

# 2020 Annual Report

## Manly Vale Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Manly Vale 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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Manly Vale Public School

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## School vision

At Manly Vale Public School we believe in the philosophy that "It takes a village to raise a child." We aim to be a leader in public education and create a culture of continuous improvement based on the principles of shared decision making and teamwork. As a community of learners we are committed to working together to provide high quality, innovative, academic, well being and sustainable education programs.

## School context

Manly Vale Public School is a rapidly growing school in a bushland setting. It is located on Sydney's northern beaches next to Manly Dam. Over recent years due to a changing demographic of the area Manly Vale Public School has gone from 206 students in 2007 to 505 students in 2018.

In the Federal budget of 2014 Manly Vale Public School was granted a substantial amount of funds in order to build a new school on the premises. The projected capacity of the school will be up to 1000 students by 2020.

Manly Vale Public School has a very active and involved school community who are very supportive of the school. There is currently a P&C and School Council who meet regularly to have input into the school initiatives, policies and future directions.

The school offers academic, sporting, creative arts and environmental programs and engages expert teachers in science programs and technology.

Teachers at Manly Vale Public School are nurturing, highly qualified practitioners who strive for excellence and are engaged in ongoing professional learning. Differentiated learning is evident in all classrooms to ensure students achieve their personal best. Teachers adhere to the Australian Professional Standards for teachers and embed the NSW Quality Teaching Framework into their programming, planning and assessment to maintain student engagement and improve student outcomes. The school's NAPLAN results reflect this engagement with students performing above the state average in all areas of the curriculum and over 70% of students in year 3 and 5 achieving above expected growth in literacy and numeracy.

At Manly Vale Public School, student well being is a priority focus of the school with an active Learning and Support team (LST) and a Higher Order Thinking team (HOT) to discuss the continuing progress of gifted and talented students as well as those students requiring support. Manly Vale Public School achieves high standards in all areas of the sporting arena and values an active lifestyle, whilst fostering empathy, resilience and community-minded citizens.

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

## Strategic Direction 1

### Engaged and Challenged Learners

#### Purpose

To develop engaged and challenged learners who think critically, creatively, communicate effectively and work collaboratively to become successful, active lifelong learners.

#### Improvement Measures

65% of students K-6 achieving expected growth in literacy and numeracy progressions reflected on PLAN 2 data software.

70% of students in years 5 and 7 achieve expected growth of two bands in all areas of literacy and numeracy

School based assessments reflect growth in students' ability to think critically, creatively, communicate effectively and work collaboratively

*(A-E tools to measure 21st century learning)*

Decrease in counsellor referrals and behavioural incidents reflecting positive student wellbeing

#### Overall summary of progress

- Established clear guidelines and referral process for an active Learning and Support (L & S) team and Higher Order Thinking (HOT) team who meet fortnightly and focus on differentiation, successful transition and review programs for high needs students, clear support and guidelines for teachers within their classrooms and the employment of a 5 day a week Learning and Support teacher and 4 fulltime teacher's aides. The LST and HOT teams have a teacher representative from every stage and meet fortnightly to support students and teacher with differentiation. Literacy and numeracy early intervention is supported through these programs.
- All teacher's programs reflect the NESA requirements for KLA timing and are collected once a term by Assistant principals. All teacher's programs reflect stage outcomes and a differentiated approach and activities to achieve these outcomes.
- There are K-6 scope and sequences for every Key learning Area and there is an Assessment scheduled K-6 to assess and evaluate student learning, and teaching programs effectiveness to achieve learning outcomes.
- All executive analyse data using Scout and program and plan according to this data so that both individual and while school improvement is the focus.
- The Future- Focussed committee conducted Professional Learning sessions and guided the directions of the staff to implement criteria and best practice to address critical, creative and collaborative practice using effective communication in our new flexible classroom spaces.
- Parent forums and workshops would implemented to assist parent understanding of these new directives and initiatives but this will remain a focus for the next school plan.
- Formalised transition programs between preschools and high schools have been established which included localised visits from key staff members, transition days and support for high needs students, personalised transition programs between Year 6 students and their new high schools and regular meetings and information nights in both preschools and high schools for parents and staff to attend.
- There has been an implementation of a whole school wellbeing programs which includes mindfulness, personal reflections, and an award system to monitor and enhance positive student behaviour, and the introduction of clear guidelines of behaviour and expectations closely monitored on Sentral software. Student's sense of belonging to the school will be a focus for the next school plan.

Targeted students have been track-ed on PLAN 2 software using the Learning progressions and data analysis of NAPLAN and school assessment data has been use to program and plan for individual students' achievements and goal setting. Whole school improvement and data tracking will be a string focus for the new school plan.

#### Progress towards achieving improvement measures

**Process 1:** Consolidate existing LST and HOT programs to support students. establish a school based literacy support program to replace the current Reading Recovery program.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Every teacher's programs reflect differentiation and adjustments for learning.

National Consistent Data Collection was completed in term 2 and all teachers had made the necessary adjustments for students requiring additional support.

There is a fulltime Learning and Support teacher that organises 4 School Learning and Support officers. Specialist programs and support include assisted learning for high needs students. as a result NAPLAN data reflects less than 6%-10% of students in years 3 and 5 perform in the bottom 2 bands in all areas of NAPLAN.

A specialist teacher for Gifted and talented programs was employed using community funding and implemented a variety of programs to support and enrich the learning for our Gifted and Talented students. these programs included Maths Olympiad, Tournament of the Minds, Writing competitions, National History Challenge, Debating, Operations Art.

Impact of these specialist teachers and programs was that the student interest and engagement in learning is very high. There are no attendance or behaviour issues at the school. Students interests and talents are extended and enhanced due to the specialist programs run.

Mini-lit training- \$3000

PM reader catalogue- \$500

Professional learning and attendance at LaST network meetings- \$1000

Relief for transition meetings- \$2000

LaST teacher- 0.5- \$54000

4 SLSOs- fulltime and part time

### Funding Sources:

- Low level adjustment for disability (\$88297.00)
- English language proficiency (\$27278.00)
- Community (\$60000.00)

**Process 2:** Programming and differentiating according to literacy and numeracy learning progressions.

Evaluation	Funds Expended (Resources)
<p>Programming and assessing using the Literacy and Numeracy progressions was delayed this year. With the implementation of 1:1 devices and the focus on teaching within our collaborative spaces, we were unable to develop our skills and professional learning programs to accommodate the Literacy and Numeracy progressions.</p>	

**Process 3:** Establish assessment tasks that are embedded and ongoing, with students reflecting on their own learning to facilitate set goal setting.

Create assessment schedules for every stage that are consistent and reflect consistent standards of achievement across all Key Learning Areas according to curriculum outcomes.

Evaluation	Funds Expended (Resources)
<p>Scope and sequences for all Key learning Areas have been established reflecting all stage outcomes.</p> <p>assessment tasks have been aligned to these scope and sequences.</p> <p>All teachers have collaborated to form assessment tasks and engaged in Consistent teacher judgement stage meetings to establish clear goal and outcome expectations.</p> <p>65% teachers are using NAPLAN data to inform teaching and assess for learning.</p> <p>All teachers have been given training in using SCOUT data analysis to inform teaching practice.</p> <p>Executive team regularly align budgets and management plans to support needs for students based on ongoing analysis of students performances</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$15000.00)</li> <li>• Community funding (\$50000.00)</li> </ul>

**Process 4:** Analyse and manage Smart data to identify target areas for both individual and whole school improvement.

## Progress towards achieving improvement measures

### Process 4:

Develop individual criteria for student self-assessment to reflect creativity, critical thinking, collaboration and communication.

Evaluation	Funds Expended (Resources)
<p>Professional learning was provided for all the executive team and teachers on how to effectively use the SPARO software. All teachers are able to use SPARO to analyse and look at trend data for students progress.</p> <p>Executive team write management plans that align with the targets and continually reflect on data to inform directions for stage planning and committee planning.</p> <p>All teachers now understand the School Plan and target setting and the need to align funding and targets to students improvement.</p> <p>Executive planning days are used to change and monitor milestones within the school plan and reflect on trend data.</p> <p>Executive team can now effectively use the SPARO software to manipulate data to inform directions for their stage meetings.</p>	<p>Professional learning with CESE- Adrian Bruce around the use of SPARO and analysing NAPLAN data</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning (\$12000.00)</li> </ul>

### Process 5:

Establish parent workshops and forums to communicate current pedagogy, curriculum changes and well being programs.

Evaluation	Funds Expended (Resources)
<p>Regular workshops and demonstration lessons were delivered for parents and the community to view that demonstrated the use of the new flexible learning spaces.</p> <p>P &amp; C meetings were used to communicate the new pedagogy around collaborative learning spaces. Funding from P &amp; C was aligned to supporting the new collaborative work spaces.</p> <p>School tours were given each term to show the community and parents the new flexible work spaces and how they were being used.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Community engagement funding (\$9000.00)</li> </ul>

### Process 6:

Create formalised transition programs between local preschools and local feeder high schools to support student transition.

Evaluation	Funds Expended (Resources)
<p>All Kindergarten students (2020) have had a formalised transition program which includes 3 morning face to face lessons within the classroom, an afternoon session and a picnic get together in Term 4. All Kindergarten students are familiar with the school and additional needs students have had a one to one interview with the principal and Learning and Support team to ensure support is in place for their start to school.</p> <p>A parents information night was held to inform parents of the ways to support their children in transitioning to school.</p> <p>All new Kindergarten students were observed and monitored during the transition process by the Kindergarten teachers and LaSt teacher to ensure classes were made up to spread the high needs students amongst the Kindergarten team.</p> <p>All parents have observed the new pedagogy with the flexible work spaces and are excited for their children to be going to primary school.</p>	<p>Learning and Support team and counsellor</p> <p>Community funding to support preschool Open days and high school transition days.</p>

## Progress towards achieving improvement measures

All Year 6 students have been placed into a high school and a formalised transition report was given to the high schools. Additional support was outlined for some students to the High school Learning and Support teacher through a face to face interview with the Year 6 teachers.

Access Request forms were completed for all students requiring additional learning and Support needs. Integration funding to support students was obtained for 5 students.

**Process 7:** Review and consolidate the whole school well being programs and establish clear guidelines of behaviour management and support.

Evaluation	Funds Expended (Resources)
<p>All students positive and negative incidents are recorded on Sentral for teachers, executive and principal to access.</p> <p>Learning Support team meetings occur fortnightly to follow up positive and negative incidents and support teachers</p> <p>All teachers have been trained in mindfulness and yoga as a way to support students with anxiety and to assist in classroom management.</p> <p>There is a whole school behaviour plan for consistent management of student's behaviour in the classrooms and playground. All teachers have consistent expectations of behaviour and feel supported in their classrooms.</p> <p>There has been no suspensions at the school in 8 years. Behavioural expectations are high and consistent and consequences are supported by parents.</p> <p>All classes participate in mindfulness training as part of their classroom management.</p> <p>There is a strong bond between parents and teachers and e[behaviour systems are supported by the community.</p>	

## Next Steps

All teaching staff worked with expert mentors Noelene Callaghan (embedding technology eT4L) and Jun (IT) to embed one to one devices into their teaching programs. All students have access to iPads or laptop technology and all staff are able to use technology to enhance student's engagement and academic achievement within classrooms. As part of the next school plan, the staff will work with Professor James Curran from Sydney University to lead the implementation of the Digital Technology syllabus implementation in primary schools.

All staff engaged in online learning on how to effectively use the flexible learning spaces and teach collaboratively. All staff are beginning to teach at least one session a day collaboratively with colleagues using one teach- one assist, and team-teaching instruction. All staff collaboratively program and plan with their team and professional learning funds provide opportunity for teachers to program collaboratively once a semester. QTSS funding has been absorbed into the staffing allocation as all teachers do lesson observations and reflect on practice as part of their team-teaching. The additional staffing allocation is used to ensure smaller ratios of teachers to students with lesson observations done as part of the everyday practice of teachers.

As part of the next school plan teachers will co-teach using their collaborative learning spaces and flexible furniture as part of their everyday teaching practice. The directions of the Future Focussed committee will be further extending so that lesson observations and study of differing practice will be part of teachers everyday practice.

## Strategic Direction 2

### Leaders In Learning

#### Purpose

To inspire teachers to be active facilitators of innovative, engaging and relevant learning experiences which cater for the academic and wellbeing needs of all students to maximise learning outcomes

#### Improvement Measures

100% of teaching staff actively demonstrate positive growth mindset to promote transformational change

Teacher's practice and programs reflect and promote critical thinking, creativity, collaboration and effective communication

100% of staff engage with NESA accreditation and targeted professional learning to build capacity

#### Overall summary of progress

- All teacher's programs and assessments tasks are reviewed collaboratively in fortnightly stage meetings. All teacher's programs contain reference to innovative and future-focused pedagogy.
- Teachers have Professional Development Plans (PDPs) that work towards collective school goals of collaborative planning, programming and teaching using flexible learning spaces, implementation of digital technology and programming around the use of one to one device.
- All executive staff analyse current school- based and external assessment data including NAPLAN, to inform programming for their team. As we move into the new school plan we will look at teachers individually analysing data to inform practice.
- Professional Learning has been differentiated according to the Personal Development Plans of the teachers. All PDPs are aligned to the NESA teaching standards. A goal for future is to embed this process into our non-teaching staff at the school so that we as a staff are all working together to achieve whole school improvement.
- Teachers and Assistant Principals have had the opportunity to take on leadership positions in a relieving capacity and as leaders of committees and working parties within the school. The development and support of teachers to take on the Highly Accomplished and Lead accreditation will be a focus for the next school plan. The building of the PDP process around the role statements for Deputy Principals and Principals will be a focus for the next school plan.

#### Progress towards achieving improvement measures

**Process 1:** Teaching programs and assessment tasks are regularly reviewed and reflect innovative pedagogy and future-focussed learning.

Evaluation	Funds Expended (Resources)
<p>This has resulted in the reflection by stage teams on the effectiveness of co-teaching models in enhancing student learning outcomes and engagement via altered delivery of teaching and learning programs.</p> <p>All teacher's programs and assessments tasks are reviewed collaboratively in fortnightly stage meetings. All teacher's programs contain reference to innovative and future-focused pedagogy.</p> <p>Teachers assess, provide feedback on students learning informally and formally through written reports, interviews with parents, observation checklists, class profile sheets, and individual tracking on PLAN 2 software and adjustments forms for the National Consistent Data Collection (NCDC).</p> <p>All Beginning teachers have a formalised induction process, attend a New Teacher Network (NTN) within the localised area which provides an opportunity for mentoring and networking with other beginning teachers, and receive support to become accredited proficient teachers. During the time of</p>	<p>Staff representatives from the committee</p>

## Progress towards achieving improvement measures

the last school plan 15 teachers have received their proficient accreditation at Manly Vale Public School. Two of our temporary teachers have received permanent teaching status through a merit selection process, and one of our Assistant Principals has become a Deputy principal. A goal for the next school planning cycle will be to develop a professional learning plan to include CV writing for our current temporary teachers.

**Process 2:** Staff use student data to evaluate and inform teaching practice.

### Evaluation

### Funds Expended (Resources)

All executive staff analyse current school- based and external assessment data including NAPLAN, to inform programming for their team. As we move into the new school plan we will look at teachers individually analysing data to inform practice.

**Process 3:** Differentiated TPL that targets individual PDP goals and builds leadership capacity.

### Evaluation

### Funds Expended (Resources)

Differentiated TPL has been delivered effectively via Techie Brekkies. Staff are engaged and able to select professional learning that applies to their current needs and PDP goals.

Professional Learning has been differentiated according to the Personal Development Plans of the teachers. All PDPs are aligned to the NESA teaching standards. A goal for future is to embed this process into our non-teaching staff at the school so that we as a staff are all working together to achieve whole school improvement.

Teachers and Assistant Principals have had the opportunity to take on leadership positions in a relieving capacity and as leaders of committees and working parties within the school. The development and support of teachers to take on the Highly Accomplished and Lead accreditation will be a focus for the next school plan. The building of the PDP process around the role statements for Deputy Principals and Principals will be a focus for the next school plan.

Professional learning was aligned to the school plan and monitored through a milestone process.

Staff members.

## Next Steps

In the new school plan the focus will be to ensure all staff have a thorough understanding of data -driven practice and are able to use a variety of students assessment data including NAPLAN. A whole school assessment policy will be established to ensure that assessment data between stages is shared and all staff have a thorough understanding of what works best for student improvement based on research.

Moderation of work samples among stages along with differentiation of teacher's programs will be a focus for the whole school. Learning intentions and success criteria will be shared with students and goals for learning will be visible and have clearly communicated high expectations for improvement.

## Strategic Direction 3

### Connected Community

#### Purpose

Strong community partnerships are encouraged through a shared vision where the school and community work in collaboration to promote a caring and inclusive learning environment

#### Improvement Measures

65% of the parent community actively respond and engage in school surveys and forums

P&C directions and funding support the school plan

Majority of parents are informed and have a clear understanding of how they can contribute to classroom and school programs

An increase in environmental and sustainable practices

#### Overall summary of progress

The TTFM survey indicated that there were 102 respondents to the parent satisfaction survey. Areas where MVPS was below state average were:

1. Knowledge of teacher and class expectations when it comes to reporting and assessing
2. Knowledge of parents understanding of child's progress
3. Knowledge of future opportunities offered to their child

This indicates that parents need more communication and explanation around their child's academic success and progress in language they can understand. A focus on parental workshops and forums to communicate the school's targets and directions, along with What Works Best for academic learning will inform the next school plan.

#### Progress towards achieving improvement measures

**Process 1:** Parent and community members contribute to and are actively engaged in school committees e.g. science and environmental education, ICT initiatives, sustainable practices.

Evaluation	Funds Expended (Resources)
<p>Staff, parents and community members actively contribute and are a part of the canteen, band, environmental and sustainability committees. All of these committees report to the school's O &amp;C at a monthly meeting. P&amp;C meetings have 7 regular committee members. Fundraising initiatives and resourcing are communicated through a Class Coordinator network with one parent coordinator per class liaising with the P &amp; C through a Class Coordinator Liaison. All parents are able to volunteer and communicate through this communication network. Email lists are established through this network for all parents.</p> <p>The Project Reference Group (PRG) for the new school build continued two parents' representatives (P &amp; C and School Council rep) a teacher representative and the principal. The PRG had input into the design and construction of the new school Regular communication was maintained between the parent's community and students regarding building and construction updates and timelines, as a result the building construction was fully supported by the parent's community. Parents and teachers had input into the design of classrooms and learning spaces and canteen and library. Cafacute; Owl, the old canteen was retained for P &amp; C use.</p>	

## Progress towards achieving improvement measures

**Process 2:** The school's infrastructure meets the needs of a growing community and promotes innovative and environmentally sustainable learning.

Evaluation	Funds Expended (Resources)
<p>The school allowed opportunity for parent's community of the past to have tours of the old school and comment on the design of the new school. The community were brought along on the building journey so that a smooth transition was made into the new school environment.</p> <p>Classroom design had teacher input and as a result, teachers were excited and prepared for the new collaborative learning spaces. Sustainable practices were maintained including the introduction of solar panels and a monitoring system, retaining of pristine bush garden within the centre of the school, open spaces for community is at the front of the school, allocation of areas for bushland access and gardens. An area for focus in the next school plan will be the building of relationships between the Bushcare group and the Manly Dam catchment committee which were regular community users of the school but connection was lost during the construction process.</p> <p>Community use of facilities was a priority in the design of the school. Swedish school, external science and robotics workshops have access to communal spaces and the new school hall will be used by users connected to the school.</p> <p>P &amp; C meetings and fundraising are focussed on the student's learning and whole school directions. Meetings were also an opportunity to discuss the school construction and garner support for change. As a result, the school community were excited and prepared for the new school environment.</p>	

**Process 3:** Community confidence in public education is high as result of regular, effective communication.

Evaluation	Funds Expended (Resources)
<p>All parents and community felt a part of the opening of the new school.</p> <p>Positive comments from community and parents about the new school and the design were noted in the TTFM surveys and at P &amp; C meetings.</p> <p>Staff, parents and community members actively contribute and are a part of the canteen, band, environmental and sustainability committees. All of these committees report to the school's O &amp; C at a monthly meeting. P&amp;C meetings have 7 regular committee members. Fundraising initiatives and resourcing are communicated through a Class Coordinator network with one parent coordinator per class liaising with the P &amp; C through a Class Coordinator Liaison. All parents are able to volunteer and communicate through this communication network. Email lists are established through this network for all parents.</p>	

## Next Steps

Due to the COVID 19 year parents groups and community groups were unable to work within the school. P & C meetings were done over Zoom and a lot of our community programs have stopped including Cafe Owl. Assemblies and meetings were not held so contact with the community was difficult. Our aim during the next school plan is to bring back a lot of our community events and encourage a lot of community and parental input into the learning of our students. AS a school we also need to further educate and communicate to our parents on academic progress of students and what input is required from them to support the new strategic directions of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2000  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$3 520.00)</li> </ul>	All Aboriginal students have a Personalized learning Pathway done in consultation with parents  Resources including Yarning Circle cards, story readers and Australian Geographic History Book set were purchased for the teacher's resource section in the library.  \$1225 was allocated for students wristbands to celebrate NAIDOC week this year.  The opening of the new school Yarning circle was completed during NAIDOC week.
<b>English language proficiency</b>	0. 2 New Arrival Funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$24 771.00)</li> </ul>	1 teacher employed 1 day a week to support 2 new arrival to the school. These students did attend school during the COVID lockdown and were individually assisted with their online learning projects.  1 SLSO was employed (3 days a week) to support EALD students with their online learning when they attended school. Individual phone calls and porrgams were made to assist our students who have English as a second language.  Multi lit and Mini-lit resources were purchased to support EALD students with reading.
<b>Low level adjustment for disability</b>	0.5 LaST- 1 teacher 21/2 days a week to support learning and Support initiatives  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$39 761.00)</li> </ul>	Learning and Support teacher timetables School Learning and Support Officers to support classroom teachers in delivering and differentiating curriculum fro students with a disability or with leaning needs. There are 4 full time SLSOs employed at school who are allocated to classrooms to assist with additional needs of students. All SLSOs attended school daily during the lock-down and on average there were 96 students who were considered vulnerable and requiring individual assistance during the lock down period, who attended school daily.  The Learning and Support teacher also coordinated phone calls of support to vulnerable families and assisted teachers to differentiate online learning activities for s=students with special needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$95 820.00)</li> </ul>	The QTSS funding was used to create an additional class in Stage 2. As teachers are all in collaborative and flexible learning spaces lesson observations are done everyday. Set lesson observations were done twice during the year and a whole school focus on the Lesson Study Practice was completed with all staff including the RFF staff. Feedback from the process informed directions for the new school plan and was used in the evaluation of What Works best in the teaching practice.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic</li> </ul>	All socio- economic funds were used to subsidise school fees fro online learning

<b>Socio-economic background</b>	background (\$11 915.00)	licences, sport a[participation and provide additional support for parents financially as many parents had lost income during the
<b>Support for beginning teachers</b>	<p>Strong Start, Great Teachers</p> <p>Beginning Teacher Network- NTN</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 481.00)</li> </ul>	Both teachers successfully achieved Proficient Accreditation. Both teachers were offered contracts for the following year.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	267	275	267	269
Girls	221	233	254	274

Manly Vale Public School has continued to grow as a school and will now grow even faster with the building of the new school with a capacity for 920 students. Boundary changes have increased the local catchment area and have added to the school's growth in numbers.

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.7	96	94.8	94
1	95.2	94	95.6	94.1
2	97	94.3	94.4	94.2
3	95.8	95.5	95.1	93.7
4	96.8	94.4	95.3	92.5
5	96.7	95	95.1	94.2
6	94.6	94.1	93.8	93.2
All Years	96.2	94.8	94.9	93.8
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.66
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	444,704
<b>Revenue</b>	4,820,027
Appropriation	4,466,279
Sale of Goods and Services	34,871
Grants and contributions	316,528
Investment income	1,750
Other revenue	600
<b>Expenses</b>	-5,040,732
Employee related	-4,538,157
Operating expenses	-502,575
<b>Surplus / deficit for the year</b>	-220,705
<b>Closing Balance</b>	223,999

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	101,278
<b>Equity Total</b>	134,619
Equity - Aboriginal	3,520
Equity - Socio-economic	11,915
Equity - Language	24,731
Equity - Disability	94,453
<b>Base Total</b>	3,803,033
Base - Per Capita	125,303
Base - Location	0
Base - Other	3,677,731
<b>Other Total</b>	343,974
<b>Grand Total</b>	4,382,904

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Feedback regarding our school programs was sought from students, staff and parents through staff meetings, School Representative Council, P & C meetings, 'Tell Them from Me' survey, school surveys and other communication channels such as our newsletter. The sense of community participation in the life of the school, the commitment of our teaching staff, the variety and quality of our extra-curricula opportunities and our continued focus on quality teaching are highly valued by the school community. Effective and timely communication, future focused learning, sustainability and the integration of Information and Communication Technology will continue to be areas of focus in 2021.

The Tell Them From me survey was offered to all parents. Parents still feel uninformed about the school's assessment and reporting procedures and how to best assess where their children are performing academically. This will be addressed in the new School Plan.

75% of parents do feel they are involved with the school. Most parents feel that the school is a positive environment for their child to learn in, deals with behaviour issues and bullying and that the teachers help to build positive relationships for their child. Support of the teaching staff by the parental body is extensive.

Teachers have a strong sense of belonging and feel supported by the executive at staff and parental body.

Some concerns with a drop in student's sense of belonging and feeling interested and motivated at school. This could be due to the lack of extra-curricular activities due to the isolation of the COVID pandemic and the building of the new school where playground spaces were impacted and events were not held which enhance the students sense of connection with the school.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.