Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the Framework for Improving Student Outcomes: Guidelines for schools):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
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<tr>
<td></td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
</tr>
</tbody>
</table>

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative. Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual’s plan. The Guidelines provide further context and detailed information to support this work.
## Summary page: the school’s priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

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### Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

The school’s involvement with the University of Melbourne was seen as the key area for the continuation of school’s work in excellence in teaching and learning. The journey with the University of Melbourne commenced at the beginning of 2014 and is a three year project. The impact and embedded influence of the project will take between 3-7 years to come to fruition. Student achievement data in number and reading in NAPLAN was satisfactory in absolute terms, but growth data indicated a high proportion of students achieving mid-growth.

Student engagement data indicated lower levels in:
- School Connectedness
- Stimulated Learning
- Teacher effectiveness
- Teacher empathy

### Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

<table>
<thead>
<tr>
<th>Initiative</th>
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<tr>
<td>Building practice excellence</td>
<td>• Create an instructional model that is consistently implemented by all staff</td>
</tr>
<tr>
<td>Setting expectations and promoting inclusion</td>
<td>• Develop a consistent language that maintains the positive culture of the school</td>
</tr>
<tr>
<td>Building leadership teams</td>
<td>• Create a whole school culture of accountability and feedback</td>
</tr>
</tbody>
</table>
At Antonio Park Primary School our purpose as an effective learning community is to believe in the achievement of excellence and the fulfilment of potential in a happy, caring and safe environment where students, staff and families feel a strong connection to each other and the school. We are committed to fostering a lifelong love of learning. We actively engage students in a range of authentic learning experiences. Through these our children will develop understandings and competencies needed to be successful learners and citizens in a rapidly changing world.

What We Love About APPS
The threads woven that form the fabric and heart of our school:
- Its vibrant culture, the team and ‘can do’ ethos.
- Inclusivity, connectedness, respectfulness, positive relationships and ability to have conversations; especially with staff.
- Strong student voice, student centred and a focus on the whole child.
- Commitment of teachers, their preparedness to ‘do the extra’, their passion and the quality of programs.
- The amount of opportunities for individual students to engage and excel, within and outside the classroom.
- Wonderful community involvement, participation in and support of programs and events.
- The greenery and facilities.

What The School Does Well
- Engaging learning through the design and delivery of curriculum.
- Innovative, responsive, adaptive in an informed way.
- A fun creative learning environment with wonderful extra-curricular activities such as: the fete, production, aerobics, Tournament of Minds, instrumental music, sporting program, camps, swimming, the animal program and environmental program.
- Caring, work well together and models the school’s values: Empathy, Responsibility, Resilience, Independence, and Confidence

Our Future
- Continue what we love about the school and what the school does well.
- Capture and maintain the unique culture.
- Continue high expectations, a strong focus on learning and teaching.

What does 2016 mean for APPS?
Continue our excellent capabilities at enabling students who are not at expected level, whilst focusing also on enhancing the growth of those above expected level—our highly able.
In late 2013, Antonio Park Primary School was successful in applying for a position with the University of Melbourne’s Network of Schools’ Project. This work commenced in 2014 and saw the appointment of a 0.5 Success Coordinator. We are required to undertake the project for three years and meet at the University Campus on a monthly basis. The aim of this project is to develop a complementary relationship between the University and a network of seventeen schools. Within this project we have had the opportunity to build strong partnerships with outstanding and leading academics of our profession, some of whom include; John Hattie, Patrick Griffin, Stephen Dinham, Rob Park and Katherine Henderson. The University aspires to develop teachers to be analytical thinkers, to utilise data to inform teaching so that there is growth for every student and to be effective in their approach. Through our involvement in the project we have had access to an Effect Size Dashboard which was created by John Hattie and Jesus Camacho. This dashboard enables you to track student growth over a two year period using NAPLAN data. The dashboard also sorts students into quadrants of optimal learners, growth students, cruising students along with those pupils who we must change as a result of their effect size results in Reading, Writing, Spelling, Number and Grammar and Punctuation.

UMNoS Headline: Through collective effort we will establish consistently high impact practice that will maximise learning growth for all our students.

Each school has been devised into four smaller focus groups and we are responsible for devising a plan on how to bring about improvement in student achievement/growth. The focus for each individual group is: Writing, Feedback, Data and High Achievers. Professor Patrick Griffin points out in his research that students of low capacity in the lower quartile provide almost all the evidence of growth. Whilst the students of high capacity in the upper quartile produced almost flat lines graphs over periods of 6-12 months of instruction. At Antonio Park we elected to be part of the High Achievers focus group as our dashboard data supports Griffin’s research; high growth with the lower quartile and a need to improve the growth of those performing in the upper quartile. We have worked hard in our first year of the project to establish a positive and collaborative working relationship based on trust and mutual respect within our focus group. Our fellow focus group schools include; Carey Baptist Grammar, McKinnon Secondary College and Melton West Primary. Two things that each school has in common is an overwhelming passion for education and a strong motivation to be challenged in order to maximise student learning growth. One thing that we also all believe is that by raising the bar and having high expectations we will see growth in ALL our students.

Focus Group Outcome: To ensure that each student identified in the top quartile (25%) achieves 0.6 growth over a 12 month period.

Data sets of individual student achievement have been reviewed along with the growth and progress across the AusVELS domains of Reading and Number at Antonio Park Primary School. The data sets examined were those from the 2014 school year and include NAPLAN results, Relative Growth Reports, AusVELS June teacher judgements and the University of Melbourne’s Effect Size Dashboard. This analysis process will lay the foundation for the school’s teaching and learning program for the next two years. It will also help us to identify the high achieving students across the school in the areas of reading and number. As this was a specific goal through our focus group work. It is essential that we map out the areas of focus to enable an effective coaching program to be implemented at our school. Our partnership with Melbourne University and the network will help shape a coaching program and build staff capacity. The program will aspire to develop teachers to be analytical thinkers and to utilise data to inform teaching so that there is growth for EVERY student. As a focus group we will be utilising Hattie’s research (Visible Learning for Teachers, 2012) of high impact strategies to bring about growth in our students. These are; effective feedback (E.S 0.75), differentiate classroom teaching and learning program (response to intervention E.S 1.07), Teacher-Student relationships (E.S 0.72) and Student Expectations/Self-Reported Grades (E.S 1.44).

The second year of this project(2015) continued to see more professional learning with staff about how to target our teaching, having high expectations for all students and making the learning visible for students so that they have a clear direction of what they know and what they are ready to learn next. We implemented effective teaching strategies in the classroom and then evaluated the impact of our work. We worked closely with our focus group to maintain effective professional dialogue and continue our extensive sharing of resources. Our involvement in this project has generated a great excitement for current educational research, with our staff being highly motivated to implement new ideas to improve student growth. As teachers, we never stop learning and at Antonio Park the staff have shown a strong commitment to this ethos. “When the teaching and learning are visible, there is a greater likelihood of students reaching higher levels of achievement.” Hattie (2012).
## Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN AP Curriculum/ICT Timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
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</table>
| Priority Excellence in teaching and learning | UMNoS Project The School will continue its work with the identified top 25% of students) to achieve 0.6 (18 months) or better growth over a 12 month period for Reading and Number. | Attendance at Melbourne University. Patrick Griffin’s PLT Model Uri Melb Success Co-ordinators Level, Team Leaders, AIP Leaders Combined AIP & Team Leaders meeting cycle & Structure Collegiate visits Professional Conversations Professional Development Professional reading Staff meetings DE&T cash allocation & Locally raised funds to resource the school with a broad range of equipment Strategic Program Budget Cycle Time tables Agreed timelines Workforce Planning | Principal AP Success Coordinator Level Success Co-ordinator | Term 4 | Implemented Melb Uni’s Focus Groups Highly Able Students’ Plan. This has been revised by Carey Baptist Grammar, Melton West PS and McKinnon Secondary College schools throughout the year. Designed a school based Highly Able Students’ Plan that: 
- Will respond to and reflect student, staff and parents learning and ‘buy-in’ needs/desired outcomes. 
- Identifies a staff member to: 
  - Be the enrolment officer-assess all incoming students immediately. 
  - Establish identification of highly able student-referencing the school’s Gifted and Talented policy and process. 
  - Provide PL for G&T to staff, so have a strong knowledge of identification and how to tailor their program to the student. 
  - Implement the MAKER model. 
- Ensure the following four areas are reflected in the school based plan: 
  1. Content- what students need to learn 
  2. Product- how students demonstrate what they learn 
  3. Process- how students learn 
  4. Environment –How the learning is structured. |
| INITIATIVE: Building practice excellence KIS Create an instructional model that is consistently implemented by all staff | Further expand the effective use of the school’s Student Performance Analyser (SPA) through: 
- SPA Tracker 
- SPA Markbook. | Purchase of the following SPA modules: 
- SPA Standard and tracker 
- SPA Markbook 
- SPA Reporter 
- Agreed timelines Attendance at Melbourne University. Patrick Griffin’s PLT Model Uri Melb Success Co-ordinators Level, Team Leaders, AIP Leaders Combined AIP & Team Leaders meeting cycle & Structure | Principal/AP Teachers Admin Office | Term 2 Ongoing | The following student data (as per Assessment Schedule) has been uploaded: 
- Photos 
- AusVELS teacher judgements 
- NAPLAN 
- On Demand 
- Torch 
- PLPs 
- Medical Information 
- Alerts 
- PSD |
| Term 1 and 2 | | | | | Regularly held collegiate visits and met with UMNoS Focus Group: Carey Baptist Grammar, Melton West PS and McKinnon Secondary College. Established enhancement teaching of highly able students via: 
- Non-classroom teachers have established and have worked with vertical learning enhancement sessions for highly able students years 3-6 in Reading, Mathematics and Writing. 
- Utilised resources from our UMNoS focus group, e.g Secondary Maths teacher to also work with our highly able students operating beyond year 8. |
<p>| Term 3 | | | | | Built teacher confidence and capacity in utilizing a range of assessment tools to teach to a student’s point of learning (ZPD). |</p>
<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>Excellence in teaching and learning</th>
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<tbody>
<tr>
<td>INITIATIVE</td>
<td>Building practice excellence</td>
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<td>KIS</td>
<td>Create an instructional model that is consistently implemented by all staff</td>
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Ensure all assessment as per Assessment Schedule is uploaded in a timely way. Further expand the effective use of the Melb Uni Dashboard.

### Uni Melb Success Co-ordinators
- **Level, Team Leaders, AIP Leaders**
- Scheduled staff, Team and professional development sessions
- Time tables
- Workforce Planning

### Assessment and Reporting team
- **All Year**
- **End of Term 1 & 2**
- **End of Term 3 Term 2 & 4**

#### Monitored staff planning documents and PLT’s for implementation.
- Entered Assessment Schedule’s data collection into SPA.
- Uploaded AusVels data for Reading and Number into the Melb Uni Dashboard.
- Reviewed current staff reports:
  - Surveyed staff, students and parents
  - Reviewed exemplar models from other schools
  - Engaged SPA student report design
  - Established Markbook to directly feed in to the new SPA student report format for the end of the year.

### Professional Learning Team Leaders and their Success Co-ordinators
- **Term 1 Early Term 3 Term 3-ongoing**

#### Continued the work from Melb Unis., Assessment for Teaching (Griffin’s PLT model)
- Referred to Melb Uni’s dashboard to monitor growth of students.
- Monitored, analysed and revised planners so they reflect Melb Uni’s dashboard quadrants: Optimal, Growth, Cruising and Must Change.

### Teachers
- **Term 1-ongoing End of Term 1**

#### Attended PL for Differentiation.
- Planning documents reflected strategy Implementation of Melb Uni’s work.

### PRIORITY
Professional Leadership

### INITIATIVE
Building leadership teams

### KIS
Create a whole school culture of accountability and feedback

### Uni Melb Success Co-ordinators
- **Level, Team Leaders, AIP Leaders**
- Scheduled staff, team and professional development sessions
- Time tables
- Workforce Planning

### Performance and Development Leader
- **Beginning of Term 1**
- **Term 1 Term 2**
- **Term 2 Early Term 3**

#### The School’s PDPs have reflected:
- DE&T Model and AITSL domains and standards
- Melb Uni’s work on differentiation, highly able students and 0.6 (18 months growth in a year) in team and individual beginning Cycle PDPs.
- Teachers have completed AITSL Self-Assessment Tool and have established explicit goals for the domains.
- Discussion has been held at each team meeting and is a strong feature of the school’s PLT model.
- Provided regular time for collective PLT response at scheduled staff meeting.
- Implemented John Hattie’s self-assessment tool to measure professional growth.
- Written reflections about the impact of strategies as part of the Mid-cycle review.

### Implement restructured distributive leadership model.

### Performance and Development Leader
- **Term 1 Term 2**
- **Term 4**

#### Reviewed Leadership training model, design complementary model to ‘grow’ the depth and breadth by for the school and system.
- Engaged a consultant to provide PL based on APPS leadership model.
- Survey staff on the effectiveness of the leadership program and plan.
- Implemented John Hattie’s self-assessment tool to measure professional growth.
| Time tables | Workforce Planning Consultant | Melb Uni Success Co-ordinator, Team Leaders and Team Success Co-ordinators | Beg. Term 1 Throughout the year | Provided regular time for Melb Uni Success Coordinator and Team Success Coordinators to meet and engage in:

- Professional learning dialogue around collective responsibly and impact.
- Shared readings and viewing SOLE presentations by John Hattie, Steve Dinham, Liz Campbell and Patrick Griffin.
- Review data on SPA and Melb Uni’s Dashboard to identify ZPD and students who are in the four quadrants of: Optimal, Growth, Cruising and Must Change.
- Planning, implementation and evaluation (analysis-tracking of) of our Melb Uni focus on Highly Able students (25%-40%), 0.6 growth via differentiation. |
## Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOALS</strong></td>
<td><strong>Targets</strong></td>
</tr>
<tr>
<td>To improve learning outcomes for all students in the AusVELS English and Mathematics.</td>
<td><strong>ENGLISH</strong></td>
</tr>
<tr>
<td></td>
<td>By 2016</td>
</tr>
<tr>
<td></td>
<td>Increase the percentage of students who achieve above expected AusVELS levels to 25% in English.</td>
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<tr>
<td></td>
<td>By 2016 the percentage of students deemed capable to be reading at 90-100% accuracy at the specified levels:</td>
</tr>
<tr>
<td></td>
<td>[ ] 90% Year 1 students at Level 20</td>
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<tr>
<td></td>
<td>[ ] 90% Year 2 students at Level 30</td>
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<tr>
<td></td>
<td><strong>AusVels</strong></td>
</tr>
<tr>
<td></td>
<td>[ ] 15% of students above expected for Speaking &amp; Listening</td>
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<tr>
<td></td>
<td>[ ] 95% of students at/above expected in reading/writing/speaking &amp; listening</td>
</tr>
<tr>
<td></td>
<td>[ ] 90% of Year 5 students above National Mean Score in all areas</td>
</tr>
<tr>
<td></td>
<td><strong>NAPLAN</strong></td>
</tr>
<tr>
<td></td>
<td>By 2016 the percentage of students deemed capable to be achieving the following:</td>
</tr>
<tr>
<td></td>
<td>[ ] Zero percent of students in Bands 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>[ ] 70% students in Bands 5 &amp; 6 for Reading</td>
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<tr>
<td></td>
<td>[ ] 65% students in Bands 5 &amp; 6 for Writing</td>
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<tr>
<td></td>
<td>[ ] Zero percent of students in Bands 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>[ ] 50% students in Bands 7 &amp; 8 for Reading</td>
</tr>
<tr>
<td></td>
<td>[ ] 40% students in Bands 7 &amp; 8 for Writing</td>
</tr>
<tr>
<td></td>
<td>[ ] Year 3/5 matched cohorts in NAPLAN in Numeracy to have a minimum scale growth score of 90.</td>
</tr>
</tbody>
</table>

**English Online**

Student performance in English Online Interview Prep – Year 1 in Reading & Writing to be within the SFO range

- Year 3/5 matched cohorts in NAPLAN in Numeracy to have a minimum scale growth score of 90.
ENGLISH
Increase the percentage of students who achieve above expected AusVELS levels to 25% in English.

<table>
<thead>
<tr>
<th>Year</th>
<th>Aus</th>
<th>Bs</th>
<th>As</th>
<th>Bs</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>35%</td>
<td>35%</td>
<td>28%</td>
<td>39%</td>
</tr>
<tr>
<td>1</td>
<td>32%</td>
<td>36%</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
<td>34%</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>3</td>
<td>32%</td>
<td>28%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>33%</td>
<td>26%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>34%</td>
<td>27%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>37%</td>
<td>30%</td>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Reading Benchmark Levels
- 95% Foundation students at Level 7
- 93% Year 1 students at/above Level 20
- 95% Year 2 students at/above Level 30

AusVELS
95% of students F-2 at/above expected in Reading/Writing/Speaking & Listening. 90% of students 3-6 at/above expected in Reading/Writing/Speaking & Listening.

NAPLAN
Year 3
- Zero percent of students in Bands 1 & 2
- No. of students deemed capable in Bands 5 & 6 for reading to increase from 68% to 70% students in Bands 5 & 6
- No. of students deemed capable in Bands 5&6 for writing to maintain at 76%

Year 5
- Zero percent of students in Bands 3 & 4
- Maintain 50% students in Bands 7 & 8 for Reading
- No. of students deemed capable in Bands 7 & 8 for writing to increase from 26% to 35%
- Year 3/5 matched cohort in NAPLAN in reading to increase from 84 to 90; in writing to increase from 62 to 70 minimum scale growth.

English Online
Student performance in English Online Interview Prep – Year 1 in Reading & Writing to be within the SFO range.

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<td>ENGLISH</td>
<td>Priority Excellence in teaching and learning INITIATIVE: Building practice excellence KIS Create an instructional model that is consistently implemented by all staff.</td>
<td>- Posters printed - Follow agreed AP Curriculum/ICT Timeline - Collegiate visits - Professional conversations - Staff meetings - AP Curriculum/ICT Timetable - Level Meetings</td>
<td>English Leader Team Leaders English Team English Team Team Leaders Team Leaders</td>
<td>By end of Term 1 Term 2 &amp; 3 Term 2 &amp; 3 Ongoing</td>
<td>The agreed eight comprehension strategies are effectively utilised in all classroom, Foundation to Six.</td>
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<td></td>
<td>Staff knowledge and confidence built in the teaching of grammar in accordance to our whole school approach to writing.</td>
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<td></td>
<td>Continuum of skill development investigated in Victorian Curriculum (writing).</td>
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<tr>
<td>Regular checking in with Team Leaders to ensure writing pieces are being assessed using the agreed rubrics</td>
<td>Combined Leadership Team and AIP Leader Meetings</td>
<td>Team Leaders English Leader</td>
<td>Ongoing</td>
<td>Agreed and consistent writing rubrics used.</td>
<td></td>
</tr>
<tr>
<td>Develop teams understanding of the similarities between the Victorian Curriculum and AusVELS</td>
<td>Team Meetings</td>
<td>AP Curriculum/ICT</td>
<td>By end of the year</td>
<td>Knowledge of Victorian Curriculum built.</td>
<td></td>
</tr>
</tbody>
</table>
### Annual Implementation Plan: for Improving Student Outcomes

#### ACHIEVEMENT

**Goals**

To improve learning outcomes for all students in the AusVELS English and Mathematics.

**SSP Targets**

**MATHEMATICS**

By 2016 achieve the following for students deemed capable:

- 15% of students above expected for Number and measurement
- 98% of students at/above expected in Number and Measurement
- 98% of Year 3 students above National Mean Score in all areas
- 90% of Year 5 students above National Mean Score in all areas.

**NAPLAN Year 3**

By 2016 the percentage of students deemed capable to be achieving the following:

- Zero percent of students in Bands 1 & 2
- 70% students to be in Bands 5 & 6 for Numeracy.

**NAPLAN Year 5**

- Zero percent of students to be in Bands 3 & 4
- 50% students to be in Bands 7 & 8 for Numeracy
- Year 3/5 matched cohorts in NAPLAN in Numeracy to have a minimum scale growth score of 90.

#### 12 month targets

<table>
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<th>Yr.</th>
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<th>Bs</th>
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<td>F</td>
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<tr>
<td>6</td>
<td>25%</td>
<td>25%</td>
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95% of students at/above expected in Number and 95% Measurement

**NAPLAN**

**Year 3**

- 97% of Year 3 students above National Mean Score in all areas
- 50% students to be in Bands 5 & 6 for Numeracy.
- 0% of students in Bands 1 & 2

**Year 5**

- 95% of Year 5 students above National Mean Score in all areas.
- 0% of students to be in Bands 3 & 4
- 35% students to be in Bands 7 & 8 for Numeracy
- Maintain Year 3/5 matched cohort in NAPLAN in Numeracy to have a minimum scale growth score of 95.

#### KIS

**Priority**

Excellence in teaching and learning

**INITIATIVE:**

Building practice excellence

**KIS**

Create an instructional

**NUMBER**

- Further develop and trial a P-9 rubrics for place value (trusting the count).
- Continued implementation of whole school differentiated math’s planner with specific learning intentions and success criteria.

**WHO has responsibility**

- Mathematics Leader
- Uni Melb Success Co-ordinators
- Level Team Leaders
- AIP Leaders
- Combined AIP and Team Leaders Meeting Cycle & Structure

**WHEN AP Curriculum/ICT Timeframe for completion**

- End of Term 4
- End of Term 2

**SUCCESS CRITERIA:**

Markers of success reflecting observable changes in practice, behaviour, and measures of progress

- Agreed and consistent P-9 I Can Statements rubric for place value
- I Can Statements have provided students explicit feedback, thus enabling students to be self-regulated learners.
- Established an agreed and consistent Clinical Teaching Cycle for differentiation in Number through professional conversations focusing on the top quartile.
- Created a draft maths continuum reflecting the Victorian Curriculum for F-9
model that is consistently implemented by all staff

Implement Whole School Assessment Schedule.
The following will be entered into SPA to provide evidence of student growth and achievement:
- NAPLAN Items analysis
- Pre-Post testing
- Teacher judgements
- Ongoing assessments e.g. I.A.N.

Strengthen the capacity of teachers understanding of assessment and analysing data to sustain improvement in the delivery of number.

<table>
<thead>
<tr>
<th>Professional Conversations</th>
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<tbody>
<tr>
<td>Professional Development</td>
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<tr>
<td>Professional reading</td>
</tr>
<tr>
<td>Staff meetings</td>
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</tbody>
</table>

DE&T cash allocation & Locally raised funds to resource the school with a broad range of equipment

Strategic Program Budget Cycle
- Time tables
- Agreed timelines
- Workforce Planning

<table>
<thead>
<tr>
<th>Collegiate visits</th>
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<tbody>
<tr>
<td>Term 1 ongoing</td>
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<tr>
<td>Term 1</td>
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<tr>
<td>End of Term 4</td>
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</tbody>
</table>

- Trialed pre and post testing P-9 in place value.

- Increased staff confidence in assigning As and Bs to students.
- Increased staff confidence and capacity to achieve a 0.6 effect (18 months) size growth for students in the top quartile.
- Items Analysis for Yr. 3 and Yr. 5 have been investigated.
- Teachers have implemented the areas identified in the 2015 Items Analysis Yr. 3 and Yr. 5 in number.
- Teachers have established and implemented pre-post tests for place value and these have been entered into MarkBook. The ZPD for all students have been identified.

THE CLINICAL TEACHING CYCLE

These steps collectively will make positive impacts on student achievement and learning growth. Utilising the data will give us a targeted entry point and then we follow each step to reflect on and review the success of our goal setting.

- Review of the learning program. What worked? What did not work? What was the impact? What are the implications for future teaching?
- What happened and how can this be interpreted?
- Implementation of learning program and resources required: What the student will do, say, make or write? How will these be checked? When?
- What is the preferred intervention and how will this be evaluated?
- What is the expected impact on learning and how will it be resourced and implemented?
- Planning a learning program targeted to the student's current level of learning. What explicit intervention strategies targets can be set? On what basis are the identified intervention strategies being considered for implementation?
- Examine student reports and work samples: Analysis of evidence. What can the students do?
- Setting of objectives for student learning: What explicit intervention strategies can be identified to help these students attain the learning targets set? On what basis are the identified intervention strategies being considered for implementation?
### Annual Implementation Plan: for Improving Student Outcomes

#### ENGAGEMENT

**Goals**

To improve student engagement in their learning and develop in each student a sense of wellbeing and connectedness to school and their peers.

**SSP Targets**

**Student Opinion** – Attitude to Schools survey
By 2016 increase the mean scores of the following variables to the designated score:
- Student morale to 5.80
- School connectedness to 4.60
- Student motivation to 4.60
- Learning confidence to 4.20
- Connectedness to peers to 4.45
- Classroom behaviour to 3.70.

**Parent Opinion Survey**
By 2016 increase the mean scores of the following variables to the designated score:
- Connectedness to peers to 6.20
- Student motivation to 6.10
- Social skills to 6.00
- School connectedness to 6.10.

Maintain school absence below the state mean for year levels and whole school.

**12 month targets**

**Student Opinion** – Attitude to Schools survey
By end of 2015 increase the mean scores of the following variables to the designated score:
- School connectedness from 4.16 to 4.4
- Stimulated Learning from 3.86 to 4.0
- Teacher effectiveness from 4.19 to 4.4
- Teacher empathy from 4.24 to 4.5

**Parent Opinion Survey**
By end of 2015 increase the mean scores of the following variables to the designated score:
- School Improvement from 5.37 to 5.6
- Parent Input from 4.8 to 5.0
- Approachability from 5.59 to 5.80

Maintain school absence below the state mean for year levels and whole school.

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
</table>
| **PRIORITY**
  Positive climate for learning
  Initiative
  Setting expectations and promoting inclusion
  KIS
  Develop a consistent language that maintains the positive culture of a school. | • Review student leadership policy for increasing student leadership and voice. | • Increase the roles and profiles of student leadership programs such as Peacemakers, House Captains, School Captains, Specialist Captains, J.S.C. and Environmental Leaders, Cyber warriors. | AP & Community Engagement & Well Being Team | Term 2 | By 2017, increased mean scores of the following variables in the Attitudes to School Survey:
  - School Connectedness
  - Stimulated Learning
  - Teacher effectiveness
  - Teacher empathy |
| | | | | | • The current Student Leadership policy will support school operations.
  • More Leadership opportunities exist for students. |
<table>
<thead>
<tr>
<th>Task</th>
<th>Action</th>
<th>Responsible Party</th>
<th>Timeframe</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Conduct focus groups for students, parents & staff to seek strategies to improve the school’s operations in response to survey data results. | Pose questions to encourage information to address areas of concern which are:  
  - School Connectedness  
  - Stimulated Learning  
  - Teacher effectiveness  
  - Teacher empathy | AP & Community Engagement & Well Being Team                                                        | Ongoing   | Seeking continual improvement in practices in the school will result in improved data in staff, student and parent surveys. |
| Write a whole school vision for the five year plan for digital technologies | Draft of whole school vision for digital technologies.  
  Feedback on draft (staff, parents, students)  
  Begin to implement | ICT Leader                                                                                      | Term 3    | A whole school vision for digital technologies established.                                |
| Review school to community communication process                        | Establish working party to research effective communication processes used at schools.             | AP Curriculum/ICT AP & Community Engagement & Well Being | Term 3    | Improved achievement for all students  
  - Parent Liaison program, school newsletter and Spa Manager  
  - Updated and more relevant/utilised school website                  |
| Create secure learning environments in every classroom                  | At the beginning of each year and each term, set the expectations of classroom behaviour, and the responsibility for each student to contribute to creating a secure learning environment according to school-wide agreed classroom processes | AP & Community Engagement & Well Being Team AP Curriculum/ICT AP & Community Engagement & Well Being | Ongoing   | Classroom goals established which will increase student achievement and improve results in student survey |
| Continue assessment of every Foundation student within the first weeks of enrolling at APPS to determine learning needs. | Monitor progress and have specific data to show value added by the school and celebrate students’ achievements. | Foundation Leader                               | Term 1    | Improved achievement for Foundation students                                              |
| Continue to implement and enhance Parent Liaison program for all classes | Identify PL for each class  
  Establish a PL Level coord for each level  
  Establish a PL coordinator overall | AP Curriculum/ICT AP & Community Engagement & Well Being Parent Liaison Coordinator | Ongoing   | Improved parent communication will reflect in opinion surveys and school achievement data. |
| Continue to embed transition sessions organised in term 4 and throughout the school year. | Teachers discuss with students about what they have learnt and what they are going to enjoy about learning in the forthcoming term/year so they return to school with a sense of optimism.  
  Organise incursions based on transition to sec school  
  Ensure students who have difficulty managing change moving from one learning area to another receive additional assistance to build confidence. | AP & Community Engagement & Well Being | Ongoing   | A smoother transition for students from level to level and both ends of school, which will reflect improved results in student and parent surveys.  
  improved results in student and parent opinion survey                  |
### ACHIEVEMENT

<table>
<thead>
<tr>
<th>ICT</th>
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<tbody>
<tr>
<td>Targets</td>
</tr>
<tr>
<td>12 month targets</td>
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</table>

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<tbody>
<tr>
<td>Priority Excellence in teaching and learning</td>
<td>As per Digital Learning vision, investigate 1-1 program implementation.</td>
<td>School visits (CRT)</td>
<td>Digital Learning Leader AP</td>
<td>Mid 2016</td>
<td>Completed documented research the implementation of a 1-1 program for 2017 based on effective teacher pedagogy and utilisation of digital technologies in the classroom.</td>
</tr>
<tr>
<td>INITIATIVE: Building practice excellence</td>
<td>Provide opportunities for professional learning and dialogue to occur in the area of digital technologies. Monitor practice excellence in the utilisation of digital technologies.</td>
<td>Staff meeting professional learning Targeted collegiate visits</td>
<td>Digital learning leader Whole staff</td>
<td>Ongoing</td>
<td>Developed a school culture which promotes the use of digital technologies in the classroom. Teacher confidence with using digital technologies will be increased, as evident in staff individual e-potential survey.</td>
</tr>
<tr>
<td>KIS</td>
<td>Create an instructional model that is consistently implemented by all staff.</td>
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### Annual Implementation Plan: for Improving Student Outcomes

#### WELLBEING

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| PRIORITY  
Positive climate for learning  
Initiative  
Setting expectations and promoting inclusion  
KIS  
Develop a consistent language that maintains the positive culture of a school. | • Review student code of conduct booklet  
• Complete implementation of Component 3 of Kidsmatter (Working with Parents and Carers)  
• Begin implementation of Component 4 of Kidsmatter (Helping Children experiencing mental health difficulties)  
• Continue to implement and refine the current high quality suite of programs that support Student Engagement and | • Wellbeing team to research good practice from other schools and then write APPS Code of Conduct.  
• Continued involvement and participation in the UMNOS program  
• Continued planning & implementation of | AP & Community Engagement & Well Being  
AP & Community Engagement & Well Being  
Staff | Term 4  
Term 4  
Staff | • A current Student Code of Conduct will be used by school community our Wellbeing Programs.  
• Higher level of parental and community involvement in school activities and programs such as fete, production, parent liaison program, etc.  
• Less students experiencing mental health issues which will in turn reflect a higher student achievement rate.  
• Improvement in Student Opinion Survey data in targeted areas  
• Improvement in Parent Opinion Survey data in targeted areas.  
• Relationships between students, teachers and parents continue
<table>
<thead>
<tr>
<th>Wellbeing, including those programs implemented for the PSD funded students.</th>
<th>Restorative Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Continued planning &amp; implementation of Kidsmatter (Component 3 &amp; 4)</td>
<td>* Continued planning &amp; implementation of You Can Do It</td>
</tr>
<tr>
<td>* Whole school PD in after school sessions and at conference</td>
<td>* Whole school curriculum planning of Wellbeing programs</td>
</tr>
<tr>
<td>* Team meetings</td>
<td>* Team and staff meetings</td>
</tr>
<tr>
<td>to endure</td>
<td>Increased information flow from school to parents via online parent program You Can Do It.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Complete and review the eSmart program in our school.</th>
<th>• Whole staff review sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Survey parents, students and staff on increase in cyber safety.</td>
<td>• Collate the responses from survey to gather definitive baseline data by uploading onto online tools such as ‘survey monkey’</td>
</tr>
<tr>
<td>Digital Learning team. Teaching staff.</td>
<td>End of 2016</td>
</tr>
<tr>
<td>• Met all 6 components in sustaining stage</td>
<td></td>
</tr>
</tbody>
</table>

**KEY**

<table>
<thead>
<tr>
<th>A&amp;R</th>
<th>Assessment and Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>AITSL</td>
<td>Australian Institute Teaching and School Leadership</td>
</tr>
<tr>
<td>AP</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>APPS</td>
<td>Antonio Park Primary School</td>
</tr>
<tr>
<td>AusVELS</td>
<td>Australian Curriculum</td>
</tr>
<tr>
<td>DE&amp;T</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>AIP</td>
<td>Annual Implementation Plan</td>
</tr>
<tr>
<td>CRT</td>
<td>Casual Relief Teacher</td>
</tr>
<tr>
<td>SPA</td>
<td>Student Performance Analyzer</td>
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<tr>
<td>F-B</td>
<td>Foundation (Preps/Level 1) to Yr. 8</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>L.I.</td>
<td>Learning Intentions</td>
</tr>
<tr>
<td>JSC</td>
<td>Junior School Council</td>
</tr>
<tr>
<td>KIS</td>
<td>Key Improvement Strategy</td>
</tr>
<tr>
<td>I.A.N.</td>
<td>Individual Assessment Notes</td>
</tr>
<tr>
<td>PDP</td>
<td>Professional Development Plan (DE&amp;T Performance Process)</td>
</tr>
<tr>
<td>PLT</td>
<td>Professional Learning Team</td>
</tr>
<tr>
<td>PSD</td>
<td>Program for Students with Disabilities</td>
</tr>
<tr>
<td>SEIL</td>
<td>Senior Education Leader</td>
</tr>
<tr>
<td>SSP</td>
<td>School Strategic Plan</td>
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<tr>
<td>S&amp;L</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>S.C.</td>
<td>Success Criteria</td>
</tr>
<tr>
<td>SFO</td>
<td>Student Family Occupation-Index of measure.</td>
</tr>
<tr>
<td>UMNoS</td>
<td>University of Melbourne Network of Schools (project - 2014-2016)</td>
</tr>
<tr>
<td>ZPD</td>
<td>Zone of Proximal Development</td>
</tr>
</tbody>
</table>
### Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Evidence</td>
<td>Status</td>
<td>Evidence</td>
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<thead>
<tr>
<th>PRODUCTIVITY</th>
<th>6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
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