

Strategic Improvement Plan 2021-2024

Anzac Park Public School 4656



**ANZAC PARK
PUBLIC SCHOOL**

ASPIRE INNOVATE ACHIEVE

School vision and context

School vision statement

At Anzac Park Public School, we actualise our vision using a student-centred, data-driven and evidence-based approach. Through rigorous programs, students develop the foundational skills in literacy and numeracy essential to life-long learning, in alignment with department priorities. We recognise that for students to be effective change-makers in a 21st Century society, they must be equipped with deep conceptual understandings and apply these as critical, creative, and collaborative individuals. We instil a sense of belonging, engagement and purpose to ensure all students have a sense of self-worth, self-awareness and personal identity that enables them to confidently participate as members of the community. These visions for learning are enabled through clarity of purpose, partnerships with our community, and a fusion of established and emerging pedagogical practices.

School context

Anzac Park Public School is a newly established school on the Lower North Shore. Our school aspires to be outstanding through the purposeful creation of innovative learning environments that promote the development of critical, creative and collaborative life-long learners.

The school has an enrolment of 805 students. Of these, 51% of students come from a language background other than English, and 27% are monitored on the EAL/D Learning Progression (Beginning to Consolidating). We have a diverse, multicultural community with 25% of students born in a country other than Australia, and 0.6% of students identify as Aboriginal or Torres Strait Islander. Our two multi-categorical support classes provide a specialised setting for 14 students with moderate to high learning and support needs. Our average FOEI (Family Occupation and Education Index), which measures level of parent education, parental occupational status and family wealth, in 2020 was 0.

Through our 2020 situational analysis, we have identified strategic visions for the future in which we prioritise:

- ensuring our students reach growth targets in literacy and numeracy,
- enacting a purposeful curriculum that enables our students to become critical, creative and collaborative individuals, and
- building student sense of belonging and engagement.

Our community has high aspirations for their children to be successful 21st Century global citizens. We are a welcoming school that actively builds relationships with families and the wider community, with parents involved in their child's learning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students have the essential knowledge, skills and understanding in literacy and numeracy which form the basis for life-long learning. This will be enabled through embedded whole school processes in which teachers will evaluate and refine their pedagogies through the use of targeted professional learning and data-driven practice.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 5.4%.

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 7.4%.

Target year: 2024

At least 85% of students achieving above grade expectations in K-2 reading benchmarks.

Target year: 2024

At least 85% of students achieving above grade expectations in Kindergarten / Year 1 additive strategies and quantifying numbers of the numeracy progressions.

Target year: 2024

Increase the proportion of students reporting Expectations for Success (TTFM) to above the SSSG average.

Initiatives

Accelerating Reading

In Accelerating Reading we will identify, understand and implement the most effective teaching methods in reading, with the highest priority given to evidence-based teaching strategies. Teachers will be supported to implement and evaluate these strategies through an instructional leadership model with a clear focus on achieving excellence in our responsiveness in meeting the needs of all students.

Accelerating Numeracy

In Accelerating Numeracy we will identify, understand and implement the most effective teaching methods in mathematics, with the highest priority given to evidence-based teaching strategies. Teachers will be supported to implement and evaluate these strategies through an instructional leadership model with a clear focus on achieving excellence in our responsiveness in meeting the needs of all students.

Foundations: Analysing Impact

In Analysing Impact we will embed sustainable whole school processes for collecting and analysing short and long cycle formative assessment data in reading and numeracy. This data will regularly be used to inform teaching strategies in relation to student needs, evaluate the impact of these strategies on student learning and inform teacher professional learning and school resourcing.

Success criteria for this strategic direction

- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
- Our students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in literacy and numeracy.
- Student assessment data in literacy and numeracy is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Professional learning for teaching staff is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- The school leadership team models instructional leadership and supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.
- Our resources are strategically used to achieve improved student outcomes in literacy and numeracy.

Evaluation plan for this strategic direction

Q:

- To what extent have we achieved our purpose and

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

can demonstrate impact and improvement towards the achievement of our Improvement Measures?

- To what extent have we achieved our purpose and can demonstrate improvement towards the achievement of our Success Criteria?

D:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- Analysing Impact data
- Progressive Achievement Test data
- Essential Assessment data
- Literacy and Numeracy progression data
- Tell Them From Me data
- Pivot F-3 Student Perception Survey on Teaching and Learning data
- Teaching and Learning Programs
- Student Work Samples
- Instructional Leadership Observations

A:

Analysis will be embedded within the initiative through progress and implementation monitoring: The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

sources including quantitative and qualitative, internal and external data to corroborate conclusions.

I:

After analysing the data a determination will be made as to where to from here, future directions and next steps.

Strategic Direction 2: Synergy

Purpose

Our purpose is to ensure that all students develop deep knowledge, skills and understandings so they can become change agents in a 21st Century society. By enacting a purposeful curriculum, teachers enable students to develop global competencies to become creative, critical and collaborative individuals who can adapt and feel fulfilled in a changing world.

Improvement measures

Target year: 2024

Improvement in the percentage of students achieving in the top two levels of the collaboration (managing team dynamics; and working independently in a team), creativity (asking the right inquiry question; and pursuing and expressing novel ideas and solutions) and critical thinking (evaluating information and arguments; meaningful knowledge construction; and experimenting, reflecting and taking action on ideas in the real-world) proficiencies of the deep learning progressions.

Target year: 2024

Improvement in the percentage of students achieving beyond grade expectations in student academic report indicators demonstrating transferable understandings in science, history and geography.

Target year: 2024

Increase the proportion of students reporting Drivers of Student Engagement (TTFM) to above the SSSG average.

Target year: 2024

In the APPS observational rounds framework, teachers have an average score above 4/5 for the identified deep learning elements. This will include How We Learn (Student-Led Learning, Learning Through Tech, and Spatial Affordances), What We Learn (Conceptual Understanding, Critical and Creative Thinking, Collaboration and Leadership, and Applied Learning), and

Initiatives

Deep Learning

Implement deep learning in order to foster the development of the six global competencies. Through the four elements of learning design (Pedagogical Practices, Learning Partnerships, Learning Environments, and Leveraging Digital), teachers will collaboratively program and implement a purposeful curriculum. This will equip students with knowledge, skills and conceptual understandings, as well as foster the global competencies.

Synergy: Analysing Impact

Teachers use the Deep Learning Progressions to measure and track students' progress in developing deep learning competencies. Through the design of deep learning experiences, teachers identify and develop new pedagogies through an action learning cycle that accelerates deep learning outcomes for students.

Success criteria for this strategic direction

- An integrated approach to quality teaching, curriculum planning and delivery, and assessments which promote learning excellence and responsiveness in meeting the needs of all students.
- Consistent school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
- Teaching staff have expert contemporary content knowledge and deploy effective teaching strategies through the trialling of innovative practices.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies across all learning areas.
- Student assessment data across all learning areas is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Professional learning for teaching staff is aligned with the school plan (Synergy), and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- The school leadership team models instructional leadership and supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.
- Our resources are strategically used to achieve improved student outcomes across all learning areas.

Strategic Direction 2: Synergy

Improvement measures

Why We Learn (Societal Knowledge, and Personal Knowledge).

Evaluation plan for this strategic direction

Q:

- To what extent have we achieved our purpose and can demonstrate impact and improvement towards the achievement of our Improvement Measures?
- To what extent have we achieved our purpose and can demonstrate improvement towards the achievement of our Success Criteria?

D:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Deep Learning Global Competencies Progressions data
- Deep Learning School Conditions Rubric data
- Deep Learning Student Self-Assessment Tool data
- Teaching and Learning Programs
- Tell Them From Me data
- APPS Observational Framework data

A:

Analysis will be embedded within the initiative through progress and implementation monitoring: The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of quantitative and qualitative data to corroborate conclusions.

I:

Evaluation plan for this strategic direction

After analysing the data a determination will be made as to where to from here, future directions and next steps.

Strategic Direction 3: Belonging

Purpose

Our purpose is to ensure students have a sense of connectedness, purpose and meaning that enables them to thrive at school. We foster strong community partnerships, positive student-teacher relationships, and engagement by knowing the whole child. Students understand the world around them and the potential within them, so they can be fulfilled individuals and active, compassionate citizens.

Improvement measures

Target year: 2024

Student TTFM data improves to above the positive percentage SSSG in the areas of:

- students' sense of belonging
- school advocacy

Target year: 2024

Parent TTFM data improves to above the NSW government norm in the areas of:

- school supports positive behaviour
- school supports learning
- safety at school
- parents are informed

Target year: 2024

Students, staff and parents indicate a high level of understanding and satisfaction with the redevelopment and implementation of the school's student wellbeing strategy, practices and supporting programs.

Target year: 2024

Increase the school average score of K-3 students reporting their teacher 'knows students and how they learn' and 'create and maintain safe and supportive learning environments) using the Pivot F-3 Student Perception Survey on Teaching and Learning.

Initiatives

Embedding Systems

Embed a whole school approach to student wellbeing and engagement, where there is a collective responsibility for students to connect, succeed, thrive and learn. This will be achieved by reviewing current wellbeing processes, informed by CESE's core elements that affect wellbeing which includes:

- creating a safe environment
- ensuring connectedness
- engaging students in learning
- promoting social and emotional learning
- a whole school approach

Partnerships

Create opportunities for parents and carers to actively engage in their child's learning by inviting their expertise and participation in and beyond the classroom. Our partnerships program, founded on positive, respectful relationships, will engage families in collective responsibility for student learning and success.

Belonging: Analysing Impact

In Analysing Impact we will embed sustainable whole school processes for collecting and analysing wellbeing data. This data will regularly be used to inform strategies in relation to student needs, evaluate the impact of these strategies on students' sense of belonging and engagement, and inform teacher professional learning and school resourcing.

Success criteria for this strategic direction

- A strategic and planned approach to whole school wellbeing is in place to support the wellbeing of all students so they can connect, succeed, thrive and learn.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in wellbeing.
- Student assessment data in wellbeing and engagement is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Professional learning for teaching staff is aligned with the school plan (Belonging), and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- The school leadership team models instructional leadership and supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.
- Our resources are strategically used to achieve improved student outcomes across wellbeing and engagement.

Evaluation plan for this strategic direction

Q:

- To what extent have we achieved our purpose and can demonstrate impact and improvement towards the achievement of our Improvement Measures?
- To what extent have we achieved our purpose and can demonstrate improvement towards the achievement of our Success Criteria?

Strategic Direction 3: Belonging

Improvement measures

Target year: 2022

Increase the percentage of students attending school more than 90% of the time by 3%.

Evaluation plan for this strategic direction

D:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me parent and student data
- Pivot F-3 Student Perception Survey on Teaching and Learning
- Sentral Wellbeing incident data
- Parent, teacher and student focus group data
- Teaching and Learning Program
- APPS Observational Framework data

A:

Analysis will be embedded within the initiative through progress and implementation monitoring: The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of quantitative and qualitative data to corroborate conclusions.

I:

After analysing the data a determination will be made as to where to from here, future directions and next steps.