

School plan 2018-2020

Manly Village Public School 3950



School background 2018–2020

School vision statement

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

School context

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

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

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

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

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

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

School planning process

In preparing Manly Village Public School's 2018 – 2020 School Plan, a school evaluation committee was involved in rigorous consultations with students, families and staff. Consultation included self assessment against the School Excellence Framework, gathering and analysing information from surveys and school evaluations, staff evaluations and surveys, parent forums and Parent and Citizens Association meetings.

The school's evaluation committee determined targets for the school's future development through results from:

Self assessment against the School Excellence Framework (Version 2)

Tell Them From Me Surveys

People Employment Matters Survey

Strengths-based evaluation survey of staff and parents

Parent forums

Student interviews

Analysis of school assessment, PLAN and NAPLAN data

School surveys

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Pursuit of Excellence

Purpose:

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



**STRATEGIC
DIRECTION 2**
Student and Staff Wellbeing

Purpose:

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



**STRATEGIC
DIRECTION 3**
Culture of Service and Integrity

Purpose:

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

Strategic Direction 1: Pursuit of Excellence

| Purpose |
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| 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. |
| <ul style="list-style-type: none"> 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. |

| People |
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| <p>People</p> <p>Leaders foster a collaborative learning culture which is underpinned by evidence-based research.</p> |
| <p>People</p> <p>Teachers design and deliver differentiated programs in literacy and numeracy using Learning Progressions.</p> |
| <p>People</p> <p>All students confidently articulate their learning goals against the Learning Progressions.</p> <p>Parents are aware of their child's progression in literacy and numeracy and are supported to partner the school in their child's learning.</p> |
| <p>People</p> <p>Students engage in future-focused and STEM learning experiences, supported by technology.</p> |
| <p>People</p> <p>Teachers gain a greater understanding of the benefits of using flexible learning environments.</p> |
| <p>People</p> <p>Leaders provide regular opportunities to celebrate success with staff, students and parents.</p> |
| <p>People</p> <p>Teachers utilise the Professional</p> |

| Processes |
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| Implement a school-wide inquiry-based approach to enhance outcomes for all students. |
| Sustain a school-wide commitment to improved professional performance. |
| Refine the management and organisation of the school. |
| Evaluation Plan |
| <ul style="list-style-type: none"> Spirals of Inquiry sessions Programs Class timetables PLAN 2.0 data Gifted and Talented procedure Instructional Leadership – modelling, team-teaching, observation and feedback Newsletters Student interviews School Excellence Framework self-assessment External Validation NESA registraton |

| Practices and Products |
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| Practices |
| Leaders and teachers are engaged in an ongoing Spiral of Inquiry to enhance learning and teaching practices. |
| Leaders and office staff are engaged in a ongoing Spiral of Inquiry to enhance management and organisation practices and procedures. |
| Teachers effectively and consistently differentiate teaching and learning in literacy and numeracy. |
| Learning Progressions are used to inform planning, identify interventions and modify teaching practices. |
| A school-wide commitment to catering to the needs of all students, with a focus on gifted and talented students (GATS). |
| Students are provided with opportunities for future-focused and STEM learning experiences, supported by technology. |
| Provisions are made for more flexible learning environments particularly across stage 2 and stage 3. |
| Students and staff share achievements on a regular basis. |
| Teaching addresses student needs through fluid and flexible grouping in literacy and numeracy. |
| Staff and students utilise digital and emerging technologies to enhance student understanding across all Key Learning Areas. |

Strategic Direction 1: Pursuit of Excellence

| People |
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| Development Plan process to reflect on and improve practice. |
| People Business Manager refines school policies and procedures to ensure smooth school operations. |
| People Leaders refine current performance management procedures. |
| People All staff uphold the values of the NSW Department of Education's State Strategic Plan through their daily work. |

| Practices and Products |
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| Products <ul style="list-style-type: none">• Effective collaboration between teachers achieved through inquiry, observation, modelling and feedback. |
| <ul style="list-style-type: none">• A school-wide process for the identification of GATS students which is understood and implemented. |
| <ul style="list-style-type: none">• Student programs that are based on student needs including GATS and reflect individual learning goals. |
| <ul style="list-style-type: none">• A Professional Development Plan process which reflects a culture of continuous improvement. |
| <ul style="list-style-type: none">• More flexible learning environments for Stage 2 and Stage 3 students. |
| <ul style="list-style-type: none">• Improved compliance procedures and processes established and implemented. |
| <ul style="list-style-type: none">• Improved procedures and processes for performance management. |

Strategic Direction 2: Student and Staff Wellbeing

| Purpose |
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| 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. |

| People |
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| People All staff engage in professional learning for Positive Behaviour for Learning (PBL). |
| People PBL committee (teachers) lead the implementation of the initiative across the school. |
| People Staff, students and parents clearly articulate and understand expectations and core school values and practices. |
| People Business Manager works with school leadership team to refine and communicate procedures to the whole school community. |
| People Parents value and ensure more consistent attendance. |
| People Leaders and teachers commit to professional learning related to personal goals. |
| People Leaders work with parent community to enhance internal and external school environment. |
| People Leaders prioritise ongoing wellbeing of |

| Processes |
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| Implementing a whole school integrated approach to welfare, wellbeing and values. |
| Committing to the ongoing enhancement of the school learning environment. |
| Growing a workplace culture of respect, care and positivity. |
| Evaluation Plan |
| <ul style="list-style-type: none"> • Sentral rolls • Sentral records of incidents • Classroom and playground observation • Attendance procedure documents • Wellbeing procedure documents • Assembly observation • School signage • People Matters Survey • Tell Them From Me Surveys • Scout staff leave data • Staff meeting observation • School Excellence Framework self-assessment • External Validation • NESA registration |

| Practices and Products |
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| Practices |
| PBL is effectively implemented and adopted by staff, students and parents. |
| Attendance procedures are refined and utilised. |
| School environments are improved through a staged approach. |
| Teacher professional learning more closely aligns with authentic personal goals. |
| The school is focused on building individual and collective wellbeing through a climate of care and positivity. |
| Products |
| All students demonstrate a commitment to core school values. |
| Reduction in staff and student leave. |
| Schoolwide core values and expectations are well understood and practised by staff, students and parents. |

Strategic Direction 2: Student and Staff Wellbeing

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| People |
| staff and students. |
| People |
| Leaders support and manage staff attendance issues. |
| People |
| Staff engage in professional learning for Respect, Reflect, Reset strategy. |

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.

People

People

Teachers lead and support student participation in community service initiatives.

People

Leaders establish broader connections with community organisations for service.

People

Students gain greater understanding and appreciation of service in the community.

People

Leaders develop an enhanced student leadership program.

People

Leaders establish broader connections with community organisations for the purpose of student mentoring.

People

Parents support implementation of community initiatives through involvement and mentoring.

Processes

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

Seeking and sustaining authentic partnerships with the wider community.

Evaluation Plan

- Newsletters
- Media coverage
- Student leadership team meeting observation
- Assembly observation
- School calendars
- Fundraising

Practices and Products

Practices

Students are provided with the opportunity to serve community organisations through a variety of initiatives.

Community partnerships that inspire learning beyond the classroom walls are established.

Products

Refined student leadership program.

Students demonstrate integrity and service through school activities that serve community organisations.

Enhanced partnership with Royal Far West.

Student leadership program includes a service component.