

School plan 2018-2020

Annandale Public School 1041



School background 2018–2020

School vision statement

As a community, we are committed to ongoing growth in learning and the wellbeing of every student. We provide an inclusive environment dedicated to nurturing resilient, creative and active learners.

School context

Annandale Public School is located in the inner western suburbs of Sydney and serves socially and linguistically diverse community of learners from preschool to year 6 including an Early Intervention Unit. It has a long and proud tradition of providing public education since 1886. The site comprises heritage and modern buildings, a before and after school care facility, as well as a well-equipped Learning Garden and Kitchen.

We are a growing and vibrant school with a population of over 400 students. At Annandale Public School we are committed to developing confident and independent lifelong learners by providing all students with a range of varied and effective teaching and learning programs in an inclusive, creative and supportive environment. Each child is given opportunities to maximise their academic, emotional and social potential. Student learning is supported by Reading Recovery, Pre-Lit, Mini-Lit and MACQLIT, EAL/D and G&T support and Early Action for Success. The school offers a range of extracurricular activities including drama, dance, public speaking and Maths Olympiad. A range of after-hours activities are also offered including music tuition, Chinese language classes and visual art lessons.

The teaching staff at Annandale Public school are committed to ongoing professional learning to improve their practice and improve outcomes for students. The teaching and learning programs are based on NSW Department of Education Syllabus documents with a focus on students taking control of their learning through self-regulation supported by Visible Learning pedagogy. A sharp focus on student data and developing a strong data-literate team through the Early Action for Success (EAfS) initiative at this school is ensuring our teaching and learning programs are personalised and targeted early interventions will move the learning forward for all learners.

School planning process

APS engaged with the whole and wider school community in the building of the school's 2018–2020 strategic directions. This took into consideration the evaluation of key projects included in the 2015–2017 school plan and the development of improvement measures to be monitored and evaluated in the 2018–2020 school plan.

Executive staff undertook extensive evaluation professional learning in the development of the school plan including; 5 *Essentials for Effective Evaluation* and three school planning workshops.

We conducted an evaluation of three key school projects to determine their effectiveness and where to next in our school planning including;

- Numeracy Project
- Visible Learning Project
- Creative and Performing Arts Project

The evaluation included extensive consultation with our students, staff and community in the form of;

- Student, Staff and Parent Surveys
- School Planning Forum that included students, staff and parents
- 360 Reflection Tool
- Tell them from Me Survey
- Student Data
- SCOUT Data

School background 2018–2020

School vision statement

School context

The dedicated and committed staff at Annandale Public School value a close partnership with the parents and wider community to develop confident and independent lifelong learners.

We acknowledge the, Gadigal people of the Eora nation as the traditional custodians of the land on which our school is situated.

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Value added growth P–7

Purpose:

The school's value-add is lower than the value added by the average school, despite the fact that more than 35% of students achieve in the top 2 NAPLAN bands.

Students will be active and successful learners as they will be able to articulate: how they learn, what they are learning and why they are learning it. Evidence of learning will be visible in classrooms and a consistent language and practice in growth mindset will further support all learners to succeed.

We are committed to ensuring that for every year of teaching there is a year of learning occurring for every child.

STRATEGIC DIRECTION 2

Team Improvement

Purpose:

We believe in our collective efficacy as a team, and in leveraging high stakes evidence based teaching strategies to raise student learning outcomes.

Visible leadership will drive research-based practice across the school so that all students have every opportunity to become successful learners.

We are committed to ensuring that for every year of teaching there is a year of professional growth happening for every staff member. All staff will be data literate and use their skills to set specific targets and goals across the school in literacy and numeracy. Teacher observations, professional readings and research will inform data conversations and our collaborative practice to improve student learning outcomes.

STRATEGIC DIRECTION 3

Strengthened Service Delivery

Purpose:

There are high expectations across all stakeholders and we believe there could be more opportunities for three way collaboration and communication between students, teachers and parents so that learning outcomes are maximised.

We are committed to providing explicit feedback and to forging genuine learning partnerships with our community.

Our system leadership in evidence-based practice and formative assessment will strengthen our connection to our learning community and establish our identity as a lighthouse school for Visible Learning.

Strategic Direction 1: Value added growth P–7

Purpose

The school's value-add is lower than the value added by the average school, despite the fact that more than 35% of students achieve in the top 2 NAPLAN bands.

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We are committed to ensuring that for every year of teaching there is a year of learning occurring for every child.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy.

Student data collection in literacy and numeracy (K–6), portfolios (preschool), attainment of ILP/PLP targets (EIU).

Evaluation– ongoing student feedback, portfolios (preschool), attainment of ILP/PLP targets (EI preschool).

Development of Annandale Public School Positive Behaviour and Wellbeing procedures document

People

People

All students P–6

Students are self-directed learners with a growth mind-set to develop knowledge and skills to monitor, evaluate and manage the learning process.

People

All staff P–6

Teachers to analyse multiple sources of assessment data and use this information to set and monitor the achievement of individualised, explicit and challenging learning goals.

Teachers will gain an understanding of the Wellbeing Framework for schools and an understanding of wellbeing as an enabler of academic success.

Teachers will develop an understanding of the Friendly Schools Plus program and develop proactive strategies to promote student wellbeing.

People

P–6 Individual teachers/ educators

Individual teachers and educators to review their programming and planning processes and articulate how they are planning for value added growth.

People

Parents & Community

Processes

Literacy

Implement a whole school approach to supporting students' development in literacy.

Numeracy

Implement a whole school approach to enrich the quality of numeracy learning for every student. Develop engaged students with high-level numeracy skills that can be applied across all curriculum areas.

Visible Learning

Implement a whole school approach to supporting students' development in Visible Learning skills.

Wellbeing

The school will provide an environment and curriculum that supports students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others.

Evaluation Plan

Evaluation Plan:

External Validation and SEF reflection,

Practices and Products

Practices

EAfS Instructional Leader to establish a school data wall in Literacy and Numeracy to support teachers in using a Spirals of Inquiry approach to data conversations and analysis.

Assistant Principals to develop whole school systems and processes to ensure student performance data is reliable, timely and effectively used to inform instruction.

All teachers to cater to all learners in their class by delivering differentiated learning sequences informed by student data.

Review of the school's Fair Discipline Procedure in line with evidence and best practice in student **wellbeing** and behaviour.

Products

EAfS Instructional Leader will drive diagnostic assessment practices, data conversations, differentiated teaching and targeted interventions P–6 to establish a data literate team with collective efficacy.

Teachers will continually reflect and refine fluid and flexible groupings and strive to improve communication procedures, documentation processes, planning and programming formats and ways of supporting children to become successful, self-driven learners.

Students P–6 take greater ownership of their learning and are able to articulate current and next steps in play (Preschool) and literacy and numeracy (K–6).

Teachers will engage a proactive P–6

Strategic Direction 1: Value added growth P–7

People

Parents are active contributors in the learning and goal setting process. The school community listens to the collective student voice and uses this data to increase engagement and outcome attainment.

Processes

NAPLAN data, school based assessment measures (Literacy and Numeracy), community feedback and reflection surveys, TTFM surveys, SCOUT data.

Practices and Products

approach to promote student **wellbeing**.
Parents are involved in the setting and maintenance of student goals.

Strategic Direction 2: Team Improvement

Purpose

We believe in our collective efficacy as a team, and in leveraging high stakes evidence based teaching strategies to raise student learning outcomes.

Visible leadership will drive research-based practice across the school so that all students have every opportunity to become successful learners.

We are committed to ensuring that for every year of teaching there is a year of professional growth happening for every staff member. All staff will be data literate and use their skills to set specific targets and goals across the school in literacy and numeracy. Teacher observations, professional readings and research will inform data conversations and our collaborative practice to improve student learning outcomes.

Improvement Measures

Preschool teachers recognise themselves as an expert teaching team on the National School Improvement tool.

Increase in the number of P-6 staff who feel confident in the area of Effective Classroom Practice – (Lesson Planning) on the SEF.

In 2020, staff will reflect positive growth in their practice due to targeted professional development.

People

People

All Preschool and K-6 staff

All staff have a growth mindset and are committed to applying contemporary content knowledge and deploying the most effective research based teaching strategies for all children.

People

Leadership Team/KLA Leaders

All leaders are driving a culture of improvement, deep understanding of each KLA and the establishment of processes that lead to embedded expectations for programming, lesson delivery, assessment and evaluation.

People

P-6 – Individual teachers/educators

All teachers are able to articulate and program using embedded *Visible Learning* pedagogy and formative assessment strategies.

People

Community

The community remain focused on continual improvement, with children at the centre of all decision making. Parents are more actively involved in goal setting for and with their children.

Processes

Negotiated high expectations (K-6)

A corporate program will be built that will unpack all syllabus documents, develop missing scope and sequences and embed Visible Learning and formative assessment strategies aligned to literacy and numeracy progressions.

Negotiated high expectations (Preschool)

A collaboratively developed cohesive process will be built that reflects high quality planning, documenting, reflecting, evaluating and forward thinking.

Evaluation Plan

External Validation and SEF reflection, TTFM Parent Survey, staff surveys, PDP processes, National School Improvement Tool, Corporate Program, development of embedded planning cycle in the preschool.

Practices and Products

Practices

Lesson Observations P-6

Lesson observations will continue to build and improve practice and programming and ensure all teachers have expert contemporary content knowledge and deploy effective teaching strategies.

Learning Sprints P-6

Through the PDP process, all staff members will become inquirers and reflect on improvement in their own practice and what constitutes a year of professional learning in each 12 month period.

Products

An embedded cycle of planning and programming is apparent in the preschool and is centred around contemporary theories and research evidence concerning children's early learning and early childhood pedagogy.

Systems will be in place that facilitates professional dialogue, resource sharing (programming templates), collaboration, data analysis, classroom observation, modelling of effective practice and provision of specific and timely feedback between teachers.

Deep understanding of student feedback and how to link that to differentiated learning.

Strategic Direction 3: Strengthened Service Delivery

Purpose

There are high expectations across all stakeholders and we believe there could be more opportunities for three way collaboration and communication between students, teachers and parents so that learning outcomes are maximised.

We are committed to providing explicit feedback and to forging genuine learning partnerships with our community.

Our system leadership in evidence-based practice and formative assessment will strengthen our connection to our learning community and establish our identity as a lighthouse school for Visible Learning.

Improvement Measures

In preschool, indoor and outdoor learning environments are established in such a way that when educators critically reflect on them in relation to EYLF outcomes 4 and 5, they show considerable growth.

There is improvement in parent satisfaction levels regarding the process of meeting with teachers and gathering feedback on their child/ren's performance and outcome attainment.

Parents indicate that they are more satisfied with information contained within mid year and annual reports.

People

People

All students P-6

Students take control of learning by target setting in conjunction with parents and teachers/educators, reflecting on assessment and other explicit review and feedback processes. They use this information to improve their learning.

People

All staff P-6

All staff collaborate to problem solve manageable solutions to parental requests for a reviewed reporting format and opportunities for dual ownership of information regarding individual student learning, including 'next steps'.

People

Preschool Staff

All staff collaborate to make changes to the indoor and outdoor learning environments and actively seek opportunities for expanded communication and increased community engagement.

People

Parents & Community

Parents are active contributors in the learning and goal setting process. The school community listens to the collective student voice and uses this data to increase engagement and outcome attainment.

Processes

Service Delivery P-6

Procedures will be developed whereby teaching staff work collaboratively with the parent community to improve communication on individual student progress.

Student Led Conferences P-6

Procedures will be put in place whereby students are actively involved in deciding the 'next steps' for learning, understanding how they will get there and what success will look like at this next step.

Re-imagined Learning Spaces Preschool

In the preschool both the indoor and outdoor learning environments will be modified to support the improvement of learning outcomes against the *Early Years Learning Framework* and to provide fluid and flexible learning environment opportunities.

Evaluation Plan

External Validation and SEF reflection, TTFM, student and parent survey, staff surveys.

Practices and Products

Practices

Parent Interviews P-6

The process of how and when teachers meet with parents will be reviewed to improve sharing of information and identified goals for individual student improvement.

Reports P-6

The process of school reporting will be reviewed to balance the relevant legislative requirements as well as providing a more personalised response to student learning attainment.

Learning Environments and practices are changed and adapted to improve learning opportunities and outcome attainment.

Products

Teachers produce a procedures document, after extensive consultation with the community, as to changes to the Reporting format that is in line with legislative requirements and community expectations.

In preschool, indoor and outdoor learning environments are established and critically reflected upon according to EYLF outcomes.