

Anzac Park Public School

Annual Report



4656

Introduction

The Annual Report for **2017** 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.

Unity Taylor–Hill

Principal

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Message from the Principal

It continues to be a privilege to both serve and lead the community of Anzac Park Public School and it is with great pride that I present this report on the wonderful achievements of our school community in 2017.

It has been another successful year at Anzac Park Public School with excellent results across many areas of school life. These results are possible due to the commitment, dedication and energy of the staff, parents and community working closely together to provide the highest quality learning opportunities for every student.

Anzac Park Public School provides a caring learning environment with staff committed to raising student achievement levels, promoting student well-being and working collaboratively on school improvement goals. A wide range of quality educational programs are provided which encourage students to achieve their personal best and become self-directed learners with sound values.

The dedicated teaching staff has worked to ensure student needs are consistently met and are to be commended for their work. They combine a strong sense of caring with a professional approach, high expectations and a willingness to contribute time and energy above normal expectations.

A strong partnership exists within the school between staff and the parent community. Teaching and learning has been enhanced through parental involvement. The sense of collaboration fostered between staff, students and the parent community has undoubtedly been a highlight of 2017.

I look forward to 2018 and to another year of providing excellent opportunities for all our students at Anzac Park Public School.

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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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 continue to develop 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 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 2017 we focused on developing clear leadership pathways for our aspiring leaders and 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Staff at Anzac Park Public School continued the professional learning journey that they commenced in 2016 in becoming increasingly aware of, and intentional about, looking at evidence of student learning to provide direction for their practice. Significant progress was made in the implementation of Analysing Impact meetings based on the Literacy and Numeracy Continuums. These three-week cycles played a key role in developing a consistent language based around the cluster markers and improved consistency in teacher judgement through collaborative moderating sessions. Staff were able to monitor student progress and identify gaps in student learning to inform differentiated planning for individuals and groups of students. Data walls became the norm in all classrooms, providing tangible evidence-based tools for students to progress and track their learning. The Personalising Pathways team collated and annotated work samples to create a document of writing exemplars, each linked to the clusters, highlighting grade expectations across K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$5000	All teachers engaged in weekly meetings to unpack the literacy and numeracy continuums, developing a consistent language based around the continuums and improving consistency in teacher judgement through collaborative moderating sessions. All students were tracked at a whole school level and this data was used to inform planning, monitor student progress and identify gaps in student learning.
Increase the percentage of students achieving at or beyond expected stage standard in literacy and numeracy on school based assessment data.	\$29 039	Students achieved pleasing value-added results in literacy and numeracy. All teachers had a focus on ensuring that every student received at least one year's growth for one year's input. All staff worked collectively, utilising internal knowledge and expertise from within teams and across the school to create clear and concise outlines of planned teaching interventions to lead to shifts in student learning.
90% of Kindergarten students will achieve Cluster 4 in Writing.	\$0	86% of Kindergarten students were assessed at the end of the year having achieved a Cluster 4 or above in Aspects of Writing using the Literacy Continuum.
90% of Kindergarten students at exit level EAS Perceptual.	\$0	98% of Kindergarten students were assessed at the end of the year having attained EAS Perceptual or above on the Numeracy Continuum.

Next Steps

Future directions in this strategic direction will include the further refinement of Analysing Impact meetings to provide effective tools and protocols to allow teachers to consistently evaluate impact through formative and summative assessment. These protocols will allow teachers to continue to build evidence-informed practices and develop collective efficacy of teacher teams. All teachers in the school will be provided with further opportunities to build confidence in embedding authentic assessment, providing meaningful and timely feedback to students and ensuring that teaching and learning programs are 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

A collaborative and professional community continued to be established as Anzac Park Public School's staff significantly grew in 2017. Staff worked in teams to achieve school priorities and ensure teachers felt confident catering for the needs of students by drawing on collective expertise. All teaching staff participated in Quality Teaching Rounds, leading to increased professional dialogue about best practice. This helped to foster a culture focused on professional growth. Every teacher participated in professional learning examining learning space theory, and teaching and learning programs explicitly linked pedagogy with learning spaces. All teachers completed Professional Learning Plans as part of the Performance and Development Framework, as facilitated by supervisors. As well as linking the Learning for Life Capabilities to teaching and learning programs, and recognising student growth and expertise in these areas using awards on school Mountain Top Night, all students were plotted on continuums to track their progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100 % of permanent teachers participating in Quality Teaching Rounds.	\$16 000	All teachers were assigned Professional Learning Communities in which to complete Quality Teaching Rounds.
90% of staff employing Learning Space Design theory and explicitly linking learning space design with pedagogy in teaching and learning programs.	\$0	100% of teaching staff used research about Learning Space Design to create innovative learning hubs linked to pedagogical strategies and programs.
100% of teaching staff have individual Personal Professional Learning Plans as part of the Performance and Development Framework.	\$8000	100% of classroom teachers developed individual Personal Professional Learning Projects as part of the PDP process.
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.	\$5000	Teachers aligned the Learning for Life Capabilities to teaching and learning programs, and plotted all students on newly developed continuums to track student progress in these areas.

Next Steps

To ensure continued focus on school priorities the school will be moving towards developing and implementing observational teaching rounds focused on the school's Vision for Learning. All teachers in the school will continue to participate in professional learning to develop understandings about co-teaching spaces with new teaching staff being provided the opportunity to work with existing staff at the school to develop positive co-teaching relationships and effective 21st Century Learning spaces.

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

Through the establishment of a range of structures, programs and initiatives progress has been made in activating parents in their child's individual learning path and developing the wider community's understanding of the school's Vision for Learning. This year saw the establishment of professional development opportunities for teachers and principals coined the 'L21 Hub'. The L21 Hub provided the wider community of educators with an understanding of our Vision of Learning whilst providing them with the knowledge and structures to support the implementation of these principles of learning to their school context. To support parents and carers in conversations about their child's learning and individual goals, 3 way conferences were held. These sessions provided a connection between home and school and allowed each child to share and celebrate their learning. Parents were further welcomed into their child's learning through multiple opportunities including, Mountain Top Night, parent information sessions and Vision for Learning presentations. Seesaw and other technological tools were utilised as a platform to share learning intentions with parents. Student continuum data in Literacy and Numeracy was shared once a semester identifying where to next.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Utilise school-based assessment tools to analyse student learning needs evidenced in effective use of data and communicated with parents.	\$0	A range of school-based assessment tools were utilised and student achievement data was tracked using these methods. Seesaw and other communication tools were utilised to share learning intentions with families.
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.	\$5000	The establishment of professional development days (L21 Hub) on our school's Vision for Learning for the wider teaching community.
Increase of parent participation in our school-home learning partnerships to support engagement in student learning programs at school.	\$0	Parents were welcomed into classrooms to share in the learning that students had undertaken as a part of our Learning for Life program. Students participated in programs that explicitly focused on the development of critical and creative thinking skills, problem solving and collaboration. Learning was celebrated and rewarded based on these skills.

Next Steps

Further strategies will be implemented to ensure the school community has a clear understanding of the language of learning across the school. Teachers will continue to utilise technology to share the learning occurring in the classroom with parents and carers. A parent portal will be activated allowing access to student's continuum data, absences and important notices. The school's website will be updated regularly to showcase the school's learning philosophy through sharing annotated work samples highlighting grade expectations. Parent workshops and information sessions will be held throughout the year to provide knowledge of the Visions for Learning at Anzac Park Public school and strategies to support their child's learning. In addition, due to feedback from the parent community, the school's homework procedures in accordance with the Department of Education policy will be reviewed at the end of year. Review and redevelopment of the L21 Professional Learning Hub for the wider teaching network will be a future focus.

Key Initiatives	Resources (annual)	Impact achieved this year
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.	\$3585 was expended to employ as SLSO to support students in mainstream classrooms. \$50 787 was expended to employ our Learning Support Teacher at 0.5.
Support for beginning teachers	Funding was used to provide beginning teachers with mentoring, additional release and professional learning opportunities.	\$79 742 was expended to support four teachers eligible for the Beginning Teacher program.

Student information

Student enrolment profile

	Enrolments	
Students	2016	2017
Boys	34	166
Girls	43	177

In 2017 at Anzac Park Public School, enrolment was offered to students from Kindergarten to Year 6 for the first time.

Student attendance profile

School				
Year	2014	2015	2016	2017
K			96.3	95.9
1				94.9
2				94.6
3				96.2
4				96.6
5				93.9
6				98.1
All Years			96.3	95.5
State DoE				
Year	2014	2015	2016	2017
K			94.4	94.4
1				93.8
2				94
3				94.1
4				93.9
5				93.8
6				93.3
All Years			94.4	93.9

Management of non-attendance

2017 attendance figures were above 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
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	16.45
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.97
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. For 2017, 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	4

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 2017 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. As a school we continued to establish 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. 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 fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	272,944
Revenue	3,329,833
Appropriation	3,129,178
Sale of Goods and Services	32,852
Grants and Contributions	163,033
Gain and Loss	0
Other Revenue	0
Investment Income	4,769
Expenses	-3,245,779
Recurrent Expenses	-3,245,779
Employee Related	-2,840,721
Operating Expenses	-405,058
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	84,054
Balance Carried Forward	356,997

The school's finances are managed by a finance committee comprising the Principal, school leadership team and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school is moving towards managing the operational budget through program budgets coordinated by the school leadership team. These

budgets are monitored using statewide and local internal orders. Funds carried over into the 2018 financial year have been committed to the three strategic directions and supporting strategies outlined in the 2018–2020 school plan. Funds have also been committed to some high cost initiatives in the area of technology and resourcing of new classrooms.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,372,952
Base Per Capita	11,768
Base Location	0
Other Base	2,361,184
Equity Total	87,895
Equity Aboriginal	0
Equity Socio economic	544
Equity Language	32,979
Equity Disability	54,372
Targeted Total	392,468
Other Total	116,591
Grand Total	2,969,906

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

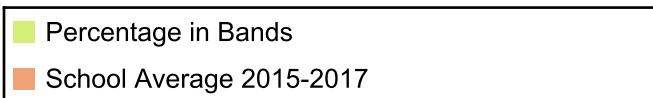
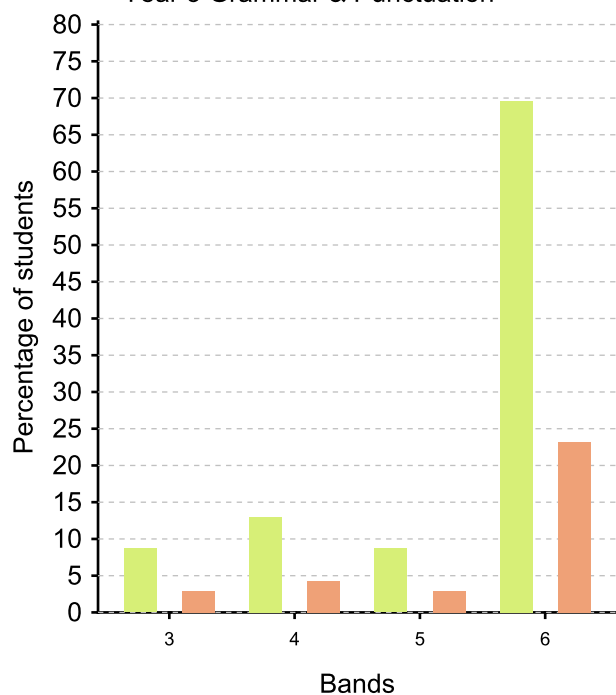
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

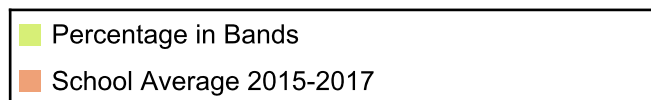
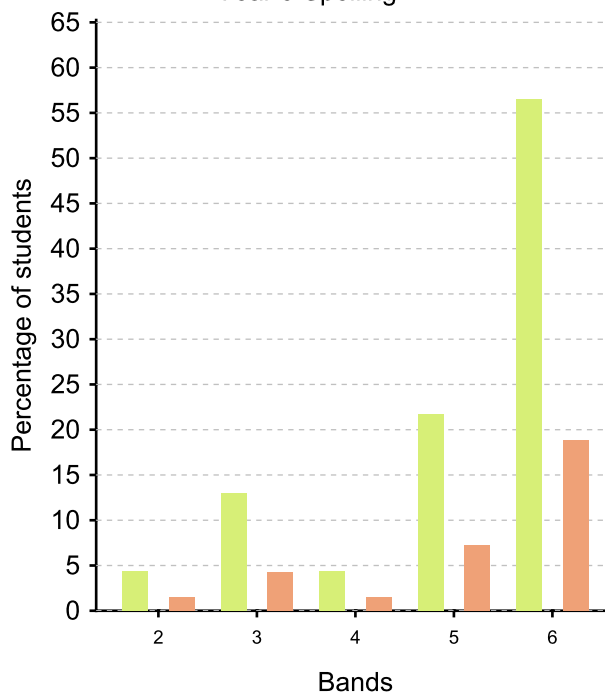
NAPLAN

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.

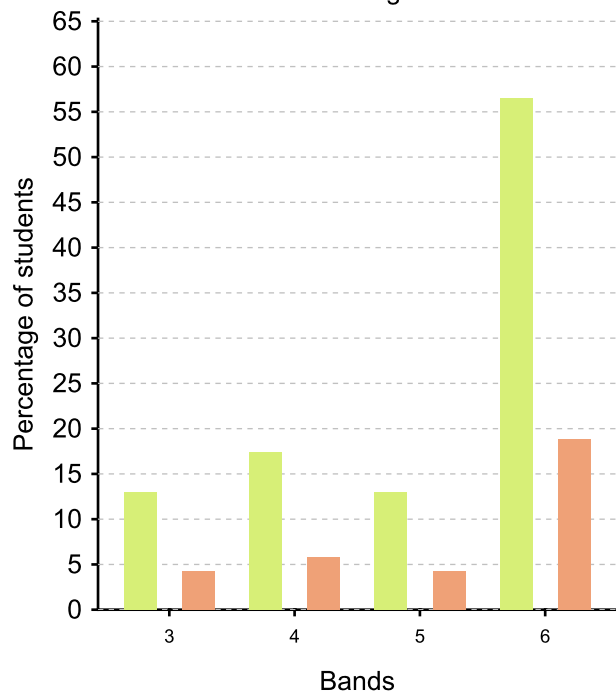
Percentage in bands:
Year 3 Grammar & Punctuation



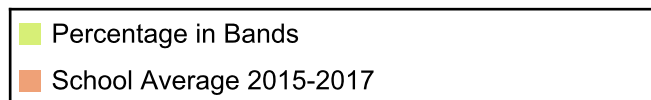
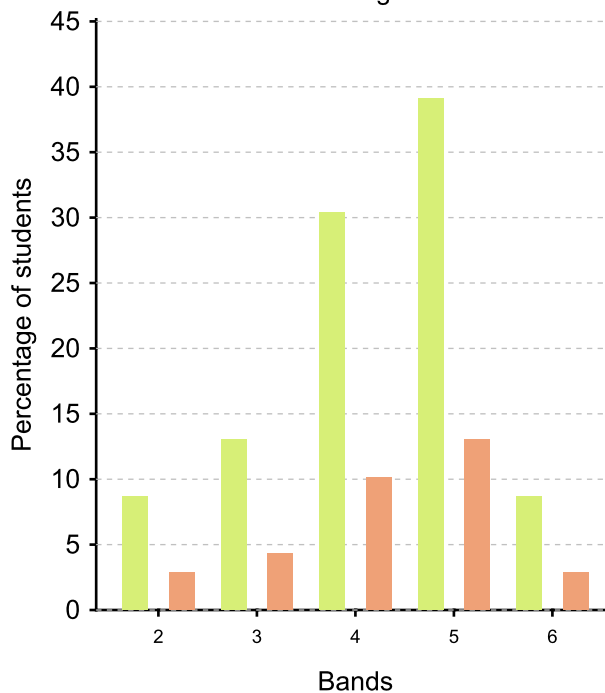
Percentage in bands:
Year 3 Spelling



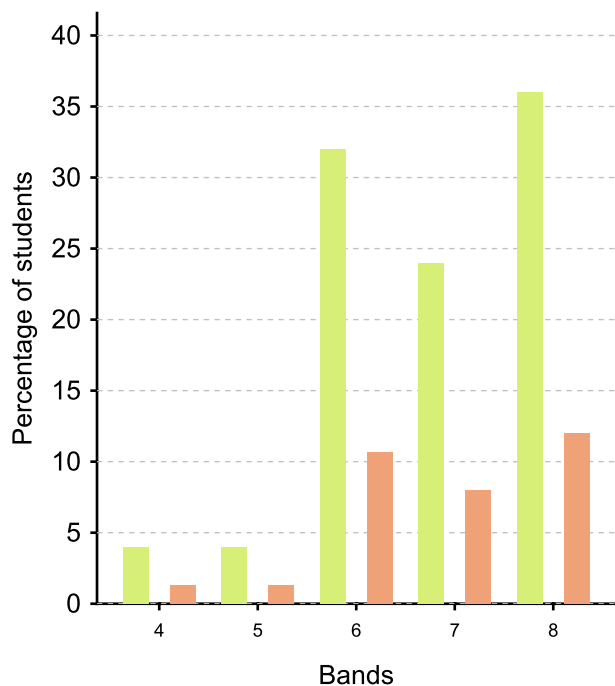
Percentage in bands:
Year 3 Reading



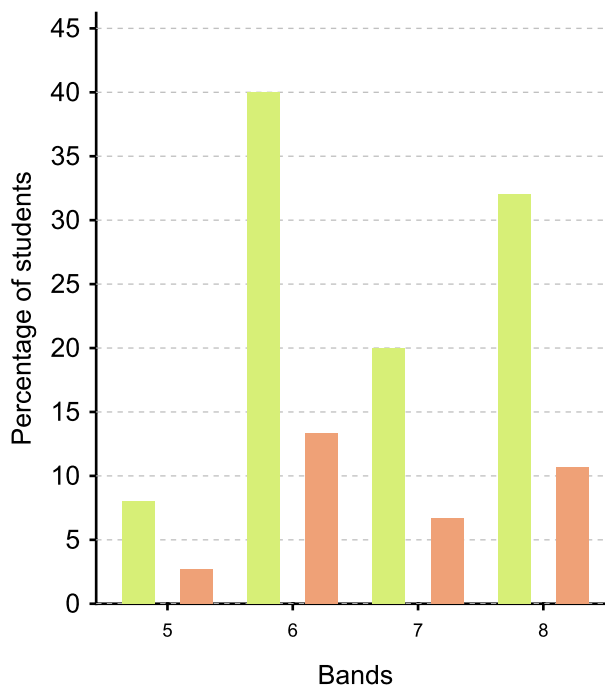
Percentage in bands:
Year 3 Writing



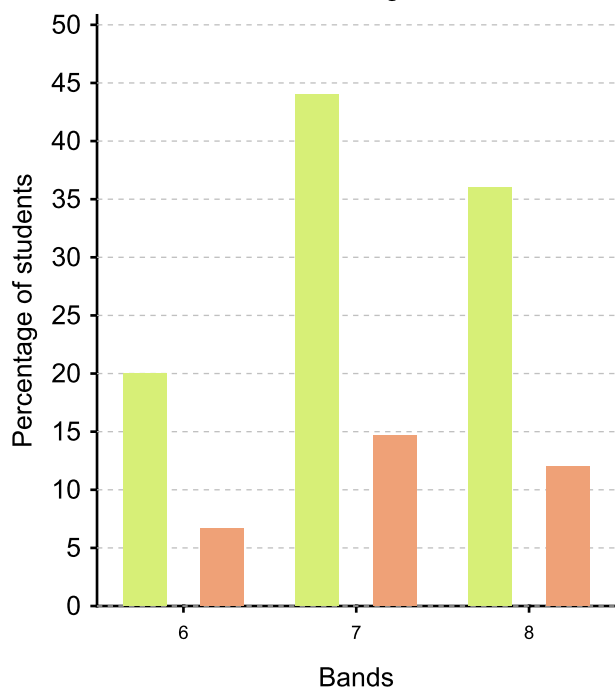
Percentage in bands:
Year 5 Grammar & Punctuation



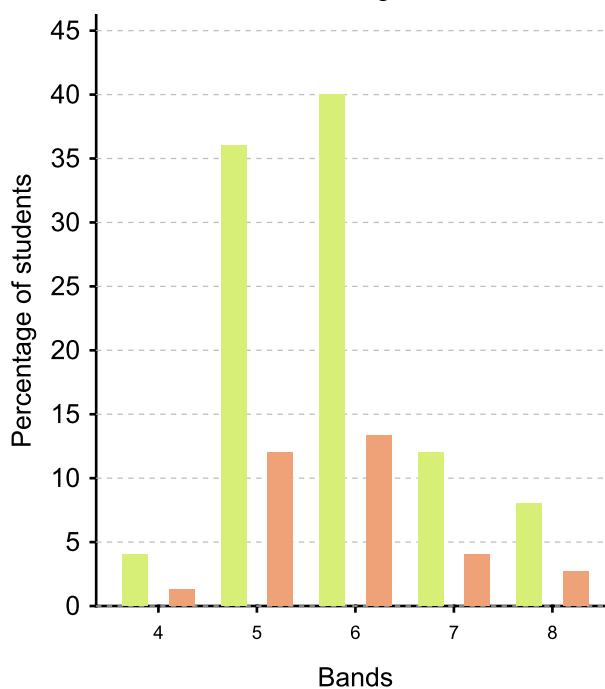
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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 opinions of all members of the school community were sought through P&C meetings, written feedback, focus groups and surveys. Parent feedback was overwhelmingly positive with leadership and vision, professional staff, pedagogy and curriculum delivery and a strong sense of school community identified as the most significant areas of satisfaction. Communication, resourcing for future growth and the continued growth of our STEM programs were identified as focus areas for 2018.

Students reported feeling safe and happy to come to school each day and that they enjoyed school. A significant proportion of students surveyed were able to talk about their literacy and numeracy goals and what they needed to do to move forward with their learning.

Teachers participated in a range of focus groups 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 student wellbeing programs, some systems and structures in the school, and continued focus on teaching and learning in Innovative Learning Environments.

As part of the consultation processes for the development of the 2018–2020 school plan, focus groups were conducted. Focus groups highlighted strengths related to teacher quality, innovative programs and our STEM program. Areas for development included strengthening student wellbeing programs, increased STEM opportunities for students and bedding down our school vision as the school continues to grow.

Policy requirements

Aboriginal education

A commitment to Aboriginal Education is woven into many aspects of the school year, through units of work and specific events. An Indigenous perspective was incorporated into a number of conceptual units across K–6, including our History, Geography, English and Creative Arts programs. To ensure effective cultural inclusive practices and integration of Aboriginal and Torres Strait Islander histories and cultures across all Key Learning Areas, specific inquiry units were developed in consultation with an Aboriginal Elder.

In May students across K–6 participated in Reconciliation Week where they conducted a variety of activities which included reading Aboriginal traditional stories and exploring Aboriginal artworks. Students produced their own hand print to explain their understanding of the importance of reconciliation. The school community gathered to show their respect and create a garden of hands.

Multicultural and anti-racism education

Anzac Park Public School has a culturally diverse student population and the school continues to celebrate this diversity through ensuring that inclusive classroom and school practices are embedded for all students. All teaching and learning programs foster students' understanding of culture, cultural diversity, racism and social responsibility within a multicultural society.

This year the whole school celebrated Harmony Day in March. Students spent the week learning about the importance of multiculturalism in Australia through class based activities. Anzac Park Public School SRC leaders helped start our Harmony Day celebrations by sharing pieces of orange as a morning snack in the school playground. The SRC leaders encouraged students to contribute a word or a small picture to our Harmony Day posters which were displayed around the school. Each class contributed to a whole school Harmony Day artwork where each student created a thumbprint character to encourage a sense of belonging at Anzac Park Public School. These activities inspired students to work collaboratively, building a sense of unity and school pride.

Our school has continued to review to review its teaching and learning programs and implement policies and practices which counter racism and intolerance.