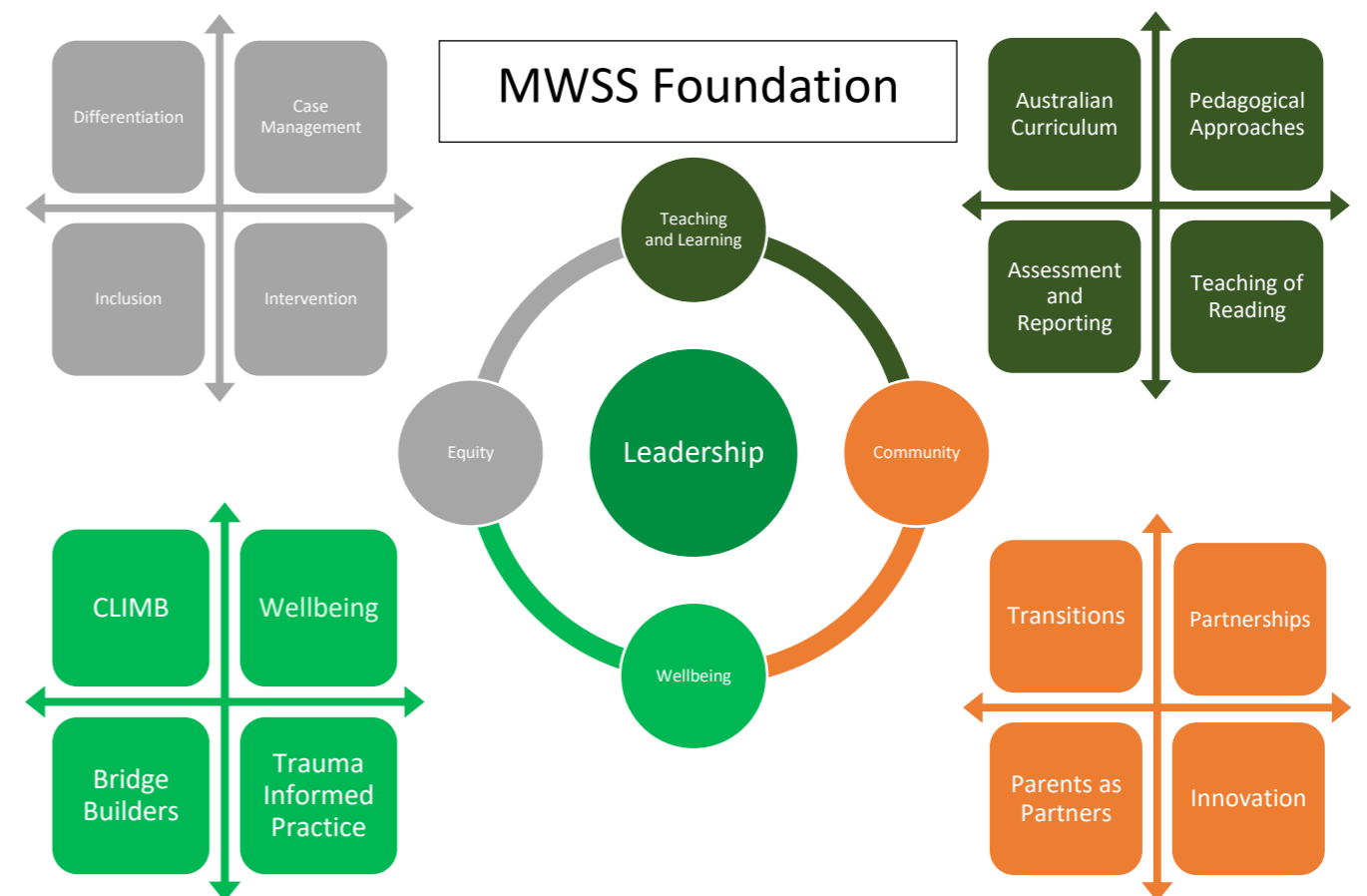


## Deeds not Words – Active Minds, Bright Futures

School Performance Indicators	
<b>Academic</b>	<ul style="list-style-type: none"> <li>20% As, 50% A or B, 85% A,B or C in English, Maths and Science Semester 1&amp;2</li> <li>85% Excellent or Very Good for effort</li> <li>Strong student alignment within Marking Guides in LA's</li> <li>Overall students show measurable improvement in achievement</li> <li>All students set measurable learning and performance goals, monitor progress and use evidence to set new goals quarterly</li> <li>All students engage in Seven Steps to Feedback.</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>90% Excellent or Very Good, 95% Satisfactory or above in Behaviour</li> <li>Overall students show measurable improvement in behaviour</li> <li>All students set measurable behaviour goals, monitor progress and use evidence to set new goals quarterly</li> <li>94% Attendance</li> </ul>
<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>&gt;95% staff morale in SOS</li> <li>Develop a school wellbeing framework with embedded staff commitments</li> <li>BRIDGE BUILDERS and Zones of Regulation are implemented in all classrooms</li> <li>Respectful Relationships curriculum is implemented across all year levels.</li> <li>Student wellbeing is incorporated into term data conversations.</li> </ul>
<b>All Teachers</b>	<ul style="list-style-type: none"> <li>All classroom and Inclusion teachers are trained in and implementing Heggarty's and Sounds-Write and school approach to the teaching of Reading</li> <li>All teachers have developed deeper understanding of the school pedagogical approaches and their impact on learning</li> <li>All staff are engaging in reflective conversations through the DPF framework to build precision in teaching and learning</li> <li>There is a strong culture of collaborative learning amongst staff</li> <li>All teachers participate in the Collegial Engagement Framework in a way that has impact on student learning</li> <li>All teachers have a deeper understanding of how to purposefully engage students in the learning process.</li> </ul>

<b>Engage and Learn</b>	<ul style="list-style-type: none"> <li>Teachers demonstrate a strong understanding and implementation of the Australian Curriculum including Cross Curricular Priorities and General Capabilities for consistent and effective curriculum delivery.</li> <li>All staff actively contribute to the review and development of the school reading framework that reflects Manly West students.</li> <li>Inclusive pedagogies evident across all classrooms for a range of diverse learners.</li> <li>Celebrating/Sharing success is embedded into practice.</li> <li>Professional development workshops regularly offered throughout the year with lead teachers encouraged to share hands on knowledge/experiences.</li> <li>A consistent explicit teaching framework exists to inform teaching delivery where clear goals for learning are established and student progress is developed through Seven Step to feedback.</li> </ul>
<b>Design For Impact</b>	<ul style="list-style-type: none"> <li>Teachers have strong data literacy skills to enable deeper analysis and application of data to inform the next steps for teaching and learning.</li> <li>Strong systematic approach to the collection of school wide data.</li> <li>Collegial Engagement Framework is enacted and staff strengths are utilised to support other staff through coaching and mentoring across the school.</li> <li>Assessment of, as and for learning informs pace of teaching, student understanding of expectations and differentiation throughout the teaching process to improve learning.</li> <li>Resourcing is responsive to diverse learning needs informed from data.</li> <li>Strategic workforce plan to support continuity and sustainable delivery of programs and school initiatives.</li> </ul>
<b>Flourish and Belong</b>	<ul style="list-style-type: none"> <li>Differentiation is embedded into practice and informed by evidence collected regularly to inform teaching.</li> <li>Inclusion program is embedded and supported by systems, processes, responsibilities and accountabilities.</li> <li>CLIMB, BRIDGE BUILDERS and social and emotional regulations tools are embedded and the expected behaviours across the school.</li> <li>Manly West is well regarded in the community.</li> <li>Established and new partnerships contribute positively to student outcomes with regular reviews.</li> </ul>



### Leader Practices -

*I frame my leadership around effective frameworks (Fullan, Hill, Crevola, Lencioni, Sharrat, Kotter, Kouzes & Posner).*

*I reflect on my leadership behaviours and their impact on organisational culture and learning.*

*I deliberately implement strategies that build collective efficacy in my staff and encourage reflection.*

*I evaluate my impact through evidence-based practice and reflect on working effectively.*

*I am explicit in my feedback to students and staff about what progress and expertise looks like.*

*I am strategic about creating a culture of high expectations in supportive environments.*

# 2021 – 2024 School Priorities

## Engage and Learn

Develop consistent school wide pedagogical practices and deepen curriculum capability.

**Key Outcome 1:** The identified approaches from the pedagogical framework are embedded consistently.

**Key Outcome 2:** Teachers plan effectively for diverse learners using deep knowledge of the AC.

**Key Outcome 3:** Parents are productive partners in their student's learning.

## Design For Impact

Promote and embed a school wide culture of high expectations for student achievement.

**Key Outcome 1 :** There is a systematic approach to the collection, analysis and discussion of whole school and classroom data.

**Key Outcome 2:** Develop and implement a Collegial Engagement Framework to build an expert teaching team.

**Key Outcome 3:** Celebrate student success within and across the community.

## Flourish and Belong

Develop a safe and supportive environment and positive culture for teaching and learning.

**Key Outcome 1:** Agreed practices are embedded across the school for academic learning and behaviour and shared with the community.

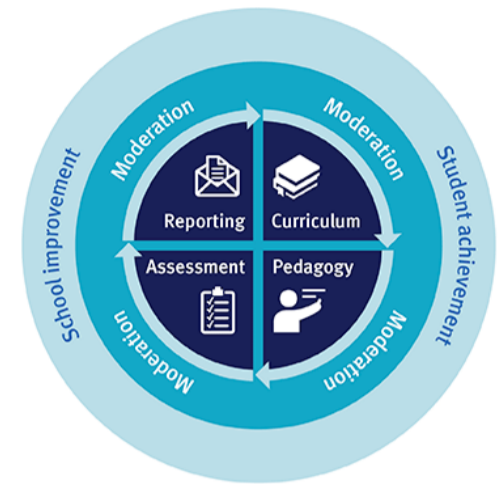
**Key Outcome 3:** High yield differentiation practices and strategies for diverse learners are implemented across the school.

**Key Outcome 2:** A framework for wellbeing is understood and implemented.

# 2021 -2024 QSR

## Engage and Learn

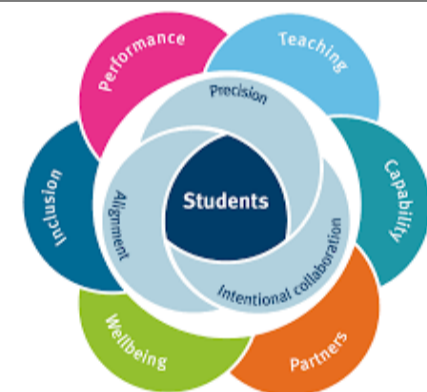
*Develop consistent school wide pedagogical approaches and deepen curriculum capability.*



C = Create	I = Implement	E = Embed	✓ = Ongoing	2021	2022	2023	2024
				C	I	E	✓
Review the current teaching of reading framework to reflect current practices and determine its applicability for the school context.							
				I	✓	✓	✓
Finalise and consolidate school curriculum planning documentation to fully align with the P-12 curriculum, assessment and reporting framework (P-12 CARF).							
				I	E	✓	✓
Build the capacity of leaders and teachers to systematically monitor and sustain the enactment of the school's curriculum plan.							
					C	I	E
Build the capability of teaching staff to develop the AC cross-curriculum priorities and general capabilities.							
				C	I	E	✓
Establish a systematic process for providing observation and feedback to teachers regarding the school's signature strategies and pedagogical approach.							
				C	I	E	✓
Establish school-wide processes for providing feedback to students to support the development of personalised learning goals.							

## Design For Impact

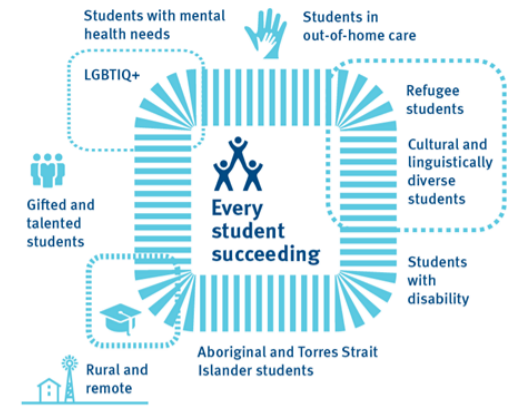
*Promote and embed a school wide culture of high expectations for student achievement.*



C = Create	I = Implement	E = Embed	✓ = Ongoing	2021	2022	2023	2024
					C	I	E
Collaboratively develop a collegial engagement framework to support the building of an expert teaching team.							
				C	I	E	✓
Collaboratively develop and implement a systematic approach to the collection, analysis and discussion of whole-school and classroom data that promotes a culture of high expectations for student achievement across the school.							
					C	I	E
Enhance the data literacy skills of teachers to enable deeper analysis and application of data to inform the next steps for teaching and learning.							
				C/I	✓	✓	✓
Develop and enact a statement of roles and responsibilities for school leaders to include key actions, implementation timelines and key deliverables in all areas of the school's operations.							
					I	✓	✓
Enhance Quality Assurance (QA) and accountability processes for all school-wide improvement strategies.							
					C	E	E
Develop a strategic workforce plan to support continuity and sustainable delivery of key programs and models of service provision within the school, leading to enhanced learning outcomes for all students.							
				C	C	C	C
Collaboratively develop and share a professional learning plan that clearly articulates the professional learning priorities, timeframes, key activities and accountabilities.							
					C/I	✓	✓
Establish formal processes to evaluate the effectiveness of resource allocations in improving student outcomes.							

# Flourish and Belong

Develop a safe and supportive environment and positive culture for teaching and learning.



C = Create	I = Implement	E = Embed	✓ = Ongoing	2021	2022	2023	2024
Embed the school's current approach to inclusion by identifying and documenting systems, processes, responsibilities and accountabilities.				E	✓	✓	✓
Enhance teachers' capability in evidence-based, high-yield differentiation practices and strategies to meet the needs of all students.				✓	✓	✓	✓
Continue to embed the school behaviour expectation framework and associated strategies to further develop a whole-school consistent approach and understanding.				E	✓	✓	✓
Further promote the school to the local community through a considered and focused approach to marketing and publicity.				✓	✓	✓	✓
Develop a strategy to monitor and review the impact of established partnerships on student learning outcomes.					C	I	E

**Endorsement** - this plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Tanya Abell

Danielle McGinnes

Samantha Donovan

Principal

School Council Chair

Assistant Regional Director