

# Manly Village Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Manly Village Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

Manly Village Public School is committed to the pursuit of excellence in learning, teaching and leading. Students, staff and school leaders are encouraged to explore and reach their fullest potential.

### School context

Manly Village Public School (725 students) is a unique urban school situated in one of NSW's most popular tourist destinations. Located in the heart of Manly, between the ocean and the harbour, the school attracts a diverse school population, with a vibrant mix of local and international students.

The school is committed to the wellbeing of every student, providing support to enable future success and realisation of fullest potential.

A professional and committed teaching staff work collaboratively to understand what is going on for every learner, enabling the design of learning opportunities which are underpinned by high quality teaching. All staff are committed to the improvement of their own professional performance.

Our non-teaching staff are committed to the improvement of administrative management and service.

A strong parent community partnership enables teachers to work with parents as active participants in their children's education.

School leaders are committed to fostering a whole school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

| Elements   | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Excelling              |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Delivering             |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Delivering             |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Excelling              |
| LEADING: Educational leadership                        | Excelling              |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

## Strategic Direction 1

Pursuit of Excellence

### Purpose

To commit to ongoing improved performance for every student, every teacher, every staff member and every leader.

### Improvement Measures

80% of students report high levels of engagement and challenge at school in Tell Them From Me survey.

85% of students achieve at or above expected levels in literacy and numeracy along the learning progressions in school focus areas.

- 80% of students achieve or exceed expected growth in NAPLAN literacy and numeracy in school focus areas
- 75% of students achieve in the top two bands in NAPLAN literacy and numeracy in school focus areas.

Movement from Delivering to Excelling in the School Excellence Framework measure of Data Skills and Use in the Teaching Domain.

SASS staff self assess and monitor their provision of services against the service matrix.

### Overall summary of progress

Teachers across all stages continued to engage in opportunities to enhance the teaching and learning practices of reading and writing. The executive team explored the research of Lyn Sharratt *Putting Faces on the Data*, using a newly developed data wall to monitor individual student progress in Years Kindergarten to Year 2. Students demonstrating high reading and writing ability were supported by an additional teacher in classrooms to continue to enhance their reading and writing skills, knowledge and understandings.

Non teaching SASS staff continued to explore the service matrix to establish effective systems and practices.

Our school executive engaged in ongoing professional learning led by a School Services team to sharpen effective programming using the English syllabus and English Textual Concepts.

Teachers engaged in observation of demonstration lessons and were observed and provided with relevant feedback as part of their professional performance process.

Improved key procedures to ensure the efficiency and effectiveness of school operations were developed. These included new Special Religious Education and Special Education in Education, Working With Children Check requirements, school attendance, new school excursion, emergency management, permission to publish and not publish, compliance of external sporting providers and staff compliance training procedures.

In the **2019 Tell Them From Me survey**:

- 94% of female students and 90% of male students reported that they tried hard to succeed with their learning at school
- 65% of students reported that they are interested and motivated with their learning at school

At the end of 2019, in **K–2**:

- 97% of **Kindergarten** students were at/above expected levels in writing
- 98% of **Kindergarten** students were at/above expected levels in numeracy
- 92% of **Year 1 students** were at/above expected levels in writing
- 99% of **Year 1 students** were at/above expected levels in numeracy
- 88% of **Year 2 students** were at/above expected levels in writing
- 93% of **Year 2 students** were at/above expected levels in numeracy

**Years 3–6**

- 95% of **Year 3 students** were at/above expected levels in writing
- 91% of **Year 3 students** were at/above expected levels in numeracy
- 94% of **Year 4 students** were at/above expected levels in writing
- 97% of **Year 4 students** were at/above expected levels in numeracy

- 92% of **Year 5 students** were at/above expected levels in writing
- 97% of **Year 5 students** were at/above expected levels in writing
- 99% of **Year 6 students** were at/above expected levels in writing
- 98% of **Year 6 students** were at/above expected levels in numeracy

#### In 2019 NAPLAN:

- 64.8% of students achieved at or above **expected growth in writing** compared to 63.2 % in similar school cohorts and 53.3% in the state
- 73.6% of **Year 3 students** achieved in the **top two bands in writing** compared to 71.6% of similar school cohorts and 50.3% of the state
- 23.3% of **Year 5 students** achieved in the **top two bands** in writing compared to 13.7% across the state

#### In 2019, the school implemented:

- a data wall for **benchmarking reading levels** for students from K–Year 2
- investigated and purchased a **benchmarking system for Years 3–6** to commence in 2020
- increased the use of data, student work samples and artefacts to drive stage, grade and executive meetings and to determine future planning
- refinement of the use of data to drive our school's learning enrichment team which includes school counsellor, school executive, Learning and Support teachers, class teachers and EAL/D teacher and GATS teacher
- development of end of year goals for grades
- development of an assessment schedule to determine the collection of data across the year
- enhanced instructional leadership in classrooms to support the improvement of writing particularly in Years 2–6
- designated role for a teacher responsible for leading the tracking and monitoring of data in the school's focus area of writing and the domains of NAPLAN.

### Progress towards achieving improvement measures

**Process 1:** Implement a school-wide inquiry-based approach to enhance outcomes for all students.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>A whole school collaborative inquiry approach enabled teams to question their practice, establish a common understanding of curriculum requirements, develop scope and sequences across grades and to plan assessment schedules, collection of student data and learning targets for students and grades.</p> <p>The successful case management approach to support the academic and wellbeing of every student supports classroom teachers and families to work together to maximise the best potential for each student.</p> <p>Improved intellectual quality of teaching and learning programs for English from Early Stage One to Stage 3 has increased engagement for learners and teachers alike.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$100000.00)</li> </ul> |

**Process 2:** Sustain a school-wide commitment to improved professional performance.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>The achievement of professional goals and improved performance is supported through critical reflection between staff and supervisors and is measured against the Australian Professional Standards.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$5000.00)</li> </ul> |

**Process 3:** Refine the management and organisation of the school.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>Administrative systems and practices are regularly evaluated to ensure compliance and maximum benefit to the school.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Business Manager (\$32000.00)</li> </ul> |

## Progress towards achieving improvement measures

**Process 4:** Initiate a school wide approach to Visible learning

| Evaluation         | Funds Expended (Resources) |
|--------------------|----------------------------|
| Delayed until 2020 |                            |

## Next Steps

In 2020, the provision of effective teacher feedback for students will be a focus in order to recognise and reinforce their successes as well as to provide suggestions for improvement.

The school's newly formed School Improvement Team will lead professional learning through the Curiosity and Powerful Learning structured framework that our school has adopted for 2020.

## Strategic Direction 2

### Student and Staff Wellbeing

#### Purpose

To ensure all students and staff are nurtured to connect, succeed and thrive.

#### Improvement Measures

Student attendance consistently averages 85% or above.

Indoor and outdoor physical environments are functionally and aesthetically improved.

Staff report higher levels of satisfaction in the Tell Them from Me and People Matters Employee surveys.

85% of students report positive behaviour at school in the Tell Them From Me survey.

Fewer negative incidents are recorded in Sentral.

Reduction in annual casual teacher relief.

#### Overall summary of progress

There has been a whole school focus on the improvement of **attendance** for students at school in 2019. A campaign to reduce the amount of applications for extended leave for families was messaged through the school newsletter along with key messages about the importance of school attendance. Staff engaged in a series of professional learning sessions to deepen an understanding of the attendance policy and accompanying procedures and roll marking guidelines.

In 2019, **student attendance** was at 94%.

The Learning Enrichment team focused on the provision of support for those students requiring additional support as well as those requiring additional challenge. The recruitment of additional school learning support officers enabled more than 60 students to be supported in classrooms as well as ensuring the continuation of daily MultiLit and MiniLit lessons was provided.

The Learning Enrichment team continued to track and monitor student wellbeing using the Lyn Sharratt Case Management approach, ensuring every student was known, valued and cared for.

Teachers were provided with professional learning which aligned with the school's 2018–2020 school plan and the NSW Department of Education Strategic Plan 2018–2022. Instructional Leadership support was provided in classrooms, as well as the provision of guidance with programming, in particular in English and Mathematics. Teachers were provided with opportunities to engage in learning walks to observe other teaching practices across the school.

Beginning teachers were supported by two Instructional Leaders as mentors and were provided with in class teaching and learning support, in particular with the provision of differentiation to meet the individual needs of learners in literacy and numeracy. One beginning teacher was mentored to successfully attain accreditation as a proficient teacher. Beginning teachers were able to attend a Beginning Teacher local network across the year as well as attend a Beginning Teachers Conference.

In the 2019 Tell Them From Me survey, **teachers** strongly agreed that they work with school leaders to create a safe and orderly school environment, they work with other teachers in developing cross curricular or learning opportunities, share lesson plans and other materials with each other, and were able to discuss learning problems of students with other teachers.

The second phase of **school environment improvements** was completed in 2019 with the purchase of new flexible furniture for stage 2 and stage 1 students, furniture and storage systems for the staff room, the installation of new smart boards and the construction of an urban garden.

**Positive Behaviour for Learning** professional learning was conducted regularly for all staff and all teaching programs reflected the school's nominated three values. Consistent messaging and an outline of school expectations were published regularly in the school newsletter. These expectations were reinforced at a class level and during whole school and fortnightly assemblies. A whole school assembly scheduled once a week celebrated student achievement in

demonstrating the school values.

As reported in the student Tell Them From Me survey, 90% of females and 85% of males in Years 4, 5 and 6 reported using **positive behaviour at school** which was neither disruptive or inappropriate.

There has been a **41%** reduction in minor incidents and a **45%** reduction in major incidents over the 12 month period following the implementation of Positive Behaviour for Learning.

### Progress towards achieving improvement measures

**Process 1:** Implementing a whole school integrated approach to welfare, wellbeing and values.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| An evidenced based program implemented across the school has resulted in measureable improvements in wellbeing and behaviour. | \$10,000 from school budget for PBL.<br><br>\$263,697 was spent on the recruitment of school learning support officers using Integration funding and school budget allocation.<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$262000.00)</li> </ul> |

**Process 2:** Committing to the ongoing enhancement of the school learning environment.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Ongoing improvements to the physical learning environment and resources optimise teaching and learning. | \$50,000 school budget for technology and \$50,000 from P&C<br><br>\$ 200,000 school furniture and staff room furniture and storage<br><br>\$25,000 school garden<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$325000.00)</li> </ul> |

**Process 3:** Growing a workplace culture of respect, care and positivity.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Staff demonstrates an improving performance culture with a clear focus on improving student progress. | 0.8 FTE Instructional Leadership<br><br>\$42,000 Professional Learning<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul> |

**Process 4:** Implement a mentor program for beginning teachers.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|            |                            |

## Progress towards achieving improvement measures

Beginning teachers are well supported to use the Australian Professional Standards to measure themselves, reflect on their practices and plan and monitor their own professional learning to improve their performance.

### Funding Sources:

- Support for beginning teachers (\$15871.00)

## Next Steps

**Positive Behaviour for Learning** will continue in 2020 with tracking and monitoring of behaviours to ensure that the reduction of negative incidents across the school continues.

Permanent signage will be purchased to further emphasise key messages of the school values in selected locations of the school.

Work will continue on improving the **performance culture of the school** with the introduction of one to one conversations with each staff member and the principal.

**Beginning teachers** will continue to be fully supported through their membership within the local network of new teachers, instructional leadership and team teaching support as well as coaching and mentoring by school executive.

## Strategic Direction 3

### Culture of Service and Integrity

#### Purpose

To instil the values of service and integrity into our school culture.

#### Improvement Measures

Students report greater understanding of the relevance of their learning at school in the Tell Them From Me survey.

Staff report an increase in students' demonstration of the values of integrity and service in the Tell Them From Me survey.

Increased number of students engage in community service.

Increased repertoire of leadership skills reported by student leaders.

#### Overall summary of progress

Results from the 2019 Tell Them From Me survey indicated that 67% of students in Years 4, 5 and 6 felt pride in their school with 71% of females and 58% of males reporting that they are interested and motivated in the learning at school.

Only 33% of students in Years 4, 5 and 6 reported that Positive Behaviour for Learning had improved student behaviour with 37% of these students unsure of the impact.

There was an increase in the **number of students** interested in participating in Student Representative Council and The Green Agents groups which both focus on the provision of service within the school. The Green Agent groups widened their service by enhancing the recycling and sustainability projects within the school.

12 students participated in a local Maths Competition at Seaforth Public School with one of the teams taking out first place and then competed in the finals at Bonnyrigg Public School. Twelve Year 6 students participated in a three day Writers Camp which culminated in the publication of a book. Students from Stage 3 participated in a Debating Camp held at Collaroy. Our Debating teams competed in the *Premier's Debating Competition* in Term 2 with one team gaining a place in the final competition. Sixty Year 6 students attended a STEM Day held at Redlands, Mosman. Fourteen entries were chosen from Years 3–6 students to participate in the Eye, Heart Science Competition within the local community.. All Stage 3 students entered the *What Matters Writing Competition* in term 3 and 100 students participated in the *Dorothea McKellar Poetry Competition*. Two primary students participated in the *Bear Pit Speaking Competition*.

Students participated in **visits to local** nursing homes. The school bands performed on the Manly Corso and student leaders represented the school at a variety of functions within the community.

**Student leaders in 2019** participated in fortnightly meetings with the implementation of a leadership framework which required personal goal setting and leadership reflection. Mr James Griffin, Member for Manly led a workshop on developing leadership and participated in a two day Leadership Camp within the Northern Beaches Learning Alliance.

Two members of staff hosted a STEM focus group for teachers within the Northern Beaches Learning Alliance and two members of staff presented a workshop on their Instructional Leadership model.

Five members of the Executive Team participated in the first two training days of Curiosity and Powerful Learning with schools across the state and hosted professional learning for local schools that had opted in, led by Albury North staff.

Twelve teachers self nominated to be on the School Improvement Team in 2020.

#### Progress towards achieving improvement measures

**Process 1:** Developing structures to provide students and staff with opportunities to serve the wider community and develop values of service and integrity.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Students have a well developed sense of service and integrity for a range of |                            |

## Progress towards achieving improvement measures

equity issues within the local community and beyond.

**Process 2:** Seeking and sustaining authentic partnerships with the wider community.

| <b>Evaluation</b>  | <b>Funds Expended (Resources)</b> |
|--|-----------------------------------|
| Developing partnership that inspire learning beyond the classroom walls will be rolled over to 2020. |                                   |

**Process 3:** Broadening collaborative partnerships among staff.

| <b>Evaluation</b>   | <b>Funds Expended (Resources)</b> |
|---|-----------------------------------|
| Staff continue to develop their confidence and quality as teachers, specialist teachers, administration staff and school leaders due to their participation in network professional learning opportunities. |                                   |

## Next Steps

This will continue to be an area of focus for 2020. Staff and students will be encouraged to explore opportunities beyond the classroom to inspire their learning.

| Key Initiatives   | Resources (annual)   | Impact achieved this year  |
|---|--|--|
| <b>English language proficiency</b>                           | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$60 068.00)</li> </ul>   | This funding supported 0.6FTE teaching position of an EAL/D teacher. This position supported all EAL/D students to access the curriculum, in particular in English. This support was provided in both small group withdrawal from class or by providing support in classrooms.   |
| <b>Low level adjustment for disability</b>                    | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$96 224.00)</li> <li>School budget (\$68 000.00)</li> <li>Socio-economic background (\$5 458.00)</li> </ul> | Funding was used to provide adequate staff to support all students across the school so that every student could reach their academic, social and emotional potential. Support was provided by Learning and Support teacher, an additional Learning and Support Teacher as well as school learning and support officers.                     |
| <b>Quality Teaching, Successful Students (QTSS)</b>           | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$100 000.00)</li> </ul>  | Collaborative inquiry sessions were implemented using QTSS funds. Collaborative sessions were grade based and included sustained inquiry into the improvement of English programming, literacy grouping and the improvement of teaching and learning in reading and writing across the school.   |
| <b>Socio-economic background</b>                              | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$5 458.00)</li> </ul>   | This funding supported every student to access the curriculum equitably and to be able to participate in programs such as excursions, incursions and sporting opportunities.   |
| <b>Support for beginning teachers</b>                         | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$15 871.00)</li> </ul>   | <p>All beginning teachers were well supported in the early stages of their career. A school based mentoring program ensured they are supported to enhance their teaching, particularly in literacy and numeracy.</p> <p>These funds supported the participation in a local network of beginning teachers and attendance at a conference.</p> |
| <b>Targeted student support for refugees and new arrivals</b> | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Targeted student support for refugees and new arrivals (\$36 000.00)</li> </ul>   | Targeted support was provided for newly arrived students during their early acquisition of the English language in classrooms and within small withdrawal groupings.   |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 351        | 353  | 380  | 360  |
| Girls    | 374        | 344  | 340  | 344  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 95.6 | 96.1 | 95.5 | 95   |
| 1         | 94.1 | 94.3 | 93.7 | 94.9 |
| 2         | 95.2 | 94.4 | 95.2 | 94.6 |
| 3         | 94   | 95.3 | 94.5 | 94.9 |
| 4         | 95.2 | 95.3 | 93.5 | 93.9 |
| 5         | 94.2 | 95.8 | 93.1 | 93.7 |
| 6         | 94.8 | 95.5 | 93.9 | 93.1 |
| All Years | 94.7 | 95.2 | 94.2 | 94.3 |
| State DoE |      |      |      |      |
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 94.4 | 94.4 | 93.8 | 93.1 |
| 1         | 93.9 | 93.8 | 93.4 | 92.7 |
| 2         | 94.1 | 94   | 93.5 | 93   |
| 3         | 94.2 | 94.1 | 93.6 | 93   |
| 4         | 93.9 | 93.9 | 93.4 | 92.9 |
| 5         | 93.9 | 93.8 | 93.2 | 92.8 |
| 6         | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94   | 93.9 | 93.4 | 92.8 |

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 26.66 |
| Teacher of Reading Recovery             | 0.42  |
| Learning and Support Teacher(s)         | 0.5   |
| Teacher Librarian                       | 1.2   |
| School Administration and Support Staff | 4.47  |

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 7.20%   |
| Teachers       | 3.30%                  | 2.90%   |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2019 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 840,166          |
| <b>Revenue</b>                        | 6,178,686        |
| Appropriation                         | 5,527,847        |
| Sale of Goods and Services            | 770              |
| Grants and contributions              | 638,614          |
| Investment income                     | 8,355            |
| Other revenue                         | 3,100            |
| <b>Expenses</b>                       | -6,226,923       |
| Employee related                      | -5,054,662       |
| Operating expenses                    | -1,172,262       |
| <b>Surplus / deficit for the year</b> | -48,238          |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2019 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 202,340                       |
| <b>Equity Total</b>     | 162,410                       |
| Equity - Aboriginal     | 660                           |
| Equity - Socio-economic | 5,458                         |
| Equity - Language       | 60,068                        |
| Equity - Disability     | 96,224                        |
| <b>Base Total</b>       | 4,749,301                     |
| Base - Per Capita       | 168,940                       |
| Base - Location         | 0                             |
| Base - Other            | 4,580,361                     |
| <b>Other Total</b>      | 321,844                       |
| <b>Grand Total</b>      | 5,435,895                     |

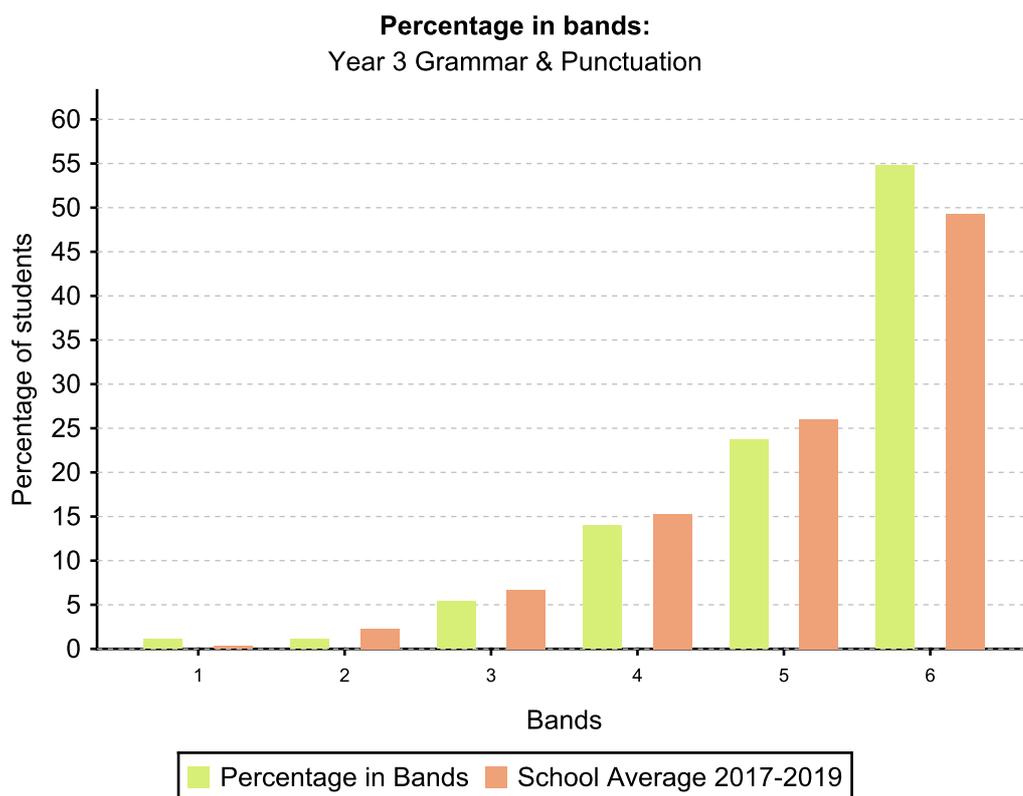
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - 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.

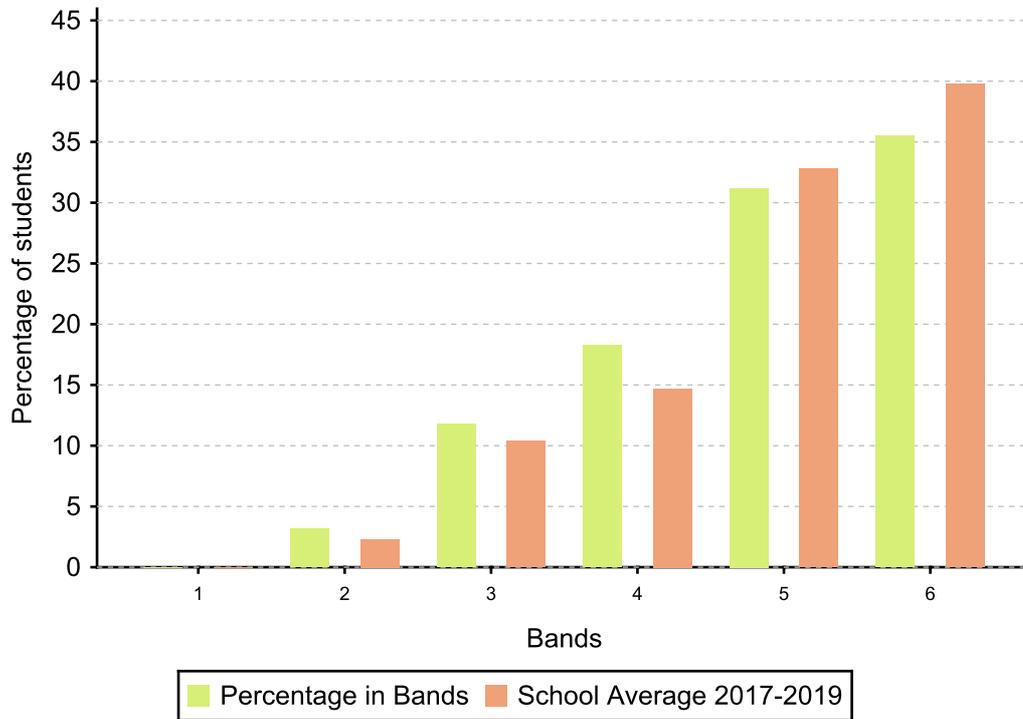
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



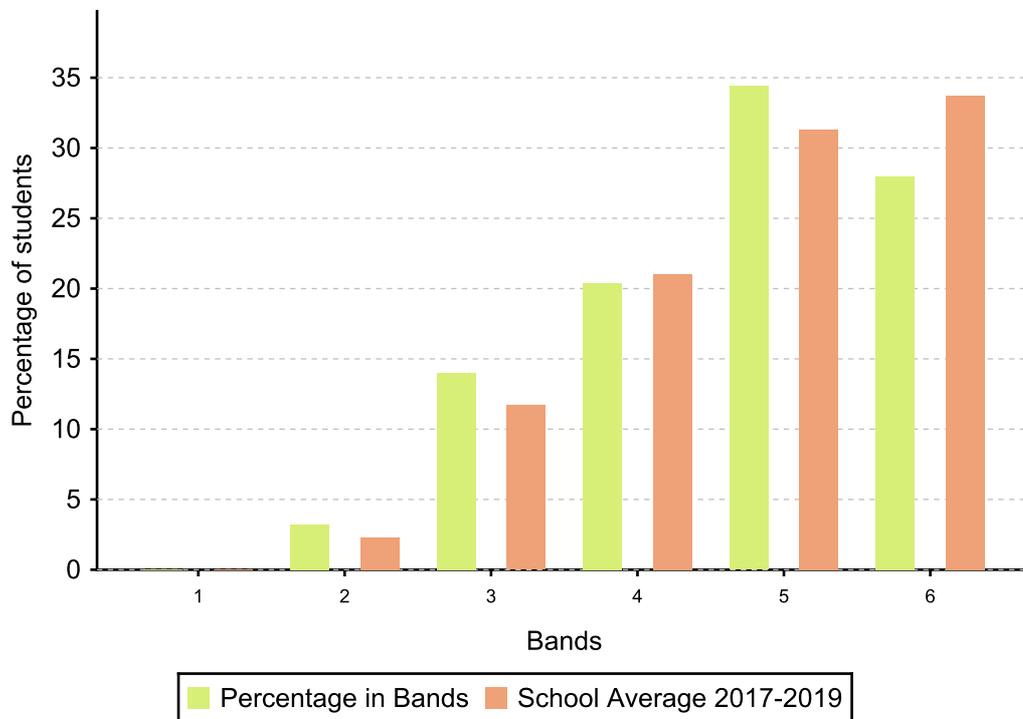
| Band                   | 1   | 2   | 3   | 4    | 5    | 6    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 1.1 | 1.1 | 5.4 | 14.0 | 23.7 | 54.8 |
| School avg 2017-2019   | 0.3 | 2.3 | 6.7 | 15.3 | 26   | 49.3 |

**Percentage in bands:  
Year 3 Reading**



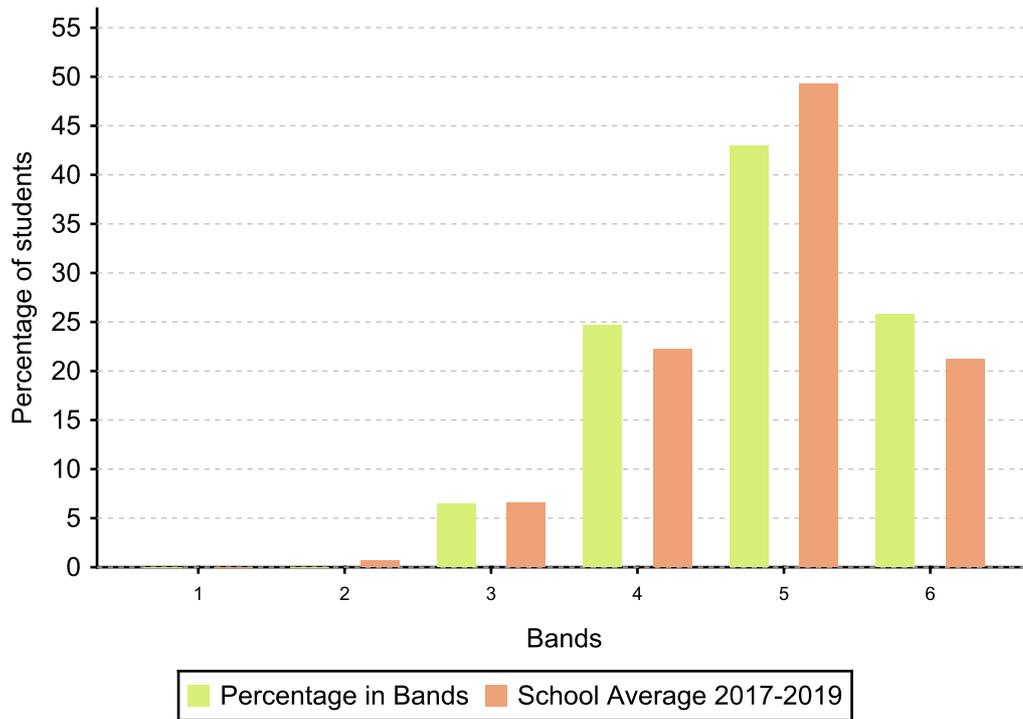
| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 3.2 | 11.8 | 18.3 | 31.2 | 35.5 |
| School avg 2017-2019   | 0   | 2.3 | 10.4 | 14.7 | 32.8 | 39.8 |

**Percentage in bands:  
Year 3 Spelling**



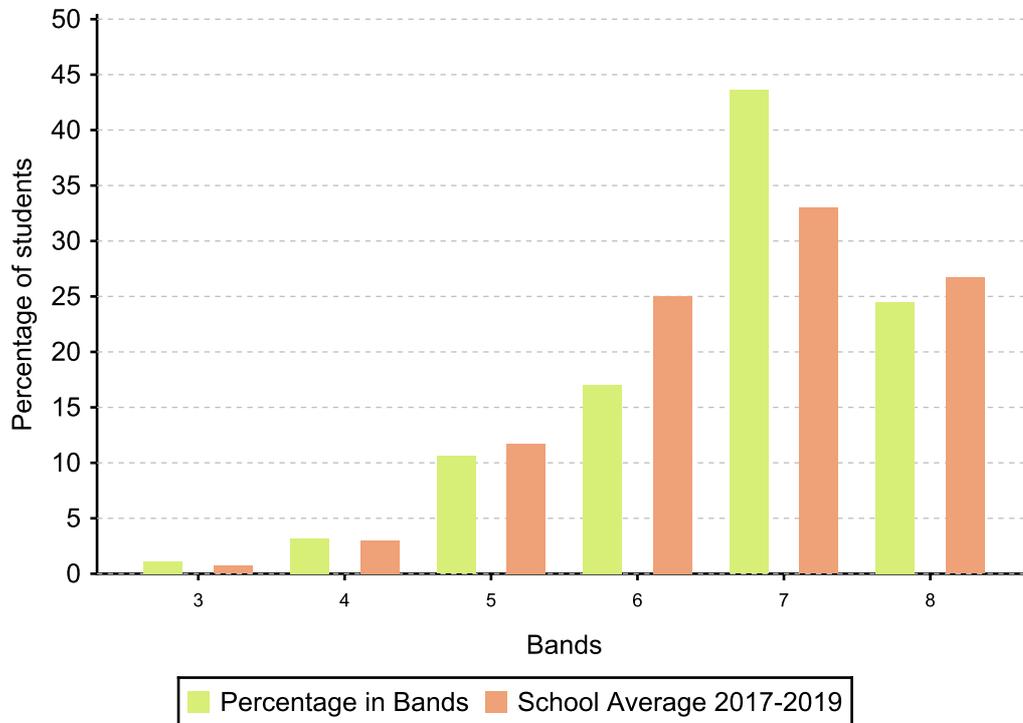
| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 3.2 | 14.0 | 20.4 | 34.4 | 28.0 |
| School avg 2017-2019   | 0   | 2.3 | 11.7 | 21   | 31.3 | 33.7 |

**Percentage in bands:**  
Year 3 Writing



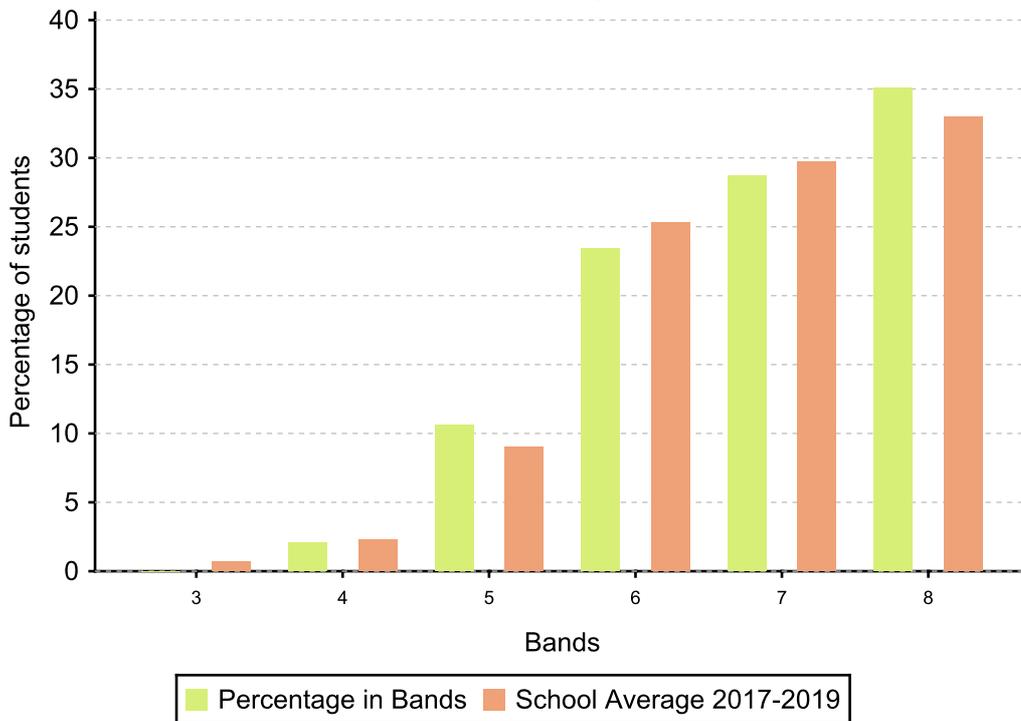
| Band                   | 1   | 2   | 3   | 4    | 5    | 6    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.0 | 6.5 | 24.7 | 43.0 | 25.8 |
| School avg 2017-2019   | 0   | 0.7 | 6.6 | 22.2 | 49.3 | 21.2 |

**Percentage in bands:**  
Year 5 Grammar & Punctuation



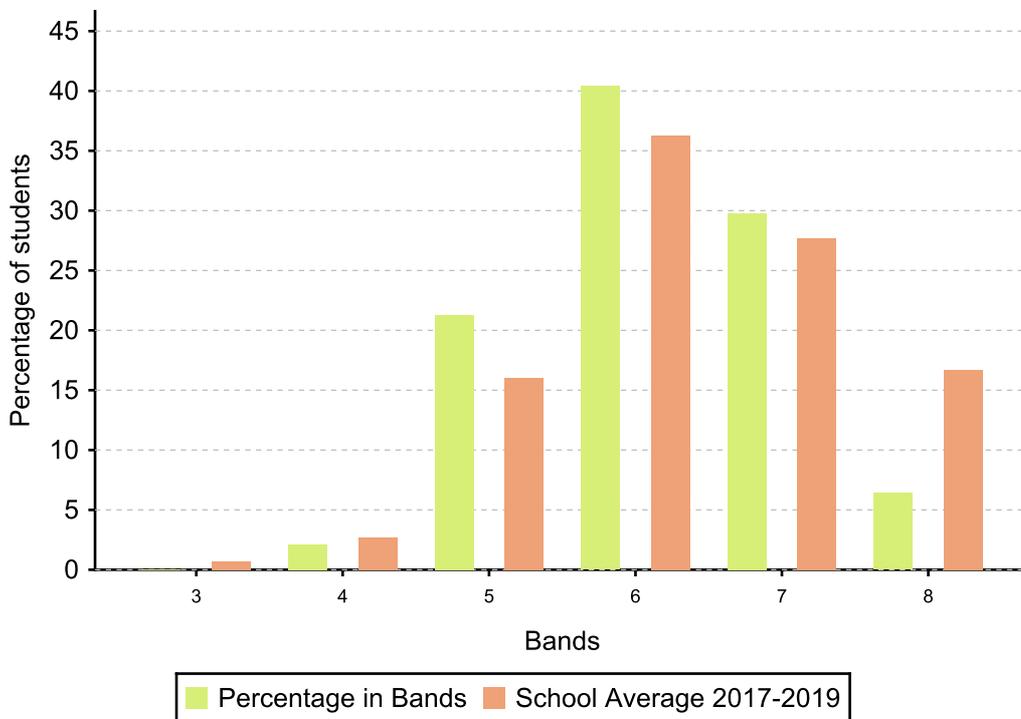
| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.1 | 3.2 | 10.6 | 17.0 | 43.6 | 24.5 |
| School avg 2017-2019   | 0.7 | 3   | 11.7 | 25   | 33   | 26.7 |

**Percentage in bands:  
Year 5 Reading**



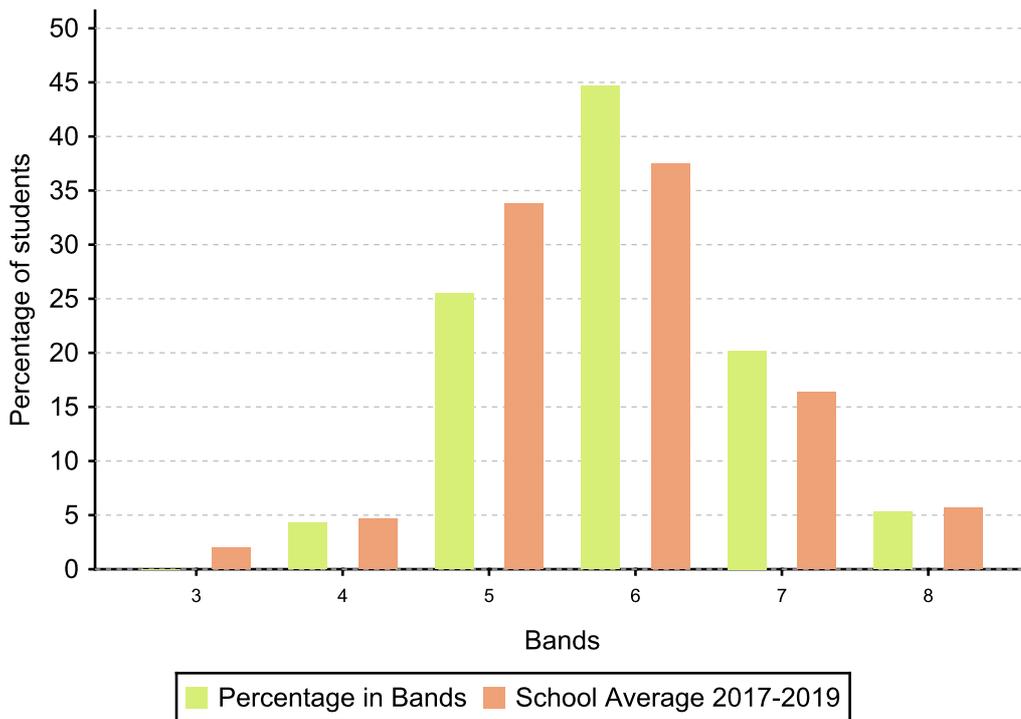
| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 2.1 | 10.6 | 23.4 | 28.7 | 35.1 |
| School avg 2017-2019   | 0.7 | 2.3 | 9    | 25.3 | 29.7 | 33   |

**Percentage in bands:  
Year 5 Spelling**



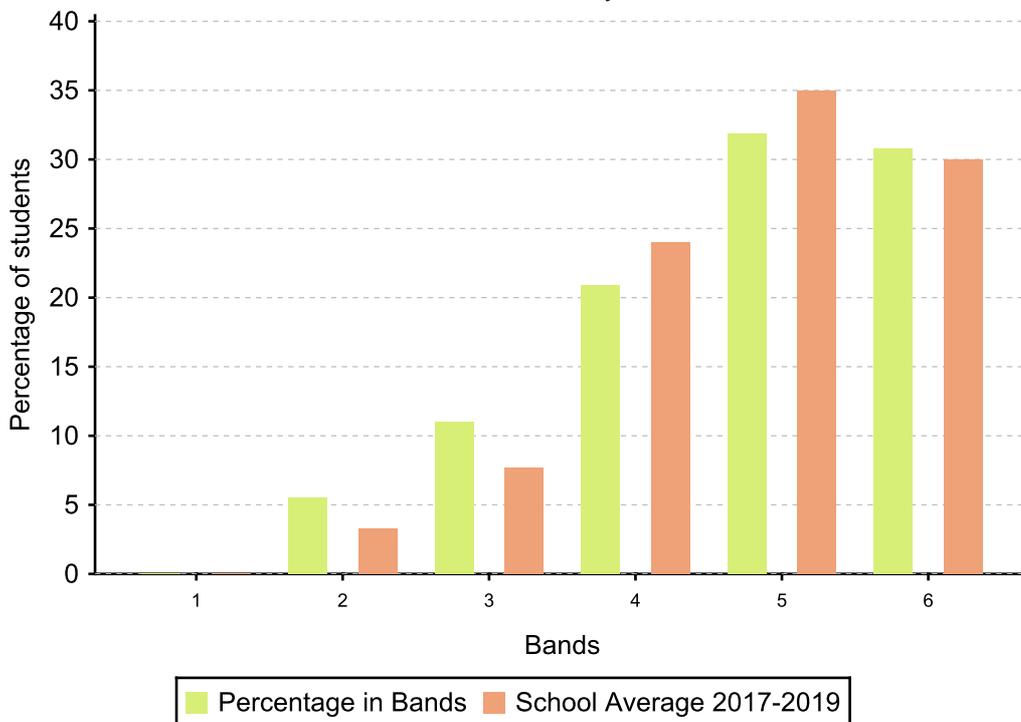
| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 2.1 | 21.3 | 40.4 | 29.8 | 6.4  |
| School avg 2017-2019   | 0.7 | 2.7 | 16   | 36.3 | 27.7 | 16.7 |

**Percentage in bands:**  
Year 5 Writing



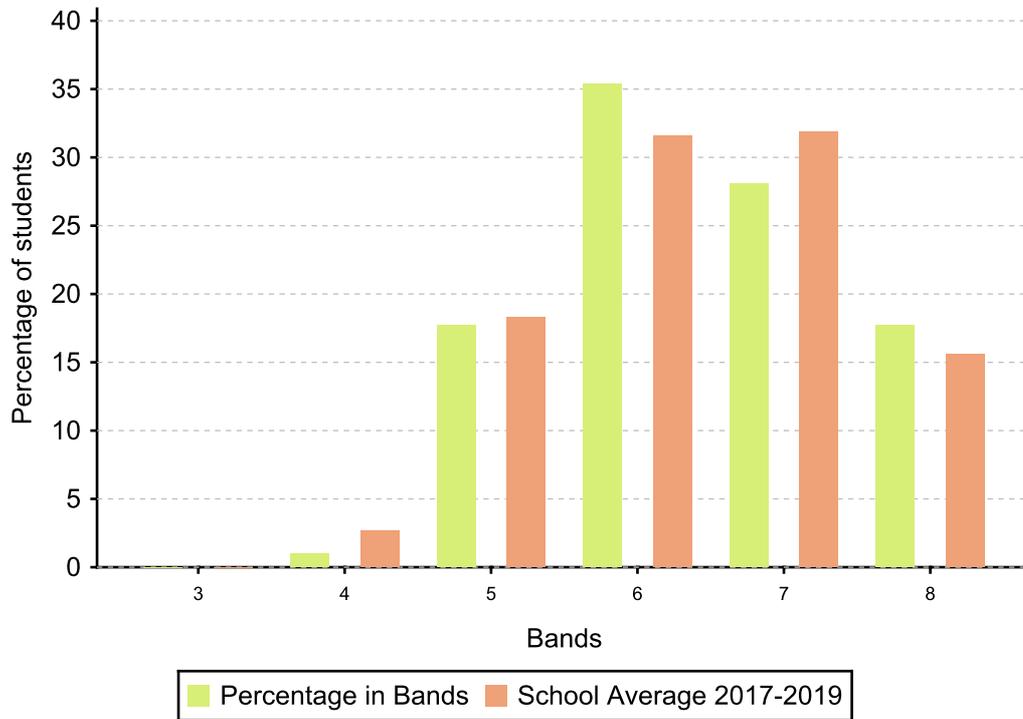
| Band                   | 3   | 4   | 5    | 6    | 7    | 8   |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 0.0 | 4.3 | 25.5 | 44.7 | 20.2 | 5.3 |
| School avg 2017-2019   | 2   | 4.7 | 33.8 | 37.5 | 16.4 | 5.7 |

**Percentage in bands:**  
Year 3 Numeracy



| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 5.5 | 11.0 | 20.9 | 31.9 | 30.8 |
| School avg 2017-2019   | 0   | 3.3 | 7.7  | 24   | 35   | 30   |

**Percentage in bands:**  
Year 5 Numeracy



| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 1.0 | 17.7 | 35.4 | 28.1 | 17.7 |
| School avg 2017-2019   | 0   | 2.7 | 18.3 | 31.6 | 31.9 | 15.6 |

## Parent/caregiver, student, teacher satisfaction

In 2019, 131 parents responded to a school survey on the topics of homework, Positive Behaviour for Learning and reading. The respondents were parents of students across all grades K–6 with the highest proportion from Years 2 and 4. The least responses were from parents of Year 5 students.

On the topic of **homework**, most parents were aware of Manly Village Public School's new homework procedures which were implemented at the beginning of 2019. The majority felt that the new procedures were consistently implemented in each grade across the school and felt that they and their child were clear about expectations. The majority reported that they felt that the new homework procedures were flexible enough to suit a variety of family circumstances, with only 20% disagreeing. 75% of parents felt that the set homework was meaningful.

Feedback about the implementation of the **Positive Behaviour for Learning** initiative highlighted that the three school values of Respect, Integrity and Excellence were widely known and understood by families. 75% of parents reported that their child had responded well to PBL, with 80% reporting that their children understood the reward system well.

Parents were also surveyed about the value and importance of reading in their homes. The majority of families reported that they read to, with and listened to their child read at home. Most were confident to select appropriate reading material however there were some mixed understandings of what constitutes quality literature. It was suggested that a reading list for older students in Years 3–6 would be helpful for families.

From the **Tell Them From Me** survey of 2019, **teachers** reported a significant increase in leadership confidence and collaboration with each other. Teacher responses on aspects of collaboration, learning culture, teaching strategies and parent involvement were above the state norm.

In the **student Tell The From Me** survey of 2019, there was an overall improvement in all key drivers of student learning. Students reported an increase in rigour and effective learning time, pertaining to the effective use of classroom time by teachers and whether classes are well organised with important concepts being taught well. A significant proportion of students reported that they had developed an increased level of perseverance with their learning with an increase in effort, interest and motivation being reported by our Years 4, 5 and 6 students. The students reported an improved behaviour towards homework. The response to bullying by students was well below the state norm.

In the 2019 **People Matters Survey**, 91% of staff reported that collaboration with their colleagues was high and was supported by school leaders. 75% of staff reported an increase in their positivity towards work as compared to 69.39% of colleagues across the local network of schools.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.