### School background 2018–2020

#### School vision statement
Mount Annan Public School strives to provide a quality education for all learners within the school community.

We aim to provide opportunities that allow our learners to connect, succeed and thrive.

**These foundations are the basis for our vision:**

*Together we Grow*

#### School context

As a result of comprehensive evaluation of the impact of the 2015–2017 School Plan as well as self assessment against the School Excellence Frameworks versions 1 and 2, Mount Annan Public School has defined a context for the next iteration of the 2018–2020 School Plan.

Over the past two years, Mount Annan Public School has achieved significant growth in literacy and numeracy results that has been reflected in NAPLAN and standardised assessments.

Positive Behaviour for Learning has been implemented as a framework for student wellbeing though aspects of student wellbeing need refinement.

Professional learning in evidence based assessment and teaching practices has resulted in the implementation of formative assessment strategies and this is an area of continued focus.

Partnerships with local and wider communities have been initiated.

Mount Annan Public School has identified a commitment to:

- Positive student wellbeing
- Future focused learning
- Continued improvement in Reading and Mathematics
- Evidence based quality teaching practices
- Positive partnerships within the school, the local and wider community.

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#### School planning process

The school planning process involved extensive feedback and consultation with students, staff and the community throughout 2017. The school's key focus areas, programs and practices were evaluated using student, staff and community forums, surveys and meetings. Data gathered was analysed by the school self evaluation committee. Findings were discussed with staff, students and the community to form the basis for strategic directions 2018–2020. Documentation that supported our school planning process included:

- 2017 School Excellence Framework
- 2018 School Excellence Framework
- Australian Professional Standards for Teachers
- Department of Education Strategic Plan 2018–2020 (draft)
- Literacy Numeracy Strategy 2017–2020
- Evidence based research published by Centre for Education, Statistics and Evaluation.
- Internal and external data sources related to programs and practices within the school.

Our school plan is based upon the development of educational priorities and supported by professional learning and strategic financial budgeting. Transparency in the strategic leadership, financial management and progression of processes towards explicit products and practices will involve collaboration with students, staff and community and will be reported on in the 2018 Annual Report.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**
Engaged Learning

**Purpose:**
To enhance student engagement and positive wellbeing by delivering rich, diverse learning experiences that promote critical, curious, creative and resilient individuals and enable every student to connect, succeed and thrive in today's and tomorrow's world.

**STRATEGIC DIRECTION 2**
Excellence in Teaching

**Purpose:**
To foster excellence in teaching that is underpinned by high expectations for all learners and research based assessment and teaching strategies that result in sustained, measurable school improvement.

**STRATEGIC DIRECTION 3**
Positive Partnerships

**Purpose:**
To maintain and strengthen our focus on effective leadership that promotes collective learning, innovation and positive partnerships within and beyond our school community to ensure optimal outcomes for students.
Strategic Direction 1: Engaged Learning

**Purpose**

To enhance student engagement and positive wellbeing by delivering rich, diverse learning experiences that promote critical, curious, creative and resilient individuals and enable every student to connect, succeed and thrive in today’s and tomorrow’s world.

**Improvement Measures**

- Increased proportion of students indicate that they have a positive sense of belonging, are engaged and experience success in their learning and school life.
- Increased proportion of teachers are developing and implementing future focused learning that incorporates a technology rich environment.

**People**

<table>
<thead>
<tr>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are supported to become self-regulated and resilient learners who maintain respectful relationships with others.</td>
</tr>
<tr>
<td>Students engage in opportunities to think critically, create, collaborate and communicate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff are supported to develop skills, knowledge and capabilities to enable students to connect, succeed and thrive.</td>
</tr>
<tr>
<td>Staff engage in learning to develop their knowledge and skills so that they can effectively cater for future focused learners incorporating technology where appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leaders</th>
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</thead>
<tbody>
<tr>
<td>The leadership team develops a coordinated approach to the development and implementation of positive welfare initiatives and future focused learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents/Carers</th>
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</thead>
<tbody>
<tr>
<td>Partnerships are fostered to engage parents/carers in supporting school programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community resources are accessed to support the wellbeing and engagement of students.</td>
</tr>
</tbody>
</table>

**Processes**

| Student Wellbeing: Review, refine, implement and evaluate student wellbeing initiatives to ensure students have the opportunity to connect, succeed and thrive. |
| Future Focused Learning: Teachers will be supported to research, develop and implement future focused pedagogical practices that engage students to think critically, create, collaborate and communicate. |

**Evaluation Plan**

- Analysis of SENTRAL data.
- Tell Them From Me surveys.
- Analysis of student, teacher and parent surveys and forums.
- Feedback from classroom observations

**Practices and Products**

<table>
<thead>
<tr>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared school–wide responsibility for the implementation of consistent student wellbeing initiatives that enable students to connect, succeed and thrive.</td>
</tr>
<tr>
<td>Every teacher implements engaging lessons that incorporate planned opportunities for students to think critically, create, collaborate and communicate with and without the use of technology.</td>
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<table>
<thead>
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<tr>
<td>Students are positively engaged, feel a sense of belonging and experience success in their learning and school life.</td>
</tr>
<tr>
<td>Quality future focused learning is reflected in teaching and learning programs.</td>
</tr>
</tbody>
</table>
## Strategic Direction 2: Excellence in Teaching

### Purpose
To foster excellence in teaching that is underpinned by high expectations for all learners and research based assessment and teaching strategies that result in sustained, measurable school improvement.

### Improvement Measures

<table>
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<th>Processes</th>
</tr>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td><strong>Reading:</strong> Continue to promote partnerships within and beyond the school that support, enhance and develop collaborative planning, quality differentiated teaching and research based assessment enabling continued improvement of student outcomes.</td>
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<tr>
<td><strong>Staff</strong></td>
<td><strong>Mathematics:</strong> Continue to promote partnerships within and beyond the school that support, enhance and develop collaborative planning, quality differentiated teaching and research based assessment enabling continued improvement of student outcomes.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td><strong>Evidence informed practice:</strong> Implement a whole school approach to collection, analysis, interpretation, evaluation and use of formative and summative data to inform collaborative planning and high quality teaching.</td>
</tr>
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<td><strong>Parents/Carers</strong></td>
<td><strong>Evaluation Plan</strong></td>
</tr>
<tr>
<td><strong>Community Partners</strong></td>
<td>• Analysis of student outcomes in reading and numeracy during data days.</td>
</tr>
</tbody>
</table>

### Improvement Measures

#### By 2020 we will have attained:

- 7% increase in the percentage of students achieving at proficiency levels in reading based on 2016 benchmarks.
- 7% increase in the percentage of students achieving at proficiency levels in mathematics based on 2016 benchmarks.
- Continued positive trend growth reflected in NAPLAN data.
- Increase in the number of teachers using formative assessment and research based quality teaching strategies.

### People

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### Processes

### Practices and Products

#### Practices

- Teachers collaborate to analyse reading and mathematics data, and to plan, implement and evaluate quality research based teaching practices that enable the growth of all students in reading and numeracy.
- Teachers collaborate to develop planned formative and summative assessment that is embedded in teaching and learning programs.

#### Products

- 7% increase in the percentage of students achieving at proficiency levels in reading based on 2016 benchmarks.
- 7% increase in the percentage of students achieving at proficiency levels in numeracy based on 2016 benchmarks.
- Continued positive trend growth reflected in NAPLAN data.
- Increase in the number of teachers who are using a range of formative and summative assessment strategies to develop differentiated teaching and learning programs.
# Strategic Direction 3: Positive Partnerships

## Purpose
To maintain and strengthen our focus on effective leadership that promotes collective learning, innovation and positive partnerships within and beyond our school community to ensure optimal outcomes for students.

## Improvement Measures
- Increased opportunities for student leadership, feedback and decision making.
- 100% of teachers are engaged in working towards the achievement of personal goals.
- An increase in the proportion of staff leading and developing others.
- Engagement with an increased number of schools and networks

## People
### Students
Students engage in opportunities to develop leadership skills through a broad range of opportunities within and outside the school.

### Staff
Staff promote student voice in and outside the classroom.

### Leaders
Leadership capacity is nurtured through authentic leadership opportunities and ongoing professional development.

### Parents/Carers
Parents are partners in education who are actively involved in all facets of school life including student learning, school evaluation and decision making processes.

### Community Partners
Community partnerships and networks enhance learning for all.

## Processes
### Student Voice:
- Provide opportunities for student voice.
- Develop student leadership capacity through the refinement and promotion of leadership opportunities.

### Teacher Leadership:
- Develop teachers' capabilities to lead improvement in teaching practice.

### Community Partnerships:
- Build on collaborative partnerships with communities of schools, cross school networks and the school community.

## Evaluation Plan
- Analysis of feedback from students, staff, parents and cross school network groups using forums, focus groups and surveys.

## Practices and Products
### Practices
- Students are provided with a range of opportunities to employ authentic student voice enabling them to take responsible action and develop self efficacy.
- Teachers are actively engaged and committed to developing their capacity as teachers and leaders.
- Networks within and beyond the school facilitate the development of quality teaching practice and promote effective communication.

### Products
- Increased opportunities for authentic student leadership, feedback and decision making.
- Teacher and leader quality is enhanced by and reflected in cohesive teams, effective collaboration, high quality evidence based practices and achievement of personal goals.
- Strong partnerships that enhance the learning experiences of every child are evident.