

Manly Vale Public School

2019 Annual Report



4021

Introduction

The Annual Report for 2019 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

I would like to acknowledge the traditional custodians of the land that this wonderful school now stands on and pay my respects to elders past present and emerging and welcome any Aboriginal people here today.

It has been such a special year for us all and a year of firsts in many ways. It is the first year in our new school. A future focussed, 21st century designed school with flexible learning spaces, new and interesting furniture, and 1:1 Devices for every student, a new library, beautiful hall and canteen. We are so lucky to have been able to experience this new school design first hand and be the trial school for 1: 1 device implementation, online NAPLAN, and collaborative learning spaces.

It is also the first year as a principal that I have seen a kindergarten cohort travel through the school. 2019 Year 6 students were my first kindergarten classes as a principal back in 2013 when I was appointed here and it is with great sadness that I farewelled this group of students.

We began the year with much excitement with teachers eagerly unpacking boxes and preparing their new classrooms for their new students for Wednesday 30 January. This was the first day that we have ever put students straight into classes.

The school year began with excitement and frustration but everyone managed to support and help each other with unpacking and finding their gear that had been locked away for the holidays.

In true Manly Vale style, we went straight into swimming carnival organisation, selection for PSSA teams, planning days, parent information nights and a multitude of school tours. Everyone wanted to see the new school. Even Mr James Griffin (our local Member for Parliament) had a tour with the Manly Daily.

Excursions began with trips to the Field of Mars for stage 2, and we christened our new hall with a performance from Opera Australia of the "Owl and the Pussycat." The senior students enjoyed the Design Make Innovate projects, debating began and we all began practising for the ONLINE NAPLAN tests. Term 1 finished with an Easter Hat parade under the COLA area and the DMI expo at Mackellar Girls High Campus. It was a welcome relief to have the holidays at the end of term 1.

Term 2 we had the cross country, dance sport trials our wonderful Mother's Day stall, NAPLAN online, excursions to the Q Station, Digi Ed, discos and winter PSSA, Maths Olympiad and debating. Who could forget the NAIDOC week Snake Tails incursion with the live snakes. Our drama and dance groups both preformed at Glen Street and Chatswood Concourse Performing Arts Centre. We also had a visit from the Life Education Van which was placed on the basketball court for lessons. Playground space has been a challenge this year but everyone has learnt to adjust to differing spaces but we will all be glad to have our grounds back next year.

Education and open days were great ways to open the doors to the community and we had many tours and activities during that week. Athletics carnival was a great success with Book Fair, Father's Day breakfast, Spell A Thon and On Your Soap box to complete the term. I must take the time to thank Mrs Clair O'Connor for her set up of the library and

along with Mrs Baleisis who assisted in putting together a wonderful book week display after spending most of the first 2 terms unpacking and organising the library. Mrs Baleisis sadly retired at the end of the year after 20 years of service to the school.

Our stage 3 ventured to Canberra for 3 days for their camp and I was privileged to accompany them on this trip. The school band toured to Bathurst this year. Ms Stacey has been our band liaison for a few years and did an amazing job organising this experience. I was lucky enough to go on that tour as well.

In cooperation with the DoE IT teams and support, we had Jun here as IT support 5 days a week. Noelene Callaghan also worked with teachers to support new and innovative teaching methods using technology within the school. It has been a huge year of professional learning for us all.

It was a very busy year for students, staff and the community as we opened the new school. I would like to acknowledge the outstanding work done by all the teachers at Manly Vale Public School who are ably supported by caring and hardworking administrative and support staff.

Tina Lee

Principal

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

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

65% of students K–6 achieving expected growth in literacy and numeracy progressions reflected on PLAN 2 data software.

70% of students in years 5 and 7 achieve expected growth of two bands in all areas of literacy and numeracy

School based assessments reflect growth in students' ability to think critically, creatively, communicate effectively and work collaboratively

(A–E tools to measure 21st century learning)

Decrease in counsellor referrals and behavioural incidents reflecting positive student wellbeing

Progress towards achieving improvement measures

Process 1: Consolidate existing LST and HOT programs to support students. establish a school based literacy support program to replace the current Reading Recovery program.

Evaluation	Funds Expended (Resources)
<p>Every teacher's programs reflect differentiation and adjustments for learning.</p> <p>National Consistent Data Collection was completed in term 2 and all teachers had made the necessary adjustments for students requiring additional support.</p> <p>There is a fulltime Learning and Support teacher who organises 4 School Learning and Support officers. Specialist programs and support include assisted learning for high needs students. as a result NAPLAN data reflects less than 6%–10% of students in years 3 and 5 perform in the bottom 2 bands in all areas of NAPLAN.</p> <p>A specialist teacher for Gifted and Talented programs was employed using community funding and implemented a variety of programs to support and enrich the learning for our Gifted and Talented students. these programs included Maths Olympiad, Tournament of the Minds, Writing competitions, National History Challenge, Debating, Operations Art.</p> <p>Impact of these specialist teachers and programs was that the student interest and engagement in learning is very high. There are no attendance or behaviour issues at the school. Students interests and talents are extended and enhanced due to the specialist programs run.</p>	<p>Mini–lit training– \$3000</p> <p>PM reader catalogue– \$500</p> <p>Professional learning and attendance at LaST network meetings– \$1000</p> <p>Relief for transition meetings– \$2000</p> <p>LaST teacher– 0.5– \$54000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$45000.00) • English language proficiency (\$27000.00) • Aboriginal background loading (\$3598.00)

Process 2: Programming and differentiating according to literacy and numeracy learning progressions.

Evaluation	Funds Expended (Resources)
<p>Programming and assessing using the Literacy and Numeracy progressions was delayed this year. With the implementation of 1:1 devices and the focus on teaching within our collaborative spaces, we were unable to develop our skills and professional learning programs to accommodate the Literacy and Numeracy progressions.</p>	

Progress towards achieving improvement measures

Process 3: Establish assessment tasks that are embedded and ongoing, with students reflecting on their own learning to facilitate set goal setting.

Create assessment schedules for every stage that are consistent and reflect consistent standards of achievement across all Key Learning Areas according to curriculum outcomes.

Evaluation	Funds Expended (Resources)
<p>Staff provided with spelling TPL</p> <p>Scope and sequences for all Key learning Areas have been established reflecting all stage outcomes.</p> <p>Assessment tasks have been aligned to these scope and sequences.</p> <p>All teachers have collaborated to form assessment tasks and engaged in Consistent Teacher Judgement (CTJ) stage meetings to establish clear goal and outcome expectations.</p> <p>65% of teachers are using NAPLAN data to inform teaching and assess for learning.</p> <p>All teachers have been given training in using SCOUT data analysis to inform teaching practice.</p> <p>Executive team regularly align budgets and management plans to support needs for students based on ongoing analysis of students performances</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$15000.00) • Community funding (\$50000.00)

Process 4: Analyse and manage Smart data to identify target areas for both individual and whole school improvement.

Develop individual criteria for student self–assessment to reflect creativity, critical thinking, collaboration and communication.

Evaluation	Funds Expended (Resources)
<p>Professional learning was provided for all the executive team and teachers on how to effectively use the SPARO software. All teachers are able to use SPARO to analyse and look at trend data for students progress.</p> <p>Executive team write management plans that align with the targets and continually reflect on data to inform directions for stage planning and committee planning.</p> <p>All teachers now understand the School Plan and target setting and the need to align funding and targets to students improvement.</p> <p>Executive planning days are used to change and monitor milestones within the school plan and reflect on trend data.</p> <p>Executive team can now effectively use the SPARO software to manipulate data to inform directions for their stage meetings.</p>	<p>Professional learning with CESE– Adrian Bruce around the use of SPARO and analysing NAPLAN data</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Process 5: Establish parent workshops and forums to communicate current pedagogy, curriculum changes and well being programs.

Evaluation	Funds Expended (Resources)
<p>Regular workshops and demonstration lessons were delivered for parents and the community to view that demonstrated the use of the new flexible learning spaces.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Community Engagement (\$9000.00)

Progress towards achieving improvement measures

P & C meetings were used to communicate the new pedagogy around collaborative learning spaces. Funding from P & C was aligned to supporting the new collaborative work spaces.

School tours were given each term to show the community and parents the new flexible work spaces and how they were being used.

Process 6: Create formalised transition programs between local preschools and local feeder high schools to support student transition.

Evaluation	Funds Expended (Resources)
<p>All Kindergarten students (2020) have had a formalized transition program which includes 3 morning face to face lessons within the classroom, an afternoon session and a picnic get together in Term 4. All Kindergarten students are familiar with the school and additional needs students have had a one to one interview with the principal and Learning and Support team to ensure support is in place for their start to school.</p> <p>A parent's information night was held to inform parents of the ways to support their children in transitioning to school.</p> <p>All new Kindergarten students were observed and monitored during the transition process by the Kindergarten teachers and LaSt teacher to ensure classes were made up to spread the high needs students amongst the Kindergarten team.</p> <p>All parents have observed the new pedagogy with the flexible work spaces and are excited for their children to be going to primary school.</p> <p>All Year 6 students have been placed into a high school and a formalized transition report was given to the high schools. Additional support was outlined for some students to the High school Learning and Support teacher through a face to face interview with the Year 6 teachers.</p> <p>Access Request forms were completed for all high needs students for assistance with support for their transition.</p>	

Process 7: Review and consolidate the whole school well being programs and establish clear guidelines of behaviour management and support.

Evaluation	Funds Expended (Resources)
<p>All students positive and negative incidents are recorded on Sentral for teachers, executive and principal to access.</p> <p>Learning Support team meetings occur fortnightly to follow up positive and negative incidents and support teacher differentiation in their programming to cater for all students.</p> <p>All teachers have been trained in mindfulness and yoga as a way to support students with anxiety and to assist in classroom management.</p> <p>There is a whole school behaviour plan for consistent management of student's behaviour in the classrooms and playground. All teachers have consistent expectations of behaviour and felt supported in their classrooms.</p> <p>There has been no suspensions at the school in 8 years. Behavioural expectations are high and consistent and consequences are supported by parents.</p> <p>All classes participate in mindfulness training as part of their classroom management.</p>	

Progress towards achieving improvement measures

There is a strong bond between parents and teachers and behaviour systems are supported the community.	
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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

Improvement Measures

100% of teaching staff actively demonstrate positive growth mindset to promote transformational change

Teacher's practice and programs reflect and promote critical thinking, creativity, collaboration and effective communication

100% of staff engage with NESA accreditation and targeted professional learning to build capacity

Progress towards achieving improvement measures

Process 1: Teaching programs and assessment tasks are regularly reviewed and reflect innovative pedagogy and future-focused learning.

Evaluation	Funds Expended (Resources)
<p>Staff visited and explored a variety of schools that were implementing one to one devices and the collaborative pedagogies. All teachers are able to collaboratively plan using the latest technologies and pedagogies.</p> <p>All students and staff can use laptop and iPads effectively to enhance engagement in learning within the classroom.</p> <p>All teachers have reflected on their practice and adapted to include future learning pedagogies within their practice. All stages program, plan and assess using collaborative teaching strategies.</p> <p>All teachers can effectively incorporate google classroom and Microsoft teams into their teaching and classrooms.</p> <p>All teacher have worked with the "Futures" team to adjust to their new workspaces and use the spaces to enhance the learning of their students.</p> <p>All teachers are proficient at using the latest Smart technologies within their teaching.</p> <p>All teachers have worked with Apple and Google educators to support their teaching practice.</p>	<p>\$200000 – DoE provision for one to one device implementation.</p> <p>Jun– IT support in the classroom 5 days a week</p> <p>Noelene Callaghan – Futures Learning– supporting teachers in classrooms 1 day a week</p> <p>Smartboard in every classroom</p> <p>All teachers have their own device</p>

Process 2: Staff use student data to evaluate and inform teaching practice.

Evaluation	Funds Expended (Resources)
<p>All teachers are able to use SPARO to group their own students to program and plan for improvement in student outcomes.</p> <p>Executive team set the directions of the management plan using data. There has been considerable improvement in Spelling and grammar performance this year as it was assess that as a school we needed to address this data in NAPLAN. Whole school scope and sequences were designed to accommodate explicit teaching in spelling and grammar. There has been improvement in this are in both Year 3 and Year 5 NAPLAN data.</p>	

Process 3: Differentiated TPL that targets individual PDP goals and builds leadership capacity.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>All teachers were given a variety of options for their professional learning with the implementation of devices and the Future focussed learning pedagogies. Professional Learning Plans were based on individual PDP goals and teachers were able to differentiate their learning by attending differing Professional Learning sessions according to need. Some of our younger teachers were able to extend their knowledge of technology and attend the Apple conference and Future conferences whilst some of our older staff member's were able to access beginner workshops and "Techie Breakies" where teachers mentored each other in technology.</p> <p>All teachers accessed differentiate support with the Futures Team Noelene Callaghan who worked as a mentor in classrooms. As a result all teachers have their own devices and use them to program, plan and teach.</p> <p>All teachers have embraced the ew learning spaces and enjoy collaborating and working as a team within these spaces.</p>	

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

Improvement Measures

65% of the parent community actively respond and engage in school surveys and forums

P&C directions and funding support the school plan

Majority of parents are informed and have a clear understanding of how they can contribute to classroom and school programs

An increase in environmental and sustainable practices

Progress towards achieving improvement measures

Process 1: Parent and community members contribute to and are actively engaged in school committees e.g. science and environmental education, ICT initiatives, sustainable practices.

Evaluation	Funds Expended (Resources)
This year has been a year of extensive change and professional learning for teachers. With the opening of the new school and the implementation of the one to one device strategy, parent involvement was delayed this year. The P & C and School Council were all very involved in the opening of the new school however active participation of parents on committees wasn't a focus this year.	

Process 2: The school's infrastructure meets the needs of a growing community and promotes innovative and environmentally sustainable learning.

Evaluation	Funds Expended (Resources)
Some planting and consultation of sustainable practices for the school was done towards the end of the year, however this direction will be a focus for 2020.	

Process 3: Community confidence in public education is high as result of regular, effective communication.

Evaluation	Funds Expended (Resources)
School tours and information afternoons promoted the new school and the future-focussed classrooms. Various events including Father's Day barbecues encourages the community to explore and enjoy the new environment. Network meetings of the NBLA were held in the new school facilities to promote the new development. Community engagement was promoted in classrooms and for events throughout the year. The school encouraged parental and community involvement for a variety of activities.	

Progress towards achieving improvement measures

School Council and P & C meet regularly and align directions with the school executive to support further engagement of the community in the school.	
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Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$3 598.00) 	<p>All staff trained in the "Turn Policy into Action" professional learning.</p> <p>All teachers went "On Country" with Clarence Brunisma (Aboriginal Education and Well Being Officer).</p> <p>NAIDOC and Reconciliation week recognised and promoted by the whole school community.</p> <p>4 of our Aboriginal students have Personalised Learning Pathways and were nominated for AECG awards.</p> <p>Manly Vale PS is the host for Aboriginal Network meetings that are attended by 40 local teachers. These meetings are used to discuss the implementation of policy, support teachers in Aboriginal education and share resources.</p> <p>2 teachers regularly attend local AECG meetings and report back to school committee. Cultural poles have been erected in the school to be painted by a local aboriginal artist (2020).</p> <p>The School Principal is the representative on the PPA Aboriginal Reference Group and the local Beaches Principal Aboriginal network Committee.</p> <p>Aboriginal perspectives are embedded in all curriculum areas within the school.</p> <p>One of our four Aboriginal students is performing in the top bands of NAPLAN, the other 2 receive additional classroom support in literacy and numeracy.</p> <p>The Aboriginal and Torres Strait Islander flags fly alongside the Australian flag daily in acknowledgment of the First People.</p> <p>Uncle Dennis Foley provided professional learning for the principal to be used to enhance local knowledge within the school.</p>
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$27 278.00) 	<p>K–2 students demonstrate improved literacy outcomes and an increase in reading levels, with 80% of students increasing at least 5 levels.</p> <p>ES1, S1, and S3 have completed their English scope and sequence. S2 to complete in term 2.</p> <p>A 5 Step Sight Word program was developed to help support the LaST to meet student's needs K–2. Coordinated by K–2 exec and supported by parent volunteers.</p> <p>All stages received planning days to develop RICH writing programs to support student</p>

<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$27 278.00) 	<p>outcomes and increase no of students in top 2 bands for writing. These programs are in place and continually value added to upon review at the end of each term.</p> <p>Paragraphing will continue to be a key focus for 2020.</p> <p>Survey developed and completed by staff. Data demonstrated satisfaction with current scope and sequence with modifications required K–2 to support explicit phonics program.</p> <p>Writing assessments embedded in K–2 programs.</p> <p>PL schedule reflects differentiated teacher professional learning sessions delivered to upskill staff and meet the school's strategic directions stated in school plan. Staff have attended external PL courses offered by DoE in relation to explicit phonics, Plan2, and National Literacy Learning progressions.</p> <p>K–2 spelling, phonics and grammar scope and sequence and programs aligned to accommodate K–2 outcomes and early intervention initiatives to support all K–2 students.</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$88 297.00) 	<p>All teachers programs reflect differentiation and individual adjustments for all students with a disability.</p> <p>A fulltime Learning and Support teacher monitors and supports teacher within classrooms to provide adjustments and support for low level and high needs students. There are 4 fulltime School Learning and Support Officers who are timetabled equitably according to support needs to support the learning of all students within the classrooms.</p> <p>NAPLAN data reflects less then 10% of students perform in the bottom 2 bands in all Key Learning Ares in Year 3 and 5. Growth data assessed shows that Manly Vale PS has the highest literacy and numeracy growth in K–2 in the region. Intervention strategies including Multi–lit and L3 are enhancing students outcomes in the early years.</p> <p>All teachers can regularly refer to the Learning and Support team for assistance within the classrooms. The Learning and Support team meet fortnightly to discuss distribution of support and funding.</p> <p>Attendance data reflects that most students at MVPS students have over 92% attendance.</p> <p>There are only 2 students who fall below 90% attendance at the school who are regularly monitored by the HSLO.</p> <p>There are no suspensions at the school.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$90 000.00) 	<p>QTSS funding was used to allow collaborative teaching observations and practice within the new flexible learning spaces. Assistant principals are instructional leaders and weekly allow teachers to watch demonstrated lessons.</p> <p>As the classrooms are all glass and can be opened up into 4 classrooms collaboratively teaching the QTSS funding was used to allow for collaborative planning and lesson observations amongst stages to observe colleagues using their flexible spaces.</p> <p>The impact of these lesson observations and collaborative planning sessions achieved the school strategic direction of implementing the "Futures" pedagogies into every classroom. Students were engaged in hands on collaborative learning and teachers were able to share expertise and knowledge of their new practice.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 148.00) 	<p>Socio economic funding was used to support low socio-economic families with excursion payments, uniform purchases and the provision for the attendance of those students at the school camp to Canberra. Funding for additional activities including Robotics workshops, and environmental and well being programs meant that every child in the school was able to engage in these extra-curricular activities. to enhance their learning and engagement. Lunches were also provided to some disadvantaged students during the year.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>Beginner teacher funding was used to support a new and beginning teacher. The funds were used to allow her to observe 1 lesson a week of her colleagues. Additional time was also given for report writing, programming and planning, and time of to work on her accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	247	267	275	267
Girls	209	221	233	254

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	96.7	96	94.8
1	95	95.2	94	95.6
2	95.2	97	94.3	94.4
3	95.4	95.8	95.5	95.1
4	94.7	96.8	94.4	95.3
5	92.3	96.7	95	95.1
6	94.9	94.6	94.1	93.8
All Years	94.8	96.2	94.8	94.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Attendance is monitored through Sentral attendance module. Each week attendance is uploaded to EBS4. Stage and Learning and Support meetings regularly look at attendance. Student attendance this year has been excellent. Students of concern have individual programs which are designed in consultation with the HSLO.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.62
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	491,521
Revenue	4,747,984
Appropriation	4,250,257
Sale of Goods and Services	29,813
Grants and contributions	460,382
Investment income	5,864
Other revenue	1,669
Expenses	-4,794,801
Employee related	-4,127,325
Operating expenses	-667,476
Surplus / deficit for the year	-46,817

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.

Manly Vale Public School received additional funding for the establishment of the new school. A lot of the purchases were made towards the end of the year and therefore are not reflected in this expenditure.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	94,141
Equity Total	129,321
Equity - Aboriginal	3,598
Equity - Socio-economic	10,148
Equity - Language	27,278
Equity - Disability	88,297
Base Total	3,613,600
Base - Per Capita	119,196
Base - Location	0
Base - Other	3,494,403
Other Total	360,432
Grand Total	4,197,494

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

Manly Vale Public School is an online NAPLAN school. The data obtained from the online assessment is difficult to compare with the local cohort who are still all doing pen and paper tests. In 2019 NAPLAN the target of 65% and above of students in the top 2 bands was achieved in reading, writing and grammar in Year 3 but not in the Year 5 NAPLAN. As the Year 5 NAPLAN was completely online, student's typing ability had a large impact on their performance in the writing component. Digital literacy skills required for reading texts also had a negative impact on student's performance.

Year 3 NAPLAN showed great improvements in spelling and grammar which has been a target for the school for the last year. There is also an improvement in our writing overall in Year 3. In Year 5 writing only 23% of students achieved in the top 2 bands which could also be due to the lack of typing skills for the online testing.

Spelling proved to be our best average growth area with 83.1% of students reporting average growth as compared to 80.8% (SSSG) and 82.8% (state). Although the school improved in its average growth in grammar, spelling and writing performance, there is a concern that our average growth in reading of only 50.7% was our worst performance in this area for a few years. Again, this could be due to year 3 and year 5 both now completing these reading tests using an online platform.

Numeracy

Numeracy achievement in the top 2 bands in year 3 and Year 5 remained the same as 2018 with 63% achieving this in Year 3 and 50% in Year 5. Although no improvement in the amount of students achieving in the top 2 bands there is overall improvement in numeracy for the school.

56% of students are at or above expected growth in numeracy in 2019. 84% of students record an average growth in numeracy as compared to 90% in the local SSSG schools and 87% in the state. It is still difficult to know the impact of the online platform done at Manly Vale PS as compared to other schools who are still using pen and paper testing. 2019 showed an improvement in numeracy with only 1.7% of students in year 5 and 7.1% of students in year 3 performing in the bottom 2 bands. This demonstrates the effectiveness of the Learning and Support team procedures. As a school we need to address student performance in the top 2 bands with extension programs and more challenging work.

Parent/caregiver, student, teacher satisfaction

Tell Them from Me Survey

Student– 191 Year 4, 5 and 6 students completed the tell them From Me survey between 23 September– 26 September 2019. 93% of students recorded a high rate of participation in sporting programs and 69% recorded a high rate in extra–curricular programs including art, drama and music. 77% of students recorded that they have a positive sense of belonging at Manly Vale Public School. Some areas of concern was that there was a drop in School mean for statistics relating to motivation, effort and homework behaviours from previous years.

41% of students in the school did feel that they were being challenged in English and maths which was an improvement from the previous survey however the NSW Government norm is 53% so Manly Vale Public school is still sitting below this state norm. Only 22 % of students felt that they are subjected to severe physical, social and verbal bullying which was well below the government norm of 36%.

Our Aboriginal students (4) did feel good about their culture but statistics reflect that there is the perception that the teachers don't understand Aboriginal culture. This will need to be addressed in 2020. Overall the students survey reflected that students at Manly Vale have positive relationships and are happy at school. Areas for development will be students engagement and motivation for learning.

Parent survey– There were 102 respondents to the survey. This is about 10% of the parent community Parents who completed the survey were concerned that some school activities were not scheduled at times they could attend. With both parents working this is a difficult to address. A lot of the school's activities are during school time however those requiring parental involvement the school always tried to offer an out of school hours option for working parents. 75% of parents recorded that they are not involved in the school communities eg. P &C, and this has been addressed by the school in providing a Class Coordinator for each class to communicate P & C initiatives and events.

Parents were also concerned that behaviour incidents are not dealt with in a timely matter and that teachers did not help develop positive friendships with students. This perception seems to conflict with the student's positive comments and statistics regarding their own safety and well–being. The school–wide behaviour system in place may not be known or understood by the parent body. Some positive communication and promotion may need to be enlisted for 2020.

Teacher survey– There were 27 respondents (68%) to the teacher survey. The eight drivers that were to be commented on were Leadership, Collaboration, Learning Culture, Data to inform Practice, Technology, Teaching Strategies, Inclusive School and Parental Involvement. Most teachers reported that they felt supported and helped in establishing challenging and visible learning goals for students and that school leaders provided a safe and happy learning environment. Areas for development for school leaders were to provide useful feedback about their teaching and observe teaching within the classroom. This needs to be addressed perhaps through the PDP and lesson observation timetable. Teachers on the whole felt that more time could be given to observing and commenting on teaching practice by leaders.

Teachers unanimously felt that the school has a positive learning culture and that students are engaged in their learning. High expectations for learning are prevalent in all classrooms. Teachers felt that there were multiple formal and informal assessments for learning and that assessment was ongoing and did inform planning and programming. An area for development was that teachers didn't feel that they provided examples of work to justify the A–E assessment rankings required for reporting. More work on consistent teacher judgment and discussion of assessment criteria and rubrics will need to be done to address their concerns. weekly written feedback top students was also an area for improvement for teachers.

Technology use for staff and students was interactive and used to support teaching and learning within the classroom. More support was needed by teachers to use technology to give student feedback and track progress. All teachers recorded that Manly Vale Public school was an inclusive school the provided clear expectations for students, has Individual Learning Plans for special needs and creates a multitude of opportunities for all students. . Parent involvement in encouraged and parents regularly engage in the learning at school. An are for development is that parents be given the opportunity to review and comment on their child's learning. This could be done through the parent interview process next year.

Overall, parent, student and teacher feedback was positive on the surveys. Some of the areas for concern will be addressed in 2020 in our school's management plans.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Manly Vale Public School has a strong Aboriginal Education committee. Staff and students actively engage in cultural activities within the school. Currently the staff are engaging in a lot of Professional learning around embedding the Aboriginal Education Policy into their programs. The committee is beginning to write a Reconciliation Action Plan for the school with input from the local AECG.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.