

# 2020 Annual Report

## Anzac Park Public School



# ANZAC PARK PUBLIC SCHOOL

ASPIRE INNOVATE ACHIEVE

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# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

Our vision at Anzac Park Public School is to be an outward future-focused school community implementing evidence-based learning for all.

Our goal 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.

Our 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.

## 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 foundation students and in 2019, we have over 620 students enrolled at Anzac Park.

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 purposeful learning spaces providing opportunities for co-teaching and learning in engaging spaces.

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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2020 our school undertook self-assessment using the School Excellence Framework in preparation for External Validation in September 2020. The self-assessment was led by the school leadership team and sought feedback from the Anzac Park team.

Within the Learning Domain, the school's focus has been on the elements of Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. Analysis indicates progress in building a learning culture characterised by high expectations, positive and respectful relationships, and targeted learning support. Developing whole school consistent curriculum implementation that reflects current pedagogical thinking has been an ongoing focus with the school well placed for the NSW curriculum review with our focus on core concepts, and building skills in applying knowledge. Our Big Questions Scope and Sequence has provided the opportunity for consistent syllabus implementation. Assessment processes that monitor, track and improve on student learning outcomes have been an ongoing focus and the school made good progress in implementing the 2018-2020 school plan processes related to the learning domain through implementing teacher professional learning programs. Providing opportunities for student voice has been an important part of our

learning culture with an emphasis on student goal setting and student-led conferencing. Some student performance measures have been challenging to ascertain given the small number of highly mobile students in Years 3-6. These challenges have encouraged the establishment of our Data Deep Dives to ensure that as a school we are using both the internal and external measures to measure achievement against syllabus outcomes. Establishing wellbeing processes to support our rapidly growing student population has been an area of whole school focus, in particular the establishment of our Multicategorical Support Unit. In 2019, the team introduced a functional approach to managing student behaviour to establish consistency in supporting student behaviour. This has been valuable, particularly to support the high number of Early Career Teachers in our school.

Within the Teaching Domain, the school's focus has been on the elements of Effective Classroom Practice, Data Skills and Use, Learning & Development and Professional Standards. The school's self-assessment indicated a strong staff commitment to improving teacher quality and raising teaching standards in all areas as the core component of striving for whole school excellence. Teacher professional learning initiatives, collaboration within and beyond the school and research-driven thinking informed all of our improvement strategies. Our commitment to a positive and collaborative environment has resulted in high levels of collective teacher efficacy. Teacher professional learning, aligning with all descriptors of the School Excellence Framework Learning and Development element, was the driving force behind all school plan projects. Our three-year focus on the What Works Best strategies in the 2018-2020 school plan has provided a foundation for ensuring valuable and purposeful professional learning. In the school's first four years, 14 teachers successfully achieved proficient teacher accreditation which has led to a school wide understanding of the Australian Professional Standards. This has been further supported by strong Professional Development Plan processes. The professional standards have supported leaders in working with their teams in the identification and monitoring of areas for development and continued improvement. Analysis of the School Excellence Framework has identified Expertise and Innovation as an area of strength for our school community. As one of the first schools built by School Infrastructure NSW to support Innovative Learning Environments (ILEs), the team at Anzac Park has been identified on numerous occasions during our first five years to share our expertise in ILEs by the senior executive of the NSW Department of Education. This has involved organising school tours for senior members of the DoE, presenting at DoE conferences and, in 2019, participating in Mark Scott's podcast series. A clear process for trialling innovative practices and processes has been established to evaluate, refine and scale success.

Within the Leading Domain, the school's focus was on the elements of Educational Leadership, School Planning, Implementation & Reporting, School Resources and Management Processes and Practices. The school's self-assessment and analysis reflected the importance placed on leadership development within overall school improvement and practice. In building leadership capacity, there has been emphasis on developing leadership skills, utilising leadership tools and leading strong distributive leadership processes across the school. Anzac Park has also placed an emphasis on the establishment of systems and processes to support the growing school community. This has included strategic resourcing and financial planning. Analysis has revealed the focus placed on establishing systems, structures and frameworks in order to build a cohesive school community during a period of rapid expansion. A clear vision, supported by the school community, has driven school improvement and created a culture of shared accountability to achieve our school's Vision for Learning. All components of school resourcing has been an area of focus as the leadership team has strategically planned through staff planning and resource management to ensure all classrooms are well equipped and provide state-of-the-art learning environments for our students.

## Strategic Direction 1

### Learning For Impact

#### Purpose

At Anzac Park we are embedding evidenced-based pedagogies and systems to foster a learning culture focused on improving outcomes for all students.

#### Improvement Measures

Increase the percentage of students who demonstrate above average growth between Year 3 and Year 5 in NAPLAN writing from a 2017 average of 35% to a 2020 average of 65%.

85% of K-2 students to achieve at least one year of growth over one year of input in writing (literacy progression) and EAS (numeracy progression) in 2020.

Increase the use of the 7 What Works Best evidenced-based practices as observed in classroom walkthroughs in 2020.

Increase the percentage of students who demonstrate above average growth between Year 3 and Year 5 in NAPLAN numeracy from a 2017 average of 50% to a 2020 average of 65%.

#### Overall summary of progress

Learning for Impact is driven by evidence-based strategies that engage the whole school community. Within this direction, differentiated professional learning and collaboration is at the forefront of teaching practice, under the premise that collective teacher efficacy is a high-impact strategy with an effect size of 1.57. All teaching staff participated in targeted professional learning, providing our teachers the opportunity to build their capacities, ensuring that students experience quality education based on evidence-based practice. Anzac Park has embedded systems to ensure consistent teacher judgement of all grade and stage teams around the language of learning and that each student makes a year of growth for one year of input. Our strong commitment to personalised learning using data, ensures that each student is challenged and supported throughout their learning journey.

#### Progress towards achieving improvement measures

**Process 1:** Build staff understanding of evidenced-based practices through participation in a three year literacy and numeracy classroom program focusing on seven key evidence-based strategies.

Evaluation	Funds Expended (Resources)
<p>Staff participated in differentiated professional learning focused on two elements of What Works Best (WWB): Explicit Teaching and Use of Data to Inform Practice. Teachers opted in for the WWB element they wanted to develop further. Using the Professional Learning Community (PLC) model, teachers developed fortnightly action plans focused on different strategies from their WWB element and engaged in reflective collegial discussions around the impact this had on their teaching practice. Teaching staff observed each others' practice during peer observations to facilitate reflective practice. An Explicit Teaching Model was developed and introduced to staff, as well as a Data Informed Decision-Making Cycle, to ensure that teachers built capacity in the analysis and interpretation of student progress and achievement data to enhance student outcomes. Teachers from both workshops then shared their learning from the professional development with other staff in the school to improve whole school practice.</p> <p>As a result of teachers at APPS engaging in targeted and differentiated PL based on the WWB report, results show that the majority of teachers have a 'moderate' or 'high' level of confidence in embedding evidence-based practices in their classroom. This data is triangulated with the teacher survey data collected from APPS' involvement with the Leading Evaluation, Evidence &amp; Data (LEED) project in 2020. The self-report responses from teachers demonstrated above average scores in comparison to responses</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$0.00)</li></ul>

## Progress towards achieving improvement measures

from all schools involved across the state.

**Process 2:** Teachers utilise effective tools and protocols to consistently evaluate impact. These protocols allow teachers to continue to build evidence-informed practices and develop collective efficacy of teacher teams.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, staff participated in weekly Analysing Impact sessions to drive responsive teaching and learning practices, reflect on impact and facilitate collective efficacy across stage teams. Student assessment data was analysed in literacy and numeracy at a cohort, learning hub and student level to support teachers in understanding students' strengths and areas for development. This informed student learning goals and targeted learning intentions/success criteria.</p> <p>The Personalising Pathways team co-constructed a K-6 writing rubric by unpacking writing behaviours using the NSW English Syllabus, Literacy Progressions and NAPLAN writing rubrics. The co-construction of this rubric ensured staff across stages had a good understanding of writing behaviours K-6.</p> <p>The Personalising Pathways team also developed a growth tool that converts students' progress to an effect size, using the research from John Hattie and Melbourne University.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$750.00)</li></ul>

**Process 3:** Build staff capacity in understanding student assessment and data concepts to analyse, interpret and extrapolate data to use collaboratively to inform planning and teaching practice.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, staff participated in weekly Analysing Impact sessions dedicated to the analysis and extrapolation of student assessment data at a cohort, learning hub and student level. The data-driven teaching and learning cycle was incorporated into these Analysing Impact sessions to ensure consistency with responsive programming practices.</p> <p>Diagnostic/summative assessment data was utilised during stage collaborative planning days to drive data-driven teaching and learning programs in English and Mathematics. Teaching and learning programs referenced student learning data at a cohort/learning hub level to reflect the strengths and areas of development for students. Formative assessment strategies were planned and incorporated throughout the teaching and learning cycle, allowing teachers to respond to student needs in real time. This data was further analysed during Analysing Impact sessions and collaborative planning days.</p>	<p>Analysing Impact</p>

## Next Steps

Evidence-based pedagogies and data will continue to be a priority in planning for our 2021-2024 School Improvement Plan. The school will continue to use elements of the What Works Best report in understanding best practice in teaching and learning. This will be embedded as part of teacher PDPs and professional learning opportunities. There will be a strong focus on using data effectively to respond to student needs and inform planning and teaching practice. Analysing Impact sessions will be prioritised each Thursday morning and incorporate the use of data across not only literacy and numeracy, but also through deep learning processes and wellbeing. The school collaborate with other schools who are effectively utilising data-driven practices and research to optimise learning.







## Strategic Direction 2

### Learning In Partnership

#### Purpose

At Anzac Park we are establishing an outward-facing school community to improve student outcomes through positive partnerships with parents, educators and industry.

#### Improvement Measures

75% of students in Years 3-6 surveyed in 2020 report an increase in knowledge and understanding of real world connections with their learning through community and /or industry student-directed learning projects.

Increase the percentage of parents able to articulate their child's learning goals from 21% in 2017 to 65% in 2020.

Increase the sharing of knowledge of innovative practice as a result of inter-school professional learning relationships.

#### Overall summary of progress

Educational research continues to show the importance of building connections between schools, community & industry. Ken Robinson (2015) discusses the important role of parents working together with schools in partnership. Parents have a major influence on a child's achievement at school. In A New Wave of Evidence (2002), research affirmed that when parents 'talk to their children about school, expect them to do well, help them plan for college, and make sure that out of school activities are constructive, their children do better in school.' It is important for us as educators to recognise each child's strengths, qualities and capabilities. It is parents who have the deepest understanding of their child and so must play a critical role in working with schools to support us in having a more rounded understanding of each child. A report from the University of Chicago (2010) found that collaboration between home and school has a significant impact on school improvement.

Anzac Park Public School continued to strive towards fostering positive partnerships in order to improve student outcomes. The inspiring innovators committee engaged with ICT experts to further develop and refine the schools' Industry and Communities Partnership database. This platform encouraged parents and community members to share their expertise and become learning partners with staff and students. Teachers across K-6 accessed this platform to inform their conceptual programs throughout the year. Anzac Park School continued to prioritise visible learning.

The Personalising Pathways committee continued to focus on making learning visible for students, teachers and the parent community. As a school we continued to ensure that every student within the school community makes one year's worth of growth for one year's input. As part of the Personalising Pathways vision for learning, we prioritised student-led learning by empowering all students to define their goals in literacy and numeracy which were utilised to inform student led conferences. Through these conferences students reflected on their learning goals and shared their progress with their families and teachers. Students across K-6 could confidently articulate their next steps in learning and continue to monitor their progress.

As a school that has established a reputation as being a leader in 21st Century pedagogy we continued to prioritise upskilling staff in innovative and technology-enhanced practices. Through a range of professional learning models and availability to technology, Anzac Park Public School has developed expertise in this area for staff across the school to ensure the provision of rich and engaging programs for every student. Our Inspiring Innovators committee ran the initiative called Techie Brekkie through the year upskilling staff members in technology including 3D printing, coding, robotics and assessment software. During these sessions, staff were also taught to use the SAMR model, a framework that categorises different degrees of classroom technology integration. Using this model, staff are able to evaluate and refine the effectiveness of their technological practice. To support effective integration of technology the committee developed a STEAM ICT Learning hub Google Site promoting technology available with teaching opportunities and user guides to support staff with embedding innovative future focused practices.

#### Progress towards achieving improvement measures

**Process 1:** Engage in cooperative partnerships with industry and community partners to support student-directed learning.

#### Evaluation

#### Funds Expended (Resources)

## Progress towards achieving improvement measures

User data from the Learning Partnerships site indicated teachers on all stages at APPS had accessed the partnerships site and developed programs incorporating partnership opportunities. Programs evaluated showed 100% of teachers accessed or made connections with Industry/community database & partners in a 2020 program. This resulted in students and staff accessing real world experts from industry and community to develop understandings and inform the direction of learning.

Google forms, Learning Partnerships Database site, ES1-S3 inquiry programs

\$500 for casual to release staff member for site development.

**Process 2:** Utilise a range of resources to share the learning occurring in the classroom with parents and carers and communicate student specific learning goals in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Anzac Park is committed to building strong partnerships with our parents and carers, actively involving them in their child's learning journey. These partnerships ensure parents are aware of their child's learning goals and have the tools and understanding to support them in achieving them. Information is provided regularly through a range of clear and accessible formats such as digital newsletters and our social media platforms. Teachers continued to use Seesaw to share learning intentions, student progress and 'where to next' for each student on a weekly basis. Due to COVID-19 and the move to remote learning, student-led conferences were revised to parent/teacher interviews and conducted via Zoom. Student progress and goals were discussed, and parents were supported with the next steps required to further progress student learning.</p> <p>Mountain Top continued to play an important role in our school community despite the pandemic. This event became an online event with the launch of the Mountain Top website in Semester 1 of 2020. This allowed community members to see student learning and achievement across the school and reaffirm a shared understanding of Anzac Park's Vision for Learning.</p> <p>APPS actively sought to gauge community engagement and satisfaction in relation to our formal academic report structure by surveying over 150 parents across K-6. Survey data results were then analysed by the leadership team. The findings determined that the majority of our community are satisfied with our current reporting processes and requested further developments in a number of areas, including a checklist format rather than comments in Key Learning Areas and a comparison of their child's performance against their peers. Both of these requests were included in the Semester 2 2020 reporting proforma through the Sentral platform. This connection between home and school ensures that we are providing the optimal conditions for student learning.</p>	<p>Sentral Portal</p> <p>Mountain Top</p>

**Process 3:** Draw on school-based trials of innovative practice to support inter-school partnerships and develop staff capacity across schools to implement future-focused practices.

Evaluation	Funds Expended (Resources)
<p>Program evaluations were collected from Kindergarten to Stage 3 demonstrating that all stage programs incorporated innovative practices in 2020. This included innovative technologies, design thinking and in some cases partnerships with industry and community. Data collated from staff surveys further indicated an increase in staff capacity and confidence when embedding future-focused pedagogies in their teaching and learning programs. While partnerships across schools was not possible in 2020 it will be a focus in future school planning.</p>	<p>Google Forms, K-6 Inquiry Programs</p>

## Next Steps

Parent, community and inter-school partnerships will continue to be a priority in planning for our 2021-2024 School Improvement Plan. The school will continue to involve students and parents in planning to support learning throughout

the year, and share expected outcomes. This will include engaging parents in goal setting with students throughout the year to ensure the whole school community contributes to students reaching their full potential and establishing consistency in parent and school expectations which will strengthen and support cohesive partnerships resulting in high levels of success and achievement for our students. The school will continue to deliver professional learning around innovative pedagogies within and beyond the school network, trial innovative practices and refine processes in place to evaluate, refine and scale success. This will also include the continued investment in products and processes to ensure quality integration of technology in all classrooms. The school collaborate with other schools who are effectively utilising their physical environment and future focused practices to optimise learning.



## Strategic Direction 3

### Learning For The Future

#### Purpose

At Anzac Park we are growing systems to implement evidence-based future-focused practice to embed core skills for 21st Century citizenship.

#### Improvement Measures

100% of classroom teacher programs demonstrate concept-based and student-driven inquiry in English, Mathematics, History, Geography and Science.

Increase the number of students who can articulate their Learning for Life goal and can demonstrate knowledge and understanding of the six learner capabilities of the Learning for Life progression.

Increase the percentage of observed quality pedagogies for Innovative Learning Environments (ILE) as measured in observation rounds using the Quality Pedagogies in ILE Framework.

#### Overall summary of progress

Anzac Park Public School continued to strive towards models of education which enable learners to become confident 21st Century citizens. The Creating Connectors Committee continued to review the conceptual Scope and Sequence as the school entered the second year of implementation and worked alongside other committees to effectively target broader visions in school-wide 'Synergy' collaborative planning sessions. The Anzac Park Innovative Learning Environments Framework was completed in 2020 with the addition of the WHY WE LEARN Domain. All teaching staff participated in observation rounds with the new document. The Learning for Life Framework was refined in 2020 and focus was placed on the communication of this document and its purpose.

#### Progress towards achieving improvement measures

**Process 1:** Build staff capacity to design and implement conceptual programs driven by student inquiry.

Evaluation	Funds Expended (Resources)
<p>Through professional development focused on developing teachers understanding of conceptual programming and open-ended inquiry tasks, educators at Anzac Park are able to integrate interdisciplinary content and skills, enabling the development of 21st Century skills. This was evidenced in Term 4, 2020, when all English, Science, History and Geography programs across K-6 showed evidence of conceptual-driven learning.</p> <p>One of the initiatives that supported this was three 'Synergy Sessions' held before school each term. Through these workshops, members of the Creating Connectors committee ran all teachers at Anzac Park Public School through routines to teach the school's conceptual Scope and Sequence, receiving positive feedback from staff. These sessions ensured teachers were including the knowledge, skills and understandings from syllabus documents as mapped through our Scope and Sequence.</p>	

**Process 2:** Develop a Quality Pedagogy for Innovative Learning Environments Framework and utilise this guide for observational rounds across all learning hubs.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, the WHY WE LEARN Domain of the Anzac Park Innovative Learning Environments Framework was created. It refers to pedagogy that helps make learning more meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside the classroom, and with multiple ways of knowing or cultural perspectives. The Innovative Teaching</p>	<p>\$4000 to release team to complete framework and conduct final evaluation.</p>

## Progress towards achieving improvement measures

and Learning Framework was utilised in 2020 observational rounds ensuring best-practice was identified and implemented in Anzac Park's learning environment.

**Process 3:** Implement an explicit teaching and learning program across Kindergarten to Year 6 utilising the six learner capabilities of the Learning for Life progression including the assessment and tracking of student progress.

Evaluation	Funds Expended (Resources)
The Learning for Life committee refined the Learning for Life framework to support teachers' and students' understanding of the six key capabilities in 2020. The Framework was presented to staff, and posters unpacking the capabilities were displayed in every classroom to act as references for teachers and students. This framework was communicated with parents, and continued to support the presentation of Learning for Life awards at the school's 'Mountain Top Night' which was presented digitally in 2020 due to COVID-19.	Programming and assessing capabilities teacher support package.

## Next Steps

As Anzac Park Public School looks towards our next four-year plan, the school will maintain a focus on enabling our students to become confident 21st Century citizens by linking the 5 key drivers of our 2018-2020 Vision for Learning into one cohesive model of learning for students across Key Learning Areas. This will include retaining a strong focus on students developing core 21st Century capabilities through conceptually-driven teaching and learning programs. The school will continue to use the Innovative Learning Environments Framework that was completed in 2020 to internally review our ongoing progress towards key achievement markers. With a continued focus on developing accountability measures for the assessing and tracking of student growth within the capabilities, executive staff will evaluate our Learning for Life capabilities against alternative 21st Century competency frameworks.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2002	Aboriginal and Torres Strait Islander cultures and histories continued to be a focus across the school, with a range of resources purchased through the school library to build resources for programs in this area. Anzac Park Public School's Aboriginal and Torres Strait Islander students were also supported to access a range of learning opportunities with this funding including enrichment programs, personalised learning plans and whole school cultural awareness.
<b>English language proficiency</b>	Staffing FTE 0.8 (4 days per week) and 0.2 ( 1 day per week) from New Arrival Funding  \$87, 507	The staffing allocation was for a 5 days per week English as a Second Language or Dialect EAL/D Teacher. EALD progression scales were completed and targeted students identified. Support was provided based on students level of language proficiency and included target learning programs and in-class support. Funding was used to provide one 4 days per week School Learning Support Officer to provide initial, on-arrival intensive English support for newly arrived students at the beginning and emerging levels of English language proficiency.
<b>Low level adjustment for disability</b>	0.5 (2.5 days per week) \$36 839	Low level adjustment for disability allocation was used for a Learning & Support Teacher for 2.5 days per week. Personalised learning plans were developed and reviewed for all students meeting disability criteria. The Learning & Support Teacher contributed to teacher professional learning to build staff capacity in understanding the diverse needs of students with a disability and ensuring evidence based best practice was embedded across classrooms. The Learning & Support Team planned and deployed the school's resources to promote effective learning and support for every student. Flexible funding support was utilised to provide four 5 days per week School Learning Support Officers to support students in regular classes who have additional learning and support needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$121 635	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members. The funding also provided time to strengthen school processes and management systems.
<b>Socio-economic background</b>	\$5849	Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.
<b>Support for beginning teachers</b>		In 2020, the school provided support for 8 teachers in their first or second year of teaching. Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities.



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	166	272	300	370
Girls	177	297	319	377

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	96.4	96.1	94.5
1	94.9	97.4	94.6	94.6
2	94.6	96	95.6	94.6
3	96.2	97.1	94.9	95.8
4	96.6	97.7	92.5	94.2
5	93.9	95.6	95.4	93.8
6	98.1	94.7	96.1	93.6
All Years	95.5	96.6	95.2	94.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.



Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	31.92
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	6.82

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Anzac Park Public School prides itself on delivering quality professional learning opportunities that are relevant, collaborative and future focused. An integral aspect of the Anzac Park Public School's culture is our commitment to professional learning, as well as a responsibility to be involved in performance and development processes that facilitate professional growth and the provision of quality teaching and learning. These processes are consistent with the NSW Department of Education policies, aims and strategic directions and the Anzac Park's school plan. Each week staff engaged in differentiated and targeted professional learning opportunities based on our school plan and strategic directions, as well as mandatory training requirements. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees.

A total of \$68,653 was invested in professional learning in 2020, funded through DoE allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on effective pedagogical practice, Visible Learning, conceptual enquiry, literacy, numeracy, technology, STEAM, supporting children with challenging behaviours, child protection, anaphylaxis, emergency care, student wellbeing and leadership.

### **What Works Best**

As part of our school plan, we had a focus on building capacity in evidence-based practices based on CESE's What Works Best (WWB) report. Through the use of a survey, a whole school analysis was conducted to identify teachers' strengths and gaps using the 7 evidence-based practices, based on the WWB report. Professional learning sessions were then developed and delivered by executive staff, to build capabilities and source teachers with particular expertise to improve student learning. These themes have played a key role in providing a framework for professional learning at Anzac Park over the course of our three-year school plan.

In 2020, teaching staff were divided into two groups based on an area of interest and need. Teachers either attended a workshop on 'Explicit Teaching' or 'Use of Data to Inform practice'. An Explicit Teaching Model was developed and introduced and an Action Plan was created by staff to assist with embedding this model into their classroom practice. Staff in the other workshop developed an understanding of the 'Data Informed Decision-Making Cycle' to ensure that teachers built capacity in the analysis and interpretation of student progress and achievement data to enhance student outcomes. A planning sheet was completed by teachers to help utilise this practice into their teaching. Teachers from both workshops then shared their learning from the professional development with other staff in the school to improve whole school practice.

2020 saw the successful end to a three year whole school approach to professional learning. The WWB professional learning program linked with the Australian Professional Standards for Teachers, where our high performing teachers had the opportunity to build their capacities, ensuring that students experience quality education based on evidence-based practice. As a result of teachers at APPS engaging in targeted and differentiated PL based on the WWB report, exit survey results show that majority of teachers have a 'moderate' or 'high' level of confidence in embedding evidence-based practices in their classroom. This data was triangulated with the teacher survey data collected from APPS' involvement with the Leading Evaluation, Evidence & Data (LEED) project in 2020. The self-report responses from teachers demonstrated above average scores in comparison to responses from all schools involved across the state.

### **Analysing Impact**

APPS has established a culture of quality teaching and learning driven by evidence-based practices, including the use of data to inform teaching and learning programs. The leadership team promotes and demonstrates professional learning in data concepts through data focused professional learning and data analysis workshops. The executive team developed and led Data Deep Dives, where teachers reviewed and compared internal and external student assessment data. This data drove action research projects across K-6 focused on student areas of need identified and practical solutions developed to bring about whole school improvement.

### **Stage Initiative**

In 2020, APPS supported Grade Coordinators in trialling evidence-based practice to meet the needs of their stage as highlighted through data analysis. In Term 2 and 3, grade coordinators ran initiatives in either literacy or numeracy, including inbuilt professional learning. These initiatives supported quality literacy instruction, explicit writing planning and implementation, Newman's Error Analysis and a focus on relational Mathematics. The results of these initiatives were reflected in programs across the stages.

### **Mentoring and coaching**

Distributed instructional leadership is a key driver in building capacity across the school, allowing opportunities for rigorous mentoring and coaching practices. In 2020, in order to foster leadership amongst teachers, the executive team devised a model for shared, collective and distributed leadership practice that builds the capacity for change and improvement. The executive team implemented a 'Leadership Pathways' document. Each leadership role had a clear role description that helped guide aspiring leaders to establish a learning community that is focused on continuous

improvement of teaching and learning. Each aspiring leader was paired with a member of the executive team, allowing for robust formal coaching and mentoring practices based on different areas of the School Leadership Capability Framework. Aspiring leaders were also encouraged to pursue higher levels of accreditation, allowing for the ongoing development and improvement of all teachers, by expert teachers at the school.

Beginning teacher mentoring programs were established aligned to teachers professional learning goals as part of the Performance and Development Plan process. Through mentoring structures, beginning teachers were provided with opportunities to evaluate their practice, observe lesson demonstrations and receive effective feedback to work with an aspiring leader to improve the quality of their teaching.

### **Wilcannia Central School**

Anzac Park Public School has continued our relationship with Wilcannia Central School (WCS), a school in western NSW on the Darling River, in which 90 percent of students are Aboriginal or Torres Strait Islander. Early in 2020, 4 staff visited WCS for five days to work collaboratively with staff to support a shared understanding of wellbeing across the two schools. Anzac Park Public School also hosted three WCS staff members who ran a professional development workshop focusing on Aboriginal perspectives.

### **Observation Rounds**

In order to develop explicit systems that facilitate professional dialogue, collaboration, the modelling of effective practice and the provision of effective feedback between teachers, the Reimagining for Success (R4S) team evaluated current research to devise an APPS Teaching Framework based on What We Learn, How We Learn and Why We Learn. The framework played a key role in our professional learning each year. During Term 4, teachers were placed in teams of 4-5 and provided release to observe a lesson in practice, and use the coding scale devised by the R4S team to score each element of the framework on a scale of 1-5. Each week, teachers were given time to reflect on their notes individually before coming together to debrief on the different elements of the framework. This highly valued professional learning continues to drive ongoing, schoolwide improvement in teaching practice and student results across the school.

### **Accreditation**

Our teachers continued to be supported in attaining their accreditation at proficient level through regular mentoring and co-teaching, while other teachers focused on maintaining their accreditation or pursuing Highly Accomplished Teacher Accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	647,072
<b>Revenue</b>	7,089,822
Appropriation	6,461,058
Sale of Goods and Services	16,266
Grants and contributions	604,301
Investment income	2,222
Other revenue	5,976
<b>Expenses</b>	-7,036,896
Employee related	-6,130,931
Operating expenses	-905,965
<b>Surplus / deficit for the year</b>	52,927
<b>Closing Balance</b>	699,998

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.

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 manages the operational budget through stage program budgets coordinated by each assistant principal, deputy principal and other program leaders. These budgets are monitored using state wide and local internal orders.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	99,874
<b>Equity Total</b>	248,446
Equity - Aboriginal	3,494
Equity - Socio-economic	5,849
Equity - Language	141,365
Equity - Disability	97,738
<b>Base Total</b>	5,468,579
Base - Per Capita	151,768
Base - Location	0
Base - Other	5,316,811
<b>Other Total</b>	386,212
<b>Grand Total</b>	6,203,111

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.





## Parent/caregiver, student, teacher satisfaction

In 2020, the team at Anzac Park Public School held community forums for teachers, students and parents to co-create a Portrait of a Graduate that articulates the community's aspirations for our students. The Portrait of a Graduate design process involved community conversations leading to shared agreement about a unique community-owned picture of what graduates need for success.

The forum created an awareness of why change is necessary in shaping the future direction of our school by reviewing research (Education: Future Frontiers - On Education in the 21st Century, 2017) and unpacking the key themes within the Alice Springs (Mparntwe) Education Declaration, followed by discussions about the 21st century competencies that students need for future success. The leadership team led discussions around the question: Are our students well prepared to contribute and compete in this global, innovative economy? Teachers, students and parents prioritised a set of competencies, including 21st century skills and mindsets that students will require to meaningfully compete and contribute in the 21st century.

The data across all three stakeholders indicated the need to prioritise and develop the following competencies and mindsets: critical thinking, creative thinking, empathy, resilience, collaboration, responsible global citizens, adaptable, growth mindset and content knowledge.

The analysis of the qualitative data indicated:

- our parent community wants children and young people to gain the knowledge and skills they need to engage in and shape a 21st century of opportunity, complexity and challenge.
- families want greater transparency in learning and student progress as well as opportunities to increase community engagement.
- teachers and school leaders want to ensure they have the skills, knowledge and support to best prepare students for lifelong engagement with learning.
- Students wanted more autonomy in their learning and to have the skills to transition successfully beyond school. They expressed the need to have a focus on developing their leadership skills across the school.

The community feedback process created a strong sense of ownership in co-creating a vision for our students and their learning and the importance of ensuring parents are partners within the school.

The TFFM 'Partners in Learning' Parent survey captured our community's opinions about the culture of Anzac Park Public School, including how welcoming and supportive the school is. As the literature highlights family-school relations and parental involvement is crucial in supporting student achievement. Our analysis of this data highlights that parents feel welcomed (7.8) and can readily communicate with the school. To ensure families feel connected with the school, we use multiple ways to keep parents informed and involved in their child's education, such as newsletters, social media platforms, 3 way student-led conferences and Mountain Top night focused on celebrating and sharing students learning. The data shows we achieved well above government norms within this area with parents reporting they are informed (7.1) and are provided with opportunities to support student learning. The data indicates that further focus on supporting positive behaviours is an area of focus with the school only achieving slightly above government norm within this aspect.

The analysis of data highlighted areas of strength within our parent partnerships which will remain a focus in planning for our 2021-2024 School Improvement Plan and areas for improvement in developing whole school systems to support wellbeing including positive behaviours to ensure that all students are best supported to succeed in their learning.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

During 2020, the school expanded its Aboriginal education strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage and culture. Activities included celebration of Reconciliation week and NAIDOC week and incorporation of cultural awareness into History, Geography and English learning units. In addition to this in-school focus, Anzac Park Public School has continued our relationship with Wilcannia Central School (WCS), a school in western NSW on the Darling River, in which 90 percent of students are Aboriginal or Torres Strait Islander. Early in the year, 4 staff visited WCS for five days to work collaboratively with staff to support a shared understanding of wellbeing across the two schools. Anzac Park Public School also hosted three WCS staff members who ran a professional development workshop focusing on Aboriginal perspectives. Unfortunately COVID-19 restricted further visits between the schools in 2020. Learning from this initiative will continue to be utilised in our own school to enhance and deepen our approaches to Aboriginal education and reconciliation.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

This policy commits all Departmental staff to the elimination of all forms of racial discrimination in NSW Government schools. All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an anti-racism contact officer and ensuring they are trained; and including anti-racism education strategies in their school plans. At Anzac Park Public School we have two trained anti-racism contact officers. All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism. All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2020, APPS celebrated cultural diversity through Harmony Week held on the 16-21 March. Throughout the week students engaged in activities across the school to develop an understanding of racism and discrimination. The school involved staff, students and the community by encouraging everyone to wear a splash of orange to show support for cultural diversity.