

Strategic Improvement Plan 2022-2026

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.

This vision is using shared beliefs and understanding and shared responsibility and accountability of every student.

School context

Manly West Public School is a large primary school (830 with 20% LBOTE, 8% EAL/D and 14 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 2022-2026, 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 2022-2026 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 Visible Learning practices such as Learning Intentions, Success Criteria, descriptive 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 2022-2026 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

Reading growth

Achieve by year: 2023

93% Kindergarten students have reading growth from Term 2 Week 2 knowing all single vowel and consonant sounds reaching Level 10 by the end of Kindergarten.

93% of Year 1 students have growth in reading from Level 10 in Kindergarten to Level 17 and beyond by the end of Year One.

93% of Year 2 students have growth in reading from Level 17 and beyond in Year 1 to Level 30 and beyond by the end of Year 2.

Reading growth

Achieve by year: 2023

An increase in Check in Assessment percentage of questions correct in Years 4,5,6 in Reading for 2023 in comparison to the same cohort in 2022

Numeracy growth

Achieve by year: 2023

An increase in Check in Assessment percentage of questions correct in Years 4,5,6 in Numeracy for 2023 in comparison to the same cohort in 2022

Numeracy growth

Achieve by year: 2023

An increased number of students 1-6 achieving B grade on an A-E scale in Numeracy in comparison to 2022 data.

Initiatives

Reading

- Build the capacity of teachers through professional development to build deep learning to effectively implement evidence-based literacy strategies in the classroom including: the Six Aspects of Literacy, explicit teaching of encoding and decoding in K-6 classrooms, focusing on aspects of learning to read (vocabulary, fluency, word recognition) alongside embedded Super Six Strategies into 3-6 classrooms and high expectations so that all students reach their highest potential of reading.
- Build the capacity of teachers through professional development and deep learning to implement the new English syllabus into teaching and learning programs.
- Build the capacity of teachers through professional learning of assessment of reading to use data to evaluate and inform practice to target and differentiate reading instruction.
- Consistently challenge and support all students to maximise growth through evidence-based practice.

Numeracy

- Build the capacity of teachers to build deep learning to effectively implement and embed numeracy strategies in the classroom, including additive thinking, multiplicative thinking and quantifying collections.
- Build the capacity of teachers through professional development and deep learning to implement the new Mathematics syllabus into teaching and learning programs.
- Use of Check-in Assessments, NAPLAN data 3-6 and Numeracy Progressions to evaluate and inform practice to target and differentiate explicit instruction in Numeracy.
- Investigate appropriate numeracy assessment for K-2.
- Consistently challenge and support all students to maximise growth and reach their potential through

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

Improvement measures

An increased number of K-2 Learning Support students at or above grade level knowledge of place value and additive strategies in 2023 from Semester 1 to Semester 2 using Number Strategy Maths Expectations Assessment Checklist by K-2 teachers.

Initiatives

evidence based, differentiated teaching and learning programs.

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. (NAPLAN and Online Check-in Assessments, Phonological Awareness Diagnostic Test, Best Start Kindergarten, Phonics Screening Year 1 and General, Interview for Student Reasoning (IFSR).

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

Learning and Support interventions changed to accommodate fluid groups based on the new data checkpoint information.

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

Teacher Performance and Development Plans Annual Review show evidence of either Reading, Numeracy or Writing initiatives.

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 Visible Learning evidence-based programs so that our students become assessment capable and creative, critical thinkers with their learning.

Improvement measures

Assessment Capable Students: The Waterfall Chart Achieve by year: 2026

100% of teachers utilise learning intentions, success criteria and assessment feedback in their lessons in order to establish explicit and challenging tasks that inform teaching and learning. Learning Walks will provide evidence of Years 1-6 students and the extent that students articulate their success criteria, their descriptive feedback and their next steps in learning.

Learning Walks in 2026, show evidence of an increased number of assessment capable learners in comparison to 2025 demonstrated by being able to articulate their Learning Intentions, Success Criteria and their next steps (Waterfall Chart) with Literacy, Numeracy and Stage 3 Science.

Increased number of assessment capable identified students show improved outcomes.

Novice to Master approach for next steps Achieve by year: 2026

Learning Walks will show that 100% of teachers and students will use the Novice to Master approach based on Solo Taxonomy adjusted to the new syllabus and with work samples in the classrooms for aspects of English including Writing, Numeracy and Stage 3 Science.

Spelling in Writing Achieve by year: 2026

An uplift of 10% compared to 2023 (Cost results) with spelling accuracy in writing in particularly words based on morphology using the Cost Assessment tool.

Initiatives

Assessment Capable Students

- To use Learning Walks so that we can gain evidence of whether students can articulate the Learning Intentions, Success Criteria and understand the next steps in order to improve Learning in Literacy and Numeracy.
- In 2023, a new team of teachers (12 staff) will build on the 15 staff including the Principal and Exec staff who completed the Lyn Sharratt Clarity Learning Suite in 2022, in order to pursue excellent pedagogy that informs practice and builds shared responsibility and accountability K-6.
- In 2023, the use of Lyn Sharratt's Waterfall Chart for all teachers will build on feedback practices assessment and next steps for students.

Novice to Master Framework Approach/Writing

- To effectively implement the Novice to Master approach with a vocabulary focus within Writing and empower students to identify and develop next steps in learning.
- To effectively use the Novice to Master assessment rubric to inform next steps in teaching and learning, provide feedback and for reporting purposes.
- To participate in professional learning with the new K-2 and 3-10 English syllabus focusing on Writing.
- Build the capacity of teachers using the Effective Writing Course to improve writing outcomes for students.
- Build the capacity of teachers to understand the components of spelling with Dr Tessa Daffern in 2023 to improve outcomes for students.
- In 2023, utilise the Learning Progressions to enhance the N-M rubrics and provide descriptive feedback to improve writing outcomes.

Build teacher and student capacity-General Capabilities: Creative and Critical Thinking

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: To what extent are our students' assessment capable? (Collaborative inquiry (CI) No 1) (Have school wide practices been developed to support the implementation of Visible Learning, Clarity Waterfall Chart, Curiosity and Powerful Learning Rubrics, Learning Walls, Novice to Master approach, new syllabus writing and spelling components)

Does a student's understanding of LISC and articulation of next steps lead to improved outcomes and growth

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

Improvement measures

General Capabilities -Critical Thinking.

Achieve by year: 2026

All Stage 1, 2 and 3 programs have General Capabilities, particularly Creative and Critical Thinking, adjusted to the new Curriculum embedded into projects and initiatives in programs to develop student skills and Visible Thinking Routines.

Initiatives

- Teachers in Stage 2 and 3 continue the application of General Capabilities, specifically Creative and Critical Thinking in their programs. Other general capabilities will be implemented in more informal ways in programs.

Evaluation plan for this strategic direction

towards deepening learning for students? (Collaborative inquiry No 2)

Data: Teaching programs, Learning Walks that promote students to articulate their learning and next steps, student work samples of Novice to Master levels, pre and post assessment, spelling assessment data, Curiosity and Powerful Learning rubrics, Learning Walls, Teacher Performance and Development Plans.

CI No 1) Targeted students in each class will be identified 2023-2026 and work samples can provide evidence

Analysis: Teaching programs, learning walks, student work samples of Novice to Master levels, pre and post assessment, Teacher Performance and Development Plans.

Work samples of identified students may show that the extent of assessment capable students make a difference to improved outcomes.

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 maximise the effect of a collaborative and supported environment including Learning Support that ensures streamlined systems and lines of communication. To support our students to thrive as healthy, well rounded, local and global citizens in partnership with parents and the wider community. To support parents to be Partners in Learning by providing workshops in all areas, particularly Literacy and Numeracy.

Improvement measures

Attendance <80%

Achieve by year: 2023

Attendance has an uplift of 2% from baseline data.

Wellbeing

Achieve by year: 2023

Tell Them from Me survey data demonstrates an uplift of 2% of Years 4-6 students reporting an increased a sense of belonging.

An increased number of opportunities are being developed to increase engagement, attendance and leadership for all Year 4-6 students to increase a sense of belonging.

Data to inform teaching and learning

Achieve by year: 2026

- Data systems are easily accessible for all teachers.
- 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 and First Nations' students. Use of data is an embedded practice across the school.
- Teaching and Learning programs show evidence of differentiation, including HPGE students, EAL/D students and Personalised Learning Pathways for First Nations' students.
- HPGE students being differentiated in the classroom

Initiatives

Building Student Engagement and Capacity

- 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, resilience and attendance through PDHPE syllabus and programs such as Child Protection units, mindfulness, growth mindset, dispositions and Bounce Back.

Building Teacher Capacity

- In order to build teacher capacity, teachers and leaders will engage in a range of High Impact Professional Learning focusing on use of data and differentiation in order to improve teaching and learning and student outcomes.

Learning and Support Processes and Systems

- Refine and Enhance whole school Learning and Support Team data systems.
- Learning support systems to cater for all students across class profiles, including Learning support students, students with disabilities, High Potential and Gifted students (HPGE), EAL/D students and First Nations students.

Partnerships with parents

- Parent and community workshops, webinars, surveys and involving consultation and active involvement are increased in order to build a consistent language and expectation of student learning between school and home.

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.

Improvement measures

utilising the collective expertise of trained staff for HPGE for mentoring and guiding.

Parent Partnerships

Achieve by year: 2026

- Increased participation being involved in their child's learning through webinars, workshops, consultations, meetings and surveys.
- A partnership with parents actively with a deep understanding of the processes involved in the Personalised Learning Pathways and Learning Support applications.
- Survey results will show pre and post knowledge that parents have an increased understanding of their child's learning.
- TTFM Parent surveys indicate an increase in the percentage of parents supporting learning at 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 an increased connection with the learning of their children?

Data: PBEL data, Tell Them From Me, attendance data, 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.