

School plan 2018-2020

Anna Bay Public School 1040



School background 2018–2020

School vision statement

At Anna Bay Public School we aim to create a learning community where all children feel that they belong and are safe and happy to attend each day; that they are supported to learn at their own rate within an engaging and stimulating environment and that learning is a positive partnership between students, teachers and parents.

Our vision: "We make a difference. Every child matters, every day."

School context

Anna Bay Public School is a welcoming and friendly school located on the beautiful peninsula of Port Stephens. The school has large, attractive grounds which are complemented by excellent learning spaces to help engage learners and encourage cooperative play. Anna Bay Public School has an average annual enrolment of 330 students which varies both up and down throughout the year as families move into the area for seasonal jobs, availability of affordable housing and families seeking a 'sea change'.

A dedicated and experienced staff are committed to excellence in student learning and have high expectations for the learning and behaviour of all students. Staff implement the Quality Teaching Framework through data-driven planning, programming, assessment and reporting, interactive technology and strategic implementation of the new syllabus materials. Strong emphasis is placed daily on literacy and numeracy, resulting in rising achievements and growth.

Students are provided with and excel in a wide range of extra-curricular activities in creative arts, public speaking, environmental programs, music and sport. The school and community work in close partnership to provide these opportunities to all students. Strong community links with parents, local businesses and sporting clubs help consolidate our programs and assist with building leadership and social responsibility.

Anna Bay Public School is a member of the Tomaree Learning Community which includes Tomaree High, Bobs Farm, Shoal Bay, Soldiers Point and Tomaree Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years.

School planning process

The annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching staff, ancillary staff, students, parents, P&C, AECG and community groups. Principal School Leadership provided support along with the internal school planning team.

In developing the 2018 – 2020 school plan, the following internal and external data was collected by the school planning team for information analysis through the following processes

- Three members of the planning team attended Professional Development on formulating school plan
- Consultation with the AECG, Aboriginal Parents and Aboriginal students to determine priority learning opportunities for Aboriginal students.
- Parent, staff and students surveyed
- Analysis of student achievement data across YR 2 – 6 including analysis of NAPLAN and PAT maths data
- Use of Logic Modelling and the School Excellence Framework to evaluate previous school plan and to determine direction for 2018–2020

School strategic directions 2018–2020




STRATEGIC DIRECTION 1

Excellence in Learning

Purpose:

To be actively engaged in meaningful and challenging learning experiences through differentiated learning opportunities, which develops students as both learners and leaders, and prepares them for now and into the future. Teachers work in partnership with parents as active participants in their child's education.



STRATEGIC DIRECTION 2

Excellence in Teaching

Purpose:

To create a stimulating and engaging learning environment where teachers use explicit teaching practices and have high expectations of themselves and students. Teachers deliver evidence informed differentiated curriculum that is flexible, reflective and relevant.



STRATEGIC DIRECTION 3

Excellence in Leading

Purpose:

To embed a culture of high expectations and performance where leaders enable a self-sustaining school with a growth mindset.

Strategic Direction 1: Excellence in Learning

Purpose

To be actively engaged in meaningful and challenging learning experiences through differentiated learning opportunities, which develops students as both learners and leaders, and prepares them for now and into the future. Teachers work in partnership with parents as active participants in their child's education.

Improvement Measures

Increase the percentage of students demonstrating expected growth in NAPLAN Literacy and Numeracy.

At least 80% of students demonstrate expected growth per semester across DoE Learning Progressions.

People

Students

Actively participate in their own learning with a strong understanding of learning intentions.

Parents/Carers

Work in partnership with the school to support learning and share expected outcomes.

Staff

Develop programs that are differentiated and responsive to the individual needs of students.

Leaders

Monitor and support data analysis to drive differentiation in teaching and learning.

Processes

Outstanding Pedagogy

High quality professional learning using learning progressions in literacy and numeracy and formative assessment to drive improvement.

Data Systems/ Evidence Systems

Explicit system to collect, monitor and analyse data to support teacher feedback and learning programs.

Evaluation Plan

- * Student reports
- * Learning progressions
- * NAPLAN and school based data
- * Lesson observations
- * Student feedback
- * Teacher feedback
- * SEF analysis

Practices and Products

Practices

Students and teachers set, track and monitor explicit student goals.

Use evidence based practice in programs and assessment processes to meet individual student learning needs.

Teachers directly and regularly engage with data to improve understanding of student learning needs and plan future directions.

Products

Student goals accurately reflect and drive student progress.

Teaching and learning programs across the school show evidence that they are adjusted to reflect individual student needs.

Collaborative practice ensures effective programming and assessment to meet individual student learning needs.

Strategic Direction 2: Excellence in Teaching

Purpose

To create a stimulating and engaging learning environment where teachers use explicit teaching practices and have high expectations of themselves and students. Teachers deliver evidence informed differentiated curriculum that is flexible, reflective and relevant.

Improvement Measures

Classroom practice is explicit, flexible, reflective and relevant according to the ABPS pedagogy framework.

100% of teacher learning programs are data/evidence informed.

People

Staff

Demonstrate skills in explicit teaching and data informed processes.

SLSO

Support teachers, Learning Support Team and students achieve teaching and learning goals and meet disability standards.

Leaders

Provide opportunities, resources and monitoring to support all staff.

Students

Use clear learning intentions and success criteria to determine progress.

Parents/Carers

Regularly engage with the school to improve learning outcomes.

Community Partners

Work across community of schools to support high level teaching and learning.

Processes

Evidence Based Pedagogy

Teachers develop outstanding pedagogy based on formative feedback, explicit learning intentions, collaborative practice and success criteria.

Wellbeing

A school wide approach to effective and positive classroom management is developed to support high level engagement.

Evaluation Plan

- * Teacher observations
- * Regular data collection and analysis
- * Evaluation of planned activities
- * SEF analysis
- * Classroom walkthroughs
- * Program Analysis
- * Learning Progression data

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

All teachers and students utilise feedback to improve their teaching and learning practices.

Teachers use lesson intention and success criteria in lesson delivery.

Products

100% of teaching/learning programs are data informed, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

All teachers can identify areas for their personal professional development as indicated through teacher observation processes.

Consistent teacher judgement through collaborative practice.

Strategic Direction 3: Excellence in Leading

Purpose	People	Processes	Practices and Products
To embed a culture of high expectations and performance where leaders enable a self-sustaining school with a growth mindset.	Leaders Support aspiring leadership and provide explicit feedback to guide performance.	Leadership Systems and practices provide leadership opportunities to develop distributed leadership, improved collaboration, high expectations and self-sustaining systems including the school milestone processes.	Practices All staff and students set aspirational goals and take on leadership roles.
Improvement Measures	Staff Demonstrate a growth mindset through explicit goal setting and analysing the impact of professional learning.	Professional Growth The school supports teaching and non-teaching staff in proactively seeking to improve their performance.	All staff collect evidence toward the achievement of the school plan.
All staff and students take on authentic leadership roles.	Students All students are leaders in their own learning.	Evaluation Plan <ul style="list-style-type: none"> • PDP analysis • Roles and Responsibilities • Milestone evidence • Teacher and student feedback • SEF analysis • Accreditation data 	All staff analyse evidence of impact against the school excellence framework.
All staff provide explicit evidence of the impact of their professional learning aligned to their PDP.	Parents/Carers Parents provide explicit feedback of service delivery.		Staff give and receive feedback to review programs, activities and practices.
	Community Partners Acknowledge and support the school's role in providing excellent educational opportunities.		Products Differentiated programming and distributed leadership.
			Milestones ensure school improvement measures are achieved.
			All staff have a clear understanding of impact and future directions of the SEF.
			Outstanding practices and processes drive staff/student achievement.