

2020 Annual Report

Manly Village Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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 (720 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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

In 2020, a committed whole school approach towards improving the performance of every student, every teacher, every staff member and every leader was a major focus through the monitoring of student growth in reading, the introduction of Years 3-6 reading groups, sharpened instructional leadership, coaching and mentoring opportunities and a more streamlined Professional Development Plan process.

Leaders and teachers met in three weekly cycles to engage in professional learning unpacking the Effective Reading Instruction in the Early Years of School (CESE publication).

Instructional leaders supported teachers, including beginning teachers, in classrooms to implement explicit literacy group activities which reflected the five elements of reading and focused on the provision of differentiation for all learners.

Teachers were supported to effectively benchmark instructional reading levels (K-6) through the provision of workshops and the implementation of the Fontas and Pinnell reading system across years 3-6.

The teaching of guided reading was modelled for teachers (Years 3-6) and supported by the instructional leadership approach.

Teachers were provided with many opportunities to observe and practice benchmarking of reading at an instructional level to enable more consistent teacher judgement, particularly around fluency and comprehension.

A data wall for Years 3-6 readers was introduced and reading levels were matched to the PM benchmarking system so that growth could be measured.

Learning support was provided to over 100 students for five days per week and students were tracked closely to monitor progress. Our students from Kindergarten to Year 6 receiving extra assistance with reading, demonstrated an average growth of an effect size of 0.86.

In the **2020 Check In Assessment for Reading**, Year 5 students were 3.5% above the similar cohort of students and 13.5% above the state.

In the **2020 Numeracy Check In Assessment**, Year 5 students scored 11.7% above the state average.

In the **2020 Check In Assessment for Reading**, Year 3 students scored 4.9% above the state average. In the Check In Assessment for Numeracy, Year 3 students scored 6.6% above the state average.

In 2020, the school began measuring student achievement in reading from Kindergarten through to Year 6 on a scale of 0-50+ using the PM and Fountas and Pinnell benchmarking systems.

Individual student growth in reading was also monitored using Hattie's Effect Size Calculator.

Students in Kindergarten completed the year with an average exit benchmark level of 16. Kindergarten students showed an average effect size indicating their growth in reading of 1.78.

Year 1 began the year with an average benchmark level of 16. Students reached an average exit benchmark level of 23 by the end of 2020. This corresponded to an average effect size of 1.14.

Year 2 began the year with an average benchmark level of 23. Students reached an average exit benchmark level of 29 by the end of 2020. This corresponded to an average effect size of 1.30.

Year 3 began the year with an average benchmark level of 31. Students reached an average exit benchmark level of 36 by the end of 2020. This corresponded to an average effect size of 0.79.

Year 4 began the year with an average benchmark level of 35. Students reached an average exit benchmark level of 38 by the end of 2020. This corresponded to an average effect size of 0.65.

Year 5 began the year with an average benchmark level of 38. Students reached an average exit benchmark level of 41 by the end of 2020. This corresponded to an average effect size of 0.69.

Year 6 began the year with an average benchmark level of 41. Students reached an average exit benchmark level of 44 by the end of 2020. This corresponded to an average effect size of 0.87.

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>Through a 2020 self assessment against the School Excellence Framework, the school moved from Delivering to Sustaining and Growing in the element of Data Skills and Use.</p> <p>86% of students achieved at/or expected levels in reading which was above the school's set target for 2020.</p> <p>In the Check In assessments for reading, Year 5 students achieved 3.5% above students in similar cohorts of schools and 13.5% above the state average. In the 2020 Numeracy Check In Assessment, Year 5 students scored 11.7% above the state average.</p> <p>In the 2020 Check In Assessment for Reading, Year 3 students scored 4.9% above the state average. In the Check In Assessment for Numeracy, Year 3 students scored 6.6% above the state average.</p>	<p>Educational Leadership of an Instructional leadership: \$140,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$110000.00)

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

Evaluation	Funds Expended (Resources)
<p>Performance management included one on one sessions with the whole staff with the principal and included a coaching and mentoring focus.</p> <p>Intensive Instructional leadership support for beginning teachers was conducted across the year.</p> <p>Instructional leadership was provided for teachers K-6 to support the meeting of Professional Development Plan goals and to support the teaching of reading.</p>	<p>0.2 above establishment allocation for school administration staff = \$13,275</p> <p>2 X Instructional Leaders @\$ 140,000 = \$280,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$43000.00) • (\$0.00)

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

Evaluation	Funds Expended (Resources)
<p>The school's Business Manager led the development and implementation of</p>	<ul style="list-style-type: none"> • Business Manager =\$48,937

Progress towards achieving improvement measures

refined compliance and policy procedures:

- 70 new evacuation diagrams were designed and installed T1, updated procedures and revision of emergency management plan T1-2, defibrillator training for staff T3 and emergency drills were conducted and evaluated. (T1-4)
- WHS induction procedures were refined in T2
- Ongoing record keeping of mandatory staff compliance training T2
- Revision of Working With Children Check procedures for volunteers, contractors and tertiary students included the training of SASS to implement procedures from 2021 T2 -T4
- Development of a school procedure for new Student Use of Digital Devices and Online Services policy in consultation with community T1-4
- Special Religious Education / Special Ethics Education school procedures were developed and included a checklist for the school coordinator, WWCC requirements, organisation and ongoing coordination T1 - T4
- Student attendance folders were organised for classroom teachers from T1
- Permission to publish and not-to-publish record keeping procedures were reviewed T2
- Ongoing compliance of external sporting providers was reviewed T1-4
- Employment screening and induction of new SLSOs procedures were refined
- Annual tree safety and annual fire safety requirements were reviewed and completed.T2
- The administration office staff developed and implemented a vision statement which underpins the work standards and expectation of the staff.

Process 4: Initiate a school wide approach to Visible learning

Evaluation	Funds Expended (Resources)
<p>School improvement teams presented professional learning in stage and triad teams on Theory of Action: Harnessing Learning Intentions, Narrative and Pace.</p> <p>Data was collected from teacher observations conducted in classroom visits about student learning.</p> <p>Many teachers are now using learning intentions and success criteria for each lesson, however there is an inconsistent take up across the school.</p>	<p>Two teachers to provide relief for the conduct of triads and classroom observations =\$65630</p>

Next Steps

Professional learning needs to continue in 2021 around Theory of Action: Harnessing Learning Intentions, Narrative and Pace to ensure consistency across the school.

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

In 2020, the student attendance rate was 94.4% which is an improvement on previous years and 9.4% above our improvement measure target. Our school's student attendance rate for 2020 was well above the state average, our similar cohort of schools and the state average.

In 2020, 88.6% of students were at school for 90% of the time as compared to only 83.1% in 2019.

118 students were identified through the Nationally Consistent Collection of Data as having a disability or requiring adjustments to their learning.

Approximately 100 students are provided with learning support for literacy and/or numeracy. The school funds an additional 0.5 FTE for Learning Support to ensure adequate assistance for students is available across the week.

A Learning Enrichment team meeting was held each week to discuss students who have been flagged by classroom teachers as requiring discussion around their academic, social or emotional wellbeing. These meetings are supported by the school executive teams and the school counsellor.

Data collected from the school's implementation of the Positive Behaviour for Learning initiative indicates a 30 percent decrease in overall negative incidents from 2019 to 2020.

There was a 63 percent decrease in major negative incidents and a 24 percent decrease in minor negative incidents across this period.

Students at Manly Village were provided with many opportunities to join a variety of arts or service groups within the school. These include Student leaders, Student Representative Council, Green Agents and Green Beans (Sustainability), Ukulele Club, choirs, dance groups and school band.

Staff were well supported through the COVID pandemic to work both from home and via face to face mode. Those staff identified as being vulnerable were supported to work from home.

In the 2020 People Matter's Survey our staff reported a 20% increase in their wellbeing, health and safety, an 11% increase in employee engagement and a 15% increase in job satisfaction.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Refinement of the reporting of minor and major incidents enabled accurate	Positive Behavior for Learning budget

Progress towards achieving improvement measures

data to be collected across the year.

School wide core values and expectations are now well understood and practised by staff, students and families.

Learning Enrichment meetings were well represented by the school counsellor, senior executive, executive, classroom and teachers to ensure collective support is provided for every child who requires it.

Additional school learning support officers were employed to support the development of literacy skills for students K-6 which included the implementation of Minilit and MULTILIT.

118 students were identified through the Nationally Consistent Collection of Data as having a disability or requiring adjustments to their learning.

Approximately 100 students were provided with learning support for literacy and/or numeracy.

The school funded an additional 0.5 FTE for Learning Support to ensure adequate assistance for students was available across the week.

The school funded an additional 0.5 FTE for EAL/D to ensure adequate support for students learning the English language.

=\$8000

0.5 Additional above establishment
LaST = \$54,692

0.5 EALD Additional above
establishment = \$54,692

School Learning Support Officers =
\$224,042

Minilit and MULTILIT kits = \$10,000

Funding Sources:

- Literacy and numeracy (\$54692.00)
- Integration funding support (\$180000.00)
- Low level adjustment for disability (\$54042.00)
- English language proficiency (\$54042.00)

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

Evaluation	Funds Expended (Resources)
<p>All stage 2 classes and Year 2 classes have had flexible furniture installed in classrooms.</p> <p>Pinboards were installed across the school in classrooms and in hallways.</p> <p>A Library Upgrade was completed and included a new roof, new painting, new carpet and new furniture. The Department of Education funded the cost of the new roof, carpet and painting.</p> <p>A Smartboard Upgrade of \$50,000 was funded by the P&C Association.</p> <p>A rollout of new teacher computers in each classroom replaced PC's with laptops at a cost of \$30,000.</p> <p>Storage cupboards were installed at a cost of \$20,000 across the school, enabling storage space for literacy and numeracy resources.</p> <p>The school's external noticeboard was replaced at a cost of \$6,000.</p>	<p>Furniture for Stage 2 and Year 2 = \$179, 162</p> <p>Pinboards for classrooms \$5,752</p> <p>Library furniture and shelving upgrade= \$70,000</p> <p>Smartboard Upgrade \$50,000</p> <p>Teacher Computer Upgrade \$30,000</p> <p>Storage cupboards across the school \$20,000</p> <p>School Sign \$6,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

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

Evaluation	Funds Expended (Resources)
<p>In the 2020 People Matters Survey, staff reported:</p> <ul style="list-style-type: none"> • a 21% increase from 2019 in communication and change management • 13% increase from 2019 in inclusion and diversity • 10% increase from 2019 in autonomy and employee voice • 4% increase from 2019 in feedback and performance management • 4% increase from 2019 in teamwork and collaboration • 58% increase from 2019 in grievance processes • 29% increase from 2019 in action from survey results. 	<p>Employment of two casual teachers to relieve teachers to engage in one on one professional learning with instructional leaders or to visit other classrooms.</p>

Process 4: Implement a mentor program for beginning teachers.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Instructional leaders supported beginning teachers, in classrooms to implement explicit literacy group activities which reflected the five elements of reading and focused on differentiation for all learners.</p> <p>All beginning teachers report that they are more confident in delivering quality literacy lessons as a result of the support received in 2020.</p> <p>They report that they are more confident when benchmarking students reading levels and know how to plan to improve on student learning as a result.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$43000.00)

Next Steps

Professional learning, in class support and coaching and mentoring support will continue for beginning teachers in 2021.

Professional learning will continue with a focus on literacy until term 3, 2021 when the focus will shift to mathematics.

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.

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)
<p>Approximately 50 students were nominated to represent their classes as student representative councillors (SRC) in 2020.</p> <p>Members of the SRC participated in a whole day training to explore the types of leadership that would promote integrity and service to effectively lead campaigns within the school.</p> <p>Members of the Student Representative Council organised a whole school Kindness day to demonstrate integrity. The students organized a Scavenger Hunt and recorded daily messages of kindness.</p> <p>Approximately 30 students were nominated to represent their classes as Green Agents and 10 K-2 students were nominated as Green Beans. These students worked on sustainability and plastic free projects within the school and around our waterways. Students received an end of year leadership award to recognise their service to our school and the wider community.</p>	

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

Evaluation	Funds Expended (Resources)
<p>The Years 3-6 SRC partnered with members of the Northern Beaches Community Centre. Members of the SRC bought a friend to an information session run by Daniel Peterson, Manager of Homelessness Services to widen the awareness of the issue within our school community.</p> <p>Approximately 60 students submitted an entry into the school poster competition.</p> <p>The campaign was promoted in our school newsletter with 48 families reacting on social media pages to endorse the campaign.</p> <p>The SRC members additionally led a Mental Health Campaign in conjunction with the Beyond Blue Foundation.</p> <p>Mental Health posters were designed and posted around the school to remind the community of ways to look after themselves.</p>	

Progress towards achieving improvement measures

The campaign culminated in a pajama fundraising day to focus on 'Getting enough sleep' which raised considerable funds for the Beyond Blue Foundation.

The Student's Representative Council members researched Royal Far West school for ten weeks, interviewed the school principal and hosted a zoom meeting with staff to learn more about the school, and its facilities and to forge partnerships and support with the school.

Process 3: Broadening collaborative partnerships among staff.

Evaluation

Funds Expended (Resources)

A School Improvement Team was formed through self nomination and consisted of 16 members of staff. The team met fortnightly and were responsible for an 'inside out approach' towards school improvement and the development of professional learning for staff.

Four schools within the Beaches Network committed to participation in the Curiosity and Powerful Learning Framework. Each school shared their journey of the implementation of the Theories of Action and shared resources via Google docs.

Recurrent meetings were scheduled across the year and took the form of face to face or zoom meetings.

Our School Improvement Team rolled out the Theory of Action and conducted professional learning for our staff which was shared within the network of schools.

\$18,000 fee for involvement in the Curiosity and Powerful Learning Framework which includes reading materials, current research, Theories of Action and recurrent professional learning from David Hopkins

Next Steps

Curiosity and Powerful Learning will continue into 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	0.5 FTE EALD Teacher = \$54,692 Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$54 692.00) 	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.
Low level adjustment for disability	0.5 Additional above establishment LaST = \$54,692 Purchase of Minilit and MULTILIT Resources = \$10,000 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$64 692.00) 	Additional school learning support officers were employed to support the development of literacy skills for students K-6 which included the implementation of Minilit and MULTILIT. Approximately 100 students were provided with learning support for literacy and/ or numeracy.
Quality Teaching, Successful Students (QTSS)	Educational Leadership of an Instructional leadership: \$110,000 Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$110 000.00) 	Teachers from each grade met every three weeks to engage in collaborative inquiry around the effective teaching of reading. Instructional leadership in the classroom, modeling and team teaching supports the professional learning around the effective teaching of reading.
Socio-economic background	Teaching resources to support literacy Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$5 000.00) 	Teaching resources and subscriptions were purchased to support students within the classroom and while learning at home.
Support for beginning teachers	Support for beginning teachers = \$43,000 Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$43 000.00) 	Instructional leaders supported beginning teachers, in classrooms to implement explicit literacy group activities which reflected the five elements of reading and focused on differentiation for all learners.
Targeted student support for refugees and new arrivals	New arrivals support 0.2 FTE = \$20,000 Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$20 000.00) 	Newly arrived students were supported to acquire English language skills through withdrawal and intensive small groups within classes.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	353	380	360	372
Girls	344	340	344	335

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	95.5	95	95.8
1	94.3	93.7	94.9	95.5
2	94.4	95.2	94.6	95.6
3	95.3	94.5	94.9	94.7
4	95.3	93.5	93.9	94.9
5	95.8	93.1	93.7	95.4
6	95.5	93.9	93.1	93.1
All Years	95.2	94.2	94.3	95
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	791,928
Revenue	5,955,351
Appropriation	5,654,411
Grants and contributions	295,417
Investment income	2,768
Other revenue	2,754
Expenses	-5,992,537
Employee related	-5,154,554
Operating expenses	-837,982
Surplus / deficit for the year	-37,186
Closing Balance	754,742

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.

	2020 Approved SBA (\$)
Targeted Total	184,157
Equity Total	167,328
Equity - Aboriginal	0
Equity - Socio-economic	7,883
Equity - Language	64,136
Equity - Disability	95,309
Base Total	4,894,709
Base - Per Capita	169,315
Base - Location	0
Base - Other	4,725,394
Other Total	293,435
Grand Total	5,539,628

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, a focus group of parents was established to provide feedback to the school and to inform the next phase of planning for school improvement.

There was a focus on strengthening the partnerships and communication between school, teachers and parents. Parents reported that they felt very disconnected in 2020 from their child's learning, given that they could no longer be helping in classrooms due to COVID restrictions.

The parents acknowledged the incredible work of teachers at Manly Village Public School and how efficiently the school responded to Learning from Home including the provision of high quality online lesson delivery. The parents suggested that an evaluation of such things as school assemblies could reduce pressure for classroom teachers.

Many of the children of the parents involved in the focus group were highly aspirational and discussion centered on teachers having minimum, aspirational and highly aspirational targets for the varied learners within their class.

The focus group suggested more project based learning could be provided to better engage students and to cater for a variety of strengths and talents within the student body.

A random group of students were surveyed and asked about their engagement with their learning in mathematics and whether they were being challenged enough.

72% of students interviewed stated that they felt they needed to be challenged more with the most senior students requesting differentiated grouping and the introduction of 'challenge' grouping for the top mathematicians.

In the 2020 People's Matter Survey, the Manly Village Public School staff response rate improved by 36% and provided pleasing and improved survey results. Employee engagement, job satisfaction, inclusivity and diversity and staff wellbeing, health and safety were all reported with significant positive increases of over 80% of responses. 94% of staff felt that they were cared for and valued at work.

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.