



# ANZAC TERRACE PRIMARY SCHOOL

## School Plan 2012 - 2015

### Our Mission

Our mission is to develop the potential of individual students so they can maximise educational opportunities in order to play an active part in civic and economic life.

### Our Purpose

- To develop academic excellence.
- To develop active citizenship through teaching fundamental values, and social and emotional skills.
- To promote physical well-being for a healthy lifestyle.
- To foster individual creative expression.

### Our Values and Beliefs

Our Anzac Terrace PS community is committed to ensuring that all students leave school well prepared for their future. Accordingly, we are committed to the values that we believe are essential in achieving the best possible outcomes for all students. We value:

#### Learning

We have a positive approach to learning and encourage it in others.

#### Excellence

We have high expectations of our students and ourselves.

#### Equity

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

#### Care

We treat all individuals with care.

#### Our Beliefs:

- At Anzac Terrace PS our beliefs about teaching and learning, and about having a safe working environment have been described in our "School Code".

**We believe everyone has the right and responsibility to**

- Learn without disruption
- Be treated with courtesy and respect
- Work in a clean and safe environment
- Care for, and take pride in themselves, their work and their school.

### Our Objectives

#### **Objective 1: To make every student a successful student.**

We aim for our students at ATPS to leave our school prepared for their future learning. We aim for our children to be literate, numerate and technologically skilled students who are resilient, independent thinkers with sound social skills and positive work habits.

#### **Objective 2: To have sound teaching in every classroom.**

The teachers at ATPS apply the "Principles of Teaching, Learning and Assessment" in their everyday teaching to design learning experiences to help students achieve their potential. They are:

#### **Teaching and Learning:**

Opportunity to Learn, Connection and Challenge  
Action and Reflection, Motivation and Purpose  
Inclusivity and Difference, Independence and Collaboration, Supportive Environment.

#### **Assessment:**

Valid, Educative, Explicit, Fair, Comprehensive

#### **Objective 3: To ensure every public school is a good school.**

We aim to provide a safe and welcoming environment with learning experiences that challenge and engage students, while also having a good relationship with the wider community.

#### **Objective 4: To provide practical support for our teachers and support staff.**

We aim to provide staff with access to all practical support available.

#### **Objective 5: To deliver meaningful accountability.**

**Teachers** are accountable for monitoring the progress of students in their class, and reviewing school performance according to the "School Accountability Framework". The school responds to this monitoring by implementing programmes aimed at improvement.

#### **Objective 6: To build public confidence in our schools.**

We encourage parents to entrust ATPS with the education and well-being of their children and for ATPS to be well regarded by the wider school community.

## OBJECTIVE 1

To make every student a successful student

*“We aim for our students at ATPS to leave our school prepared for their future learning. They work towards being literate, numerate and technologically skilled students who are resilient, independent thinkers with sound social skills and positive work habits.”*

### Outcomes:

- Students achieve the standards expected of them at particular years of schooling according to the National Curriculum
- ATPS caters for students with individual needs and talents, both SAER and TAG students, to enrich classroom learning.
- ATPS continues to develop values and social skills as described in the Department of Education’s Curriculum Framework and the Federal Government’s Values Education for Australian Schools
- Students use appropriate technologies to enhance their learning.
- Students display personal resilience.

### Major Strategies:

1. Further refine SAER and TAG identification processes and the implementation of appropriate support programs.
2. Continue to develop and expand our whole school approach to; Literacy, Numeracy, Science and Society and Environment.
3. Maintain our early assessment and intervention programs, targeting K / PP.
4. Maintain current BMIS system (ie Green club).
5. Continue to maintain knowledge of most current technologies and their implementation as appropriate to enhance student learning.

## OBJECTIVE 2

To have sound teaching in every classroom

*“The teachers at ATPS apply the ‘Principles of Teaching, Learning and Assessment’ in their everyday teaching to design learning experiences to help students achieve their potential.”*

### Outcomes:

- Teachers and school leaders are clear about what needs to be taught at each phase of development.
- Teachers use information on student achievement to moderate and adjust teaching strategies and report to parents.
- Teachers are motivated, engaged and competent and provide learning experiences that are responsive to the needs of students.
- High quality teaching standards and educational leadership are reflected in the school.

### Major Strategies:

1. Continue to focus staff attention on the Principles of Learning, Teaching and Assessment when developing learning programmes.
2. Implement the “Explicit Teaching” model to enhance teaching and learning.
3. Continue to develop collaborative teaching practices to allow for greater engagement of staff in developing effective teaching and learning experiences.

## OBJECTIVE 3

To ensure every public school is a good school

*“We want ATPS to provide a safe and welcoming environment with programs that challenge and engage students, while also having a good relationship with the wider community.”*

### Outcomes:

- The school develops a strong ethos and culture based on community consultation
- Students display behaviour that shows respect for themselves and others.
- The school provides a learning environment that focuses on the well being and care of all stakeholders.
- Levels of student attendance and engagement are high.
- Parents and community are actively involved in the education of their children.
- Quality facilities, infrastructure and school environment are provided and maintained.
- Our school presents a welcoming environment. Staff are approachable and the school environs are well presented and safe.

### Major Strategies:

1. Continue to focus on developing positive student behaviour using: Green Club; COGS Cup; Faction Points; Aussie of the Month; Values and Social skills.
2. Continue to promote and develop student well being and care through effective use of programmes and staff such as; Chaplain, IEPs, Mentors, EAs, Literacy Army and IBMPs.
3. Develop new, and enhance existing structures that promote community participation.

## OBJECTIVE 4

To provide practical support for our teachers and support staff

*“We aim to provide all our staff with access to all practical support available”.*

### Outcomes:

- Support is available to school staff for student issues with social, family and community needs
- High quality professional learning is available to all staff.
- An environment is created that promotes the best possible teaching environment for staff health & well being
- Staff are afforded maximum opportunities for collaboration within the constraints of available resources.
- Effective change management processes are evident.

### Major Strategies:

1. Continue to provide professional learning opportunities for all staff and link these learning opportunities to their performance management and the school priorities.
2. Provide a defined structure whereby staff are able to liaise with Admin, Chaplain, Schools Plus, School Psychologist, and DCP to assist students with social, family and community needs.
3. Provide opportunities for all staff to collaborate, plan and share best practice using the principles of learning teaching and assessment.
4. Develop clearly defined change management practices.

## OBJECTIVE 5

To deliver meaningful accountability

*“Teachers at ATPS are accountable for the progress of students in their class, and for reviewing school performance according to the ‘School Accountability Framework’.”*

### Outcomes:

- The school conducts effective annual accountability and review processes to inform school improvement planning
- All staff engage in Performance Management
- The school effectively manages all aspects of school operations. (Finances, resources and staff)
- The school reports to parents according to DET Policy

### Major Strategies:

1. Continue to develop defined accountability processes to promote consistency in the review process, leading to the setting of informed school improvement planning, priorities and targets.
2. Continue to develop the “Reporting to Parents” policy to include; SIS formal reports, interim reports, parent formal and informal interviews and open days.
3. Continue to develop and refine performance management practices so they are more closely linked to the School Plan for Improvement.

## OBJECTIVE 6

To build public confidence in our schools

*“We want parents to entrust ATPS with the education and well-being of their children and to be well regarded by the wider school community.”*

### Outcomes:

- Our school is positively regarded by the whole community.
- Students achieve the standards expected of them at particular years of schooling with a focus on literacy and numeracy.
- Parents feel confident in their interactions with the school. Communication is open and they feel supported.
- Parent involvement forms a key part of school operations.
- Our school demonstrates openness and transparency in its interactions with the community.
- The school promotes a caring and supportive culture.

### Major Strategies:

1. Develop school policies which reflect collaborative processes with the whole community. (eg Reporting to Parents, Dress Code, Behaviour Management).
2. Promote the school vision through a range of avenues such as; a comprehensive school web site, informative newsletters, a welcoming front office, assemblies, parent meetings and regular communications to parents and other community members.
3. Maintain the School Council as an integral part of school operations in the decision-making processes.
4. Further develop the concept of “Open Days” as a way to showcase the work of students and the school.
5. Develop a marketing plan.

# The School Improvement and Accountability Process

## **Purpose:**

The "School Improvement and Accountability Process" is in place to ensure our school reviews its performance each year against school and departmental outcomes, reports annually to the community and the department, and makes plans to improve school performance in identified areas.

In reviewing our performance against our six stated objectives, the following fundamental questions will be addressed.

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?

## **Anzac Terrace will report on the performance of our school through:**

- The School Council;
- The Annual Report; and
- The School Review Process

## **Anzac Terrace Primary School will demonstrate School Improvement and Accountability by reporting on our performance against our objectives using the following performance data:**

### **Objective 1: To make every student a successful student**

- NAPLAN and WAMSE data
- Student Achievement and Information System data (SAIS) – Formal report data.
- SIS Behaviour data
- Class records

to determine the extent to which students;

- Achieve benchmarks
- Reach achievement targets
- Demonstrate progress
- Display positive behaviour.
- Achieve technological competencies

### **Objective 2: To have sound teaching in every classroom**

- Student performance data
- Performance management and professional learning data

to determine the extent to which teachers;

- Participate in collaborative practices
- Planning reflects student achievement
- Create learning programmes that meet the needs of all students.

### **Objective 3: To ensure every public school is a good school**

- Student performance data
- Student Attendance and Behaviour records.
- School surveys
- Enrolment data

to determine the extent to which the school;

- provides a positive and supportive learning environment
- provides quality facilities, infrastructure and school environment
- engages parents and community in the education of their children
- ensures levels of student attendance, behaviour and engagement are high.

### **Objective 4: To provide practical support for our teachers and support staff**

- Performance management and professional learning data
- School Finance data

to determine the extent to which the school;

- Provides opportunities for staff to participate in relevant PD opportunities, including ICT.
- Provides opportunities for staff collaborate, plan and share best practice

### **Objective 5: To deliver meaningful accountability**

- School surveys
- Annual Report

to determine the extent to which the school;

- Reports to parents and the wider community
- Informs stakeholders about school improvement planning and targets and progress towards their achievement

### **Objective 6: To build public confidence in our schools**

- School surveys
- School performance data
- Annual report

to determine the extent to which the community;

- Engages in all aspects of the school; School council, P & C, at the classroom level
- Contributes to the positive promotion of the school in the wider community
- Continue to enrol their children at Anzac Terrace