### School background 2015 - 2017

#### School vision statement
Quality teaching and learning is provided at Manly West PS in a respectful, supportive, engaging and challenging learning environment that incorporates school wide collective responsibility so that all students reach their full learning potential as healthy, active, local and global citizens who contribute to their school, community and society.

#### School context
Manly West PS is a large primary school (854) located in the heart of Balgowlah on the Northern Beaches of Sydney. Manly West PS delivers excellent Academic, Sporting, Creative and Performing Arts programs that ensure all students achieve high quality teaching and learning activities in a safe and secure environment. An outstanding partnership has been developed with students, staff, parents and the wider community. The P&C is actively involved and has strongly supported the many and varied school initiatives including the Stephanie Alexander Kitchen program currently in place.  

The vision is to deliver high quality education that inspires students to succeed in an inclusive environment that nurtures individual differences, fosters high expectations and prepares them as active local and global citizens. A school focus has been on curriculum differentiation and effective assessment practices are currently being embraced across all stage teams. Teacher Professional Learning is highly regarded and planned around the strategic directions of the school.  

The school is focussed on providing a broad curriculum to cater for a wide range of talents and also to offer extensive opportunities. The school has an outstanding Band and Music reputation and provides a wide variety of extracurricular Enrichment and Sporting activities. The positive school climate is evident through a strong Student Welfare program that includes the Positive Behaviour Engaging Learning (PBEL) program and an active Student Representative Council. The expectations of the PBEL program are Respect, Responsibility and Aspire. Manly West PS boasts beautiful grounds and outdoor facilities that enhance learning for students. The school has excellent teaching and learning resources and technology facilities to inspire a love of learning and knowledge and innovative and creative thinking. The school is a member of the Northern Beaches Alliance (NBLA).

#### School planning process
In preparation for the 2015-2017 plan, we consulted and discussed our strategic planning with our students, staff and parents throughout the second semester of 2014. We used the Melbourne Declaration on Educational Goals for Young Australians and the Greater Teacher Inspired Learning reforms as the foundations for our vision. Surveys and regular communication was completed throughout second semester in 2014. Two of our parents also led the parent focus groups and have since produced a document with recommendations in terms of enhancing the equity and excellence in student learning at Manly West for the strategic plan.

Our SRC and staff have also examined these goals and have offered their input about what works really well at Manly West and what we need to develop to enhance our learning. In 2015, the students, staff and parents will complete the Tell them from Me surveys as well, which will also provide baseline data for the 2015 plan. These surveys and focus group summaries as well as the above mentioned documents and Excellence Framework are the tools used to begin our exciting educational journey in the incredibly modern and ever-changing technology landscape. We are building student capacity to make sure our students develop into grounded, well-adjusted educated young citizens in a very complex world. We will continue to consult and inform all stakeholders on our progress with our 3 year plan and work in partnership with our students, staff, parents and school community.
Purpose:
Quality teaching is the key to improving student learning. Teachers understand and use effective teaching methods to maximise student learning.

To support all teachers to identify, understand and implement effective teaching methods to allow students to be engaged, challenged and learn to the best of their ability.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. From: Andrew Piccolfro

Purpose:
Equity and excellence are embedded into teaching and learning programs. Student well-being is paramount to learning. Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school’s vision, values and priorities.

Building leadership and staff capacity allows staff to develop to their full potential as teachers, leaders and professionals.

Each student and staff member is supported to build their capacity to full potential using outstanding student wellbeing programs and BOSTES Australian Professional teaching standards for staff as well as Teacher Award initiatives.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Purpose:
Partnerships and respectful relationships with students, staff and parents and the wider community promote high levels of student, staff and community engagement.

To support a productive learning environment with positive and respectful relationships across the school. This would include a school wide collective responsibility for student learning and success with high levels of students, staff and community engagement.

Practices of assessment and reporting are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
## Strategic Direction 1: Quality Teaching

### Purpose

**Why do we need this particular strategic direction and why is it important?**

Quality teaching is the key to improving student learning. Teachers understand and use effective teaching methods to maximise student learning. To support all teachers to identify, understand and implement effective teaching methods to allow students to be engaged, challenged and learn to the best of their ability.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

### Improvement Measures

- Tell them from me survey – staff survey results.
- Professional performance and development framework (PDF) reviews show increased evidence of understanding using reforms such as the Quality Teaching Successful Students (QTSS), new syllabus documents, literacy and numeracy continuum, conceptual programming and super six comprehension strategies.
- Staff continue to be supported by the purchase of significant updating of Literacy and Numeracy and collaborative ‘mentoring’ coaching teaching resources to support their professional learning.
- Teachers incorporate innovative 21st century learning skills – Creativity, Critical Thinking, Communication and Collaboration into programs e.g. Tony Ryan skills – see SDD 2015.
- Parents/Carers: Parents/Carers are educated using parent workshops and meetings regarding the new syllabus documents and teaching practices.
- Student learning improved by staff implementing BOSTES Syllabus’ continuums and PLAN data for effective teaching practices at correct student level.
- NAPLAN results improved literacy and numeracy results.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Student learning is maximised through teacher professional learning that implements effective teaching methods and innovative practice.

**Staff:** Professional learning is targeted using initiatives such as the Quality Teaching Successful Students (QTSS) reform to increase the skills and knowledge of staff with the new syllabus documents, literacy and numeracy continuum, conceptual programming and super six comprehension strategies. Staff continues to be supported by the purchase of significant updating of Literacy and Numeracy and collaborative ‘mentoring’ coaching teaching resources to support their professional learning. Teachers incorporate innovative 21st century learning skills – Creativity, Critical Thinking, Communication and Collaboration into programs e.g. Tony Ryan skills – see SDD 2015.

**Parents/Carers:** Parents/Carers are educated using parent workshops and meetings regarding the new syllabus documents and teaching practices.

**Community Partners:** The Northern Beaches Learning Alliance (NBLA) organises School Development Days in Term 2 each year. In 2015 - Critical Thinking and 21st Century Skills - Tony Ryan.

**Leaders:** Principal, Executive and aspiring leaders need to lead Teacher Award initiatives, Australian Professional Standards and QTSS.

### Processes

**How do we do it and how will we know?**

- Maths programming for each grade using new syllabus each term with sharing programming practice;
- Professional learning in Super Six strategies to improve teaching of reading and comprehension;
- Teachers will gradually become familiar with the continuums and PLAN data over three years using action learning approach. Action learning model using expertise of staff and role modelling in classrooms – reflection and discussion of teaching and learning activities;

### Evaluation Plan

- Increased number of students achieving higher NAPLAN bands and/or growth from Year 3 - 5 and Year 5 - 7;
- Increased sharing Quality teaching culture;
- Increased number of staff using continuums and PLAN data;
- Performance and Development Framework (PDF) individual staff goals completed;
- Excellence Framework – used as guidelines.

### Products and Practices

**Products**

- Quality teaching practices are used with teachers with increased knowledge and confidence with the new syllabi and continuums.
- Conceptual programming is being implemented across grades.
- 21st century skills are incorporated in units using Tony Ryan SDD practices.
- Action learning process and culture is beginning to be embedded in school.
- Teachers will use PLAN and continuums to plot student progress.

**Practice**

- A coordinated plan of support for the introduction of new syllabus;
- Staff professional goals aligned to BOSTES teaching standards satisfactorily completed annually;
- K-6 teachers use literacy and numeracy continuums and Plan Data with confidence.
- Professional learning is aligned with the purpose of improving quality teaching practices;
- 21st Century Learning Skills and problem based learning incorporated into teaching programs;
- Resources are strategically updated to improve student outcomes.

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### Strategic Direction 2: Build leadership and student and staff capacity

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

Equity and excellence are embedded into teaching and learning programs. Student well-being is paramount to learning. Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the schools’ vision, values and priorities. Building staff capacity allows staff to develop their full potential as teachers, leaders and professionals. Each student and staff member is supported to build their capacity to full potential using outstanding student wellbeing programs, BOSTES Australian Professional teaching standards. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

**Equity**
- Aboriginal funding $1822
- Socio economic $8736

#### Improvement Measures

- **Tell them from Me survey-students;**
- **Adjustments for learning needs students, Aboriginal students and GATS students all updated;**
- **NCCD-National Disability Survey;**
- **PBEL being implemented K-6**
- **Performance Development Framework (PDF) goals linked to BOSTES Australian professional standards completed by teachers;**

#### Resource Allocation Model

- Equity socio economic $8736
- Equity Aboriginal funding $1822
- Equity English Language Proficiency $30196
- Equity Disability funding $118146 -$34350

#### People

**How do we develop the capabilities of our people to bring about transformation?**

Students take responsibility for their learning and success. Students use reflection on assessment and reporting processes and feedback to plan learning. Students become self-aware, build positive relationships and actively contribute to the school community and the society in which they live.

**Staff:** All staff takes responsibility for developing their own professional development supported by Principal and Executive and using the Teacher Award Initiatives and Greater Teacher Inspired Learning Reform (GTIL). The Principal, Executive and staff consistently build on the Every Student Every School (ESES) reform and organise learning adjustments for all learning support needs including Aboriginal and GATS. All student welfare programs such as PBEL, E-Smart and extra-curricular opportunities support the cognitive, emotional, social, physical and spiritual wellbeing of students which measurably improves individual and collective wellbeing.

**Parents/Careers:** Communication, education and workshops are provided for parents to support students in their learning and be aware of learning adjustments.

**Community Partners:** NBLA partners network to increase professional learning and extra-curricular activities across schools to support student wellbeing.

**Leaders:** Leaders develop and increase their own knowledge and provide excellent professional learning to support staff & student high expectations.

#### Processes

**How do we do it and how will we know?**

- Teacher effectiveness is increased by using Performance and Development Framework (PDF) to develop goals and demonstrate evidence in relation to Australian Professional Standards from Proficiency to Lead. Teacher through professional learning; Staff share practice by lesson observations and mentoring and coaching practices and GTIL.

- Through professional learning and committee meetings, LST and classroom management systems will consistently use adjustments for learning to underpin ongoing school improvement for all students-including adjustments for students with learning difficulties, special needs, Aboriginal students, Low SES students and GATS students. Staff will attend COGE (Certificate of Gifted Education)


- Assessment and reporting processes and tracking systems are consistent.

**Evaluation Plan**

- Increased NAPLAN growth for Years 3-5 and 5-7; Tell them from me surveys –student satisfaction on student engagement and wellbeing.
- Clear staff PDF goals being completed.
- Staff demonstrating evidence of clear understanding of Australian Professional standards.

#### Products and Practices

**What is achieved and how do we measure?**

**Products**
- All Staff demonstrate personal responsibility for maintaining and developing their professional learning connected to the Australian professional teaching standards and Teacher Award Initiatives. Staff supported by peers and Executive/Principal through mentoring and coaching.

- Consultation processes for students with levels of learning adjustments are clear.

- There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

- Positive Behaviour Engaging Learners (PBEL) will be fully implemented. E Smart 2016.

**Practices:**
- PDF reflect staff knowledge and implementation of BOSTES Australian professional standards and GTIL to support staff at all levels of teacher awards and leadership capacity.

- National Disability Standards survey reflects adjustments for learning for targeted students. Tracking of students has consistent systems in place.

- Assessment and reporting and tracking processes are consistent.

- Self-motivated and well supported confident and creative individuals with personal resources for future success and wellbeing. Less yellow card incidences.
### Strategic Direction 3: Transparent Whole School Culture

#### Purpose

Why do we need this particular strategic direction and why is it important?

Partnerships and respectful relationships with students, staff and parents and the wider community promote high levels of student, staff and community engagement.

To support a productive learning environment and culture with shared practices, grade collaboration, project learning and high expectations. This would include a school-wide collective responsibility for student learning as active local and successful global citizens with high levels of student, staff and community engagement. Excellent assessment and reporting practices are embedded so that staff, parents and students understand the learning progress and how to effectively feedback and support them to learn.

#### Improvement Measures

- All staff implementing BOSTES Syllabus in Performance Development Framework and continuums and PLAN data to inform teaching practice;
- Student outcomes improved with more effective teaching practice being developed using mentoring and coaching shared practice;
- Tell them from Me surveys – parents;
- NAPLAN growth from Years 3-5 and 5-7 and Internal and external exam results.
- Project initiatives and results – e.g. Stephanie Alexander Kitchen garden grant expectations.

#### People

How do we develop the capabilities of our people to bring about transformation?

**Students**:

Students are encouraged to be active local and global citizens by using a variety of projects and research which will encourage highly engaged students learning in a high expectation environment.

**Staff**:

Staff will encourage and promote students to be active local and global citizens with projects and initiatives. Staff will collaboratively share practice with lesson study and action learning; Assessment and reporting processes are transparent and effective feedback is given to students and parents.

**Parents/Carers**:

Parents will work in partnership with curriculum programs and assessment and reporting with staff and students. Parents are encouraged to attend workshops such as Maths, reading and other relevant workshops that support student learning. Parents are encouraged to assist with classroom activities.

**Community Partners**:

Partnerships are strengthened to encourage transparent culture such as P&C committee partnerships – e.g. Stephanie Alexander, Band, Rural networks, NBla community networks, Manly Council.

**Leaders**:

Inspire shared and innovative teaching practices supported by professional learning opportunities and resources. Clear communication and assessment and reporting processes are implemented and communicated.

#### Processes

How do we do it and how will we know?

Students are exposed to projects which encourage them as local and global citizens – Project Penguin, Rural and Remote and Aboriginal initiatives, Conceptual planning projects involving local and global perspectives, Stephanie Alexander Kitchen Garden, Leadership projects such as SRC.

Staff will use programs such as TENS and TOWN as the model for sharing practice and collaboratively modelling best practice in the classrooms. This model will be used for the Literacy and Numeracy Continuums and PLAN to be incorporated in all classrooms as well.

Students, parents and staff will be encouraged to work in collective partnerships where all processes are transparent and consultative.

#### Evaluation Plan

School Excellence Framework Data reports reflect best practice with Learning, Teaching and Leadership areas. Tell them from Me surveys for students, staff and parents reflect highly engaged students and transparent culture with collective support and shared school wide responsibility from all stakeholders.

Students are involved in a wide variety of projects and initiatives that encourage students to be active, local and global citizens and use social justice principles.

#### Products and Practices

What is achieved and how do we measure?

**Products**:

- Students become increasingly aware as local and global citizens;
- Teachers observe and use collaborative practices with each other in classrooms-mentoring and coaching;
- School culture demonstrates the building of educational aspiration and ongoing performance improvement across its community through shared and mentored teaching practice.
- The school leadership team supports a culture of high expectations and wider community engagement, resulting in sustained and measureable whole school improvement.
- Staff is supported by the school leadership team to promote sharing of best teacher and innovative practices across K-6.

What are our newly embedded practices and how are they integrated and in sync with our purpose? Practices:

Students and staff continually incorporate innovative initiatives into programs that encourage students to be active and successful local and global citizens who take responsibility for their learning. Shared practice across classrooms and explicit systems for collaboration, classroom observation and action learning (lesson Study) are embedded as part of teaching culture to improve student outcomes.