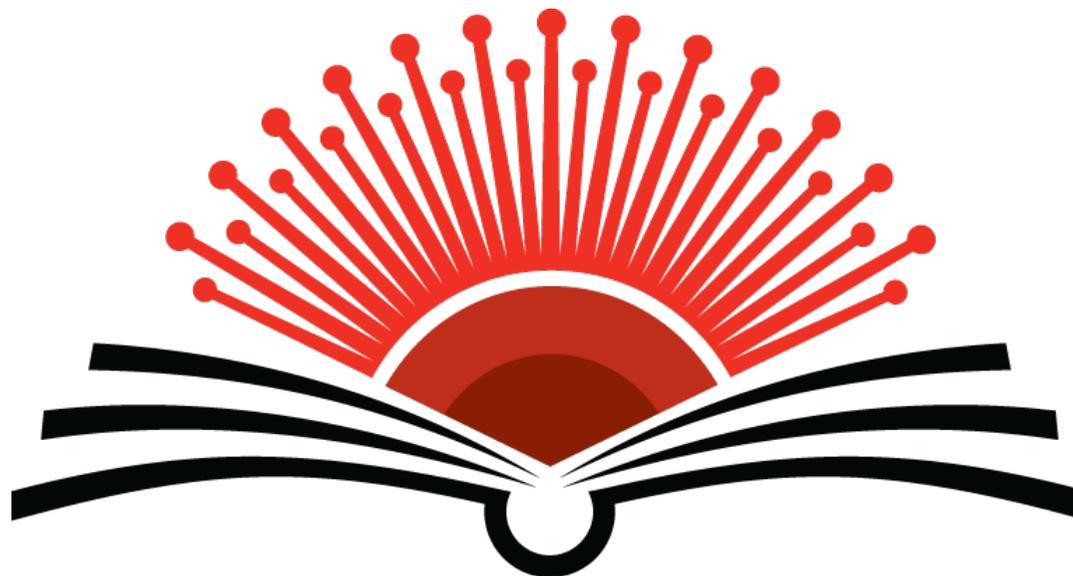


# School plan 2018-2020

Anzac Park Public School 4656



**ANZAC PARK  
PUBLIC SCHOOL**

ASPIRE INNOVATE ACHIEVE

# School background 2018–2020

## School vision statement

Our vision at Anzac Park Public School is to be an outward future-focused school community implementing evidenced-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 2018, we have over 560 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.

## School planning process

In 2017, a comprehensive process was undertaken across the school to identify the priorities for the 2018–2020 School Plan. This process included forums and surveys in addition to an examination of recent research into student learning and a reflection of areas for development across the school. As a result, three key strategic directions were identified as a basis for a shared commitment to future development at Anzac Park Public School.

These three strategic directions are based around an unrelenting core focus on learning as we embrace as a school community a commitment to building an engaged and student-centred community of learners. Our three key strategic directions include;

- Learning For Impact
- Learning In Partnership
- Learning For The Future

The Anzac Park Public School 2018–2020 School Plan flows from these key strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with all members of the school community. Each strategic direction provides details of the purpose, people and processes as well as products and practices that are to be realised through implementation of the plan.

# School strategic directions 2018–2020



**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.



**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.



**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.

# 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%.

## People

### Students

Students develop skills, knowledge and understanding to self-evaluate their learning and set specific learning goals in literacy and numeracy.

### Staff

Teachers develop their understanding and ability to embed evidenced-based practices into literacy and numeracy programs through working collaboratively in classrooms to support the implementation of these strategies.

### Leaders

Leaders build capacity and provide support and modelling of evidenced-based practices in classroom literacy and numeracy programs.

### Parents/Carers

Parents/Carers develop understanding of their child's specific learning goals in literacy and numeracy.

## Processes

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

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.

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 Plan

Progress towards improvement measures will be evaluated through student progression in literacy and numeracy monitored twice per term across the literacy and numeracy progressions, NAPLAN analysis and classroom walkthroughs.

## Practices and Products

### Practices

Shared school-wide understanding of evidenced-based practices optimising learning progress for all students demonstrated in classroom walkthroughs.

School analysis of student progress and achievement data is utilised to respond to student achievement at an individual and group level.

### Products

Teaching and learning programs reference student information including progress and achievement data, curriculum requirements, and student feedback and provides continuous improvement for all students.

School-wide processes support teachers' consistent, evidenced-based judgement and moderation of assessments.

# 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

## People

### Students

Students build knowledge and skills in student-directed learning through participation in mentoring partnerships with the community and industry partners.

### Staff

Teachers utilise a range of resources to share student learning with parents /carers and facilitate opportunities for student-directed learning with community and industry partnerships.

### Leaders

Leaders develop and facilitate professional learning programs for inter-school colleagues to share and scale expertise in innovation in future-focused practices.

### Parents/Carers

Parents / Carers develop an understanding of student learning progressions in literacy and numeracy and are equipped with strategies to support their child make continued progress.

## Processes

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

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.

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 Plan

Progress towards improvement measures will be evaluated through parent and teacher surveys, engaging with staff from other schools to review the effectiveness of professional learning and analysis of student-directed interest projects.

## Practices and Products

### Practices

The school collaborates with the local community and industry partners through the establishment of systems to extend and enrich student learning with real-world links.

Teaching staff demonstrate and share expertise of innovative practices and foster inter-school relationships which provide mentoring and coaching support to scale success.

### Products

Teachers effectively use a range of resources with parents to improve understanding of student learning and strengthen student outcomes.

# 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

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.

## People

### Students

Students develop skills, knowledge and understanding of the six learner capabilities and use these skills in learning programs across the curriculum.

### Staff

Teachers develop pedagogies for effective use in Innovative Learning Environments which provide opportunities for students to engage in inquiry-driven, conceptually-based learning programs which foster the development of the

### Leaders

Leaders provide clear framework of best practice in Innovative Learning Environments and the development of student learner capabilities through inquiry-driven, conceptually-based learning programs.

### Parents/Carers

Parents / Carers receive feedback of their child's development of the general capabilities through feedback from the Learning for Life progressions.

## Processes

Build staff capacity to design and implement conceptual programs driven by student inquiry.

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

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 Plan

Progress towards improvement measures will be evaluated through teaching and learning programs, feedback from teachers and observational rounds.

## Practices and Products

### Practices

Collaborative development of teaching and learning programs are dynamic and show evidence of quality concept-based and student-driven inquiry.

Teachers utilise effective assessment tools to capture and track the development of learner capabilities in students from Kindergarten to Year 6.

### Products

Teaching staff demonstrate their expertise of Innovative Learning Environments through expert deployment of effective teaching strategies.

Learning progressions from Kindergarten to Year 6 articulate, across the six learner capabilities, explicit skill development of the general capabilities.