

Anzac Park Public School

Annual Report



2016



4656

Introduction

The Annual Report for **2016** is provided to the community of **Anzac Park 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.

Mrs Unity Taylor–Hill

Principal

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Message from the Principal

It is an honour and a privilege to be the foundation principal of Anzac Park Public School and to both serve and lead this inspiring school community. In a short period of time, we have become a learning community committed to excellence and attaining outstanding learning outcomes for our students as we strive to enact our school motto to *Aspire, Innovate and Achieve*.

Schools of the twenty-first century are in the business of change as we work to develop and educate young minds. We expect that over their time at our school, children will change, learn new things and constantly reflect on that learning. As teachers we are also constantly learning and adapting to new ways of working, but also continually reflecting on our work.

Our foundation year has been a year of great parent support. Parents are an important part of the team that not only goes about educating each child but also continually works to make Anzac Park a better place. So many parents have given freely of their time to assist us and create a sense of community which adds value to our school like nothing else can.

In our foundation year, the teaching staff and administrative staff of Anzac Park Public School have worked so hard in so many capacities. We are so fortunate to have such a dedicated team of foundation staff who are committed to ensuring our students always reach their potential in a safe, happy and creative environment. Our teaching, administrative and support staff consistently go above and beyond the call of duty for the children in their care and work in a cohesive team which I really feel puts them in a league of their own.

As Principal of Anzac Park Public School, I am truly optimistic about what it is that we have before us as we work hand in hand to create an inspiring school full of wonderful opportunities for all. In every facet of school life we aspire as a school community to achieve excellence. Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical and expecting more than others think is possible.

School background

School vision statement

Our vision at Anzac Park Public School is to create an environment where all members of the school community collaborate in their learning enabling everyone to reach their potential through innovative curriculum that challenges and supports all. This vision is enacted through our rigorous learning objectives for each child, our student-centred approach to teaching and learning, our commitment to STEAM education, our concern for the whole child, our focus on empowering our students in learning how to learn and the development of our students' capacity to be flexible thinkers that can evaluate information critically and apply their knowledge.

Our approach to innovation centres around five key Visions for Learning. These Visions for Learning guide our decision making as we build a school for the twenty-first century.

Reimagining for Success guides our approach to learning space design which includes a future-focused flexible approach linking pedagogy with space.

Creating Connectors uses a conceptual lens to guide our approach to the curriculum and fosters the development of generalisations that can be applied across the fields of knowledge and stimulate higher-level thinking by causing students to rise above the fact base to gain understanding.

Personalising Pathways ensures that students, teachers and parents have a clear understanding of personalised learning goals for each child and empowered with explicit strategies to move each child forward with their learning.

Inspiring Innovators guides our commitment to STEAM education and technology. This includes specialist STEAM educators and a dedicated STEAM Learning Hub.

Learning for Life embraces our commitment to intentional and explicit learning programs in twenty-first century skills including; Reflect, Imagine, Connect, Question, Collaborate and Persevere

School context

Anzac Park Public School is a NSW Public School which opened in 2016 and is embracing a culture of innovation from the ground up. In 2016, we welcomed 76 students enrolled across 4 Kindergarten classes. Our school aspires to be an outstanding school through the purposeful creation of learning environments that promote the development of innovation, creativity and capability for self-directed lifelong learning in our students. Through embracing a culture of innovation, we aspire to not only look beyond what we currently do well in education, but identifying the great ideas of tomorrow and putting them into practice.

Our school has been designed to facilitate a culture of innovation through the provision of flexible learning spaces providing opportunities for co-teaching and learning in engaging spaces, including our Rooftop Terrace. We are a welcoming school which actively builds relationships with families and the wider community. The parent community has high expectations of the school and is heavily involved in their child's schooling through an active P&C association which works collaboratively with the school to improve learning outcomes for students. Anzac Park Public School is a school community that is outward-facing and is embracing a culture of innovation.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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. Within the learning domain the school's focus has been on the elements of Learning Culture, Curriculum & Learning and Assessment & Reporting. Our focus on individualised student goal setting has meant that our students are learning to become self-reliant and directed learners who can set meaningful goals, implement strategies and develop dispositions that will see them achieve their targets. We are developing a culture that values relationships, trust and respect, one that encourages students to consistently do their best. Within the teaching domain, the school's focus has been on the elements of Effective Classroom Practice, Collaborative Practice, Data Skills and Learning & Development. Teacher Professional Learning initiatives, collaboration within and beyond the school and research-driven thinking informed all of our improvement strategies. Successful implementation of the Performance and Development Framework processes led to a systematic, rigorous and authentic approach to teacher performance and development. This was supported by all classroom teachers participating in the Quality Teaching Rounds project which developed collaborative practice within the structure of the Quality Teaching Framework. Teacher Professional Learning, aligning with all descriptors of the School Excellence Framework Learning and Development element, was the driving force behind School Plan projects. Future directions in this domain include

planning quality professional learning for staff that meets the professional demands of the school's improvement priorities, embedding rigorous goal setting and classroom observation as core school practices in improving teacher quality and fostering a proactive improvement culture which puts teacher quality at the core. Within the leading domain, the school's focus was on the elements of Leadership, School Planning, Implementation & Reporting and School Resources. The school's self-assessment and analysis reflected the importance placed on leadership development within overall school improvement and practice. In 2016 we focused on building community engagement in student learning outcomes with the introduction of systems that enhance parent engagement in classrooms and with individual students' goals and aspirations. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

TARGETED LEARNING

Purpose

Establish innovative evidenced-based pedagogies that result in improvements in student learning outcomes in literacy and numeracy and provide students with the opportunity to be successful and confident learners.

Overall summary of progress

The school implemented a range of programs and initiatives across the areas of curriculum implementation, best-practice pedagogy and assessment. As a result, students have become deeply engaged learners inspired to explore real-world challenges and problems through authentic project based learning and assessment opportunities. Significant progress was made in the use of learning progression tools for literacy and numeracy and the tracking of all students against these progressions to ensure a comprehensive understanding and record of every student's achievements, progress and next steps in learning. Staff have deepened their knowledge of the markers within the literacy clusters and have established more effective strategies to assess student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students K–6 are tracked using the literacy and numeracy continuums and 100% teachers report improved knowledge of this process to track student progress.	All teachers engaged in the construction of assessment plans, professional learning on the literacy and numeracy continuums and moderation of student assessment data. The integrity of student assessment data and tracking of progress was improved. All students were tracked and this data was used to inform planning. Awareness was raised with staff on the purpose and value of formative assessment strategies.	\$5000
Increase the percentage of students achieving at or beyond expected stage standard in literacy and numeracy on school based assessment data.	Students achieved pleasing value-added results in literacy and numeracy. Teacher professional learning has been around the purpose and benefit of effective assessment and feedback as a tool to improve student outcomes and inform teachers and students about future learning directions.	\$0
90% of Kindergarten students will achieve Cluster 4 in Writing.	86% of Kindergarten students were assessed at the end of the year having achieved Cluster 4 in Writing using the Literacy Continuum.	\$0
90% of Kindergarten students at exit level EAS Perceptual.	94% of Kindergarten students were assessed at the end of the year having attained EAS Perceptual using the Numeracy Continuum.	\$0

Next Steps

Future directions in this strategic direction will include the establishment of K–6 evidenced-based pedagogies that result in improvements in student learning outcomes in literacy and numeracy. Teachers will continue to collaboratively develop stage based conceptual units to include English, Science, Geography and History outcomes, incorporating our Learning for Life capabilities. Teachers will continue to embed authentic assessment within the conceptual units and ensure that is directly linked to student learning with evidence of growth and development.

Strategic Direction 2

PROFESSIONAL SYNERGY

Purpose

Inspire a professional community built on a culture of collaboration, engaged communication, innovation and future-focused practices.

Overall summary of progress

The school implemented a wide range of initiatives to ensure all teaching staff at Anzac Park Public School were collaborative, highly effective professionals. Staff were committed to identifying, understanding and implementing the most effective teaching methods with a high priority given to evidenced-based teaching strategies. Teachers were given the opportunity to undertake individualised professional learning to support specific professional learning goals. The opportunity for teachers to observe peers through Quality Teaching Rounds proved successful among staff to enhance teaching strategies and fulfil professional learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100 % of permanent teachers participating in Quality Teaching Rounds.	100% of classroom teachers participated in the Quality Teaching Round Project in Term 2 as part of our Professional Learning program.	\$10 000
90% of staff employing Learning Space Design theory and explicitly linking learning space design with pedagogy in teaching and learning programs.	100% of teaching staff utilised their knowledge of Learning Space design in the creation of their learning spaces linking learning space with pedagogy.	\$2000
100% of teaching staff have individual Personal Professional Learning Plans as part of the Performance and Development Framework.	100% of classroom teachers developed individual Personal Professional Learning Projects as part of the PDP process.	\$4000
Teacher knowledge of the Australian Curriculum's General Capabilities is evidenced in teaching and learning programs utilising the Anzac Park's Learning 4 Life framework.	100% of classroom teachers developed knowledge of Learning for Life understanding and 100% of students participated in explicit L4L program.	\$2000

Next Steps

Future directions will include continued development of authentic collaborative professional learning opportunities including Quality Teaching Rounds as well as continued opportunities for differentiated, personalised professional learning. An emphasis will continue in the development of innovative, future-focused teaching and learning practices.

Strategic Direction 3

CONNECTED COMMUNITY

Purpose

Establish a clear structure to engage all members of the school community in the language of learning through embedded practices to collect, analyse and report on student performance.

Overall summary of progress

The school implemented a range of programs and initiatives to provide opportunities for parents to be active participants in their child's individual learning path. Practices were developed and trialled to engage parents to understand the learning progress of their child and strategies to effectively support them to learn. This included individual student goals set in literacy and numeracy. Parents were welcomed into their child's learning with multiple opportunities for parents provided to establish the connection between home and school including opportunities for parents to celebrate their child's learning and achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Utilise school-based assessment tools to analyse student learning needs evidenced in effective use of data and communicated with parents.	A range of school-based assessment tools were utilised and student achievement data was tracked using these methods. A range of communication tools were trialled including GoogleDocs. Individual Continuum Reports in Literacy and Numeracy were sent home each semester.	\$1100
Increase engagement of students, staff and parents who participate as proactive partners in deep authentic learning that includes critical thinking, problem solving, communication, collaboration and creative thinking.	Parents were welcomed into classrooms to share in the learning that students had undertaken as part of our Learning for Life program. Students participated in an explicit program focusing on critical thinking, problem solving, communication, collaboration and creative thinking.	\$0
Increase of parent participation in our school-home learning partnerships to support engagement in student learning programs at school.	Parents were welcomed into our learning spaces regularly and invited at the end of each term to share with their children in celebrating their learning.	\$0

Next Steps

Future directions will include broadening opportunities for our community to be involved in the language of learning through the establishment of Mountain Top events at the end of each semester as well as the introduction of applications and social media to provide increased opportunities for parents to be active participants in their child's learning path.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Funds were used to provided School Learning Support Officer support for targeted students in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.	<p>\$3919 was expended to employ as SLSO to support students in mainstream classrooms.</p> <p>\$51 010 was expended to employ our Learning Support Teacher at 0.5.</p>
Support for beginning teachers	Funding was used to provide beginning teachers with mentoring, additional release and professional learning opportunities.	\$40 133 was expended to support three teachers eligible for the Beginning Teacher program.

Student information

*Full Time Equivalent

Student enrolment profile

Enrolments	
Students	2016
Boys	34
Girls	43

In our Foundation Year at Anzac Park Public School, enrolment was offered to students entering Kindergarten only with K-6 enrolments accepted from 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K				96.3
All Years				96.3
State DoE				
Year	2013	2014	2015	2016
K				94.4
All Years				94

Management of non-attendance

2016 attendance figures were commensurate with state averages. Student absences are required to be explained by parents. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Counsellor	0
School Administration & Support Staff	1.56
Other Positions	0.63

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. For 2016, 0% of staff are from an Aboriginal or Torres Strait Islander background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2016 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. As a school we established a collaborative approach to professional learning and built the capacity of all teachers and leaders. Staff participated in professional learning initiatives focused on literacy, numeracy, linking learning space design and pedagogy, formative assessment, Project Based Learning, child protection, anaphylaxis and emergency care. The principal completed professional learning to fulfil the role of assessor for accreditation at highly accomplished and lead levels. All classroom teachers participated in a Quality Teaching Rounds project. In addition to whole staff professional learning, teaching staff identified one of their PDP goals to work individually to complete an action learning project targeted to their own professional learning needs. To showcase what staff had learned through their action learning project, all staff presented the research, observations, findings and outcomes to all staff during Term 4.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the

In 2016, the school's finances were managed by a finance committee comprising the Principal, Assistant Principal and the School Administrative Manager. The finance committee meets to set the school budget based on whole school needs and strategic priorities. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building costs. In 2016, the school completed its annual financial rollover at an earlier date in preparation for a transition to SAP finance system that occurred in Term 3.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	462 339.96
(2a) Appropriation	430 181.99
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	31 026.98
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 130.99
Expenses	-189 396.46
Recurrent Expenses	-189 396.46
(3a) Employee Related	-71 016.43
(3b) Operating Expenses	-118 380.03
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	272 943.50
Balance Carried Forward	272 943.50

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	794 398.54
Base Per Capita	3 049.92
Base Location	0.00
Other Base	791 348.62
Equity Total	54 929.44
Equity Aboriginal	0.00
Equity Socio economic	0.00
Equity Language	0.00
Equity Disability	54 929.44
Targeted Total	0.00
Other Total	9 062.03
Grand Total	858 390.01

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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. In 2016, Anzac Park Public School's foundation Kindergarten cohort of students did not participate in the National Assessment Program.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the

opinions of all members of the school community were sought through P&C meetings, written feedback and surveys. Parent feedback was overwhelmingly positive with leadership and vision, professional staff and positive school culture, pedagogy and curriculum delivery and successful student transitions identified as the most significant areas of satisfaction.

Communication, resourcing for future growth and the establishment of community services were identified as focus areas for 2017. Students reported feeling safe and happy to come to school each day and that they enjoyed school. 93% of Kindergarten students surveyed were able to talk about their literacy and numeracy goals and what they needed to do to move forward with their learning in literacy and numeracy. Teachers participated in a range of feedback opportunities, including surveys, throughout the year to gain their feedback. They indicated high levels of satisfaction across all aspects of their practice. They felt there was a need to focus on strengthening systems and structures in the school as the school continues to grow, and create opportunities for teachers to take on a variety of leadership opportunities.

Policy requirements

Aboriginal education

A commitment to Aboriginal Education was at the forefront of the teaching and learning processes at Anzac Park Public School, with a specific focus on the effective integration of the 'Aboriginal and Torres Strait Islander histories and cultures' cross-curriculum priority in all Key Learning Areas. Indigenous perspectives were embedded within the conceptual programs designed and delivered through our History, Geography, English and Creative Arts programs. Reconciliation Week was celebrated in all classrooms.

Multicultural and anti-racism education

A multicultural perspective is woven into many aspects of the school year, either through incorporation in units of work, or by specific events. This year, we celebrated the diverse cultural backgrounds of members of our school community on Harmony Day by wearing a touch of orange, which is the official Harmony Day colour. A multicultural perspective was incorporated into a number of Units of Inquiry, and was embedded in our History, English and Creative Arts Programs.