

Antonio Park Primary School Strategic School Plan 2017-2020



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Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Tim Howarth and Annette Hayes (acting) 20/4/17[name] [date][name] [date]
School council:[name] [date][name] [date]
Delegate of the[name] [date][name] [date]
Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Antonio Park we want to create an environment that builds a growth mindset that allows every child to be successful. Our staff embrace and implement shifts to support the students and community's needs as well as support each other through continual communication. We hope to give our students the skillset to prepare for their later life academically, socially and emotionally particularly in this ever changing world.</p>	<p>ERRIC is the symbol for our school community's values. APPS has a culture whereby staff, students and parents are expected to demonstrate behaviour that reflects these values.</p> <p>The strong partnership between home and school is seen as the foundation of successful learning for all children. Through our school values of empathy, responsibility, resilience, independence, and confidence, children are encouraged to develop a sense of wellbeing and are supported in developing healthy relationships with others. They are encouraged to be independent, accept increasing responsibility for their learning and to do their best. Their successes are acknowledged in many ways but no more so than through our weekly assembly where students are encouraged to participate and where achievements of our students, staff and parents are recognised and celebrated.</p> <div data-bbox="563 1323 1053 1680" data-label="Image"> </div>	<p>The learning community of APPS is inspiring. The curriculum is differentiated to meet the individual needs of the students in a challenging and engaging manner. The wider community is recognized as playing an important role in supporting student's development and the school supports the community in a variety of ways. Through encouragement and engagement we support the development and growth of the whole child. Here you will see teachers catering for individual student needs through a consistent and focused pedagogy.</p> <p>There is a collaborative and collective approach throughout the community to provide a variety of learning opportunities for all students. Through harnessing lifelong learning we are developing future global citizens. Classrooms are calm, ordered and happy places where teachers, students and parents have great respect and rapport for each other.</p> <p>Our continued focus will centre on increasing the learning growth for all students through the formation of PLTs and a highly effective instructional model.</p>	<p><i>Student Achievement</i> What is your school trying to achieve? Continuing to improve the learning growth of every student (deemed capable) in English and Mathematics by more than twelve months annually, was agreed as a priority Why is this important? If the capacity of professional learning teams is built to use data and evidence to inform the next level of learning and monitor learning growth, then student achievement will improve.</p> <p><i>Student Engagement</i> What is your school trying to achieve? The panel therefore recommended that continuing to build high and consistent levels of student voice and student agency should be a priority in the next strategic period. Why is this important? If there is an evidence-based instructional model with high impact instructional practices (that include the promotion of student voice and agency) implemented in every classroom, then student learning and engagement will improve.</p> <p><i>Student Wellbeing</i> What is your school trying to achieve? The panel agreed that a focus on the wellbeing of the staff and community be part of the next strategic period. Why is this important?</p> <ul style="list-style-type: none"> • If there is a positive climate for all students, teachers and the parent community then student engagement and wellbeing will be enhanced. • If the instructional capacity of the leadership team is developed and distributed across teams and the school, then teacher collaboration and collective efficacy will improve, therefore positively impacting student growth. <p>What are you prioritising? 2017 PLTs and Instructional Model will be developed and implemented Kidsmatter Component 4 will be implemented with a focus on staff wellbeing 2018 Continued implementation of Instructional Model with a focus on coaching Whole school moderation linked to Victorian Curriculum Continued implementation of Kidsmatter and community based Restorative Practices 2019 Review percentage of students achieving high growth in Naplan from years 3-5 to ensure teaching and learning practices have been effective from 2017-2018. Review trend data from DET and school based surveys 2020 Review all priority areas to measure impact.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>STUDENT ACHIEVEMENT</p> <p>Goal 1: To improve the learning growth of every student (deemed capable) in English and mathematics by more than twelve months annually.</p> <p>Theory of Action: If the capacity of professional learning teams is built to use data and evidence to inform the next level of learning and monitor learning growth, then student achievement will improve.</p>	<p>FISO</p> <p>Priority Excellence in teaching and learning</p> <p>Initiative Building practice excellence</p>	<p>Create an instructional model that is consistently implemented by all staff.</p> <ol style="list-style-type: none"> Build the professional learning teams (PLT's) across the school and ensure collaboration, coaching, clear and challenging goals and effective feedback. Use data and evidence to track and monitor student learning to ensure high quality and consistency of practice in every classroom. <p>Suggested actions: Include SPA Markbook, consistent whole school approach to teacher judgements, moderation (vertical and horizontal) and assessment tools.</p> <ol style="list-style-type: none"> Identify, document and implement essential learnings (Victorian curriculum) and assessments in English and mathematics for APPS. 	<p>Reading Benchmark Levels</p> <p>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 <p>Teacher judgements: 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% Students achieving Bs across F-6 to be at least 35% <p><i>(Use triangulated agreed assessments to support accurate, on-balance judgements – include SPA Markbook).</i></p> <p>NAPLAN</p> <p>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><u>Year 3</u></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><u>Year 5</u></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><u>English Online</u></p> <p>Student performance in English Online Interview Prep –Year 1 in Reading & Writing to be within the SFO range.</p> <p>Learning Growth</p> <p>By 2020 increase the percentage of students achieving high growth on all 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</p> <p>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>STUDENT ENGAGEMENT</p> <p>Goal 2: To have high and consistent levels of student voice and student agency.</p> <p>Theory of Action: If there is an evidence-based instructional model with high impact instructional practices (that include the promotion of student voice and agency) implemented in every classroom, then student learning and engagement will improve.</p>	<p>PRIORITY Positive climate for learning And Curriculum Planning & Assessment</p> <p>Initiative Setting expectations and promoting inclusion Empowering students and building school pride.</p>	<p>A whole school approach to student voice and agency will be seen through:</p> <ol style="list-style-type: none"> 1. The development of a consistent language that maintains the positive culture of a school. 2. The implementation of an evidence based instructional model for APPS and include high impact instructional practices. <p>Suggested actions: This would include having challenging goals and effective feedback for students that promotes students voice.</p> <ol style="list-style-type: none"> 3. Expanding the University of Melbourne Network of Schools (UMNOS) work to implement the building of practice excellence at the school level. 	<p><u>School staff survey</u> (DET) and School-based Factors to monitor from 2016 data 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% <p>Teaching and Learning module – Monitor all factors</p> <p style="text-align: center;">School Based Survey to be established for 2017 (benchmark) and measured each year.</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 style="text-align: center;">School Based Survey to be established for 2017 (benchmark) and measured each year.</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 style="text-align: center;">School Based Survey to be established for 2017 (benchmark) and measured each year.</p>
<p>WELLBEING</p> <p>Goal 3: To build a positive learning climate for all.</p> <p>Theory of Action 1: If there is a positive climate for all students, teachers and the parent community then student engagement and wellbeing will be enhanced.</p> <p>Theory of Action 2: If the instructional capacity of the leadership team is developed and distributed across teams and the school, then teacher collaboration and collective efficacy will improve, therefore positively impacting student growth.</p>	<p>FISO PRIORITIES Positive climate for learning Professional leadership</p> <p>Initiative Setting expectations and promoting inclusion</p>	<ol style="list-style-type: none"> 1. Continue to build the APPS wellbeing focus to include students, staff and parents. Suggested actions: <ul style="list-style-type: none"> ▪ Expansion of Kids Matter to People matter-community building. ▪ Whole community approach to Restorative Practices becomes the language of all school community members in all interactions. ▪ Building of the parent /community partnership (parent liaison, focus on communication with technology, reporting, and community engagement events) should be further enhanced into the future. ▪ A continued focus on the wellbeing of the staff and community, this may include a positive psychology approach. 2. Build the instructional and distributed leadership capacity across the school. Suggested action: <ul style="list-style-type: none"> ▪ Continued UMNoS work will establish a shared instructional leadership model across the school that will drive improvement that has a strong focus on student growth of more than 12 months in one year. ▪ *Explore other school based surveys e.g. Orchard Grove and Mt. Pleasant Road. 	<p><u>School staff survey</u> Factors to monitor from 2016 data School climate module</p> <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</p> <p>*<u>Parent Survey</u> * <u>Student surveys</u>–include ACER on-line surveys</p> <p style="text-align: center;">*School Based Survey to be established for 2017 (benchmark) and measured each year.</p>

