

Strategic Improvement Plan 2021-2025

Manly Vale Public School 4021



School vision and context

School vision statement

Manly Vale Public School community is dedicated to supporting the development of every student through innovative and collaborative practice, ensuring all students connect, succeed and thrive to become informed and responsible global citizens. Our vision is to provide an inclusive, collaborative environment where students, parents and teachers have high expectations for student learning, supported by a whole school approach to data-informed practice. Students will thrive in a future focused, creative learning environment, underpinned by strong well-being programs that enhance student engagement.

School context

Manly Vale Public school is a rapidly growing school of 590 enrolments set in the bushland of Manly Dam. The bushland setting, plentiful outdoor spaces, and 39 modern classrooms and specialist rooms facilitate collaborative teaching and learning opportunities. Furnishings are bright, modern, and flexible to cater to individual learning styles and needs.

Embedding digital technologies into all Key Learning Areas is facilitated by the one-to-one device ratio for students incorporating iPads and laptops. In addition, every classroom has a smartboard, writable whiteboard desks, and cupboards.

The new library is located in the centre of the school and is a hub for students, staff and community learning. This space reflects consultation with local Aboriginal people (AECG) who supported the idea that reading and learning should be at the core of all knowledge and skills, and therefore at the centre of the design. You are able to watch the sunrise and sunset from this vantage point in the school, which was very significant to the First Nation's people, that learning happens from the beginning of a day to the end of a day.

The school's circular design reflects the connectedness of all the students, teachers and community members. High expectations for student academic success are nurtured in a "Caring and Sharing" environment that promotes positive well-being and global citizenship. Parental involvement in all areas of learning is encouraged and the school has an active P & C. Fundraising and school events are co-planned between parents and teachers through the Class Coordinator initiative, and community involvement and engagement are reflected in community use of the grounds and classrooms, with links to local clubs and organisations.

All teachers are enthusiastic and committed to school improvement. Professional learning and implementation are differentiated through a strong focus on the Personal Development Plans (PDP) aligned with school goals and vision. The collaborative workspaces allow for team teaching and regular reflection on teaching practice. All staff ably use technology as a tool for learning. Staff, students and community have a passion for the environment and outdoor learning opportunities in the bushland setting.

The whole school community, involving students, staff and parents were consulted in a thorough Situational Analysis followed by the development of the Strategic Improvement Plan (SIP). Consultation with the Aboriginal Education Consultancy Group (AECG) is done through attendance at the local meetings, and regular consultation through the Northern Beaches Learning Alliance (NBLA) Aboriginal network meetings, that are held at the school each term.

Through our situational analysis we have identified a need to improve our data driven practice and evidence informed decision making with a continued focus on collaborative and future-focused practice including authentic use of digital technology. This will involve establishing whole school assessment practices and processes, further develop communication, engagement and awareness between home and school around student achievement and expectations and embedding sustainable practices and environmental activities into whole school initiatives to provide a further sense of belonging and connection

School vision and context

School vision statement

School context

to the school for all stakeholders.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students

Improvement measures

Reading growth

Achieve by year: 2023

Growth

Reading

All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Numeracy growth

Achieve by year: 2023

Growth

Numeracy

Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts, using PAT as a key data point.

Initiatives

Data Driven Practices in Reading and Numeracy

In Reading and Numeracy, specifically reading comprehension and vocabulary, geometry and problem-solving, we will embed sustainable whole school processes for collecting, monitoring and analysing data.

The evaluation of this data will regularly be used to inform:

- The selection of teaching strategies in relation to student learning needs
- The impact of the implemented strategies on student learning
- Teacher professional learning and school resourcing

Consistent Teacher Judgement (CTJ) of student learning is promoted through professional dialogue on student work samples

Professional Learning (PL) in data literacy, data analysis and data use in teaching for all staff

Effective Feedback

Building teacher capacity to provide meaningful feedback to students, assisting them to interpret and act upon the feedback.

- Professional learning in what makes successful, meaningful and comprehensive feedback
- Teachers provide regular feedback enabling students to develop and modify their learning to achieve goals
- Teacher and learning programs are researched based including the inclusion of learning intentions and success criteria for literacy and numeracy
- High quality questioning and clarifying are routinely used to monitor student learning

Success criteria for this strategic direction

Data Skills and Use (Data Literacy; Teaching Domain): The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

Data Use in Teaching (Teaching Domain): Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning- in determining teaching directions, monitoring and assessing student progress and achievement, and reflection on teaching effectiveness.

Whole School Monitoring of Student Learning (Assessment: Learning Domain)

The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

Internal and External Measures against Syllabus Standards (Student performance; Learning Domain)

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Feedback (Effective Classroom Practice; Teaching Domain)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstanding are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Question:

1. To what extent have we enhanced the feedback culture between students and teachers?
2. How is data being used effectively to drive teaching and learning programs in every classroom to improve student learning outcomes?

Data:

- NAPLAN Years 3 and 5
- Scout - value-added data
- PAT Reading Comprehension, PAT Maths
- PM Benchmark data
- Student work-samples
- Student Individual Education Plans
- Teaching programs
- Meeting agendas and minutes
- Teacher reflections on lessons
- Success criteria and rubrics
- Observations from Learning Walks and Lesson Studies

Analysis:

The school will use the above data sources to triangulate and determine the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

Implications:

The school will use the data analysis in evaluating initiatives and activities. The analysis will guide the school's future directions.

Strategic Direction 2: Reflective Practitioners Embedding High Impact Pedagogies

Purpose

In order to maximise student learning outcomes teachers will select high impact pedagogies supported by a future focused approach for students in an explicit and collaborative teaching environment.

Improvement measures

Achieve by year: 2022

100% of teachers are collaboratively planning and co-teaching lessons that are regularly evaluated and adjusted based on student data

Achieve by year: 2023

100% of teachers are engaging in Lesson Study are demonstrating the integration of collaborative teaching with digital technology

Initiatives

Collaborative Teaching Practices

Quality Teaching Rounds

- Teachers collaborate with colleagues in Professional Learning Communities as (PLC) as part of Quality Teaching Rounds (QTR)
- Teachers analyse their own and others' teaching within PLCs through QTR and are provided with specific feedback about their lessons
- Teachers ensure their pedagogy aligns with Quality Teaching practices that are shown through research to improve student outcomes

Lesson Study/Personal Development Plan (PDP) Process

- Teachers collaboratively plan and program using research based high quality pedagogy
- Sharing of high quality of literacy and numeracy teaching practices within and across schools
- Professional learning on collaborative teaching strategies for literacy and numeracy
- PDP goals align with stage and school focus areas

Future Focused

Digital Literacy

- Teachers embed the Digital Technology syllabus into all Key Learning Areas
- Teachers work with university mentors on effective practice using digital technology, sharing expertise and understanding

Integration of technology

- Teachers implement the use of 1:1 devices into enhancing student's lessons and engagement with knowledge of theory, leading to improvement in achieving outcomes
- Science, Technology, Engineering, Arts and Mathematics (STEAM) activities are integrated into

Success criteria for this strategic direction

Learning and Development (Collaborative Practice and Feedback; Teaching Domain)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Expertise and Innovation (Learning and Development; Teaching Domain)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Differentiation (Curriculum; Learning Domain)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Explicit Teaching (Effective Classroom Practice; Teaching Domain)

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 student's learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Question:

Strategic Direction 2: Reflective Practitioners Embedding High Impact Pedagogies

Initiatives

teaching programs

- Students Information Technology (IT) capabilities are tracked on a checklist according to the scope and sequence

Professional Learning

- Staff participate in professional learning to address the development of future-focused teaching and student skills in critical thinking, creativity, collaboration and communication

Evaluation plan for this strategic direction

- To what extent has the quality of teaching practice improved as a result of teachers having engaged with Quality Teaching Rounds (QTR)?
- To what extent has the collaborative culture across the school improved?
- How have QTR improved student growth and attainment?
- How have teachers built their capabilities to implement future focused teaching strategies to improve students outcomes and prepare students for future learning?

Data:

- Pre and post teacher surveys focusing on strength and impact of Professional Learning Communities (PLCs) and QTR on collaboration, explicit teaching and high expectations.
- Tell Them From Me survey - teacher and student
- K-3 school based student survey
- SCOUT data
- Teacher Professional Development Plans (PDP)
- Evidence of inclusion of QT and "What Works Best" in teaching programs.
- SCOUT school dashboard student performance data
- Checklist for IT capabilities
- Lesson observations and learning walks to analyse student's engagement

Analysis

The school will use the above data sources to triangulate the data sets to determine impact of the initiatives and analyse the effectiveness of these in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the schools future directions.

Implications

The school will use the data analysis in evaluating

Strategic Direction 2: Reflective Practitioners Embedding High Impact Pedagogies

Evaluation plan for this strategic direction

initiatives and activities. This analysis will guide the school's future directions.

Strategic Direction 3: Connected Community Supporting High Expectations for Student Learning

Purpose

To improve student engagement and achievement we will establish transparent communication opportunities to facilitate informed and supportive relationships between home and school, within an environment of high expectations for students success.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

90.8% of students have an attendance greater than 90%

Wellbeing

Achieve by year: 2023

Well-being: 92% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the Tell Them From Me Survey

Achieve by year: 2025

Students are regularly monitored through data analysis and supported by Personalised Learning Plans including High Potential Gifted students, students with disabilities and Aboriginal students

Achieve by year: 2025

Tell Them From Me data indicates a 5% uplift in parent, student, teacher shared understanding of high expectations for success

Initiatives

High Expectations

This initiative focuses on all members of the school community having a deep understanding for student success and having high expectations to maximise outcomes for students in the pursuit of excellence.

- Every staff member has a shared responsibility for student improvement including all equity groups
- Teachers and parents work together to maximise student attendance to avoid gaps in student learning
- Professional Learning on the High Performance and Gifted Education Policy to inform teaching and learning programs that ensure high expectations for all students to achieve their potential
- Embed practices that encourage and educate parents and carers to hold high expectations of their children

Whole School Well-being and Connectedness

A whole school approach to well-being along with the strengthening of school and community partnerships with shared understanding, responsibility and support for common aspirations to raise happy and healthy global citizens.

- All students have an opportunity to engage in extra curricular activities including mindfulness and leadership training that develop goal setting and a strong sense of belonging
- Parent workshops and forums inform parents of educational expectations to support school attainment goals and student learning
- Sustainable and environmental practices are a shared responsibility between all stakeholders
- Community groups and partnerships are established through a unified purpose for whole school improvement and support

Success criteria for this strategic direction

Well-being (A planned approach to well-being; Learning Domain)

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

Data Use in Planning (Data Skills and Use; Teaching Domain)

There is a coordinated effort by the school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Community Engagement (Educational Leadership; Leading Domain)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Caring for Students (Wellbeing; Learning Domain)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Individual Learning Needs (Wellbeing; Learning Domain)

There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each students' well-being and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Question:

Strategic Direction 3: Connected Community Supporting High Expectations for Student Learning

Evaluation plan for this strategic direction

1. To what extent do parents have high expectations for their child?
2. To what extent do students feel engaged and have a sense of belonging to the school?
3. How have the parents, teachers and community worked together to achieve academic, social and emotional success for the students?

Data:

- Attendance data
- Tell Them From Me data from all stakeholders
- Student surveys K-6
- Student focus groups
- SRC forums
- NAPLAN Top 2 bands
- Parent surveys
- P&C forums
- Community engagement forums and evaluation
- Sustainable practices
- Personal Learning Pathways (PLP) - Aboriginal Students
- Personalised Learning Plans for disability
- Community Use Agreements

Analysis:

The school will use the above data sources to triangulate and determine the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

Implications:

The school will use the data analysis in evaluating

Strategic Direction 3: Connected Community Supporting High Expectations for Student Learning

Evaluation plan for this strategic direction

initiatives and activities. The analysis will guide the school's future directions.