School plan 2018-2020

Manly Vale Public School 4021

School background 2018–2020

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 Leaning 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

School planning process

This school plan is the result of a rigorous process of whole school communication and collection of authentic data.

The School Council in collaboration with the Project Reference Group (PRG) for the new school build consulted the community through surveys, interviews, public information booths, interviews and forums to have input into the school's vision and direction to guide the design and purpose of the new school.

The executive and staff consulted with students in SRC meetings, parents in P & C and School Council meetings, and community groups during afternoon drop in sessions, to inform the strategic directions of the school over the next 3 years.

The executive team. in consultation with stage teams of teachers, guided the direction of Inspired Leaders of Learning, during professional learning sessions and stage meetings. The SRC along with external collection of NAPLAN data and PLAN tracking of students' achievement, informed the strategic direction of Engaged and Challenged learners. The School Council along with the P & C informed the direction of the strategic direction for Connected Communities.

The consultation process took 12 months and included the analysis of NAPLAN and PLAN data, school based assessments, and evaluation of the previous School Plan for 2015–2017.

Manly Vale Public School's design and directions have been based on the following 5 educational principles:

1. Students– To provide a learning environment that aims to develop innovative, future–focussed learners.

2. Active Lifestyle– To provide a learning environment that caters for the active, outdoor and sporting lifestyle valued by the school community.

3. Community– To provide a learning environment that promotes community engagement and participation.

School vision statement	School context	School planning process
	lifestyle, whilst fostering empathy, resilience and community –minded citizens.	4. Built and Natural environment– To provide a learning environment that supports sustainability of our surrounding natural bushland environment.

School strategic directions 2018–2020

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.

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

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

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

People

Students

Students understand the school's expectations and take an active role in their learning.

Students set SMART goals and learning intentions that instigate self and peer reflection, develop personal learning plans and design their own learning through Personal Learning Plan (PLP).

Parents/Carers

Parents and carers understand the school's wellbeing policy, strategies and language and reinforce these at home.

Parents and carers have a deeper understanding of differentiation and their child's learning goals so they have realistic expectations.

Leaders

Facilitate workshops that promote current curriculum, pedagogy and wellbeing programs.

Leaders demonstrate a positive mindset to embrace transformational change within the school.

Community Partners

Community partners actively embrace transition programs and initiatives.

Staff

Teacher's learning intentions, expectations and success criteria are clearly communicated to students.

Processes

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

Programming and differentiating according to literacy and numeracy learning progressions.

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.

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.

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

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

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

Evaluation Plan

Practices and Products

Practices

Students engage in collaborative learning and demonstrate creativity and innovation in differentiated learning tasks.

Students self–regulate and use positive growth mindset strategies.

Students demonstrating confidence as learners through peer and self–assessment and reflecting on SMART learning goals and personal learning plans.

Students successfully transitioning to school with confidence and resilience.

Students successfully transitioning to high school where collaborative and creative learning is reciprocal between local feeder high schools.

Parents using the language and strategies of the student welfare initiatives.

Products

65% of students K–6 achieving expected growth in literacy and numeracy progressions reflected in PLAN 2 data (*Measure of decent transition to school*).

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.

Decrease in counsellor referrals and behavioural incidents reflecting positive student wellbeing.

Strategic Direction 1: Engaged and Challenged Learners

People

Teachers engage in ongoing communication with parents and carers to keep them informed of student's learning progressions.

Teachers provide students with quality feedback to enable them to set personal goals to progress their learning.

Processes

Through analysis of PLAN 2 data student literacy and numeracy learning will be regularly monitored and evaluated.

Student referrals to HOT & LST will be monitored and intervention programs reviewed. Impact milestones are used to successfully monitor student learning.

Student self–assessment will be used to provide feedback on progress and student work samples. Self–assessments based on the 21st century learning skills of creative and critical thinking, effective communication and ability to work collaboratively.

Behavioural incidents and referrals will be monitored and evaluated by a school tracking system in SENTRAL.

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

People

Students

Be open to innovative learning with a positive mindset, taking risks, and engaging in their learning journey with the support of their teacher .

Parents/Carers

Parents and carers acknowledge the professional expertise of all staff and actively support school programs and initiatives.

Leaders

Lead by example and promote a positive, collaborative culture for lifelong learning

Community Partners

Professional networks actively support the professional learning of staff.

Staff

Take responsibility for, and engage in, high quality professional learning and mentoring programs.

Teachers demonstrating a positive mindset for transformational change.

Processes

Teaching programs and assessment tasks are regularly reviewed and reflect innovative pedagogy and future–focussed learning.

Staff use student data to evaluate and inform teaching practice.

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

Evaluation Plan

Staff accreditation and professional learning monitored and recorded on the Performance Development Framework. Professional learning plans are differentiated according to individual goals.

Professional learning plan is aligned to School Plan and monitored through milestones.

Program evaluation sheets and sessions reflect the requirements of NESA and include reflection on practice using the 21st learning fluencies.

All staff regularly log professional learning according to the standards and are current with the requirements of NESA accreditation.

Staff are trained and reflect the values of growth mindset and personally apply these principles in daily discussion, meetings and classrooms.

Practices and Products

Practices

Teachers assess, provide feedback and report on student learning informally and formally through written reports, interviews with parents, observation checklists, class profiles and individual student tracking in PLAN 2 and adjustment forms for NDIS data collection.

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

Staff engage in differentiated TPL according to PDPs.

Products

Teaching and learningprograms and assessment tasks promote critical thinking, creativity,collaboration and effective communication.

Teaching and learning programs adhere to NSW curriculum and NESA guidelines to ensure all outcomes are being met.

Evidence of assessment data regularly updated for all students.

100% of staff maintain NESA accreditation and PDPs reflect professional teaching standards and expectations.

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

People

Students

Students have an understanding, appreciation and responsibility to their school and local environment.

Parents/Carers

Community members regularly contribute to school committees, programs and initiatives to improve student outcomes in line with school plan.

Leaders

Engage community members in the planning process, value their input, and implement suggested strategies that align to school plan.

Community Partners

Actively participate and provide activities to support school initiatives.

Staff

Provide opportunities for parents and carers to access classrooms and support teaching and learning programs.

Regularly communicate and engage with the school and wider community.

Processes

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

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

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

Evaluation Plan

Community meetings will address school plan focus and impact milestones.

Regular communication with community will be done through weekly newsletters, email communication and push notifications from apps.

The school will have community use agreements with local community groups.

Parent and community forums will be held monthly to discuss directions of the school.

Community and parent representatives will hold positions on various committees within the school context and have input into the directions.

Sustainable environmental practices will be in place in all areas of the school including classrooms, P & C events and activities, canteen and uniform shop.

Practices and Products

Practices

The school community are actively involved in providing a caring, inclusive and innovative learning environment

The school promotes public education through effective, positive publicity and communication.

Forming positive relationships and committees with community environmental groups.

Products

Innovative environmental and sustainable programs established that include student, parent, community group and staff input.

Community groups regularly use and access school facilities.