

Manly Vale Public School Annual Report



2018



4021

Introduction

The Annual Report for **2018** is provided to the community of Manly Vale Public school as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

Here we are at the end of the year but the start of something very exciting. We have finally reached the end of our journey of construction preparing to transition to our new school. For our year 6 students and families it has been a part of their primary school journey for really the past 2 years at least. Discussions about our new school have been ongoing since 2015. This year 6 have talked about the build since they came into year 3 in 2015. We now move into a brand new school where classrooms are flexible and the furniture is quite different. Collapsible walls, stand up desks, wobble stools and sitting mats are all part of the new school that we are to go into next year. There will be collaborative learning spaces to encourage project based learning, critical thinking, and creativity. This is to be the way of the future.

As a school we have already undergone the test of change and transition. The teachers and students of Manly Vale have all been flexible, resilient and innovative in the way that they have dealt with the impact of noise and the disruption of construction all around them during the building of this new school. I must acknowledge the incredible flexibility and commitment of the current staff and students in working with the builders to get this job done.

The staff and students have been supportive of this build from the outset. They have adapted their teaching and their playground space to make this construction happen. I am incredibly proud to lead this school through one of the greatest transformations we have seen in not only NSW but in Australia.

We are now at the end and ready to move into our new environment but I want to say a huge thank you to all the staff and students of this school who have helped to make this happen. We have had to adapt and change to cater for our environment, which has meant visits to the local oval for playground space along with increased excursions and outings this year, supported by the parent body. Whatever has been sent our way as an obstacle we have dealt with and never let it interfere with our core business of teaching and learning.

Manly Vale participated in online NAPLAN this year. Our successful trial of NAPLAN online in 2017 highlighted our ability to cater for this National Assessment using an online platform.

We also participated in and successfully implemented "Iplay" this year where students and teachers became up skilled in PE and sport instruction. We now have trained expert instructors on staff.

Our school participated in an external assessment process– School Validation, which required an external team to evaluate and assess our current programs and learning frameworks according to the elements in the School Excellence Framework. Results and reflection of this process can be seen later in this report.

We made PSSA finals in eagle tag, netball, and rugby league in addition to our home sport program, which included tennis, yoga, fundamental movement skills and Aussie Rules.

Our student welfare team successfully implemented programs in mindfulness, which included trialling the Life Skills program as a whole school.

Highlights from 2018 are:

1. Life skills implementation– well being and yoga programs
2. Extension programs– Higher Order thinking (HOT) team financed by the P & C has offered debating, public speaking. Maths Olympiad, Tournament Of The Minds (TOM)
3. Partnership with Sydney Drama company
4. Mentor scientist –Peter Macinnis
5. Robotics workshops
6. School Leaders going "On Country" with local Aboriginal Education Officer (Clarence Brunisma) and writing an new Acknowledgement of Country
7. Dancesport Challenge– trophy winners of the "Jive"
8. GaTs programs– inquisitive minds
9. Involvement on Northern Sydney dance and Northern Sydney drama
10. Finalist in the spelling bee competition
11. Participation in the Band performances at Pittwater High, Warringah Mall
12. Choir at Town Hall and performances at the local nursing homes and kindergartens.
13. Winners of the debating friendly challenge for Northern Beaches
14. Finalists in the Bear Pit public speaking
15. Finalists in rugby league gala day
16. Receiving high distinctions, distinctions and merits for ICAS
17. School Leaders speaking at the Remembrance Day service at Manly Dam

We also had to say farewell to 2 of our favourite teachers this year. Ms. Lisa Phillips has gone onto take a position at Macquarie Park Regional office as a Literacy and Numeracy consultant, and Glynis Poole our librarian, will retire early next year after over 13 years at the school as a teacher librarian.

2018 was our last year in our old school. The final weeks of the year were very hectic as we packed up 21 classrooms; a library and a hall ready for a move into a new space during the Christmas holidays. Although many teachers, parents and students have mixed feelings regarding the move, there is some excitement at the prospect of moving into a brand new school for 2019.

School background

School vision statement

At Manly Vale Public School we believe in the philosophy that "It takes a village to raise a child." We aim to be a leader in public education and create a culture of continuous improvement based on the principles of shared decision making and teamwork. As a community of learners we are committed to working together to provide high quality, innovative, academic, well being and sustainable education programs.

School context

Manly Vale Public School is a rapidly growing school in a bushland setting. It is located on Sydney's northern beaches next to Manly Dam. Over recent years due to a changing demographic of the area Manly Vale Public School has gone from 206 students in 2007 to 505 students in 2018.

In the Federal budget of 2014 Manly Vale Public School was granted a substantial amount of funds in order to build a new school on the premises. The projected capacity of the school will be up to 1000 students by 2020.

Manly Vale Public School has a very active and involved school community who are very supportive of the school. There is currently a P&C and School Council who meet regularly to have input into the school initiatives, policies and future directions.

The school offers academic, sporting, creative arts and environmental programs and engages expert teachers in science programs and technology.

Teachers at Manly Vale Public School are nurturing, highly qualified practitioners who strive for excellence and are engaged in ongoing professional learning. Differentiated learning is evident in all classrooms to ensure students achieve their personal best. Teachers adhere to the Australian Professional Standards for teachers and embed the NSW Quality Teaching Framework into their programming, planning and assessment to maintain student engagement and improve student outcomes. The school's NAPLAN results reflect this engagement with students performing above the state average in all areas of the curriculum and over 70% of students in year 3 and 5 achieving above expected growth in literacy and numeracy.

At Manly Vale Public School, student well being is a priority focus of the school with an active Learning and Support team (LST) and a Higher Order Thinking team (HOT) to discuss the continuing progress of gifted and talented students as well as those students requiring support. Manly Vale Public School achieves high standards in all areas of the sporting arena and values an active lifestyle, whilst fostering empathy, resilience and community-minded citizens.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that:

Learning

Manly Vale PS is excelling in the domain of learning culture and wellbeing. MVPS is committed to the pursuit of excellence and effectively engages in effective partnerships in learning with parents and students through our whole school wellbeing programs including safe work practices and environments for teachers, a whole school student welfare policy and programs that clearly support high behavioural expectations and a consistent approach to reward and punishment. The wellbeing framework enables students to connect, succeed and thrive within their learning environment and underpins the MVPS school welfare procedures.

There are clear systems in place to monitor and track students' attendance.

In the domains of curriculum and assessment MVPS is *Sustaining and Growing* which is evidenced by whole school scope and sequences for all Key Learning Areas which are compliant to NESA expectations and follow the current syllabus expectations. Teacher's programs reflect a differentiated approach to teaching and are done collaboratively with stage teams and are regularly assessed and monitored by executive teachers. Assessment tasks are embedded into the program and reporting to parents is regularly done through class newsletters, interviews and formalised reports twice a year against curriculum outcomes. MVPS supports teachers in providing for all student's needs through a Learning and Support Team and a Gifted and Talented team (Higher Order Thinking – HOT) that meet fortnightly to discuss referrals and provide additional support for students who are gifted or have specific learning needs.

Student performance is regularly monitored and NAPLAN analysis informs the decision making process and planning of the Higher Order Thinking (HOT) and Learning and Support (LS) teams. In 2017, MVPS students in years 3 achieved 65% of students in the top 2 bands for reading, 57% in writing, 62% in spelling, 79% in grammar and punctuation, 68% in numeracy, 54% in data and 65% in patterns and algebra. This suggests that MVPS is excelling in student performance measures in year 3 as most stu

Our Higher Order Thinking Team (HOT) has had an impact on student's learning and achievement in other areas including debating and public speaking, where individual students are making the finals in district competitions. As a school we tend to get 2–3 places of offer for Opportunity Class placements and 1 offer for selective high school placements.

After reviewing all the evidence and collaborating with executive and teachers, we feel that in the area of learning we are providing an integrated approach to quality teaching, curriculum planning and delivery and that we have consistent school wide practices for assessment. We have a school culture strongly focussed on learning and positive wellbeing for our students. The MVPS school motto and directions of *caring, sharing and achieving your personal best*, are supported by all staff, students and parents. Reporting and student performance are regularly communicated to parents and data analysis informs the teaching and learning of our students. Therefore in the domain of *Learning* we feel we are *Sustaining and Growing*.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

MVPS is *excelling* in the elements of Effective Classroom Practice. All programming and planning is supported by whole school scope and sequences and teacher program evaluation. All lessons are planned systematically from ES1 to Stage 3 according to school–based scope and sequences which and regularly reviewed and adjusted for learning. Classroom management and promotion of student engagement is a school–wide approach and this is evidenced in the student welfare policy.

In the element of Data Skills and Use MVPS is *sustaining and growing* as the leadership team does comprehensively analyse student progress, and assessments are developed and used regularly across stages. There is comparable judgement as evidenced in the Stage meeting minutes and a coordinated effort to engage the school community to reflect on student progress and achievement data as reflected in the P & C meeting minutes, ASR and Higher Order Thinking team presentation. evenings In order to excel MVPS will need to have all teachers analysing, interpreting and extrapolating data to inform planning and modify practice.

MVPS is beginning to set learning goals for student's needs to according to internal and external assessment however most of the data analysis and directions are being done at an executive level. We need to develop teacher's expertise to clearly understand and develop a full range of assessment strategies and reflect on their own teaching effectiveness.

In the element of Professional Standards MVPS is *sustaining and growing* as we do have PDPs coordinated as a whole school approach as evidenced in our Teacher Mentoring Program where examples of an accreditation report, a PDP and lesson observation notes reflect achievement at *excelling*. However, in order to be *excelling* we also need to have a majority of teachers attaining and maintaining accreditation at a Highly Accomplished or Lead level. Our evidence does reflect the continual monitoring of accreditation status and all teachers using the professional standards to monitor and identify areas for development but only two teachers are currently interested in the higher levels of accreditation.

In the element of Learning and Development, MVPS is *excelling* and this is reflected in the Teacher Mentor program which is a school system that uses and embeds an explicit system that facilitates professional dialogue, classroom observation, the modelling of effective practice and the provision of timely feedback (program evaluation). There is a whole school approach to mentoring (TMP) to ensure the ongoing development and improvement of all teachers.

Teachers collaborate with staff in other schools to share and embed good practice (NBLA workshops).

After evaluating all the evidence and collegial discussions MVPS has made an on balance judgement that we are currently *Sustaining and Growing* in the area of *Teaching*.

Leading

The results of the External Validation process indicated that in the School Excellence Framework domain of Leading, Manly Vale Public School is *Sustaining and Growing*. The leadership team are currently deploying teaching and non-teaching staff to make available expertise within the school is shown through the employment of an academic mentor in the science program, and the work done with the Sydney Theatre company to provide quality mentoring and community partnerships to achieve best practice in our English and science programs. The sustainability evidence demonstrated that the school collaborates with the local community where our students are engaged in project-based learning and evaluating sustainable practices within the school and wider community to deliver benefit to the school and community. The use of the local area to enhance students' learning about the environment and sustainable practice, demonstrates MVPS use of the physical environment to optimise the learning.

In the element of Management Practices and Processes evidence supports an on-balance evaluation of *excelling*, as the management practices within the school are responsive to community feedback as shown in the organisational structure of the School Council and the whole school communication structure within the P & C with the Class Coordinator program. The parent workshops run at the end of the year demonstrate community feedback and reflection on the new school plan and directions. Class newsletters along with the current school newsletter regularly inform the community of school directions. The Project Reference Group (PRG) that have informed the design of the new school contain representatives from the parent body, the wider community and the teachers.

Examples of the Educational Principles that helped steer the design of the new school were obtained from extensive community consultations, Student Representative Council meetings and teacher staff meetings. The evidence clearly demonstrates MVPS is *excelling* in its whole school approach to service delivery and customer experience.

In order to excel in the domain of Leading MVPS will need to focus on the areas of Educational Leadership and School Planning, Implementation and Reporting. Research and evidence-based strategies along with innovative thinking in designing and implementing the school plan will need to be embedded in future school planning and communicated to the community. Our leadership team is beginning to distribute educational leadership through the differentiation of professional learning and is beginning to focus on continual improvement in teaching and learning, but this is to be consolidated over the next 2 years within the school's Strategic direction 3: Connected Community. It is with this in mind that we feel that we are operating at the *Sustaining and Growing* level.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Engaged and Challenged Learners

Purpose

To develop engaged and challenged learners who think critically, creatively, communicate effectively and work collaboratively to become successful, active lifelong learners.

Overall summary of progress

This year as a school we implemented the online NAPLAN format for National Testing. As a school we weren't able to be compared to our local cohort of schools and as the data was put into the SCOUT program analysis of improvements were difficult to work out. The SCOUT data wasn't available until late in the year and as we were packing up the school to move in to the new school and going through the external validation process insufficient time meant that analysis was limited.

Year 3 and 5 students did however engage positively with the NAPLAN online format and students enjoyed doing the tests on the computers. Next year's data will assist in comparing our NAPLAN results and targets.

The school's involvement in the iPLay modules and the Life skills program also increased students motivation and engagement with learning. Literacy Links replaced Reading Recovery this year and was a very successful program for our stage 1 readers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% of students K–6 achieving expected growth in literacy and numeracy progressions reflected on PLAN 2 data software.		<p>65% of students did achieve above expected growth in literacy in Year 3 this year.</p> <p>Students exited the literacy Links program on a level 16–18. The Literacy Links has been an extremely successful program in lieu of Reading recovery. A total of 17 students accessed the program with an average growth of at least 10 levels.</p> <p>There has been a marked improvement in writing outcomes for students K–6. This is evident in PLAN and NAPLAN data.</p> <p>The English committee developed K–6 English scope and sequences that mapped syllabus outcomes, English concepts and authentic assessment tasks to track student learning. English scope and sequences are aligned to NESA standards and the Australian Professional Standards for Teachers</p> <p>An explicit phonics program for ES1 has been written and trialed, ready for implementation in 2019. This will be rolled out to Stage 1 in 2019.</p> <p>Executive team provided PL on literacy and numeracy progressions with the support of a LaNCER mentor.</p> <p>ES1 team received PL from K–2 AP on PLAN 2 and BEST START Kindergarten Assessment in preparation for 2019.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% of students K–6 achieving expected growth in literacy and numeracy progressions reflected on PLAN 2 data software.		<p>Stages have produced some consistent assessments for units of work but more work will need to be done across stages in 2019.</p> <p>Communication links and consultation (informal) with local feeder preschools and childcare centres occurred this year. No formal transition process was established but relationships and communication was set up between Early Stage 1 and (0–5yr old) settings.</p> <p>Assistant principal and Kindergarten teacher attended the early Literacy conference and began to set up programs to assist in the early identification of students who require literacy support in Kindergarten.</p> <p>All Early Stage 1 teachers are trained in L3 and participated in early intervention workshops during the year.</p>
70% of students in years 5 and 7 achieve expected growth of two bands in all areas of literacy and numeracy		<p>Principal was able to analyse growth data for some NAPLAN testing using the Scout software.</p> <p>Online NAPLAN data was unable to be used for comparative assessment to other years.</p>
<p>School based assessments reflect growth in students' ability to think critically, creatively, communicate effectively and work collaboratively</p> <p><i>(A–E tools to measure 21st century learning)</i></p>	\$18000 allocated for cross stage and grade planning days.	<p>K–6 programs reflect a collaborative approach.</p> <p>All stages are beginning to address the 21st century literacy skills in their programs and write lessons and assessments for critical thinking, and problem-solving strategies.</p> <p>Project-based learning and inquiry skills are being implemented by the science RFF teachers into their programs.</p>
Decrease in counsellor referrals and behavioural incidents reflecting positive student wellbeing	0.2 School Counsellor	<p>There has been an increase in school counsellor referrals but this is due to the effectiveness of the Learning and Support team process where students are identified early and intervention for learning and support and counsellor assessment is done immediately. Behaviour referrals have decreased for the school counsellor. 90% of counsellor referrals are for support with teaching and learning.</p>

Next Steps

2019 will be a focus on data analysis using the SCOUT software program. Professional learning for principal and executive staff on this software will be provided. Targets for literacy and numeracy will be based on data analysis of PLAN 2 and NAPLAN.

Literacy links will continue next year for stage 1 students. Learning support and Gifted and talented programs will continue to be financed by P & C and school funding with an emphasis on specific instruction to designated areas of need.

Team teaching and collaborative programming will continue into our new open plan learning spaces.

Strategic Direction 2

Leaders In Learning

Purpose

To inspire teachers to be active facilitators of innovative, engaging and relevant learning experiences which cater for the academic and wellbeing needs of all students to maximise learning outcomes

Overall summary of progress

A lot of professional learning took place in 2018 around mindfulness and positive growth mind set. All staff and students embraced the learning and implemented the strategies into classrooms practice. Welfare was focus this year with the welfare committee engaging external providers including Life Skill and iPLay coaches to work with teachers on positive growth mindset strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff actively demonstrate positive growth mindset to promote transformational change	\$1000 allocated for professional learning on growth mindset and staff well being \$26000 Life Skills program (school allocation) Parents paid \$20 per child to take part in the program.	2018 a focus on positive growth mindset was a focus for staff and students at MVPS. All staff completed training on positive well being and growth mindset strategies. Life Skills were employed to model and provide lessons on mindfulness, reflection and positive well being exercises. All staff and students adapted mindfulness as part of their daily routines.
Teacher's practice and programs reflect and promote critical thinking, creativity, collaboration and effective communication	\$18000 was allocated for collaborative and stage programming. Scope and sequences were done through cross grade and stage collaborative planning days.	Regular supervision of programs occurred in week 6 of every term. K-2 programs are beginning to reflect and address the critical and creative outcomes in English. 3-6 programming is done collaboratively and programs are beginning to address the critical and creative thinking outcomes of the English and maths syllabus.
100% of staff engage with NESAs accreditation and targeted professional learning to build capacity	QTSS funding- 0.8 (FTE)	All staff at MVPS are now accredited at Proficient level or are on maintenance of Proficient. 2 teachers are actively pursuing Highly Accomplished accreditation. All teachers programs and timetable have been assessed and reviewed according to NESAs requirements. All teachers completed 2 observations using QTSS funding and completed the PDP process. 2 teachers are currently in relieving AP positions.

Next Steps

Teachers will further develop their PDP goals to reflect the new directions of the school, with a focus on 21st century pedagogy and future focussed learning. All staff will be supported in the use of the new collaborative learning spaces

and work on various team teaching styles within the new work spaces.

Teachers will be encouraged to seek Highly Accomplished and Lead accreditation and new teachers will be supported through our teacher mentor program to receive their proficient accreditation.

SASS staff will be effectively trained on the new PDP process with time allocated for professional learning and sharing.

Potential leaders in the staff will be given the opportunity to relieve in executive positions and apply for executive positions through the EOI process. Teachers will also be supported in leading committees within the school to develop leadership qualities.

All programs and scope and sequences will be NESA a accredited and saved in one place to be used by all staff. Stage meetings and planning days will be opportunities to evaluate and change current programs and scope and sequences.

Implementation of a technology scope and sequence to support an one to one implementation of technology devices. A cyber bullying policy and usage agreement will be implemented in 2019.

Strategic Direction 3

Connected Community

Purpose

Strong community partnerships are encouraged through a shared vision where the school and community work in collaboration to promote a caring and inclusive learning environment

Overall summary of progress

In 2018 we changed our newsletter to fortnightly and saw a drop in community engagement, although the Class Coordinator system seems to be the preferred method of communication for parents as it is immediate. The Schoolzine App is also welcomed by parents as a means of communication.

The P & C meetings are regularly attended as is the School Council. All decisions are made with parental input and the school plan and strategic directions are regularly discussed at these meetings. The school Council still contributes regularly to the Project Reference Group (PRG) meetings in the design and development of the new school.

A survey on traffic and parking solutions was well received by the parent community and the School Council is making the needs of the community heard in regular local council meetings and forums. The School Council president and principal also attended the Northern Beaches Council community engagement forum to represent the views of our community.

Parent workshops were run this year to discuss the School Plan and the strategies applied for its implementation. These workshops were attended by up to 20 parents at a time depending on interest. Information evenings were also run on Online NAPLAN and the development of the new school.

As the school was externally validated this year parents were involved in the process and recommendations and a summary was given to parents at the end of the process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% of the parent community actively respond and engage in school surveys and forums	•	Parent workshops included: <ol style="list-style-type: none">1. NSW syllabus explanation – 20 attendees2. Learning and Support strategies– 15 attendees3. A parent guide to the syllabus– cancelled4. Reading– How to support at home– 25 attendees5. NAPLAN analysis and discussion– 5 attendees6. School plan and directions– cancelled and moved to School Council <p>– Attendance at P & C has grown to 20 parents attending on a regular basis.</p> <p>– School Council will continue to meet in 2019 to discuss the new school and directions.</p> <p>Unfortunately we are unable to meet the 65% attendance mark on the workshops however their was a 54% return on the traffic and school survey returned by parents,</p>
P&C directions and funding support the school plan	\$60000– to support Strategic Direction 1.	The P & C funded and additional teacher to support the implementation of the Higher Order thinking

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
P&C directions and funding support the school plan		strategies within the school. STEM and STEAM programs were implemented by the teacher and students were offered a range of additional workshops to cater for individual talents.
Majority of parents are informed and have a clear understanding of how they can contribute to classroom and school programs		<p>All parents regularly receive the school newsletter.</p> <p>There is a Class coordinator communication in all classes.</p> <p>Workshops and information evenings occurred throughout the year on NAPLAN online, the new school, curriculum.</p> <p>School Council meet once a term.</p> <p>P & C meet once a month. The School Plan in communicated at these meetings.</p> <p>Parents operate the canteen, uniform shop and school band program.</p> <p>All teachers encourage parent involvement in their classrooms.</p> <p>The Learning and Support team run a volunteer reading program and engage parents as tutors.</p>
An increase in environmental and sustainable practices		<p>The school has been built with sustainable and energy efficient technology. As we have not moved into our new school though we have been unable to put into practice any of our directions at this stage.</p> <p>Recycling practices to conserve resources was done at the end of the year including:</p> <ol style="list-style-type: none"> 1 Allowing local schools to come and take furniture. 2. Recycling all resources from old school including phones, wiring, shelving, books, furniture. 10 smartboards went to local schools. <p>1 demountable classroom owned by the P & C was given to Naraweena PS.</p>

Next Steps

in 2019 we will return to weekly newsletters to provide more instant and up to date information to parents. We will also try and expand the attendance at P & C meetings and provide more information forums for parents and community. School tours of the new school and information sessions on 21st century learning spaces will be introduced to parents, community and local schools.

We will reintroduce the "Tell Them from Me" surveys to parents and community to collect data on community satisfaction with the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • \$4800 Aboriginal Background funding • \$5000 school funds for professional learning 	<ul style="list-style-type: none"> • All teachers programs reflect the Aboriginal Education policy and have references to the aboriginal education perspectives in the history and geography Key Learning Areas. • The aboriginal education committee meets regularly with local schools to share resources and discuss planning. • School principal is the contact fro the Aboriginal Reference Group for Northern Sydney region PPA and has established links with the local AECG. • The school has a personalised "Acknowledgement of Country" written by the school leaders and the Aboriginal Education officer. • The school recognises and plans fro all major Aboriginal events and celebrations including NAIDOC week, Reconciliation day • All aboriginal students have Personalised Learning Pathways and are given opportunities to attend ceremonies and celebrations that occur on the local calendar. • Some teachers attend the AECG meetings. • Aboriginal education will be a focus for the school and the Northern Beaches Learning Alliance in 2019. • All ABSTI policies were reviewed and updated in Term 1 and Term 4. • David Lardner AEO ran professional learning on the implementation of authentic teaching and of the aboriginal education policy and worked with staff on how to integrate aboriginal education into the history and geography syllabus. • All staff attended an "On Country" professional learning afternoon with David Lardner to look at the local area and how it could be used to support the teaching of aboriginal education . • School principal attended the Aboriginal Education conference at Epping and led the staff through the correct way to "Acknowledge Country" in the school setting. • Clarence Brunisma (AEO) worked with the student Leaders to write a personalised "Acknowledgment of Country" • All aboriginal students had Personalised Learning Pathways written for them w=in consultation with parents. • Regular network meetings with local schools wee attended by representatives of the MVPS Aboriginal Education committee. • School principal attended meetings with AEOs and "On Country" principal reflection day at Cromer •
English language proficiency	\$38000 Flexible funding for employment of an EALD teacher	<p>A teacher was employed 1 day a week to provide specific language lessons for students in the beginning phase of English learning.</p> <p>These students were also supported through the Learning and Support team.</p>

<p>Low level adjustment for disability</p>	<p>\$29000 flexible funding 0.5 FTE LAST position</p>	<p>This flexible funding was used to employ a 3 School Learning and Support Officers who implemented Multi-lit programs, supported students with social skills in the playground and provided one to one literacy support in classrooms. The school also subsidised this program.</p> <p>1 SLSO was also required to support high needs students in the playground and in classrooms. These students required one to one support at all times for eating, behaviour and social and emotional needs. Integration funding was used to support these students as well.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.854 FTE QTSS</p>	<p>All teachers completed 2 lesson observations with in the PDP process.</p> <p>A teacher mentor and induction program was also set up fro beginning teachers using this position.</p>
<p>Socio-economic background</p>	<p>\$8568</p>	<p>All socio-economic funds were used to subsidise excursions and learning materials for disadvantaged students within the school. Some uniforms were purchased using these funds.</p>
<p>Support for beginning teachers</p>	<p>\$4063– Tegan Buckley \$9000– L3 \$8800</p>	<p>– Tegan attended the New teacher Network (NTN) program and also attendee the L3 training.</p> <p>– Beginning teachers on Kindergarten were all trained in the L3 modal of teaching literacy to the early years.</p> <p>– All beginner teacher funding was used to support 4 teachers to go to the New Teacher Network NTN.</p> <p>School funds were also used to support the new teacher mentor program. An Assistant Principals was available every afternoon to support new and beginning teachers through the accreditation process.</p> <p>3 new teachers received their Proficient accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	231	247	267	275
Girls	192	209	221	233

Student enrolment is increasing slowly every year. A new school is currently being built which will attract more enrolments for 2019. Rolls and attendance are marked and recorded daily. Ongoing attendance concerns are referred to the Home school Liaison Officer and ongoing monitoring of attendance is completed.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	95.4	96.7	96
1	95.7	95	95.2	94
2	95.4	95.2	97	94.3
3	95.4	95.4	95.8	95.5
4	93.8	94.7	96.8	94.4
5	94.7	92.3	96.7	95
6	96	94.9	94.6	94.1
All Years	95.3	94.8	96.2	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance is marked using the Sentral software system. All absences are rolled over into the DoE EBS4 system at the end of each week. Absenteeism is discussed at learning and Support team meetings on a regular basis. Notes are sent home to parents for written explanations of absences within a week of the

absence.

Students who arrive at school late or leave early must be signed out at the office.

Attendance concerns are recorded in Sentral. Attendance plans are referred to Macquarie park and the HSLO for support. There is currently one ongoing attendance concern in the school who is receiving external support from agencies and the Department of Education.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.47
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

We currently have no aboriginal teachers or staff members at Manly Vale Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	5
Postgraduate degree	95

Professional learning and teacher accreditation

All staff at Manly Vale Public School completed compulsory compliance training in CPR, Emergency Care and anaphylaxis. All staff also completed online modules in National Disability Data collection procedures, preparing for bushfire emergencies and asbestos awareness.

2018 Teacher Professional Learning (TPL) was differentiated in some sessions this year. K-2 teachers

focused on the Early Literacy Intervention strategies and the explicit teaching of reading and phonics. Years 3–6 teachers looked at assessment tasks and consistent teacher judgement as a focus. Termly sessions on identification of gifted and talented students and differentiation were run by the school's Higher Order Thinking team and the Learning Support team ran sessions on referrals and literacy and numeracy intervention.

Expert coaches were brought in to mentor teachers in the iPlay modules to focus on the teaching of fundamental movement skills and games. This program was adopted by all teachers and expert coaches came and observed the staff in 2 lessons throughout the year. Manly Vale Public school was seen as a model school in the implementation of this program and had 4 teachers trained as coaches as well.

Mindfulness and well being was a focus for all staff and students in 2018. With the constant impact of the construction of the new school the welfare team introduces and allocated resources to support the implementation of mindfulness programs. The Life Skills team ran 2 professional learning afternoons for staff and all students were given 10 lessons in their classrooms on meditation, mindfulness and positive well being.

Additional professional learning included the implementation of the literacy and numeracy progressions, finance training for executive team and office staff, budgeting for program leaders with a combined School development day on welfare initiatives and the impact of digital technology.

All teachers were encouraged to align their PDP goals to professional learning opportunities. many teachers went and visited other schools to see their use and implementation of flexible learning spaces and technology.

Aboriginal education was also supported with whole staff trips and professional learning with our Aboriginal Education Officers. Teacher went "On Country" and discussed local aboriginal resources and ways to implement policy into their programming.

All teachers had collaborative planning days each team to work with their stage colleagues on programming and assessment tasks.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	124,852
Revenue	4,544,677
Appropriation	4,027,166
Sale of Goods and Services	27,342
Grants and Contributions	482,563
Gain and Loss	0
Other Revenue	725
Investment Income	6,881
Expenses	-4,178,008
Recurrent Expenses	-4,178,008
Employee Related	-3,687,612
Operating Expenses	-490,397
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	366,669
Balance Carried Forward	491,521

Manly Vale Public School's financial management is done by the finance committee which includes the Principal, School Administration Manager (SAM) and the Executive team. All RAM funds are managed by financial management plans from the EALD teacher, Learning and Support Team (equity and aboriginal education), Executive team (KLA and stage budgets and QTSS spending),

Parents are invoiced for excursion and school resources. These community funds are used for purchasing textbooks, technology, subscriptions, excursions and incursions. All community funds are allocated into Key learning areas which include;

Creative and Practical arts, HSIE, PDHPE, Literacy and numeracy. All KLAs are managed by assistant Principals who with their committee write management plans. The management plans support the implementation of the strategic plan and milestones.

2018 saw an underspend of the school's funds. This was due to the implementation of the new financial system (SAP) which required caution by the principal and the SAM as their understanding and management of the school's finances was still in the training stage. The new school was also under construction so a lot of maintenance and school grounds work was not required this year. Funds have been reserved for the completion of the new school when new photocopiers, and furniture will be required.

The technology budget was not spent as the new school is coming with all new technology and therefore

purchase of devices was stopped during 2018. Beginning teacher and other RAM funds were all spent as required.

The surplus funds for 2018 will be allocated to be spent during 2019 with the opening of the new school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,419,870
Base Per Capita	94,364
Base Location	0
Other Base	3,325,506
Equity Total	131,197
Equity Aboriginal	4,797
Equity Socio economic	8,528
Equity Language	37,100
Equity Disability	80,772
Targeted Total	55,792
Other Total	236,764
Grand Total	3,843,623

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons

to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Premier's priority of increasing the amount of students in the top 2 bands in NAPLAN by 8% in 2019.

As Manly Vale Public School adopted to do the NAPLAN tests online during 2018 results were impacted and comparison between local schools and schools that did the pen and paper tests could not be made. The online format allows students to progress higher with the questions increasing in difficulty with the more you answer correctly. This differentiated form of testing then allowed students to achieve beyond the top bands in years 3 and in Year 5.

This was apparent when comparing the Year 3 and 5 writing results. There were no students performing in the top Band 8 for writing in Year 5 however, a Year 3 student achieved a Band 8 in writing using the pen and paper test. This data can be misinterpreted as the year 3 students were able to do the pen and paper test whereas the Year 5 students had to do the test online.

The online format allows students to perform above their stage expected bands so the Premier's priority of increasing students within the top 2 bands will increase each year. Overall in writing in year 3 there has been a general trend to increase students performing in the top bands. This however is not occurring in the Year 5 NAPLAN writing results. Students achieving in the top bands is decreasing with a higher contingent now in the middle bands. Writing will be a focus for 2019.

Year 3

40% of students in Year 3 are performing in the top 2 bands for reading with only 1% of students in the bottom band (Band 1). Performance on the grammar and punctuation test has remained the same as 2017. This is the same for the performance in spelling.

Year 5

In Year 5 performance in spelling in the top 2 bands has increased in numbers and in addition no students are currently the bottom band for spelling this year. Reading performance in the top 2 bands was at 36% in 2017 and 31% in 2018, however there were no students in the bottom band for reading in year 5 in 2018.

Great improvements have occurred in Numeracy over the past 3 years. In 2018 3% of students performed at a Band 9 level, 16.13% at Band 8, 31% in Band 7, a total of 50 % of students in the top

bands as compared to in 2016 where just 34% were performing in the top 2 bands.

Year 3 numeracy it seems to have stabilised this year with approximately the same % of students performing in the top 2 bands as last year (35% 2017 and 33% in 2018). With the increase in school numbers there does seem to be more students requiring learning and support team intervention in both literacy and numeracy in Years 3 and 5.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's priority of increasing the amount of students in the top 2 bands in NAPLAN by 8% in 2019.

As Manly Vale Public School adopted to do the NAPLAN tests online during 2018 results were impacted and comparison between local schools and schools that did the pen and paper tests could not be made. The online format allows students to progress higher with the questions increasing in difficulty with the more you answer correctly. This differentiated form of testing then allowed students to achieve beyond the top bands in years 3 and in Year 5.

Manly Vale Public School is growing in numbers and with the increase in enrolments; it is difficult to compare data from previous years. With the impact of growth and the moving to the online testing format this year, it is difficult to make comparisons. Next year's data will assist us to better calculate and compare how we are going in NAPLAN testing overall. 2019 will be a year to focus on writing and specifically analysing data to best target areas of support and strength and to move our students along the bands of improvement.

Parent/caregiver, student, teacher satisfaction

2018 was the year we ran Parent Information forums over a number of weeks. As the school had a lot of construction going on and parents were more focussed on the development of the new school and the ongoing traffic and parking concerns the executive found that surveys of satisfaction were used by the parents to talk about the issues of construction and traffic rather than about the strategic directions of the school.

The aim of our MVPS Parent Information Forums is to:

– Inform participants of policies, curriculum, programs and school initiatives that guide and support their child's education–

Empower parents and carers with strategies to support their child at home

– Enable participants to become informed leaders within their school community

– Open the lines of communication and welcome you as a significant contributor in your child's learning journey at MVPS

Parent Information Forums are a Manly Vale Public School initiative that is linked to our School Plan 2018–2020, and specifically supports Strategic 3: Connected Communities.

OUTCOMES

Parents and caregivers:

– Regularly contribute and are actively engaged in school forums, committees, programs and initiatives to improve students outcomes in line with the school plan

– Report that they feel informed and have a voice in regard to school programs and initiatives

– Actively participate in school programs and initiatives, providing support to students, teachers and the school community

– Feel valued and embrace their role as collaborative partners in their child's learning journey

– Have confidence in public education as a result of regular, effective communication

Evaluation: The Parent feedback workshops were based on educating parents on the Strategic Directions of the current school plan and to discuss how milestones are being achieved within the school. Workshops and feedback sessions were well received by the parent community and 95% of parents attending the workshops felt that they had a great understanding of the school's Strategic Direction and the current school plan.

Workshops covered information and discussion sessions on: teaching reading and numeracy in K–2, solving and exploring maths problems, how to support your child at home in numeracy and reading, homework and its benefits and short comings, flexible learning

spaces and collaborative classrooms, support GaTs students at MVPS, NAPLAN analysis and the outcome of the school's external validation process.

The evaluation of these sessions informed the executive team on where to focus on next. Reports were made to P & C and the School Council. This was a great way to evaluate our school's performance in regards to achieving the outcomes on the school plan for 2018 and to steer the focus of the community away from the construction and back onto teaching and learning. Next year we will return to Tell Them From Me Surveys.

Policy requirements

Aboriginal education

All Aboriginal and Torres Strait Islander policies and programs were updated this year.

New resources were purchased in support of aboriginal education

There was time allowed for the collaborative writing of the ABSTI Personalised Learning Pathways

Significant events including NAIDOC week and Reconciliation week were recognised within the school.

There is an active aboriginal education committee within the school that meet regularly to discuss embedding aboriginal education perspectives into our programs.

2 members of staff including the principal regularly attend AECG meetings and give feedback to the school and local aboriginal education network.

Manly Vale PS

As a principal I have attended the annual Aboriginal education conference at the Epping Club and attend all the local AECG meetings at Brookvale TAFE.

Manly Vale school has developed a close connection with David Lardner (Aboriginal Education Officer, Tuggerah) and he has run 2 professional learning experiences including a local walk around Gumbooya reserve to have a fuller understanding of the local area and the way to teach aboriginal education through the environments. He has also inspired many of my staff to fully implement the purpose of the aboriginal education policy and has brought to life this document that was only ever acknowledged when you went for jobs. We love it and are enjoying the local knowledge David has.

Directions for 2019 – MVPS Principal Tina Lee

As the Northern Sydney Region delegate:

I will be linking the Pittwater community of school with the Northern Beaches Learning Alliance so that work in aboriginal education is being shared and discussed amongst all of the peninsula's schools.

The NBLA will run a combined staff development day in Term 3 on Aboriginal Education.

Set up a database of identifying aboriginal students and provide opportunities for them to engage in cultural experiences across the networks

Make regular contacts with the area contacts in the Northern Sydney Region so as to present a more comprehensive summary of Aboriginal Education within the Northern Sydney region.

Multicultural and anti-racism education

Manly Vale Public School has a diverse group of children from more than 35 different language backgrounds. In 2018, 123 of our students have a language background other than English, which equates to 25% of the school population. Of these students, 31 were included in the English as an Additional Language or Dialect (EAL/D) program. These students benefit from additional support to assist them in developing their English language proficiency to an academic standard. The EAL/D teacher provides support by withdrawing individuals for group work, team teaching in the classroom, and developing and implementing programs in collaboration with the class teacher. This may include Australian born and overseas students whose first language is a language other than English. Manly Vale has an EAL/D teacher financed by flexible funding.

The EAL/D initiative for this year was to revise and update the EAL/D processes. The School Evaluation Framework assisted in developing a whole school EAL/D support plan. Areas of development include Identifying EAL/D students, Planning & Implementing effective whole school EAL/D student support, Teaching & assessing EAL/D students, Engaging with parents/carers & the community, and EAL/D professional learning. A review of these dimensions allows for areas of future focus to be included in the EAL/D plan. As a result of this review the *Manly Vale Public School EAL/D Student Support Guidelines* was written, along with the development of EAL/D procedures and a New Arrivals Program. Resources were developed in order to support New Arrival students and their class teachers.

Manly Vale welcomed 2 New Arrival students this year, all of whom arrived at the school with no experience in the NSW public school system and limited English. An extra day of funding allocation was provided as a result of this in order to support these students in developing their English language proficiency and to settle into their new school. These students were included in the New Arrivals Program (NAP), in which students receive extra support from the EAL/D teacher. Individual Language Learning Programs (ILLPs) were developed collaboratively with the EAL/D teacher and class teacher, to assist in supporting these students within the classroom.

In recognition of the diversity of cultural backgrounds amongst our students, we celebrated Harmony Day on March 20. A collection of multicultural resource books

was made available to staff with the aim of inspiring a multicultural art lesson. The best artworks were compiled and put on display.