

2021 Annual Implementation Plan

for improving student outcomes

Antonio Park Primary School (4844)



Submitted for review by Carly Jones (School Principal) on 13 July, 2021 at 10:21 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	-
Considerations for 2021	-
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student learning achievement and growth in Numeracy
Target 2.1	NAPLAN Benchmark Growth at or above <ul style="list-style-type: none"> • Yr. 3 to 5 Females from 73% (2019) to 80% (2024)
Target 2.2	NAPLAN Top 2 Bands Numeracy <ul style="list-style-type: none"> • Yr. 5: from to 40% (2019) to 50% (2024)
Target 2.3	Teacher Judgements Number & Algebra P to 6

	<ul style="list-style-type: none"> • Above expected level from 55% 2020 to 60% 2024
Key Improvement Strategy 2.a Evaluating impact on learning	Build capacity of teachers to analyse and utilise data to inform planning in Numeracy
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and embed school curriculum planning and assessment practices in Numeracy
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build capacity of teachers to differentiate learning to meet student needs in Numeracy
Key Improvement Strategy 2.d Building practice excellence	Embed a whole school approach (incl. instructional model) in Numeracy
Goal 3	To improve student learning achievement and growth in Literacy, with a particular focus on Writing
Target 3.1	<p>NAPLAN Benchmark Growth</p> <ul style="list-style-type: none"> • Yr. 3 to 5 Writing at or above benchmark growth from 72% (2019) to 80% at 2024 • Yr. 3 to 5 Writing at or above benchmark growth two year moving average Males from 65% to 75% (2018/19) Females from 80% to 85%. (2018/19)
Target 3.2	<p>NAPLAN Top 2 Bands Spelling</p> <ul style="list-style-type: none"> • Yr 5: from 32% (2019) to 42% at 2024

Target 3.3	<p>NAPLAN Top two Bands Writing</p> <ul style="list-style-type: none"> • Yr 5 from 25% (2019) to 30% at 2024
Key Improvement Strategy 3.a Evaluating impact on learning	Build capacity of teachers to analyse and utilise data to inform planning in literacy
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop and embed school curriculum planning and assessment practices in literacy
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build capacity of teachers to differentiate learning to meet student needs in literacy
Key Improvement Strategy 3.d Building practice excellence	Embed a whole school approach (incl. instructional model) in literacy
Goal 4	To build student voice and agency to improve student engagement in learning
Target 4.1	<p>Student Attitudes to School Survey (AtoSS)</p> <ul style="list-style-type: none"> • To improve Student Motivation and interest from 76% PE in 2020 to 85% by 2024 • To improve Student Voice and Agency from 76% PE in 2020 to 85% by 2024 • To Improve student sense of confidence from 77% 2020 to 85% 2024
Target 4.2	Staff Opinion Survey: Teaching and Learning – Planning module.

	<ul style="list-style-type: none"> To improve understanding curriculum from 68% positive endorsement 2020 to 85% by 2024
Key Improvement Strategy 4.a Evidence-based high-impact teaching strategies	Build student capacity to be self-directed curious learners
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Build teacher capacity to identify and plan for the use of higher order thinking skills in learning tasks.
Key Improvement Strategy 4.c Empowering students and building school pride	Build teacher and student capacity to give and receive feedback

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	to be completed
To improve student learning achievement and growth in Numeracy	No	NAPLAN Benchmark Growth at or above <ul style="list-style-type: none"> • Yr. 3 to 5 Females from 73% (2019) to 80% (2024) 	
		NAPLAN Top 2 Bands Numeracy <ul style="list-style-type: none"> • Yr. 5: from to 40% (2019) to 50% (2024) 	
		Teacher Judgements Number & Algebra P to 6 <ul style="list-style-type: none"> • Above expected level from 55% 2020 to 60% 2024 	
To improve student learning achievement and growth in Literacy, with a particular focus on Writing	No	NAPLAN Benchmark Growth <ul style="list-style-type: none"> • Yr. 3 to 5 Writing at or above benchmark growth from 72% (2019) to 80% at 2024 	

		<ul style="list-style-type: none"> • Yr. 3 to 5 Writing at or above benchmark growth two year moving average Males from 65% to 75% (2018/19) Females from 80% to 85%. (2018/19) 	
		<p>NAPLAN Top 2 Bands Spelling</p> <ul style="list-style-type: none"> • Yr 5: from 32% (2019) to 42% at 2024 	
		<p>NAPLAN Top two Bands Writing</p> <ul style="list-style-type: none"> • Yr 5 from 25% (2019) to 30% at 2024 	
To build student voice and agency to improve student engagement in learning	No	<p>Student Attitudes to School Survey (AtoSS)</p> <ul style="list-style-type: none"> • To improve Student Motivation and interest from 76% PE in 2020 to 85% by 2024 • To improve Student Voice and Agency from 76% PE in 2020 to 85% by 2024 • To Improve student sense of confidence from 77% 2020 to 85% 2024 	
		<p>Staff Opinion Survey: Teaching and Learning – Planning module.</p>	

		<ul style="list-style-type: none"> To improve understanding curriculum from 68% positive endorsement 2020 to 85% by 2024 	
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	to be completed	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	to be completed			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<ul style="list-style-type: none"> - Build teachers' capacity to deliver targeted student support in literacy and numeracy - Develop and implement a tutoring program that assists teachers and students to accelerate the learning of focus students across our school 			
Outcomes	<ul style="list-style-type: none"> - Teachers have identified students who were negatively impacted by remote learning - Teachers actively monitor learning data with confidence and use it to inform their planning - Teachers work together in co-teaching arrangements to group students and identify specific learning goals for those groups - Teachers have a clear plan for each targeted group of students in Reading, Writing and Maths that is accessible and agreed upon by the tutors and Learning Specialists - Tutors and Learning Specialists embed for periods of time in each year level across the year with a clear focus and clear goals that are measurable 			
Success Indicators	<ul style="list-style-type: none"> - data that shows student growth across the year - consistency of planning documentation - consistency of pedagogy in regards to targeted teaching groups within classrooms - consistency of small group and individual conferencing protocols/approach 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Targeted teaching - teachers are explicitly planning for targeted focus groups in Reading, Writing and Maths. Documentation across levels for this is consistent and easily accessible by Tutors and Learning Specialists.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
Conferencing - small group and individual conferencing in Reading, Writing and Maths. Set protocols around this and upskill staff.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers' collection and use of data - assessment framework completed, teachers understand what data needs to be collected when and how to use it, data walls for focus students, PLCs looking at cohort data, SIT team to oversee data at different levels.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
ILPs - smaller, more targeted versions of IEPs that work across a term and include pre and post-testing results and measurable goals. Written for targeted students that were impacted by remote learning. ILPs sit within broader documentation that identifies and tracks specific students and focus groups for the Tutoring Program - when are they being worked with, what are they working on, what does the work look like, how are we measuring growth	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
staff PL online hub - The creation of an online 'hub' for teachers at APPS to access information about all of our teaching approaches and philosophies.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Co-teaching - both with neighbouring grade teacher and tutors. This results in high-impact instruction - multiple mini-lessons, teacher-facilitated targeted small group teaching, individual instruction opportunities etc.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Happy, active and healthy kids priority			

Health and wellbeing				
Actions	<ul style="list-style-type: none"> - Establish an agreed approach to monitoring and responding to student mental health and wellbeing concerns - Up-skill staff in key approaches and programs - Restorative Practice, Be You, Respectful Relationships, School-Wide Positive Behaviour - Agreed protocols around positive behavior management across the school - Dedicated Junior and Senior Physical Education teachers 			
Outcomes	<ul style="list-style-type: none"> - staff have a clear, shared understanding of our key approaches to wellbeing and behaviour across the school - students are engaged and happy 			
Success Indicators	<ul style="list-style-type: none"> - Pivot and Attitude to School survey responses show positive responses to questions relating to positive reinforcement, engagement, wellbeing. - Spreadsheet tracking the wellbeing response to specific high-needs students shows evidence of appropriate and timely action in each case. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PDs and accessible resources for staff in Respectful Relationships, Restorative Practice, elements of the Positive Schools Behaviour Framework. Agreed on approaches across the school developed and clearly documented and communicated.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Spreadsheets are created that identify vulnerable students and what strategies we have in place for them, what dates to follow up/check-in etc.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Dedicated pedagogy meeting and dedicated wellbeing/general business meeting for Principal team each week to ensure relevant information is shared and time is spent on each.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the connection with parents/carers developed during remote and flexible learning			
Outcomes	Teachers will have strong relationships with students and parents/carers			
Success Indicators	Annual Parent Survey results Discussions with School Council to seek feedback Informal feedback from before and after school engagement with parent community			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reinforce clear expectations for how our teachers connect and engage with our parents regularly	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue providing Google Meet option for parent-teacher conferences and information nights	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Communicate expectations to staff about having parent helpers and the types of roles they have in classrooms	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

				<input type="checkbox"/> Equity funding will be used
Parent 'on-boarding' web page created with videos and documentation	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,500.00 <input type="checkbox"/> Equity funding will be used
Fathering Program set up and run throughout the year.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Conferencing - small group and individual conferencing in Reading, Writing and Maths. Set protocols around this and upskill staff.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources online PLs <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Co-teaching - both with neighbouring grade teacher and tutors. This results in high-impact instruction - multiple mini-lessons, teacher-facilitated targeted small group teaching, individual instruction opportunities etc.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>PDs and accessible resources for staff in Respectful Relationships, Restorative Practice, elements of the Positive Schools Behaviour Framework. Agreed on approaches across the school developed and clearly documented and communicated.</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>
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