School plan 2015 – 2017

Annandale North Public School 1042
### School background 2015 - 2017

#### School vision statement
Our vision is to empower and enable students to become engaged life long learners who have the capacity to contribute creatively, collaborate effectively and communicate thoughtfully. We will model this by our actions as teachers, and through our connections with our community, to ensure students' future success.

#### School context
Annandale North Public School is situated in Annandale, an inner-city suburb of Sydney. The area is rich in history and known for its beautiful homes, historic buildings and churches and wide tree-lined streets. The school occupies a small site bounded by three streets and the majority of students walk or are driven to school. Annandale North is a learning community where the involvement and participation of the whole community is valued. The community values and recognises the importance of the acquisition of knowledge and skills, along with the development of kindness and integrity as central to the development of the whole child. Through diverse programs and challenging learning experiences, students are encouraged to develop independent learning skills and to accept responsibility and direction for their own learning. Students are encouraged to be involved in decision making in their classes and across the whole school through an active Student Council. In these ways a balanced, stimulating and safe environment promotes an optimal learning climate for the needs of all students.

#### School planning process
As part of the annual evaluation cycle, students, parents and teachers were surveyed to determine satisfaction with school leadership, programs, systems and delivery of curriculum. Add to this mix the review of research from reliable academics on the future of education, and the goals stated in the Melbourne Declaration on Educational Goals for Young Australians, all clearly stating that the way in which schools educate students must evolve. We held 'Future School' presentations to raise awareness about the importance of this evolution.

To this end, a summit was held with parents and community members, all teachers from ANPS and a group of students to coauthor the goals and strategic directions of our school. Grouping the ideas present in that summit, 3 clear priorities emerged that encapsulated all of these efforts.

In parallel, analysis of literacy and numeracy outcomes was undertaken to determine specific learning needs of our students using NAPLAN data and classroom level assessment. Areas of improvement were identified and their inclusion under the strategic directions is a natural fit.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**  
#Future Citizen

**Purpose:**  
All Students to be actively engaged in developing skills and strategies that enable success in a changing world and be able to equip themselves with the depth of knowledge and the skills to become life long learners and responsible future citizens.

**STRATEGIC DIRECTION 2**  
#Differentiation

**Purpose:**  
Build the capacity of teachers to meet the diverse needs of learners through the development of innovative quality teaching practices to improve student learning outcomes.

**STRATEGIC DIRECTION 3**  
#Efficiency

**Purpose:**  
Develop and maintain efficient technology, communication and administrative systems that support quality education to ensure clear, transparent and accountable internal systems.
## Strategic Direction 1: #Future Citizen

### Purpose

All Students to be actively engaged in developing skills and strategies that enable success in a changing world and be able to equip themselves with the depth of knowledge and the skills to become life-long learners and responsible future citizens.

### Improvement Measures

- An increase in the number of students who demonstrate creativity, collaboration, information, management skills and guided inquiry in their learning.
- Teachers deliver high quality programs that are open-ended, authentic, inquiry-based and reflect global perspectives.
- Professional development is undertaken that links with this strategic direction.
- Student satisfaction surveys indicate high sense of well-being.

### People

**Students**: skill diversity will be broadened, developed and recognised including critical and creative thinking, ethical understanding, ICT, global citizenship, sustainability and connections with Asia.

**Staff**: will highlight and focus upon the cross-curriculum priorities and general capabilities during teaching and learning cycles. Their programming reflects changes of perspective from content deliverer to learning facilitator using student-led pedagogies.

**Parents**: are supported through their changing perceptions of how children learn and how teaching is delivered in the classroom.

### Processes

**Establishing global classrooms through local and cross-cultural connections:**
Learning communities established between school and local high schools.
Greater utilisation of connected classroom to make global connections.
Greater engagement with the Community Of Leichhardt Area Schools.

**Providing professional development in the ICT skills of teachers**
Teachers are able to use ICT to develop project-based learning opportunities in their classrooms. ICT is embedded in quality teaching practice.

**Refinement of teaching and learning to align with the general capabilities and student-centred learning principles**
Teachers are provided with ongoing professional learning in how to develop project-based and inquiry learning.

**Collegial approach to Focus Group planning with an emphasis on applying skills and investigating design**
Students awarded on the basis of general capabilities rather than KLA’s.

**Implementing NSW National Curriculum documents across all Key Learning Areas**
Collegial planning in how to program with new syllabus documents.

**Teachers access online professional development in History/Science/Geography syllabi**
Teachers plan for integrated units that encourage students to apply knowledge and skills across tasks.

**Evaluation Plan**
Students: Assessments demonstrate student achievement in future focused skills - critical thinking, collaboration and creativity with a thorough understanding of global issues.

### Products and Practices

**Product**: An increase in the number of students who demonstrate creativity, collaboration, information, management skills and guided inquiry in their learning.

**Practice**: Teachers deliver high quality programs that are open-ended, authentic, inquiry-based and reflect global perspectives.

**Practice**: Teacher pedagogy is continuously enhanced through ongoing professional development in 21st Century techniques.

**Practice**: The physical, academic, social and emotional well-being of students is developed and strengthened throughout their schooling.
Strategic Direction 2: #Differentiation

**Purpose**
Build the capacity of teachers to meet the diverse needs of learners through the development of innovative quality teaching practices to improve student learning outcomes.

**People**
- **Students**: are engaged in meaningful and relevant learning experiences that meet their individual educational needs.
- **Staff**: are provided with equitable access to professional learning and collegial planning that meets the strategic direction of the school and individual professional learning goals.
- **Parents**: have a clear understanding of their children’s development and learning requirements and how they are being supported in their learning.

**Processes**
- **Establishing and maintaining professional networks with the Community Of Leichhardt Area Schools (COLAS)**: Access regional support for professional learning in the area of differentiation. Engage in observations of teachers in like-schools to share expertise and improve teaching practices.
- **Supporting teachers in setting personal professional learning goals and implementing effective plans for achievement**: Teachers are engaged in self-reflective practices to identify personal professional learning goals that aim to enhance their teaching practices and cater for diverse learners. Teachers develop mentor/coach relationship with colleagues with expertise. Executive assist teachers in developing action plans for achieving personal learning goals. Access to regional professional learning is equitable and relevant to the strategic directions of the school and teachers’ personal professional learning goals. School-based professional learning to have a strong focus on differentiation with reference to content/ product/ process across all KLA’s. Teachers are engaged in collegial planning within stage and KLA teams.
- **Implementing clear identification systems for determining students’ strengths and learning needs**: Implementation of the Gifted and Talented policy across the school with increased community awareness of the policy. Diagnostic assessment schedule implemented K-6 for increased consistency in teacher judgement. Teachers use PLAN (Planning for Literacy and Numeracy) database to track student development and set individual learning goals.
- **Evaluation Plan**: Student: Stage assessment, NAPLAN analysis Staff: participation in PL, P and DF Community: School Satisfaction survey, interaction with teachers.

**Products and Practices**
- **Practice**: Collegial networks operate with regular communication and actions.
- **Practice**: Teachers are involved in observations and instructional rounds on a regular basis.
- **Product**: Highly engaged students resulting in increased student outcomes and increased student growth.
- **Practice**: Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evidenced in classroom practice, programming and reporting.
- **Practice**: All staff have developed and accessed a differentiated professional learning plan targeted at improving individual pedagogy.
- **Practice**: Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.
- **Practice**: Feedback will be given to all staff once per term in regard to student progression in relation to the entire student body.

**Improvement Measures**
- COLAS network established, attended and contributed to by ANPS executive.
- Program of observations and instructional rounds adopted.
- Continual student growth as measured by NAPLAN results over the three year period.
- Individual staff learning plans established.
- 100% of staff accessed professional learning in line with the goals set in their Professional Development Framework.
- Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.
## Strategic Direction 3: #Efficiency

### Purpose
Develop and maintain efficient technology, communication and administrative systems that support quality education to ensure clear, transparent and accountable internal systems.

### Improvement Measures
- All policies kept current and communicated to school and community.
- New server and Wifi system installed and operating.
- Staff trained in procedures.
- Communication systems are working effectively.
- Improved results in communication and procedures from School Satisfaction Survey from community
- Integrated PL recording system adopted.

### People
- **Students**: Are aware of relevant rules and policies that directly affect them. They undergo specific learning that caters for their use of ICT to expedite classroom activities.
- **Staff**: Are trained to check and update calendar for events they organise.
- **Staff**: participate in policy and procedure development and effectively track their own professional learning in accordance with school plan.
- **Parents**: Have access to published policy and procedure documents. They are well informed through attendance at information presentations and support the school's focus on ICT and professional learning for teachers.
- **Partners**: Regional IT develops close partnership with school to expedite repair and upgrade of equipment.

### Processes
- **Maintenance of school policies and procedures**: Executive team and committees develop and consult on individual policies. Policies are ratified by all staff and adopted. Yearly review of necessary updates to existing policies or procedures.
- **Maintenance of school computer network**: Continue to liaise with regional IT representative and source necessary upgrades to equipment to fulfil staff requirements. Resources allocated to enable this to take place.
- **Strengthening communication systems between community and school**: Ensure updates and communication are entered into calendar in an accurate and timely fashion. Where necessary, communication to community is issued directly and well in advance of proposed events.
- **Establishing central information and data holding points**: Central Professional learning registry and contact point to determine needs, attendees and strategic alignment.
- **Designing and creating flexible learning spaces to overcome space restrictions within the school environment**: Refurbishment of school library into a learning hub. Provision of innovative furniture designs for classrooms to create flexible learning spaces.
- **Evaluation**: Qualitative survey to compare against previously acquired data. Key indicator is parent satisfaction with level and accuracy of communication. Internal staff satisfaction survey on processes and IT to determine if efficiencies are being made.

### Products and Practices
- **Product**: A transparent set of practices, policies and systems that are well designed, adequately conveyed and efficient.
- **Product**: IT backbone (server, printers and wifi) to be dramatically improved to enable teachers and students to effectively go about teaching and learning.
- **Practice**: Better informed and efficient staff whose roles as classroom teachers are supported by procedures and equipment that streamlines delivery of quality education.
- **Product**: Teachers and students, and community, are better informed about all relevant events and activities.
- **Practice**: Effective PL application, attendance and recording system that is linked to school strategic directions.