

Strategic Improvement Plan 2021-2024

Manly West Public School 2469



School vision and context

School vision statement

All students will reach their full potential to succeed academically and thrive as healthy, active, critical and creative thinkers and local and global life-long learners who connect and contribute to their school community and society.

This vision is promoted in a respectful, supportive and challenging learning environment that incorporates school wide collective responsibility in partnership with staff, students, parents and caregivers.

School context

Manly West Public School is a large primary school (866 with 20% EAL/D and 6 Aboriginal students) 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 their highest potential with high quality teaching and learning activities which are provided in a safe and secure environment. An excellent partnership has been developed with students, staff, parents and the wider school community. The P&C is actively involved and supports the many and varied school initiatives including the Stephanie Alexander Kitchen Garden program and the outstanding Manly West Public School Band Program. The positive school climate is evident through a strong Student Well Being program that includes the Positive Behaviour Engaging Learning (PBEL) program and a very active Student Representative Council. The expectations of the PBEL program are Respect, Responsibility and Aspire. The school provides a wide variety of extra-curricular Enrichment and Sporting activities. Manly West has excellent teaching and learning resources and technology facilities to inspire a love of learning, knowledge and critical and creative thinking. Manly West Public School boasts beautiful grounds and outdoor facilities that enhance learning for students.

In developing our Strategic Improvement Plan 2021-2024, a situational analysis was undertaken where students, parents and staff were consulted. It was recognised that a significant school focus should continue with High Impact Teacher Professional Learning that links with the 2021-2024 Strategic Improvement Plan, the Excellence Framework and the 2019 Alice Springs Declaration to support the Manly West PS student centered Vision and enhance and refine teacher and student confidence. We collaborated on the findings and decided to continue to focus on strong foundations and high expectations to increase the number of students achieving in the top 2 bands of Literacy and Numeracy. We will also focus on extending the High Potential and Gifted Education opportunities as well as cater and support students with learning needs and enhance effective data systems and parent partnerships. Current initiatives including General Capabilities and Visible Learning practices such as feedback, setting goals, curriculum differentiation, formative and summative assessment practices will continue to be significant focus areas to deepen the learning for our students. As part of the new 2021-2024 Strategic Improvement Plan, we decided the next step was to embed these strategies into teacher and student practice to support students to become assessment capable and critical and creative thinkers.

Strategic Direction 1: Student growth and attainment

Purpose

To promote and foster continuous improvement in Numeracy and Reading for all students by implementing effective evidence-based programs and high impact professional learning so that our teachers increase their confidence to support our students to reach their full potential in these Key Learning Areas.

Improvement measures

Target year: 2022

An uplift of 7% of Year 3 and 5 students in the top 2 bands in NAPLAN Reading.

That 90% students reach Level 10 by the end of Kindergarten in Reading.

That 90% of students reach Level 17 by the end of Year 1 Level in Reading.

That 90% of our students reach Level 30 by the end of Year 2 in Reading.

Target year: 2022

An uplift of 7% of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy.

Target year: 2023

An uplift of 3% of Year 3 and 5 students achieving expected growth in NAPLAN Reading.

Target year: 2023

An uplift of 4% of Year 3 and 5 students achieving expected growth in NAPLAN Numeracy.

Initiatives

Reading

- Building the capacity of teachers to effectively implement evidence based literacy strategies in the classroom, including the Five aspects of Literacy, Stage 1 Explicit teaching of encoding and decoding, Focus on Reading, vocabulary, phonics, explicit teaching and high expectations K-6 so that students reach their highest potential of reading.
- Use of data to evaluate and inform practice in order to target and differentiate instruction in literacy.
- Consistently challenge and support all students to maximise growth and reach their highest potential through evidence based, differentiated teaching and learning programs.

Numeracy

- Building the capacity of teachers to effectively implement numeracy strategies in the classroom, including Building Numeracy Leadership, 'Big Ideas', 'Broadening Knowledge of Mathematics and Language' and use of the Numeracy Progression to increase mathematical language, knowledge and confidence of students K-6.
- Use of data to evaluate and inform practice to target and differentiate instruction in numeracy.
- Consistently challenge and support all students to maximise growth and reach their potential through evidence based, differentiated teaching and learning programs.

Success criteria for this strategic direction

Learning: Assessment: Summative Assessment:

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Teaching: Data skills and Use: Data Literacy:

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Teaching: Data skills and Use: Data Analysis:

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Teaching: Effective Classroom Practice:

Teachers collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence based programs and lessons which meet the needs of all students. Teachers are skilled at explicit teaching techniques.

Leading: Leadership planning and implementation and reporting: School Plan:

The school uses research, evidence based strategies and innovative thinking in designing and implementing a

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Evaluation plan for this strategic direction

Question: To what extent have we demonstrated impact and improvement of student outcomes in Reading and Numeracy?

Data: We will use a combination of data including Internal and External assessments.

Regular Data checkpoint each term. and Learning Walks (teacher observations)

Utilising a checklist of Whole Number concepts and strategies based on the Numeracy Progressions.

Learning Support interventions changed to accommodate the new data checkpoint information.

Evidence of all teachers reporting on next steps in their reports.

Teacher Performance and Development Plans show evidence of Mathematics and Writing projects.

Phonological Awareness Diagnostic Test; Best Start Kindergarten; Phonics Screening Year 1; NAPLAN and Online Check-in Assessments

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform:

- next steps and future actions
- Annual Reporting on school progress measures that are published in the Annual Report each year, in the newsletter and on School Website.

Strategic Direction 2: Building Assessment Capable Learners and Creative and Critical Thinkers

Purpose

For all teachers to have increased knowledge and deep understanding through high impact professional learning of evidence based programs so that our students become assessment capable and creative critical thinkers with their learning.

Improvement measures

Target year: 2022

100% of teachers and students will use the Novice to Master approach based on Solo Taxonomy with work samples in the classrooms for Writing.

Target year: 2022

An uplift of 10% (2019 data) in Writing and an uplift of 5% (2019 data) in Spelling of Year 5 students so that students improve their writing skills.

Target year: 2022

All Stage 2 and 3 programs have a focus on General Capabilities, particularly Creative and Critical Thinking with Visible Thinking routines embedded into teaching and learning programs.

Target year: 2022

20% of classes to demonstrate increased number of students becoming assessment capable learners by being able to articulate their learning, their next steps and learning goals with Literacy and Numeracy.

Target year: 2022

100% of teachers demonstrate evidence of Visible Learning strategies and Curiosity and Powerful Learning Rubric 'Harnessing Learning intentions, Pace and Narrative.'

Initiatives

Novice to Master Framework Approach/Writing

- Build the capacity of teachers to effectively implement the Novice to Master approach using the background knowledge of Solo Taxonomy research and implementing this with Writing by 2022 and Numeracy and Science by 2024. This will support students to use next steps and learning goals for their writing.
- Build the capacity of teachers to effectively use research based programs such as Dr Tessa Daffern and Dr Noella McKenzie modules to improve writing outcomes for students including spelling and vocabulary skill levels.

Build teacher and student capacity-General Capabilities.

- All teachers K-6 will build their capacity by continuing their learning journey of the application of General capabilities embedded in their teaching and learning programs and Action Learning Project using Visible Thinking routines. The school wide focus will specifically unpack the Creative and Critical Thinking Skills using the Instructional Leader approach of a dedicated Teaching Quality Advisor General Capabilities 1 day a week appointed to Manly West. Other general capabilities will be implemented in more informal ways in programs.

Assessment Capable Students through Curiosity and Powerful Learning and Visible Learning practices.

- Triads, class observations and learning walks will be enhanced by Curiosity and Powerful Learning (CPL) (Professor David Hopkins) program against the Teacher Theory of Action Rubrics so that the teachers develop clear Learning intentions, plan lessons that engage students with the lesson narrative and set an effective pace so that students know what they are learning. Students can monitor their progress and know what to do next to make further progress.

Success criteria for this strategic direction

Teaching: Effective Classroom practice: Explicit teaching:

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence based effective teaching strategies. Effective methods are identified, promoted and modelled and students learning improvement is monitored demonstrating growth.

Learning: Curriculum: Teaching and Learning programs:

Teaching and Learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching: Effective Classroom Practice: Feedback:

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Learning: Assessment: Formative Assessment:

Assessment is used flexibly and responsively as an integral part of daily classroom practice instruction. Formative assessment is practised expertly by teachers.

Evaluation plan for this strategic direction

Question: Have school wide practices been developed to support the implementation of Visible Learning and C&PL program, Novice to Master approach and General Capabilities? Does this understanding and articulation lead to improved learning and growth towards deepening learning for students?

Data: Teaching programs, classroom observations, student work samples, staff / student surveys and focus groups, pre and post teacher assessment, teacher

Strategic Direction 2: Building Assessment Capable Learners and Creative and Critical Thinkers

Initiatives

- Feedback is used to make real time changes and to fill gaps in student understanding.
 - Implement Visible Learning/ Clarity (by Professor Lyn Sharratt) strategies, using data to inform practice and build on feedback practices in classrooms K-6.
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Evaluation plan for this strategic direction

Performance and Development Plans.

Learning Walks and Triads.

Exemplars across grades K -6 will demonstrate writing expectations from Novice to Master.

Analysis: Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform

- next steps
- future actions
- Annual Reporting on school progress measures that are published in the Annual Report each year, in the newsletter and on School Website.

Strategic Direction 3: Students, staff and parents thriving in a culture of excellence.

Purpose

To continue to strengthen teacher and student capacity and improve data systems and communication to all stakeholders to maximise the effect of a collaborative and supported environment that ensures collective efficacy and strong wellbeing in partnership with parents and the wider community.

Improvement measures

Target year: 2022

There is a 7% uplift of students attending school more than 90% of time.

Target year: 2022

Tell Them from Me survey data demonstrates an uplift of 5% of Years 4-6 students reporting an increased sense of belonging.

Target year: 2022

- 100% of teacher Performance and Development Plans align goals to the Australian Professional Standards for Teachers.
- 50% of teacher Performance and Development Plans use School Excellence Framework themes for improvement measures.

Target year: 2024

100% of teachers access data readily and 100% use it to inform their practice in order to differentiate for student needs supporting all students including High Potential and Gifted Education students.

Target year: 2022

Increased number of parents being involved in their child's learning through webinars, workshops.

Parents will demonstrate increased understanding and knowledge of their child's learning through surveys.

Initiatives

Building Student Capacity through leadership and wellbeing initiatives

- Strengthen Positive Behaviour for Engaging Learning (PBEL) framework and consistent practices K-6 in order to increase student engagement, positive participation and attendance.
- Build capacity of students through strengthening authentic leadership initiatives Years 2-6 and improve implementation of student voice.
- Improve student wellbeing and resilience through PDHPE syllabus and programs such as Child Protection units, mindfulness, growth mindset, dispositions and Bounce Back.

Building Leadership Capacity and Teacher Quality

- Implement aspiring leaders programs.
- Leadership focus for Executive staff alongside mentoring and coaching for teachers.
- Instructional leaders and demonstration leaders to build capacity of teachers including Early Career Teachers using the Australian Professional Standards for Teachers and School Excellence Framework, What Works Best Documents and other self-assessment tool documents as part of their Performance and Development Plans.
- Accreditation support for gaining proficient, maintaining proficient and gaining Highly Accomplished and Lead levels.

Learning Support Processes and Systems

- Refine and Enhance whole school Learning Support Team data systems.
- Learning support systems to cater for all students across class profiles, including High Potential and Gifted students (HPGE)
- Parent and community workshops/webinars involving consultation and involvement in order to build a

Success criteria for this strategic direction

Learning: Learning Culture: High Expectations:

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve

Learning: Wellbeing: A planned approach to wellbeing:

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Learning: Wellbeing: Behaviour:

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Teaching: Data skills and use: Data Literacy:

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Leading: Educational Leadership: Community Engagement:

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Leading: Management Practices and Processes: Community satisfaction:

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Strategic Direction 3: Students, staff and parents thriving in a culture of excellence.

Initiatives

consistent language and expectation of student learning between school and home.

Evaluation plan for this strategic direction

Question: Has PBEL, engagement of student voice and leadership and wellbeing initiatives built student capacity? Have teachers engaged in initiatives that have built their capacity and leadership skills? Do teachers demonstrate data informed practice? Do parents feel connected to the learning of their children?

Data: PBEL data, Tell Them From Me, student focus groups, feedback from Student Representative Council, teacher observation and evaluation of program implementation, PDP goals and evidence

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications : The findings of the analysis will inform

- next steps
- future actions
- Annual Reporting on school progress measures that are published in the Annual Report each year, in the newsletter and on School Website.