



WELCOME
TO

ANZAC
TERRACE
PRIMARY
SCHOOL

I'm an Anzac Terrace

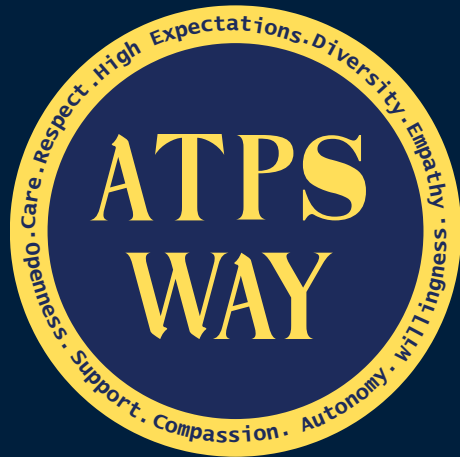
Our Motto
Endeavour to Succeed



Our Priority
Develop the Whole Child

Our Vision
Creating brighter minds for
a brighter future!





The ATPS WAY

Anzac Terrace prides itself on having the development of the whole child at the forefront of all we do.

Our community connections are strong across all levels of stakeholders.

The positive, safe and supportive environment is created through all members of the community engaging in the ATPS WAY:

EMPATHY-RESPECT-HIGH EXPECTATIONS-CARE-WILLINGNESS-AUTONOMY-COMPASSION-SUPPORT-OPENNESS-DIVERSITY

Our Learning Dispositions provide a clear set of values for all community members to adhere to:

RESPONSIBLE-RESILIENT-COOPERATIVE-RESPECTFUL-PERSEVERING



We work towards our priority of developing the whole child through:

Positive Relationships and Partnerships

Providing further opportunities for parent/carer feedback and promoting events that can be enhanced with parent participation and assistance where required.

Maintaining and expanding the diversity of the School Board as tenures become available and increasing community awareness of the function and outcomes of the Board.

Continuing to provide and grow opportunities for community-based groups to link with and access the school for mutually benefitting partnerships.

Promoting and celebrating the school's cultural diversity and providing opportunity for a 'cultural voice'.



High Quality Teaching

Implementation of a collaboratively developed whole-school pedagogy, aligned to the Quality Teaching Strategy's Teaching for Impact.

Strengthening of current collaborative opportunities with an agreed schedule that includes data analysis, moderation, planning and sharing of best practice.

Continuing to address individual student learning needs through:

- Early intervention support in literacy and numeracy.
- Extension through access to Higher Order Thinking Skills (HOTS).
- STEM focus on integrated project-based learning utilising current technologies.

Teaching & Learning to reflect an Aboriginal Cultural Responsiveness approach.

Reviewing and revising all approaches to literacy and numeracy to represent evidence-based best practice.



By 2026:

Targets

Parent, staff and student survey responses **average 4 or above** for questions relating to **relationships and partnerships**.

The **ATPS School Board** represents the school's diversity through **maintaining at least one community member** and **engaging a range of cultural representative perspectives including Aboriginal & Torres Strait Islanders**.

Maintain and expand formal partnerships with **local community groups** wishing to access ATPS facilities.

By 2026:

Targets

ATPS agreed pedagogy, whole school initiatives and ATPS Way are **apparent in classroom practices** as demonstrated through Performance Development, self-assessment, peer observation and Administration class walk throughs.

All Literacy Leaders and intervention staff will have **accessed professional learning linked to current evidence-based literacy approaches** and identified **strategies** will be at the **"Building Capacity"** phase of the **ATPS Change Model**.

We work towards our priority of developing the whole child through:

Strategic Use of Resources

Provision of clear communication with the school community on spending and the use of resources. This includes articulating budgets for strategic priorities in business and operational plans.

Reviewing and maintaining the Student Centred Funding allocation in line with spending requirements and targeted school-based needs.

Building of reserve funding to a sufficient level to meet replacement reserve needs, including access for students and staff to current technologies.

Maintaining of a Workforce Profile that provides diversity whilst catering for whole-school priorities such as STEM, gifted and talented and remediation programs.



By 2026:

Targets

ATPS will ensure a **minimum spend of 96%** of school funds and **maximum of 10% carry over annually**.

Students will have **access to current technologies** with a device **ratio of 1:2** for students from **PP to Year 3** and **1:1** for students in **Year 4-6**.

School funding will be **allocated equitably** to **identified school initiatives**.

Distributed Leadership

Providing the opportunity for staff to become curriculum leaders and supporting them with a range of professional development opportunities. This will be linked to the Future Leaders Framework to build staff capacity to lead whole-school and Morley School Network direction.

Utilising an explicit change model to guide the implementation of major school initiatives, ensuring decision making is based on evidence from data on student performance and aligned with current research.

Student being given an opportunity to have their voice recognised in school-based learning and whole-school decision making.



By 2026:

Targets

Maintain a minimum of one staff member engaged in the **MSN Future Leaders Framework** development program.

All major change initiatives to be **represented** on **ATPS Change Model continuum**.

Student leaders will have an **opportunity** to **represent** the **student body** in all **major decision making** processes.

We work towards our priority of developing the whole child through:

Engaging Learning Environment

Developing life skill opportunities through explicit teaching and exposure to a range of everyday experiences.

Building student, staff and community understanding of how to care for our planet as an active global citizen through a sustainability lens.

Developing an enriching environment that fosters opportunities for early years development and learning, guided by the National Quality Standards.

Reviewing and revising the Positive Behaviour policy, maintaining the successful elements of existing ATPS processes.

Focusing on promoting and supporting regular attendance with targeted intervention provided for students identified at risk.

Promoting and implementing health & well-being strategies for students, staff and parents.

Student Achievement & Progress

Reviewing and revising existing assessment matrixes to ensure a balance of formative and summative assessments is represented.

Undertaking regular moderation assessments and processes across all learning areas to ensure teacher judgements are consistently applied.

Further developing and deepening staff's ability to interpret assessment results to inform student teaching & learning needs.

Tracking and monitoring of student intervention programs to identify student progress and impact on learning.

By 2026:

Targets

Student attendance will be **at or above like schools** across all categories.

The **National Quality Standards** audit will indicate **all Quality Areas** are **meeting expectations**.

Positive behavioural referral rates will be **maintained** at an **average ratio of one 'Green Card' per student per term**.

By 2026:

Targets

Every student will make progress represented by:

- **English & Mathematics**
 - **NAPLAN** - maintain at or above like school averages across all areas.
 - **PAT** - all students to demonstrate an increase in raw score between pre and post testing.
- **All other Learning Areas**
 - All students maintain or improve their grade allocations.

