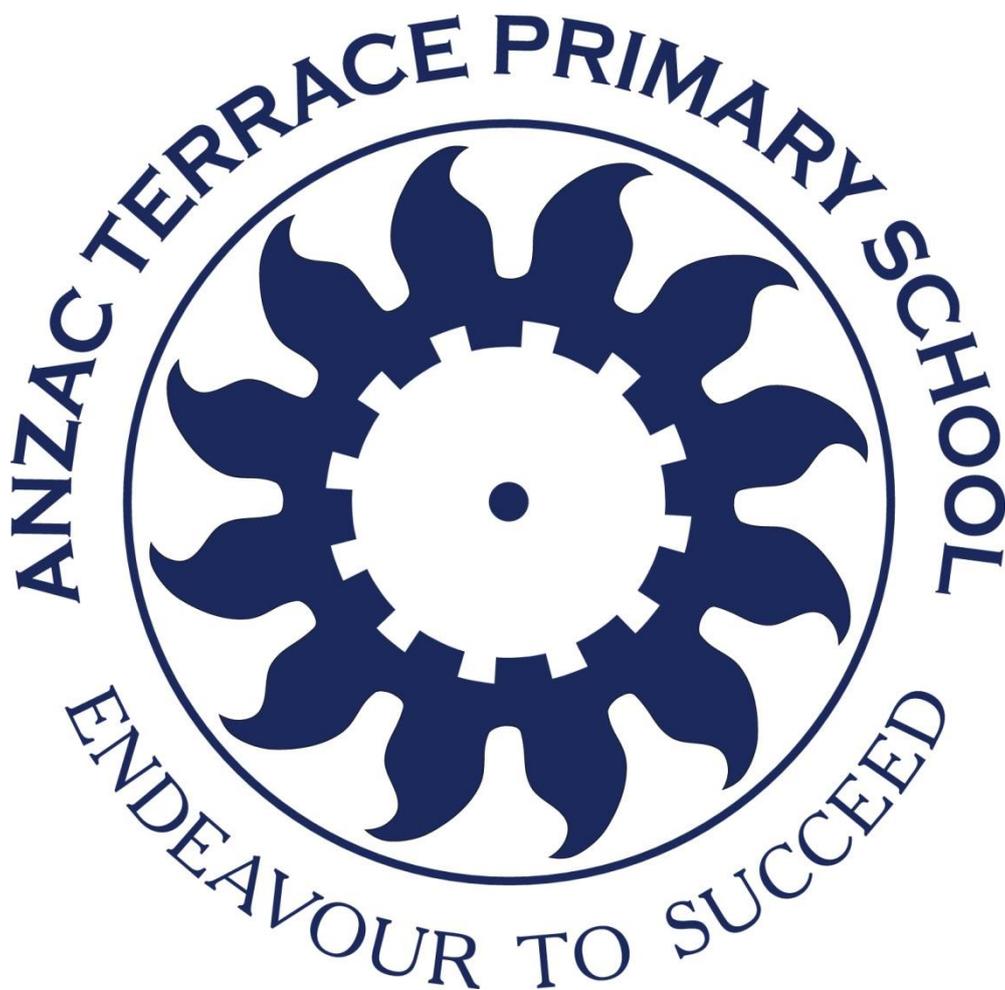


Anzac Terrace Primary School



2020 Vision

Our Strategic Plan

Anzac Terrace Primary School

Anzac Terrace Primary School is a Western Australian Government primary school catering for approximately 370 students from Kindergarten to Year 6. Located in the suburb of Bassendean, 11 km north-east of Perth, Anzac Terrace PS offers a holistic education enabling all children to experience success through learning opportunities.

Anzac Terrace PS is committed to seeking excellence in teaching and learning, with digital technologies permeating the curriculum. The school's comprehensive Literacy and Numeracy learning program is enhanced by special learning area programs including HASS, Science, Physical Education, LOTE (Japanese) and The Arts – Visual Arts and Music). Our extra curricula music program offers students the opportunity to participate in the school choir.

Early intervention in Literacy and Numeracy, a Gifted and Talented program and a social and emotional learning framework called Kids Matter, are all distinctive features of the school's curriculum.

In addition an instrumental music program through SIMS provides the opportunity for children to receive individual instrument tuition in Year 6 and beyond into High School.

We are committed to maximising the learning opportunities for students with the support of parents. We strive for our students to be successful, confident, fully rounded lifelong learners. Our strong connection with parents and the wider community ensure that every student feels safe, has a sense of belonging, and is known by name and need.

Our 2020 Vision

By the year 2020 we want to have developed a school environment of creative and engaged students who drive our high academic achievement. We want to foster a caring and nurturing environment ensuring diversity is accepted and embraced at our school. We will consistently seek the support of our wider community and their endorsement of our dynamic technology based learning programs. Therefore moulding successful learners, confident and creative individuals, and active and informed 21st century citizens.

Our Core Values

- Endeavour
- Success
- Discovery

Our Purpose

- Provide a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.
- Create a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.
- Provide high quality programs that engage our children in their learning and instil the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.
- Provide a stimulating and supportive environment for all teachers; and assist, inform and involve parents and the greater community of Bassendean.

Our Beliefs And Understandings

We believe that students learn best:

- when they are valued and respected as individuals
- when they have positive relationships with their teachers and school community
- when they are in a safe environment
- when rules, consequences and rewards are known by all
- when all classroom and school routines are known
- when all learning styles are catered for
- when they are motivated and given purposeful opportunities
- when they are supported in their move toward independent learning.

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.

Departmental Policies

These policies have all been considered and incorporated in our Strategic Plan

- High Performance – High Care: Strategic Plan for WA Public Schools 2016 – 2019
- Focus 2017: Directions For Schools
- Focus 2016: Directions For Schools
- Aboriginal Cultural Standards Framework
- Classroom First Strategy
- WA Curriculum
- Early Years Learning Framework

Success For All Students

Outcomes	Strategies	Indicators
<ul style="list-style-type: none"> • A tailored and personalised approach to teaching and supporting students. • An explicit focus on Literacy, Numeracy. • An explicit focus on Science, Technology, Engineering, and Mathematics (STEM). • The successful implementation of the Western Australian Curriculum and Assessment Outline. • Maintain successful phase of development planning to support students from K – 6. • Create and maintain welcoming, safe and supportive inside and outside learning environments. • All students are challenged, valued, engaged and supported. • An integrated and collaborative approach with external organisations to ensure all students have the best start to learning. • Create opportunities for the students to demonstrate leadership and care in the school and wider community. 	<ul style="list-style-type: none"> • Differentiated Curriculum • Case Management with documented plans • EALD programs • Specialised instruction and support for TAGS • Evidence based classroom planning – use data to inform and monitor student performance. • Western Australian Curriculum and Assessment Outline • 21st century pedagogy • ICT in the classroom • STEM • General Capabilities • English and Maths foci • Early Childhood and Middle Childhood Phase of Development plans • Attendance • Positive behaviour support • Cyber-safety • Building Our School Spirit • Pre Kindy programs • Community service and engagement activities • Staff and student well-being and support 	<p>Targets for :-</p> <p>NAPLAN Maintain the percentage of students achieving at or above that of like schools. Increase the number of students achieving NAPLAN scores in the top proficiency band.</p> <p>ON ENTRY ASSESSMENT Increase the number of students achieving above the progression points.</p> <p>SAIS To increase the number of students achieving A and B grades across learning areas, in parity with like schools.</p> <p>ATTENDANCE The school will increase the number of students with more than 90% attendance.</p> <p>ENGAGEMENT Increase the percentage of students achieving „consistently“ across all descriptors for personal and social learning. Increase the percentage of students achieving „consistently“ across attitude, behaviour and effort descriptors</p> <p>All SAER (100%) identified with a learning disability or learning difficulty have an Individual Education Plan that is focused on improvement.</p> <p>All teachers (100%) will use relevant and specific data to inform teaching, learning and assessment.</p>

High Quality Teaching

Outcomes	Strategies	Indicators
<ul style="list-style-type: none"> • A focus on staff well-being to support the physical, mental and social welfare of staff. • An explicit, coherent, innovative focus on curriculum delivery to maximise student learning and wellbeing. • Staff take personal and collective responsibility for the continuous improvement of their teaching and leadership to improve student learning. • Best possible teaching practices 	<ul style="list-style-type: none"> • Staff and student well-being and support • Performance and Development Policy • AITSL Standards for Teachers and Principal • Collaboration • High quality teaching research and action learning • Western Australian Curriculum and Assessment Outline • Positive communication strategy with all stakeholders 	<p>All teachers (100%) are involved in the analysis of National and State assessment results, which they use to inform their classroom practices.</p> <p>On Entry Assessment data is used to inform the development of high quality teaching and learning programs for Pre Primary students, SAER Year 1 and SAER Year 2.</p> <p>Implementation plans are developed for each of the National Quality Standards.</p> <p>All teachers (100%) will use SIS Lesson Attendance daily.</p> <p>All teachers (100%) will use relevant and specific data to inform individual Attendance Plans.</p> <p>All admin (100%) will use SIS Behaviour Management as required.</p> <p>All teachers (100%) will use relevant and specific data to inform individual Behaviour Plans.</p> <p>Parent survey indicate that all parents (100%) are highly satisfied with the behaviour management.</p>

Effective Leadership

Outcomes	Strategies	Indicators
<ul style="list-style-type: none"> Strong and Empowered Leadership 	<ul style="list-style-type: none"> Distributed leadership model United leadership Effective leadership research and action learning Professional learning plan System Networks School improvement processes Positive communication strategy with all stakeholders 	<p>All staff (100%) participate in performance management including executive leadership observation visits.</p> <p>All teachers (100%) engage in both formal and informal collaboration activities, focused on improving teaching and learning.</p> <p>All teacher (100%) make evidence based instructional decisions.</p> <p>All teachers (100%) teach, assess and report on year level specific WA Curriculum</p>

Strong Governance And Support

Outcomes	Strategies	Indicators
<ul style="list-style-type: none"> School staff are united in their commitment to improve quality teaching and learning, across the school to achieve school wide improvement. Positive partnerships to foster school-wide commitment to the needs and aspirations of staff, students and our school community to improve student performance. Enhance the capability of school support staff to add value to classroom effectiveness and school management. Independent Public School status process. Manage our accountability, governance, infrastructure and funding effectively and efficiently. Adhere to DOEWA Reporting requirements 	<ul style="list-style-type: none"> School policy and procedures Marketing and communication Customer service Professional Learning National school improvement tool and reporting requirements School self-assessment cycle School plans Buildings and Grounds Revitalisation 	<p>The School Council ratifies the School Plan.</p> <p>Implementation of Department legislative and policy requirements.</p>