

2018 Annual Implementation Plan

for improving student outcomes

Antonio Park Primary School (4844)



Submitted for review by Richard Lambert (School Principal) on 15 February, 2018 at 04:45 PM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 22 February, 2018 at 09:49 PM

Endorsed by Rebecca Linnett (School Council President) on 13 March, 2018 at 03:27 PM

Self-evaluation Summary - 2018

Antonio Park Primary School (4844)

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
|--|---|------------------------------------|
| Excellence in teaching and learning | Building practice excellence | Evolving moving towards Embedding |
| | Curriculum planning and assessment | Emerging moving towards Evolving |
| | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
| | Evaluating impact on learning | Evolving moving towards Embedding |
| Professional leadership | Building leadership teams | Evolving moving towards Embedding |
| | Instructional and shared leadership | |
| | Strategic resource management | Evolving moving towards Embedding |
| | Vision, values and culture | Embedding moving towards Excelling |

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| Positive climate for learning | Empowering students and building school pride | Emerging moving towards Evolving |
| | Setting expectations and promoting inclusion | Evolving moving towards Embedding |
| | Health and wellbeing | |
| | Intellectual engagement and self-awareness | Emerging moving towards Evolving |

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| Community engagement in learning | Building communities | Emerging moving towards Evolving |
| | Global citizenship | Emerging moving towards Evolving |
| | Networks with schools, services and agencies | Emerging |
| | Parents and carers as partners | |

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| Enter your reflective comments | . |
| Considerations for 2019 | . |
| Documents that support this plan | 2017-2020 Strategic Plan.pdf (0.45 MB) 2017_School_Annual_Implementation_Plan Antonio Park Primary PDF.pdf (1.09 MB) |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Antonio Park Primary School (4844)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target | FISO initiative |
|--|--|---------------------------------------|--|------------------------------|
| To improve the learning growth of every student (deemed capable) in English and Mathematics by more than twelve months annually. | <p>Reading Benchmark Levels By 2020 the percentage of students deemed capable to be reading at 90-100% accuracy at the specified levels:</p> <ul style="list-style-type: none"> • 95% Foundation students at Level 7 • 95% Year 1 students at Level 20 • 95% Year 2 students at Level 30 | No | Reading targets are not part of this year's AIP | |
| | <p>Teacher judgments: Increase in percentages of students deemed capable in Reading, Writing and Number above expected levels and decrease the percentages below, as follows:</p> <ul style="list-style-type: none"> • Students achieving As across F-6 to be at least 35% | Yes | <p>TEACHER JUDGEMENTS 60% of students achieving 'A' and 'B' in Teacher judgement for Number & Algebra and Writing.</p> <p>NAPLAN</p> | Building practice excellence |

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| | <ul style="list-style-type: none"> • Students achieving Bs across F-6 to be at least 35% (Use triangulated agreed assessments to support accurate, on-balance judgments – include SPA Markbook). <p>NAPLAN By 2020 In literacy and numeracy in Years 3 and 5, increase the percentage of students deemed capable to be achieving the following:</p> <p>Year 3</p> <ul style="list-style-type: none"> • 100% students at or above Band 3 • 70% students in Bands 5 & 6 for Reading • 70% students in Bands 5 & 6 for Writing • 70% students in Bands 5 & 6 for Numeracy <p>Year 5</p> <ul style="list-style-type: none"> • 100% students at or above Band 5 • 70% students in Bands 7 & 8 for Reading • 70% students in Bands 7 & 8 for Writing • 70% students in Bands 6, 7 & 8 for Numeracy • Year 3/5 matched cohorts in NAPLAN in Reading and Writing to have a minimum scale growth score of 90. <p>Learning Growth By 2020, increase the percentage of students achieving high growth on all</p> | | <p>Year 3</p> <ul style="list-style-type: none"> - 100% at or above Band 3 - Numeracy: 60% in Bands 5 & 6 - 80% in Bands 5 & 6 Writing <p>Year 5</p> <ul style="list-style-type: none"> - 100% or student at or above Band 5 - Numeracy: 85% in Bands 6, 7 & 8 - Writing: 80% in Bands 6, 7 & 8 <p>LEARNING GROWTH</p> <ul style="list-style-type: none"> - High Growth gd 3 - 5 Writing: 30% - Numeracy: 35% - High Growth gd 5 to 7 Writing: 30% - Numeracy: 35% <p>Decrease the percentage of low growth to below State levels in all areas and levels.</p> <p>SCHOOL STAFF SURVEY</p> <ul style="list-style-type: none"> - Guaranteed and viable curriculum from 68.9% to 91% -Academic emphasis from 76.7% to 90% - Collective focus on student learning from 85% to 95% - Shielding and buffering | |
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| | <p>NAPLAN relative growth assessments from Year 3 to 5:</p> <ul style="list-style-type: none"> • Reading from 16% to 40% • Writing from 9% to 40% • Number from 21% to 40% <p>By 2020 increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 5 to 7:</p> <ul style="list-style-type: none"> • Reading from 17% to 40% • Writing from 19% to 40% • Numeracy from 29% to 40% <p>By 2020 decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy, according to NAPLAN.</p> <p>School staff survey School climate module</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 89.3% to 92% • Academic emphasis from 81.4 % to 90% • Collective focus on student learning from 91% to 95% • Shielding and buffering from 54.3% to 65% • Staff trust in colleagues from 75.3 % to 90% • Teacher collaboration from 76% to 90% | | <p>from 59.5% to 65%</p> <ul style="list-style-type: none"> - Staff trust in colleagues from 76% to 90% - Teacher collaboration from 76.6% to 90% | |
| To have high and consistent levels of student voice and student agency. | <p>School staff survey (DET) and School-based Factors to monitor from 2016 data</p> <p>School climate module</p> | Yes | <p>STAFF SURVEY School climate module</p> <ul style="list-style-type: none"> - Guaranteed and viable curriculum from 68.9% to 91% | Empowering students and building school pride |

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| | <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 89.3% to 92% • Academic emphasis from 81.4 % to 90% <p>Teaching and Learning module – Monitor all factors <i>School-Based Survey to be established for 2017 (benchmark) and measured each year.</i></p> <p>Parent opinion survey (POS)</p> <ul style="list-style-type: none"> • Connectedness to peers from 5.79 to 6.20 • Student motivation from 5.55 to 6.10 • Social skills from 5.68 to 6.00 • School connectedness from 5.85 to 6.10 <p><i>School-Based Survey to be established for 2017 (benchmark) and measured each year.</i></p> <p>Student Attitudes to School survey (SATSS) Years 5 & 6</p> <ul style="list-style-type: none"> • School connectedness from 4.17 to 4.60 • Student motivation from 4.33 to 4.60 • Learning confidence from 3.90 target 4.20 <p><i>School-Based Survey to be established for 2017 (benchmark) and measured each year.</i></p> | | <p>- Promote student ownership of learning goals from 81.5% to 85%</p> <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> - Student Agency & Voice from 82% to 90% - School Connectedness from 93% to 95% - Student motivation and support from 73% to 85% - Effective teaching from 77% to 85% <p>STUDENT ATTITUDES TO SCHOOL SURVEY (gds 4-6) Learner Characteristics and Disposition</p> <ul style="list-style-type: none"> - Motivation and interest from 72.5 to 86% Social Engagement - Sense of Connectedness from 90.4 to 95% | |
| To build a positive learning climate for all. | <p>School staff survey Factors to monitor fromvc2016 data: School climate module:</p> | Yes | <p>STAFF SURVEY School climate module</p> <ul style="list-style-type: none"> - Trust in students and parents from 81.3% to 83% | Health and wellbeing |

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| | <ul style="list-style-type: none"> • Trust in students and parents from 77.2% to 85% • Collective efficacy from 83.8 to 90% <p>Leadership module factors</p> <ul style="list-style-type: none"> • leading change from 66.2 to 75% • cultural leadership from 65% to 75% • instructional leadership from 64.4% to 75% • visibility from 55.2% to 75% <p>School Staff Safety and Wellbeing module – Monitor all factors *Parent Survey</p> <p>Student surveys– include ACER on-line surveys</p> <p><i>School-Based Survey to be established for 2017 (benchmark) and measured each year.</i></p> | | <ul style="list-style-type: none"> - Collective efficacy from 84.4% to 87% <p>School Leadership Module</p> <ul style="list-style-type: none"> - Leading Change from 65% to 70% - Cultural Leadership from 62.5% to 70% - Instructional Leadership from 63.6% to 70% - Visibility from 54.6 to 65% <p>PARENT SURVEY</p> <ul style="list-style-type: none"> - Teacher Communication from 57% to 70% - Parent Participation and Involvement from 87% to 90% <p>STUDENT ATTITUDE TO SCHOOL SURVEY (Gds 4-6)</p> <ul style="list-style-type: none"> - Teacher Concern from 77% to 80% - Motivation and Interest from 72.5% to 80% - Attitudes to Attendance from 76% to 80% - Motivation and Interest for Grade 6 boys from 32% to 50% | |
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Improvement Initiatives Rationale

The areas above were identified in our school review as priority areas. We set 4 year goals in each of these areaa, and this our second year of working towards those goals.

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| Goal 1 | To improve the learning growth of every student (deemed capable) in English and Mathematics by more than twelve months annually. |
| 12 month target 1.1 | <p>TEACHER JUDGEMENTS 60% of students achieving 'A' and 'B' in Teacher judgement for Number & Algebra and Writing.</p> <p>NAPLAN Year 3 - 100% at or above Band 3 - Numeracy: 60% in Bands 5 & 6 - 80% in Bands 5 & 6 Writing</p> <p>Year 5 - 100% or student at or above Band 5 - Numeracy: 85% in Bands 6, 7 & 8 - Writing: 80% in Bands 6, 7 & 8</p> <p>LEARNING GROWTH - High Growth gd 3 - 5 Writing: 30% Numeracy: 35% - High Growth gd 5 to 7 Writing: 30% Numeracy: 35%</p> <p>Decrease the percentage of low growth to below State levels in all areas and levels.</p> <p>SCHOOL STAFF SURVEY - Guaranteed and viable curriculum from 68.9% to 91% -Academic emphasis from 76.7% to 90% - Collective focus on student learning from 85% to 95% - Shielding and buffering from 59.5% to 65% - Staff trust in colleagues from 76% to 90% - Teacher collaboration from 76.6% to 90%</p> |

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| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Implement agreed school instructional model consistently in Maths and Writing. |
| KIS 2 | Use data and evidence to track and monitor student learning to ensure high quality and consistency of practice in every classroom. |
| KIS 3 | Moderation of common student assessment tasks. |

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| Goal 2 | To have high and consistent levels of student voice and student agency. |
| 12 month target 2.1 | <p>STAFF SURVEY School climate module</p> <ul style="list-style-type: none"> - Guaranteed and viable curriculum from 68.9% to 91% - Promote student ownership of learning goals from 81.5% to 85% <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> - Student Agency & Voice from 82% to 90% - School Connectedness from 93% to 95% - Student motivation and support from 73% to 85% - Effective teaching from 77% to 85% <p>STUDENT ATTITUDES TO SCHOOL SURVEY (gds 4-6)</p> <p>Learner Characteristics and Disposition</p> <ul style="list-style-type: none"> - Motivation and interest from 72.5 to 86% <p>Social Engagement</p> <ul style="list-style-type: none"> - Sense of Connectedness from 90.4 to 95% |
| FISO Initiative | Empowering students and building school pride |
| Key Improvement Strategies | |
| KIS 1 | A whole school approach to student voice and agency |

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| Goal 3 | To build a positive learning climate for all. |
| 12 month target 3.1 | <p>STAFF SURVEY School climate module - Trust in students and parents from 81.3% to 83% - Collective efficacy from 84.4% to 87%</p> <p>School Leadership Module - Leading Change from 65% to 70% - Cultural Leadership from 62.5% to 70% - Instructional Leadership from 63.6% to 70% - Visibility from 54.6 to 65%</p> <p>PARENT SURVEY - Teacher Communication from 57% to 70% - Parent Participation and Involvement from 87% to 90%</p> <p>STUDENT ATTITUDE TO SCHOOL SURVEY (Gds 4-6) - Teacher Concern from 77% to 80% - Motivation and Interest from 72.5% to 80% - Attitudes to Attendance from 76% to 80% - Motivation and Interest for Grade 6 boys from 32% to 50%</p> |
| FISO Initiative | Health and wellbeing |
| Key Improvement Strategies | |
| KIS 1 | Continue to build the APPS wellbeing focus to include students, staff and parents. |
| KIS 2 | Build the instructional and distributed leadership capacity across the school. |

Define Evidence of Impact and Activities and Milestones - 2018

Antonio Park Primary School (4844)

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| Goal 1 | To improve the learning growth of every student (deemed capable) in English and Mathematics by more than twelve months annually. |
| 12 month target 1.1 | <p>TEACHER JUDGEMENTS 60% of students achieving 'A' and 'B' in Teacher judgement for Number & Algebra and Writing.</p> <p>NAPLAN Year 3 - 100% at or above Band 3 - Numeracy: 60% in Bands 5 & 6 - 80% in Bands 5 & 6 Writing</p> <p>Year 5 - 100% or student at or above Band 5 - Numeracy: 85% in Bands 6, 7 & 8 - Writing: 80% in Bands 6, 7 & 8</p> <p>LEARNING GROWTH - High Growth gd 3 - 5 Writing: 30% Numeracy: 35% - High Growth gd 5 to 7 Writing: 30% Numeracy: 35%</p> <p>Decrease the percentage of low growth to below State levels in all areas and levels.</p> <p>SCHOOL STAFF SURVEY - Guaranteed and viable curriculum from 68.9% to 91% -Academic emphasis from 76.7% to 90% - Collective focus on student learning from 85% to 95%</p> |

| | <ul style="list-style-type: none"> - Shielding and buffering from 59.5% to 65% - Staff trust in colleagues from 76% to 90% - Teacher collaboration from 76.6% to 90% | | | |
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| FISO Initiative | Building practice excellence | | | |
| Key Improvement Strategy 1 | Implement agreed school instructional model consistently in Maths and Writing. | | | |
| Actions | Develop and implement explicit systems for classroom observation, including the modelling of effective practice and feedback. Develop documented expectations or guidelines around what a Writing and Maths session looks like at Antonio Park. | | | |
| Evidence of impact | <ul style="list-style-type: none"> - teachers have engaged in classroom observations at least twice per term. - agreed protocols and classroom observation process and documentation are evident. - teachers have implemented and reflected upon the High Impact Teaching Strategies in their classroom. - students are aware of the instructional model and can articulate their role in relation to it. - the structure of teaching in Maths and Writing across our school is consistent. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Ongoing implementation of Classroom Observations (twice per term) across all teaching staff. | School Improvement Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Whole staff reflection on each High Impact Teaching Strategy that matches the focus of Classroom Observations. | School Improvement Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| English and Maths teams develop guidelines/expectations/typical lesson structure for the teaching of Maths and Writing across the school. | PLT Leaders | <input checked="" type="checkbox"/> Yes | from: Term 1 to: | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| FISO Initiative | Building practice excellence |

| Key Improvement Strategy 2 | Use data and evidence to track and monitor student learning to ensure high quality and consistency of practice in every classroom. | | | |
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| Actions | <ul style="list-style-type: none"> - establish documented and agreed data collection, analysis and evaluation approaches across year levels and key learning areas. - build staff knowledge about relevant learning continuums - build staff data literacy and ability to analyse and evaluate student learning data - development of an agreed assessment schedule | | | |
| Evidence of impact | <ul style="list-style-type: none"> - consistent use of agreed standardised and customised assessment tools across all levels and subject areas - database of student learning progress is regularly accessed to inform curriculum planning and goal setting for individual students - Professional Learning Teams follow an agreed plan/schedule/outline/calendar | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| <ul style="list-style-type: none"> - develop agreed learning continuums in Writing and Number - develop pre- and post-tests that link to continuums - develop 'I can' statements for students that link to continuums | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Highly functional Professional Learning Teams with schedules that align with school assessment schedule and term planning documents (pre and post testing) | PLT Leaders | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Develop agreed school-wide assessment schedule | School Improvement Team | <input type="checkbox"/> No | from: Term 1 to: | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Leverage expertise in staff across all PLTs, including the use of Trish across our junior school. | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$6,800.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| FISO Initiative | Building practice excellence |

| Key Improvement Strategy 3 | Moderation of common student assessment tasks. | | | |
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| Actions | Ensure greater consistency in teacher judgements on student learning. | | | |
| Evidence of impact | <ul style="list-style-type: none"> - agreed moderation procedures followed by PLTs across the school. - more accurate teacher judgement of student learning across grades. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Establish and use formalised moderation processes and schedule across all levels in Maths and English. | School Improvement Team | <input type="checkbox"/> No | from: Term 1 to: | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Annotated moderated work samples that link to the learning continuums for Writing | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 2 | To have high and consistent levels of student voice and student agency. |
| 12 month target 2.1 | <p>STAFF SURVEY School climate module</p> <ul style="list-style-type: none"> - Guaranteed and viable curriculum from 68.9% to 91% - Promote student ownership of learning goals from 81.5% to 85% <p>PARENT OPINION SURVEY</p> <ul style="list-style-type: none"> - Student Agency & Voice from 82% to 90% - School Connectedness from 93% to 95% - Student motivation and support from 73% to 85% - Effective teaching from 77% to 85% <p>STUDENT ATTITUDES TO SCHOOL SURVEY (gds 4-6) Learner Characteristics and Disposition</p> |

| | <ul style="list-style-type: none"> - Motivation and interest from 72.5 to 86% Social Engagement <ul style="list-style-type: none"> - Sense of Connectedness from 90.4 to 95% | | | |
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| FISO Initiative | Empowering students and building school pride | | | |
| Key Improvement Strategy 1 | A whole school approach to student voice and agency | | | |
| Actions | <ul style="list-style-type: none"> - create opportunities for authentic student voice across our school - creation of school-based student surveys focussed on teaching and learning in Writing and Maths and targeted areas of Attitudes to School Survey - opportunities for students to analyse results from student surveys in a guided forum - investigate ways to increase student autonomy in learning | | | |
| Evidence of impact | <ul style="list-style-type: none"> - teacher practice has changed based on student input - differentiated opportunities for students to direct their own learning across a range of curriculum areas, staff feel confident to allow and enable this | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Level sharing of student voice, choice and agency. Sharing of inquiry unit projects/challenges with the rest of the staff. | Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| More sharing of student inquiry projects across the school. | Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 3 | To build a positive learning climate for all. |
| 12 month target 3.1 | <p>STAFF SURVEY</p> <p>School climate module</p> <ul style="list-style-type: none"> - Trust in students and parents from 81.3% to 83% - Collective efficacy from 84.4% to 87% <p>School Leadership Module</p> <ul style="list-style-type: none"> - Leading Change from 65% to 70% - Cultural Leadership from 62.5% to 70% - Instructional Leadership from 63.6% to 70% - Visibility from 54.6 to 65% <p>PARENT SURVEY</p> <ul style="list-style-type: none"> - Teacher Communication from 57% to 70% - Parent Participation and Involvement from 87% to 90% <p>STUDENT ATTITUDE TO SCHOOL SURVEY (Gds 4-6)</p> <ul style="list-style-type: none"> - Teacher Concern from 77% to 80% - Motivation and Interest from 72.5% to 80% - Attitudes to Attendance from 76% to 80% - Motivation and Interest for Grade 6 boys from 32% to 50% |
| FISO Initiative | Health and wellbeing |
| Key Improvement Strategy 1 | Continue to build the APPS wellbeing focus to include students, staff and parents. |
| Actions | <ul style="list-style-type: none"> - continue implementation of Kids Matter - create school-based parent and staff surveys to gain more feedback in targeted areas - review reporting program to ensure student progress, and our assessment of this, is effectively communicated to parents in an ongoing way - plan and implement Respectful Relationships curriculum - build relational trust amongst staff across the school |
| Evidence of impact | <ul style="list-style-type: none"> - improved staff, parent and student survey results in targeted areas - school-based surveys are implemented to receive better parent feedback - Respectful Relationships professional development has been delivered to staff |

| | <ul style="list-style-type: none"> - Respectful Relationship curriculum running across the school by the end of the year - Kids Matter component 3 & 4 completed | | | |
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| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| create targeted survey for parents to fill in while they are at the school for the 'Getting to Know You' interview. | Leadership Team | <input type="checkbox"/> No | from: Term 2 to: | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Alter name of the first round of parent-teacher conferences to be relevant for parents of students who are with a teacher for a second year. | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Conference sessions targeted at professional conversations (giving and receiving feedback), relational trust | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 2 to: | \$3,000.00 <input type="checkbox"/> Equity funding will be used |
| Kids Matter and Respectful Relationships professional development sessions run for teachers | KLA Leader | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Implement Respectful Relationships in our classrooms | Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| School Improvement Team to review our system of reporting student progress to parents, including parent-teacher interviews, reports and portfolios. | School Improvement Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 3 | To build a positive learning climate for all. | | | |
| 12 month target 3.1 | <p>STAFF SURVEY School climate module</p> <ul style="list-style-type: none"> - Trust in students and parents from 81.3% to 83% - Collective efficacy from 84.4% to 87% <p>School Leadership Module</p> <ul style="list-style-type: none"> - Leading Change from 65% to 70% - Cultural Leadership from 62.5% to 70% - Instructional Leadership from 63.6% to 70% - Visibility from 54.6 to 65% <p>PARENT SURVEY</p> <ul style="list-style-type: none"> - Teacher Communication from 57% to 70% - Parent Participation and Involvement from 87% to 90% <p>STUDENT ATTITUDE TO SCHOOL SURVEY (Gds 4-6)</p> <ul style="list-style-type: none"> - Teacher Concern from 77% to 80% - Motivation and Interest from 72.5% to 80% - Attitudes to Attendance from 76% to 80% - Motivation and Interest for Grade 6 boys from 32% to 50% | | | |
| FISO Initiative | Health and wellbeing | | | |
| Key Improvement Strategy 2 | Build the instructional and distributed leadership capacity across the school. | | | |
| Actions | - Build capacity of PLT leaders to run highly effective professional learning teams | | | |
| Evidence of impact | Highly effective PLT and Curriculum teams are run across the school | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |

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| opportunities for PLT leaders to observe PLT teams across the school and at other schools. | PLT Leaders | <input type="checkbox"/> No | from: Term 2 to: Term 4 | \$1,500.00 <input type="checkbox"/> Equity funding will be used |
| an improved structure of curriculum teams to run in a similar way to our PLTs. | School Improvement Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Coaching/mentoring for PLT and Curriculum team leaders across the school. | School Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

Professional Learning and Development Plan - 2018

Antonio Park Primary School (4844)

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|-------------------------|----------------------------|---|--|--|---|
| Ongoing implementation of Classroom Observations (twice per term) across all teaching staff. | School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Whole staff reflection on each High Impact Teaching Strategy that matches the focus of Classroom Observations. | School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site |
| English and Maths teams develop guidelines/expectations/typical lesson structure for the teaching of Maths and Writing across the school. | PLT Leaders | from: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site |
| - develop agreed learning continuums in Writing and Number - develop pre- and post-tests that link to continuums | Teacher(s) | from: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|------------------------|-------------------------|--|---|---|---|
| - develop 'I can' statements for students that link to continuums | | | <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist | |
| Annotated moderated work samples that link to the learning continuums for Writing | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| Conference sessions targeted at professional conversations (giving and receiving feedback), relational trust | Leadership Team | from: Term 2 | <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Whole School Student Free Day | <input checked="" type="checkbox"/> External consultants Maree Burgess | <input checked="" type="checkbox"/> Off-site Annual School Conference at Hotel Sorento |
| Kids Matter and Respectful Relationships professional development sessions run for teachers | KLA Leader | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Coaching/mentoring for PLT and Curriculum team leaders across the school. | School Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[AIP 2017 - Numeracy .pdf \(0.27 MB\)](#)

[AIP 2017 English Targets.pdf \(0.34 MB\)](#)

Self-evaluation Summary

[2017-2020 Strategic Plan.pdf \(0.45 MB\)](#)

[2017 School Annual Implementation Plan Antonio Park Primary PDF.pdf \(1.09 MB\)](#)