School Vision Statement

Annangrove Public School is a safe and friendly environment which nurtures happy and confident students. Our vision is to:

Embed the ‘Melbourne Declaration on Educational Goals for Young Australians’, ensuring equity and excellence to allow our students to become successful learners, confident, creative and active and informed citizens in the 21st Century.

Provide a well-rounded school curriculum, based on the NSW syllabus documents and develop strong foundations in literacy and numeracy with a commitment to 21st Century Learning.

Provide stimulating educational programs that enable our students to reach their potential in a caring and supportive learning environment.

Our school promotes active community engagement where there is a shared understanding and commitment to agreed values and practices, with the school at the centre of our community.

School Context

Annangrove Public School is a semi-rural school located in the Hills Shire. Our school has been delivering quality education for 120 years in a unique bush setting with purpose built play equipment and bush track for fun and healthy activities.

At Annangrove Public, a dedicated team of qualified staff are committed to improving educational outcomes for all students. They are innovative, caring, dynamic teachers who deliver excellence through quality teaching and learning programs. Our school has four permanent classroom teachers, which includes a Teaching Principal along with various part-time specialist support staff.

In 2014 we hosted 78 students, five percent of our students identified as being Aboriginal. Our family Occupation and Education Index (FOEI) currently sits at a value of 92

Annangrove is a proud member of the Galston Community of Schools, comprising of seven partner primary schools and one high school. We believe in developing strong partnerships between home and school and educating all children in an inclusive, nurturing and comprehensive manner.

Our welcoming and friendly school community is based on strong co-operative relationships between staff, students and parents. Our school community reflects the changing nature of society and our teachers are committed to the idea of life-long learning at home and school.

Our students have many opportunities to participate in arts, sports and environmental extension programs which develop and extend their social and cultural talents. Our caring and harmonious environment enables students to learn and to develop personally, socially and academically.

School Planning Process

In developing the 2015-17 school plan, data was collected and analysed through evaluations and surveys led by the school Principal and involved the participation and collaboration of all stakeholders. Data was collected through: voluntary surveys, teacher discussions and community consultation via P&C meetings, newsletter articles and parent forums.

Analysis of student achievement data in Year 3 and Year 5 including detailed NAPLAN-SMART analysis to identify target areas. Policies and programs have been reviewed along with budgets, communications and other forms of school self-evaluation.

Current DEC reforms have also been considered when writing our school plan. These include: Great Teaching Inspired Learning, Local Schools Local Decisions, The Melbourne Declaration, The Rural and Remote Strategy – A Blueprint for Action and Every Student Every School.

The writing of our school plan was initiated at a Staff Development workshop in 2014 to develop the two strategic directions for Annangrove Public. Whole staff dialogue ensured our agreed school directions are a priority over the next three years. The directions are highly levelled, collaboratively based and will drive whole school educational and organisational excellence.
Purpose:
To improve student achievement through quality teaching and learning in all curriculum areas. Engage every child with a challenging and relevant curriculum with a focus on developing individual strengths, a love of learning and the capacity to achieve. Personalised and differentiated learning will enable students to achieve personal best.

To maintain a collaborative and consistent approach to delivering cutting edge programs. To promote and build the professional learning of all staff members leading to quality teaching and learning programs delivered at a consistently high standard and developing a collegial culture.

Purpose:
To build collaborative partnerships and school teams with all stakeholders in our school community, through effective and valued communication and understanding which supports the school’s directions.
**Strategic direction 1: Successful learning for all.**

### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

To improve student achievement through quality teaching and learning in all curriculum areas. Engage every child with a challenging and relevant curriculum with a focus on developing individual strengths, a love of learning and the capacity to achieve. Personalised and differentiated learning will enable students to achieve personal best.

To build leadership capacity through quality teaching and learning programs delivered at a consistently high standard and developing a collegial culture.

### IMPROVEMENT MEASURE/S

- **Using base line data to increase reading and comprehension levels. Exiting Kindergarten;**
  - 2015 - level 8
  - 2016 - levels 8-10
  - 2017 - levels 8-12
- Greater than 80% of Year 3 and Year 5 Aboriginal students at/above minimum reading and numeracy NAPLAN standard.
- All students will be positioned, tracked and monitored on the data walls on the Literacy/Numeracy continua using moderation activities through Consistent Teacher Judgment (CTJ).
- Informed teacher programs indicating differentiation to cater for individual,

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:** Students will actively engage in all learning opportunities and become effective learners and problem solvers equipped for 21st Century learning.

**Develop independent learning and developing a collegial culture.**

- Students will develop independent learning skills as well as develop social and emotional intelligences.
- Personalised Learning Pathways for Indigenous students will focus on specific learning areas and be reviewed regularly.
- Students working with the LAST (Learning And Support Teacher) will be given individual and small group instruction in specific literacy and numeracy skills.
- Students will develop a capacity for creativity and appropriate learning through G&T (Gifted and Talented) programs for identified students K-4.
- Students will be provided with current and purposeful learning opportunities to develop their skills and knowledge in all areas which allows for creativity, critical and divergent thinking.
- Through daily use of digital technology in teaching and learning activities, students will learn and apply specific computer skills.
- Senior students will show leadership and mentoring skills through our D.E.A.R – Drop Everything and Read program.
- (an individualised peer tutoring program.)

**Staff:** Increase expertise of staff through active engagement in professional development to enable all staff to have a detailed knowledge of the MultiLit and MiniLit programs.

**Teachers will have a clear understanding of the components of a detailed reading program and are aware of how children**

### PROCESSES

**How do we do it and how will we know?**

- **Detailed analysis of Best Start / PLAN, NAPLAN and school based data will enable us to focus on identified areas for improvement and develop individual plans for specific students.**
- **Focusing on staff attending a range of TPL (Teacher Professional Learning) based around our target areas, such as:**
  - Differentiated learning, digital technologies and Gifted & Talented education, focusing on improved teaching practice and increasing student outcomes.
- **Identifying Aboriginal and students at risk through ongoing teacher assessment and consultation with the LAST (Learning And Support Teacher) and our Learning Support Team. PLPs (Personalised Learning Pathways) will be planned collaboratively and regularly reviewed by teachers, parents, counsellors and specialist staff.**
- **Continuation of the MultiLit and MiniLit programs. Students will be involved in this program on a daily basis and evaluations and assessments will be ongoing with formal testing twice a term.**
- **Develop and refine our G&T programs to include lunchtime groups and activities as well as class based programs. Enrichment Days, Clubs and University Competitions and online resources such as web quests. Using specialists from outside the school.**
- **Install wireless internet across the school. Purchase more Ipads and organise the management of the Ipads in classes. Develop ICT resources that support quality teaching through technology in all Key Learning Areas.**

### PRODUCT AND PRACTICES

**What is achieved and how do we know?**

Using base line data to increase reading and comprehension levels. Exiting Kindergarten;
- 2015 - level 8
- 2016 - levels 8-10
- 2017 - levels 8-12

Greater than 80% of Year 3 and Year 5 Aboriginal students at/above minimum reading and numeracy NAPLAN standard.

All students will be positioned, tracked and monitored on the data walls on the Literacy/Numeracy continua using moderation activities through Consistent Teacher Judgment (CTJ).

Teacher programs indicating differentiation to cater for individual, small group and whole class activities.

Purchase additional digital devices for learning which will embed 21st Century teaching and learning across our school. Technology used as part of daily lessons with an increased pedagogy for all teachers through Professional Learning.

All teachers will use common formative data, along with summative assessment tasks for future planning, indicating student achievement and growth.

Professional learning meetings and discussions leading to improved and embedded practices related to curriculum and quality teaching.

New format developed for planning individual programs for Aboriginal students called PLPs (Personalised Learning Pathways). Students and staff reflecting and reporting on achievements and goals.
small group and whole class activities.

**Evaluation:**
Pre and post testing using formalised testing. Students benchmarked each semester

MultiLit students benchmarked and assessed against placement tests and mastery achievement-on a continuous cycle

Students reviewed and discussed at learning Support meetings and planning for future directions.

learn to read. Guided / Modelled / Independent Reading sessions

Thorough Teacher Professional Learning (TPL) where teachers will develop skills in differentiating literacy programs to cater for all students.

Staff will be trained in using the benchmarking kit to level student achievement.

Staff will develop a deep knowledge of all new curriculums and apply them into their teaching and learning activities.

Staff will develop a greater understanding of time management in small schools and prioritize accordingly.

Provide opportunities for TPL with a range of strategies that focus on teacher feedback, self-evaluation and sharing of professional practice.

Teachers will review and collaboratively design common assessment tasks.

Teachers will use technology to manage student data and enhance teaching and learning to ensure 21st Century learning.

**Parents:** Parents need an understanding of how their child learn and develop skills and strategies to support their child’s learning. Parents need support and clear knowledge to become a greater stakeholder in their child’s education.

**Leaders:** Provide staff opportunities to lead and manage key projects within the school to build and develop their leadership and managerial skills.

**Community Partners:** Maintain and strengthen our learning alliances within the Galston Community of Schools (GCoS). Develop a plan for external organisations to work collaboratively with schools to support and promote success of our school based programs.

Learning and Support Teacher (LAST) and School Learning Support Officers (SLSO’s) will provide explicit, individualised tutorial support to students.

Developing a deeper shared understanding of quality teaching including a framework for teacher self-evaluations, CTJ (Consistent Teacher Judgment), lesson observations, feedback and PDF (Performance Development Framework) process.

Student performance data is tracked each term and plotted on data walls (continuums) and used to inform parents and staff and plan explicit teaching and learning to improve student outcomes.

Class programs and teaching observations give student learning data for curriculum differentiation.

All staff will be provided with collaborative planning time to ensure detailed programs are written and implemented across the stages leading to quality teaching and learning programs for all classes.

Mentoring and leadership opportunities offered and promoted across the school.

TPL will be co-ordinated across the GCoS (Galston Community of Schools) with opportunities for staff to lead specific programs and be an active participant in leadership or mentoring programs.

Staff will have regular opportunities to attend network meetings across the GCoS. Roles and responsibilities will be clearly and collaboratively determined and reviewed to ensure effective and clear set expectations.

Specific G&T (Gifted and Talented) programs developed and written to cater for specific students

Mentoring opportunities provided at all levels of school operation and inclusive of all staff.

Clearly defined roles and responsibilities for staff support increased time efficiency through regular communications.
Strategic direction 2: Build collaborative partnerships with all sections of the school community.

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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
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<td>To build collaborative partnerships and school teams with all stakeholders in our school community, through effective and valued communication and understanding which supports the school’s directions.</td>
<td>Students: Students will develop and refine their communication and social skills through our school’s participation in the GCoS (Galston Community of Schools) activities. These include: PSSA- (Primary School Sports Association) - Combined neighbouring small schools sports carnivals, Musical performances. Engage student leaders in the development of leadership capabilities which integrate skills and learning experiences in the area of intellectual quality. Students will benefit through greater parental understanding and involvement in school based teaching and learning practices by developing their communication and social skills. They will learn to understand and use our school values (Respect, Responsibility and Effort) when integrating with members of the community. Students will acknowledge, appreciate and value the contribution of all members of the school community. Staff: Staff will work collaboratively to increase their communication skills and develop and present parent/community workshops in identified Key Learning Areas supporting our targeted areas. Staff will participate in project teams through professional learning and build capacity to create stronger community relations with parents and to improve</td>
<td>To increase the number of parents and community members engaging in P&amp;C events and fundraising. Our school will continue to run important events throughout the year such as Open days, Book week, sport carnivals and many others to engage the school community and promote our school programs to parents and the wider community. Leadership in sport is the theme for GCoS learning activities and will develop deep knowledge and understanding of problem solving and communication skills. Develop consultative decision making and communication systems to support frequent and collaboration between school and community. Foster a family atmosphere that welcomes new students and families to our school. Refine the use of our school App and Term calendars to enhance communication of school activities. Encourage parents to support and reinforce our PBEL expectations-School values (Respect, Responsibility and Effort) at home and when in public. Allocate staff members to present information regarding specific learning areas to parent workshops.</td>
<td>Through a joint training program for all schools in the Galston Community of Schools (GCoS) will have trained student leaders who can lead and develop specific leadership programs within their own schools. At least 15% increase in the number of parents attending and supporting the P&amp;C and other community event/fundraisers. Regular combined GCoS professional learning and capacity building meetings and networks for leaders, students, teachers and parents. Plan, promote and implement a wider range of school based activities and open days to the wider community and included in these events throughout the year using the School App and term calendars to access GCoS events. Parent workshops/ forums implemented and well attended. Parent surveys and evaluation data analysed. Increased communication between school and home. Evaluate data from our Annual School Report and Tell Them From Me surveys. Open and ongoing communication to maintain a cohesive and effective school community. Community of schools working collaboratively to continue to develop collegiality and TPL. Principals meet regularly to review progress</td>
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IMPROVEMENT MEASURE/S

Through a joint training program all schools in the GCoS will have trained student leaders who can lead and develop specific leadership programs within their own schools.

At least 15% increase in the number of parents attending and supporting the P&C and other community event/fundraisers.

Open days and school based events will be effectively communicated and endorsed by the school community and well attended.

School App and calendar increasing communication and community knowledge of school activities. Parent workshops operating regularly.

Increased communication between school and home. Evaluate data from our Annual School Report and Tell Them From Me surveys.

Open and ongoing communication to maintain a cohesive and effective school community.

Community of schools working collaboratively to continue to develop collegiality and TPL.

Principals meet regularly to review progress.
Evaluation plan
Monitor P&C attendance and participation at fundraisers and other events to ensure the workload is more evenly spread.
Refine our school/parent committees such as promotions and fundraising committees to further develop family/school partnerships.

Parents: Parents need to communicate with staff and students and increase the number of participants in P&C and school based activities. Develop in the parent body a deeper understanding of the school policies through regular communication pathways.

Community Partners: Strengthen existing alliances beyond the school to include external organisations working with and supporting our school to collaboratively promote our school in the wider community. Engage community members to share their expertise or area of interest to enrich our students, staff, parents and community members.

Students will be provided with increased opportunities to join with other schools for certain events, shows, sporting events and others as they arise.

links between school and home.