursion

On 26 June 2012, Manifold Public School students travelled by bus to Lismore to see the “I Bunyip” performance, portraying mythical creatures from aboriginal folklore. The children enjoyed the show with its incorporation of puppets, which were brought out later for children to see close up. Lunchtime was spent at Albert Park Public School where the children enjoyed playing on the climbing equipment. The next destination was the Riverbank Heritage Walk where the children learnt more about our local aboriginal culture followed by games on the Heritage Park play equipment before travelling back to school.

Riverbank Heritage Walk

Academic

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.

Please refer to the “Student Achievement” section of this report.
Progress in literacy and numeracy
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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives
Aboriginal education
All students participated in learning activities that were included in 2012 school excursions. The dynamic and contemporary presentations of indigenous personnel at the “Dolphin Dreaming”, Ballina and Coffs Harbor Excursions and the “I Bunyip” performance provided students with authentic and very worthwhile experiences. Follow up activities following these excursions clearly showed the new understandings and appreciation of the indigenous culture.

Guiding students through the coastal indigenous lands at Arrawarra Headland, Coffs Harbour.

Multicultural education
Students at Manifold Public School are provided with a range of opportunities to foster a sense of tolerance and respect towards all people during classroom activities.

Other programs
NSW Premiers Sporting Challenge
The students again enjoyed their participation in the Premiers Sporting Challenge. The school received funding towards the purchase of new sporting equipment which assisted with the further development and improvement of skill level across many areas. Well done to all students, achieving a gold award for the school and personal gold certificates.

Personal Development Sessions
During term three, the senior girls participated in a personal development unit of work with Mrs. Gray. These students completed four, 45 minute lessons. This unit of work covered puberty and menstruation. A commercially produced program was purchased from Kotex, to present the content. It was very well presented with relevant links and engaging content. The girls were very interested in the classes and the small group allowed for more personal and confidential conversation. At the completion of the fourth lesson, they were given a bag with products in it to keep which they really liked. Based on the feedback and the enthusiasm from the girls, I consider these four lessons to have been extremely worthwhile and beneficial.

Scripture
Once again students benefited from participation in weekly scripture sessions with Matilda. The group, which has significantly grown in number, appreciated the thoughtful and well prepared sessions.

Classroom Amplification
This year, it was deemed necessary, in order for the school to meet the needs of some students, to obtain two classroom amplification systems. An application was made for special funding in order to purchase
one of the systems and the Casino Lions and Casino Quota Clubs purchased the other system. The application for funding was approved during term two.

One system has been installed on the wall in the new classroom and the other system has been kept as a mobile system. It is used in various situations such as in Early Stage One and Stage One class, in the library and with itinerant teachers working with individual students.

The systems are particularly useful when students are speaking, presenting ideas or reading to the class, as some students may speak softly or may speak less clearly. For a student who is not hearing well, who has a hearing loss or processing difficulties, such a situation makes listening, understanding and participating difficult.

Progress on 2012 targets

Target 1

To increase the percentage of Year 3 students (2011) at proficiency for writing (bands 5 or 6) from 0% in 2011 to 17% in 2012 with NAPLAN writing.

Our achievements include:

- 66% of Year 3 (2011) students achieved a proficient band using the Year 5 Mark to Band 2012 conversion.
- Planning for writing to assist with text structure and paragraphing were the major foci of teaching and learning programs. At least 75% of student assessment tasks displayed “at age” or an “above average” mark for these criteria.

Target 2

75% of Year 2 students (2011) improve by two cluster groups on Best Start Early Literacy continuum for Aspects of Writing.

Our achievements include:

- School based assessments show 100% of Year 3 students (2012) achieved two or more clusters during the year.

C.L.A.S.S. Disco

On 17 October 2012 Manifold School students joined with other small schools for a C.L.A.S.S. Disco, held at Casino RSM Club. The theme was “The Eighties” and the children were very creative and colourful with their costumes. The children enjoyed the dancing, games and another opportunity to interact with students from other schools.

Dressed for the CLASS 80s Disco.

Lions and Quota Club representatives with our appreciative students

C.L.A.S.S. Disco
Target 3

For 50% of Year 3 students (2011) to correctly respond to all stage appropriate Fractions and Decimals NAPLAN problems (2010-12).

Our achievements include:

- The task included 12 fractions and decimals questions. 5 out of 7 Year 3 students (2011) achieved 50% or more correct.

School evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Educational and management practice

Learning in a multi-stage classroom

Background

As part of the school’s involvement in the Middle Years School Project, Stage 2 and Stage 3 students were asked to complete an on-line survey about different elements of their learning in their classroom. Students were asked to consider all sessions during the week, not just a given day or time.

Findings and conclusions

- 44% were unsure if their teachers ask for feedback from their students about teaching and learning. The role of student reflection in learning and student involvement in planning lesson experiences to enhance their understanding is an interesting perspective to be highlighted in these responses.

- 40% felt like they were successful as a learner. Explicit knowledge of expectations of what they are learning seems to be a need for some students. What am I learning and how do I know if I have learnt it?

- 100% felt that their teachers enjoyed teaching.

- 55% were unsure if they learn by researching and finding out for ourselves (individually and with others) in the classroom. The inclusion of student self-direction is an element that needs to be considered for improving the quality of teaching and learning experiences.

Future directions

The school will investigate the possibility of including Stage 2 with this program in 2013. The school is also investigating the availability of qualified personnel in this field to assist with the programming and delivery of this course. Some parents have expressed a desire to participate in an information night about their role and support of their child with this important area of their child’s development.

Some interesting issues have been identified from these findings. These questions will be explored in staff meetings and staff development days during 2013.

They include:

- Teacher use of strategies to encourage student reflection in their learning.

- Effective communication of what learning is expected for each group of students in a multi-stage classroom.

- Exploring the quality teaching element of student self-direction in planned classroom experiences.

Professional Learning

Professional learning funds were used for staff to gain an insight into effective literacy activities in an early stage one – stage one classroom. Professional learning experiences
included a mentor modeling specific literacy sessions in the Junior Classroom.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 - Literacy**

**Outcome for 2012–2014**

*Enhance teaching practices to improve levels of literacy achievement for all students in line with school targets.*

**Literacy Targets**

1. Year 6 students (2013) to achieve bands 7, 8 or 9 in a sample NAPLAN Language Conventions paper.
2. 60% of Year 5 students (2013) to achieve bands 7 or 8 in NAPLAN Writing (growing from 0 % in bands 5 or 6 as Year 3 in 2011).
3. 60% of Year 4 students (2013) to improve their performance in spelling (Aspect of Writing) and Aspect of Vocabulary to meet age appropriate cluster markers. In addition, 60% of these students will demonstrate growth as Year 5 (2014) in NAPLAN Writing (vocabulary and spelling) and Language Conventions (Spelling) to perform in line with 80% of the state.
4. 66% of Year 2 students (2013) to improve their performance in spelling (Aspect of Writing) and Aspect of Vocabulary to meet age appropriate cluster markers. In addition, 66% of these students will achieve bands 5 or 6 as Year 3 (2014) in NAPLAN Writing.

Strategies to achieve this target include:

- Teacher use of SMART data to identify 2-3 key criteria elements to focus explicit teaching activities in writing.
- Staff completes all e-learning modules on the new NSW English Syllabus.
- Classroom literacy programs reflect teacher use of new English outcomes.
- Staff participation in professional learning – Focus on Reading.
- Continued classroom teacher use and further development of the Best Start Literacy Continuum as a Kindergarten-Year 6 planning tool.

Our success will be measured by:

- Age appropriate improvement in student results on the K-6 Literacy continuum using school based literacy assessments as evidence.
- Improved student performance in NAPLAN literacy results.
- Improvement in the number of students scoring a B grading or higher in the 2013 Semester 2 report.

**School priority 2 - Numeracy**

**Outcome for 2012–2014**

*Enhance teaching practices to improve levels of numeracy achievement for all students in line with school targets.*

**Numeracy Targets**

1. 66% of Year 3 students (2014) to correctly respond to all Stage One Number questions in NAPLAN problems.
2. 60% of Year 5 students (2014) to achieve bands 7 or 8 in NAPLAN Number/Patterns and Algebra (growing from 20% in bands 5 or 6 as Year 3 in 2012).
Strategies to achieve this target include:

- Class Teachers to increase the use of SMART software and the North Coast Numeracy Continuum to explicitly teach identified student weakness in Number/Patterns and Algebra.
- Principal exposes staff to resources and strategies to assist with student reflections within mathematical sessions.
- Teachers to identify explicit use of strategies to develop student reflection within mathematical sessions and assessment tasks.
- Class Teachers to provide homework tasks that allow students to showcase their skill and understanding of Number/Patterns and Algebra in the home environment.
- Providing parents with information through regular numeracy articles in newsletter.

Our success will be measured by:

- Improved student performance in school based numeracy assessments.
- The students’ deep understanding of Number/Patterns and Algebra as shown by written student reflections.
- Improvement in the number of students scoring a C grading or higher in Number/Patterns and Algebra for the Semester 2 report.
- Evidence of the positive impact of ICT on student engagement and learning as reflected in teacher evaluations.

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.

Peter Eckersley
Principal

Jennifer Sykes
School Administrative Manager

Matthew Danks
P&C President

School contact information

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Web: www.manifold-p.schools.nsw.edu.au
School Code: 2464

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