

School plan 2018-2020

Manly West Public School 2469



School background 2018–2020

School vision statement

Strong foundations, high expectations and staff and student confidence in all curriculum areas is enhanced and refined at Manly West PS in a respectful, supportive, engaging and challenging learning environment that incorporates school wide collective responsibility so that all students reach their full learning potential as healthy, active, local and global citizens who contribute to their school, community and society.

The shift of using data and analysing data to inform our teaching and using a systematic approach for our students to use feedback is a major change to the practice at Manly West PS. This will be a focus for the 2018–2020 school plan.

School context

Manly West PS is a large primary school (874) located in the heart of Balgowlah on the Northern Beaches of Sydney. Manly West PS delivers excellent Academic, Sporting, Creative and Performing Arts programs that ensure all students achieve high quality teaching and learning activities in a safe and secure environment. An outstanding partnership has been developed with students, staff, parents and the wider community. The P&C is actively involved and has strongly supported the many and varied school initiatives including the Stephanie Alexander Kitchen program currently in place.

The vision is to deliver high quality education that inspires students to succeed in an inclusive environment that nurtures individual differences, fosters high expectations and prepares them as active local and global citizens. The school will focus on rigorous ongoing assessment, evaluation and evidence based interventions across all stage teams with a particular focus on Literacy and Numeracy. We will also incorporate General Capabilities into the curriculum with a more focused approach. Teacher Professional Learning is highly regarded and planned around the strategic directions of the school.

The school is focussed on providing a broad curriculum to cater for a wide range of talents and also to offer extensive opportunities. The school has an outstanding Band and Music reputation and provides a wide variety of extra-curricular Enrichment and Sporting activities. The positive school climate is evident through a strong Student Welfare program that includes the Positive Behaviour Engaging Learning (PBEL) program and an active Student Representative Council. The expectations of the PBEL program are Respect, Responsibility and Aspire. Manly West PS boasts beautiful grounds and outdoor facilities that enhance learning for students. The school has excellent teaching and learning resources and technology facilities to inspire a love of learning and knowledge and innovative and creative thinking. The school is a member of the Northern Beaches Learning Alliance (NBLA) group.

School planning process

In preparation for the 2018–2020 Strategic Plan, we consulted and discussed with all stakeholders.. In 2016, Manly West PS was externally validated and the future goals from the evaluation were formed for 2017 and 2018.–2020 plan. We completed many surveys, as well as school matrix with our staff and students about Visible Learning during Semester one in 2017.. We also completed interviews and focus groups with our students during 2017 in preparation for the 2018–2020 plan.

We used the Melbourne Declaration on Educational Goals for Young Australians and the Department of Education Strategic Plan, Literacy and Numeracy Strategy and the updated July 2017 Excellence Framework as the foundations for our vision. Regular communication with P&C was completed throughout second semester in 2017.

Our SRC and staff have also examined these goals and have offered their input about what works really well at Manly West.

These surveys and focus group summaries as well as the above mentioned documents are the tools used to begin our exciting educational journey in the incredibly modern and ever-changing technology landscape. We are building student capacity to make sure our students develop into grounded, well-adjusted educated young citizens in a very complex world. We will continue to consult and inform all stakeholders on our progress with our 3 year plan and work in partnership with our students, staff, parents and school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Strong Literacy and Numeracy
Foundations–Student Outcomes

Purpose:

For all students to engage and thrive, while achieving their highest potential and growth in Literacy and Numeracy,

The use of Instructional Leader model, evidence based interventions, Focus on Reading 3–6, Seven Steps of Writing, spelling Sound Waves and Super Six Comprehension will be used to drive this direction. As a self-funded Early Action for Success School, focus will be placed on the Literacy and Numeracy Strategy, Literacy and Numeracy Progressions, PLAN 2, Best Start 2, data interventions and Numeracy Building Leadership. The shift of analysing data to inform our teaching and to use explicit teaching with systematic whole school approaches supports the pursuit of striving for excellence.

STRATEGIC DIRECTION 2

Strong Quality Teacher
Foundations for 21st Century
Learners

Purpose:

To focus on professional learning that results in the foundations of the highest quality of teaching and learning environment, where leaders and teachers work together to ensure our students are assessment capable, equipped with 21st century skills and exposed to initiatives that engage and broaden their perspectives. The focus of Professional Learning is to change the paradigm shift in our school by using research based programs such as Visible Learning, Formative assessment by Dylan Williams, Feedback, the Spiral of Inquiry by John Hattie and Helen Timperley, and Growth Mindset by Carol Dweck. A systematic approach for our students to use feedback is a major initiative. Collaboration, Critical thinking, Creativity and Communication are 21st century skills that will be incorporated with the deeper knowledge of the ACARA General Capabilities.

STRATEGIC DIRECTION 3

Strong Foundations in Building
Student and Teacher Capacity
and Wellbeing in partnership
with the Community

Purpose:

To continue to strengthen teacher and student capacity, by maximising the effect of a collaborative and supported environment that ensures strong wellbeing in partnership with parents and the wider community. All teachers will increase collective teacher efficacy to improve student outcomes and will be supported by the guidance of the Learning and Support Programs to ensure equity access for all students. Researched Programs including Positive Behaviour Engaging Learners (PBEL), Bounce Back, Mindfulness, Leadership programs for students, Anti Bullying, Cyber Safety and Growth Mindset will support Strong Wellbeing. Staff will be supported with Accreditation, Leadership programs, Principal Credential programs, Highly Accomplished programs, Mentoring and Coaching, Behaviour Management TPL, NSW Education Standards Authority Registration requirements, Professional Standards and Excellence

Strategic Direction 1: Strong Literacy and Numeracy Foundations–Student Outcomes

Purpose

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Improvement Measures

All teachers K–6 use Literacy and Numeracy progressions to track student progress at least twice a term. All programs 1–6 reflect the Super Six comprehension strategies and Seven Steps of Writing in their programs. PDPs will reflect and show evidence in programs. Teachers program and use common, shared synthetic phonics language K–6 through the whole school use of Sound Waves Spelling program.

Increased number of NAPLAN students demonstrating expected growth in the top 2 bands. TENS and Numeracy Building Leadership strategies will be evident.

Teachers use student data to inform their teaching to use explicit teaching strategies evidenced by reflective practice,

People

Students

Students are equipped with effective, explicit interventions by teachers, through the use of data tracking and analysis achieving improved students outcomes

Students will be explicitly taught in all aspects of reading and will be given a whole school approach with Comprehension, Spelling and Writing.

Staff

Teachers will gain deeper knowledge of learning progressions and the English and Mathematics Syllabus. Teachers collect purposeful data from Literacy and Numeracy Progressions and program effectively and explicitly to achieve increased student outcomes in Literacy and Numeracy.

Leaders

Leaders support all teachers to improve learning and student growth in literacy and numeracy standards across the school.

Leaders

Instructional leaders deliver and support individual and targeted Professional Learning for all staff on progressions and the alignment with syllabus documents.

Parents/Carers

Parents, as partners are regularly informed of excellent progress and practice and are provided with workshops on Literacy and Numeracy and the new Sound Waves Spelling program.

Processes

Professional Learning is the key to success in improving teacher quality and in turn improving the outcomes for students. Align the Literacy and Numeracy Progressions with the English and Mathematics Syllabus documents in order for teachers to program and assess student learning. Teachers accurately determine students needs and the next learning needs within literacy and numeracy.

Targeted Literacy and Numeracy professional learning develop and sustain evidence-based practices to strengthen student growth, using the IL program, Focus on Reading, Seven steps for Writing, Super Six Comprehension strategies, Spelling Sound Waves Years 1–6, Building Numeracy Leadership and TENS.

Evaluation Plan

Progress towards improvement measures will be achieved through evaluation of:

Regular Professional Learning sessions and alignment with the Mathematics and English syllabus by Instructional Leaders, Executive and Grade Supervisors.

PDP goals, programs, program annotation and collegial discussions with instructional leaders and grade supervisors.

Student work samples and data analysis will show evidence of improved practices with Comprehension, Writing and Spelling programs.

Student tracking across Learning Progressions and NAPLAN growth.

Practices and Products

Practices

Utilise Learning Progressions for deep knowledge of Syllabus documents, allowing differentiated teaching and learning. Consistent approach to programming and assessment K–6 in English and Mathematics developing CTJ practices.

Formative assessment is embedded into teaching and learning programs to effectively use data to inform teaching in Literacy and Numeracy.

Instructional leader programs have a targeted approach based on explicit teaching and intervention.

Products

Student outcomes in Literacy and Numeracy show growth in school based PLAN 2 data and NAPLAN results.

Teachers gain deep knowledge of formative assessment practices and feedback to improve student learning outcomes.

Teachers have increased knowledge and expertise and are supported by Executive and Instructional Leaders to improve teacher practice of Literacy and Numeracy K–6 through data analysis, explicit teaching and the use of the spiral of inquiry and programming and assessments.

Strategic Direction 2: Strong Quality Teacher Foundations for 21st Century Learners

Purpose	People	Processes	Practices and Products
<p>To focus on professional learning that results in the foundations of the highest quality of teaching and learning environment, where leaders and teachers work together to ensure our students are assessment capable, equipped with 21st century skills and exposed to initiatives that engage and broaden their perspectives. The focus of Professional Learning is to change the paradigm shift in our school by using research based programs such as Visible Learning, Formative assessment by Dylan Williams, Feedback, the Spiral of Inquiry by John Hattie and Helen Timperley, and Growth Mindset by Carol Dweck. A systematic approach for our students to use feedback is a major initiative. Collaboration, Critical thinking, Creativity and Communication are 21st century skills that will be incorporated with the deeper knowledge of the ACARA General Capabilities.</p>	<p>Students</p> <p>Students build skills to become assessment capable learners. Students demonstrate skills of Visible Learning and feedback approaches, the Learning Pit and Growth Mindset. Students become more proficient using ACARA General Capabilities Skills.</p> <p>Students are exposed to projects and initiatives that develop 21st century life long learning skills.</p> <p>Staff</p> <p>Staff embed Visible Learning practices K–6. Professional Learning is research based and promotes quality teaching and excellence in practice, the teaching and learning cycle, formative assessment, Growth Mindset, ACARA General Capabilities and the use of the spiral of enquiry by researchers such as Dylan Williams, John Hattie, Helen Timperley and Carol Dweck.</p> <p>Leaders</p> <p>Leaders and Instructional leaders support staff with deeper knowledge of the NSW and Australian Curriculum and research based teaching and learning..</p> <p>Parents/Carers</p> <p>Parents as partners develop an understanding of and value the research based models of learning that underpins the teaching and learning cycle.</p>	<p>Professional Development on Visible Learning and formative assessment is ongoing to assist teachers and students with formative assessment, feedback and the teaching and learning cycle.</p> <p>Teacher knowledge of the ACARA General Capabilities linked to the NSW and Australian curriculum is developed through professional learning by Instructional leaders using QTSS staffing formula.</p> <p>Life long 21st century learning skills are developed through programs and initiatives such as the Production, Arts North Festivals, Music Count Me In, Stephanie Alexander Kitchen Garden, Project Penguins, Coding and Gaming,</p> <p>Professional learning focused on the new Science and Technology Syllabus and reviews of current History and Geography syllabuses.</p>	<p>Practices</p> <p>Teachers embed formative assessment into their teaching practices. Assessments are ongoing with teachers utilising formal and informal data to inform their teaching and track student progress.</p> <p>Teachers use Visible Learning strategies to improve teaching and learning cycle and ensure regular focus on feed up, feed back and feed forward.</p> <p>Programs are explicit with outcomes from the Syllabus and linked directly to reporting processes. Assessment timelines and practices are grade based.</p> <p>Instructional leadership roles are defined and embedded in professional learning. Classroom observations are consistently used for professional learning.</p> <p>Products</p> <p>Assessment and Reporting practices are improved. Differentiated teaching, practice of matching strategies and resources to student needs, Consistent Teacher Judgement Principles are all evident in programs and practice.</p> <p>Teachers use more effective feedback techniques using Visible Learning practices. Students have greater engagement and responsibility of their learning goals.</p> <p>Deep knowledge of all Syllabuses.</p> <p>Activities within programs reflect the ACARA General Capabilities.</p>
Improvement Measures		Evaluation Plan	
<p>Class programs, classrooms and student work samples demonstrate evidence of the use of Visible Learning Strategies and feedback. Learning Intentions, Success Criteria the Learning Pit and Traffic system will be evident as part of PDPs.</p> <p>The ACARA General Capabilities are incorporated into PDPs, program initiatives and Professional Learning.</p> <p>Every student K–6 demonstrates 21st century life long learning skills evidenced by MW Production, Displays, Public Speaking, Debating, Chess, Music, Dance, Coding, Drama and Project Penguin exhibitions and the Kitchen Garden program.</p>		<p>The progress will be monitored by leaders and instructional leaders through:</p> <p>evidence and professional learning that matches the PDP goals for teachers and students, the use of peer and teacher feedback in the classroom, student work samples, staff and students surveys, reviews of new syllabus programs and exhibitions for parents and staff of 21st century strategies and initiatives.</p>	

Strategic Direction 3: Strong Foundations in Building Student and Teacher Capacity and Wellbeing in partnership with the Community

Purpose	People	Processes	Practices and Products
<p>To continue to strengthen teacher and student capacity, by maximising the effect of a collaborative and supported environment that ensures strong wellbeing in partnership with parents and the wider community. All teachers will increase collective teacher efficacy to improve student outcomes and will be supported by the guidance of the Learning and Support Programs to ensure equity access for all students. Researched Programs including Positive Behaviour Engaging Learners (PBEL), Bounce Back, Mindfulness, Leadership programs for students, Anti Bullying, Cyber Safety and Growth Mindset will support Strong Wellbeing. Staff will be supported with Accreditation, Leadership programs, Principal Credential programs, Highly Accomplished programs, Mentoring and Coaching, Behaviour Management TPL, NSW Education Standards Authority Registration requirements, Professional Standards and Excellence Framework.</p>	<p>Students</p> <p>Students engage and challenge themselves in a high expectation learning environment.</p> <p>Student develop growth mindset and capabilities to analyse their learning through feedback principles.</p> <p>Students are encouraged to be active local and global citizens.</p> <p>Students have access to strong wellbeing practices and strategies such as self regulation to assist them now and in their future.</p> <p>Staff</p> <p>Leaders and staff collaboratively share practice to improve student achievement.</p> <p>PDPs are used to drive the goals across the school K–6.</p> <p>Accreditation – formalises, records and focuses teacher professional development.</p> <p>Higher levels of accreditation – build teacher capacity</p> <p>Parents/Carers</p> <p>Parents /Carers and Community are involved in partnership with the school in a collective responsibility for all student learning, success and student needs. Effective and transparent communication is vital.</p>	<p>Processes</p> <p>Student capacity is strengthened by all the PBEL programs and SRC initiatives PBEL is embedded in the school in classrooms, playgrounds and in all areas of the school. Bounce Back strategies are used in partnerships with staff and parents.</p> <p>Mindfulness and growth mindset are introduced for students and staff to access more strategies to improve wellbeing and their own capacity.</p> <p>K–6 KLA timetables and scope and sequences are the collective responsibility of all stakeholders to ensure optimum conditions in the school environment.</p> <p>Teacher capacity is improved with mentoring and coaching, excellent effective supportive leadership support.</p> <p>Evaluation Plan</p> <p>Wellbeing whole school approaches will regularly be analysed with collection of data and surveys.</p> <p>SRC initiatives are enhanced with regular communication and refined reporting back processes.</p> <p>The leadership Team and instructional leaders will regularly supervise, monitor, mentor and coach staff to improve the collective teacher efficacy and capacity building of staff of all grades and stages and support administration and support staff.</p>	<p>Practices</p> <p>A whole school approach is enhanced for student and teacher wellbeing and engagement using PBEL, Mindfulness, Bounce Back and Resilience programs</p> <p>Teachers will develop deeper knowledge of curriculum across K–6 and programs reflect collective teacher efficacy.</p> <p>Staff including office and support staff and leaders will be supported with relevant and effective Professional Learning, accreditations, maintenance of accreditation, Professional Standards, Highly accomplished and other leadership courses.</p> <p>Products</p> <p>Positive and respectful relationships that promote student wellbeing and ensure optimal conditions for school learning are evident among students, staff and parents</p> <p>Programs and K–6 scope and sequence will be refined in all curriculum areas. Teachers will have a deeper knowledge of curriculum K–6 which will improve students outcomes</p> <p>The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, best practice, with timely feedback, which drives school wide improvement for student outcomes and teacher practice.</p>
Improvement Measures			
<p>Surveys show students and teachers know processes of anti bullying strategies, resilience and mindfulness. Parent workshops are available. SRC initiatives include improved sustainability practices.</p>			
<p>Improved, evaluated K–6 programs with all staff effectively using Consistent Judgement Principles. All class timetables and Maths scope and sequences K–6 will be compliant with NESA requirements.</p>			
<p>PDPs reflect capacity building for teachers with professional learning, accreditations, aspiring leadership and leadership courses.</p>			