

# School Strategic Plan 2024-2028

Antonio Park Primary School (4844)



Submitted for review by Carly Jones (School Principal) on 31 January, 2025 at 01:05 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 03 February, 2025 at 12:36 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2024-2028

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<b>School vision</b>	We are a learning community who believes in the achievement of excellence and the fulfilment of individual potential. Students, staff and families value our strong connection to each other and the school within a caring, inclusive and safe environment.
<b>School values</b>	<p>Our Mission statement:</p> <ul style="list-style-type: none"><li>- As citizens with a social conscience, we value collaboration and the perspectives of others</li><li>- We understand the impact we can have on the world and strive to have a positive influence on the people and the environment around us.</li><li>- We are continually reflecting and improving, adapting to change with courage and confidence.</li><li>- We are curious learners who think critically and creatively by actively engaging in authentic learning experiences.</li></ul> <p>Our community Values are signified by our school mascot, E.R.R.I.C., a chicken who also represents our native bushland surroundings and animal program. E.R.R.I.C. stands for:</p> <p>Empathy Responsibility Resilience Independence Confidence</p>
<b>Context challenges</b>	<p>Context- Antonio Park Primary School strives to provide a 'whole child' approach to the learning and wellbeing of our students. Fostering close partnerships with parents is a critical component of our learning community. Antonio Park Primary School is currently operating at a capacity enrolment of approximately 530 students, including 70 students from language backgrounds other than English, and 7.4 students who identify as Aboriginal. Our Student Family Occupation and Education index (SFOE) is 0.1501. This index considers parents' occupations and education. The Student Family Occupation and Education is a measure of 'context' which speaks about the demographic of the school community. SFOE scores range between 0 and 1.0 and are converted to bands based on a quartile approach (low, low-medium, medium, high). A 'low' score represents high parent education level and high socio-economic advantage, and a 'high' score represents low parent education level and low socio-economic advantage.</p>

	<p>Our School Performance Report indicates high levels of achievement in both learning and wellbeing. The key areas of focus in our Strategic Plan (2025-2028), centre around maximising opportunities for learning and wellbeing achievement by:</p> <ul style="list-style-type: none"> <li>-targeting instructional practices for Reading, particularly in years 3-6</li> <li>-using data and assessment practices to ensure stretch and challenge for all students</li> <li>-formalising student goal setting and self regulation in learning</li> <li>-strengthening the school's multi-tiered approaches to wellbeing and inclusion.</li> </ul>
<b>Intent, rationale and focus</b>	<p>Our intent is to provide a rich, differentiated and consistent program that will appropriately challenge and stretch students. We will continue to create a strong staff culture of trust and openness to learning. Increasing student voice and agency through authentic inquiry learning pedagogy and through co-developing meaningful student learning goals will build student capacity to be self-directed, curious learners.</p> <p>Rationale: If the school can be characterised as having consistent and effective instructional models, with capacity to closely monitor performance, give accurate and regular feedback and provide for strong and collective accountability, then improvement efforts will be more effectively directed and outcomes for students will improve.</p> <p>Focus: Our priorities in this Strategic Plan period will be to ensure teachers develop a deep understanding of our instructional model in Reading. We will use PLC opportunities to build the capacity of teachers to analyse and utilize data to inform their planning and Peer Observations to improve their teaching practice.</p>

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<b>Goal 1</b>	Maximise students' learning growth and achievement.
<b>Target 1.1</b>	By 2028, decrease the average percentage of students in Years 3 to 6 who make less-than expected learning growth in Reading over a twelve-month period, from 22% (2023) to less than 15%.
<b>Target 1.2</b>	By 2028, improve the percentage of students in Year 5 making high benchmark growth in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from xx% (2025) to xx%</li> <li>• Numeracy from xx% (2025) to xx%.</li> </ul> (To be updated when data becomes available)
<b>Target 1.3</b>	By 2028, increase the percentage positive endorsement on the following School Staff Survey factors: <ul style="list-style-type: none"> <li>• Professional learning through peer observation from 33% (2024) to 80%</li> <li>• Believe peer feedback improves practice from 67% (2024) to 80%</li> <li>• Seek feedback to improve practice from 67% (2024) to at least 75%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen teacher capacity in the use of high quality assessment practices and data-informed curriculum planning.

<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen agreed instructional approaches to ensure best practice in all classrooms.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Challenge and stretch all students through differentiated and targeted teaching and learning.

pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Goal 2</b>	Maximise students' wellbeing.
<b>Target 2.1</b>	By 2028, maintain the percentage endorsement, based on 2024 results, in the following factors: <ul style="list-style-type: none"> <li>• Student voice and agency (69%)</li> <li>• Stimulated learning (86%)</li> <li>• Emotional awareness and regulation (72%).</li> </ul>
<b>Target 2.2</b>	By 2028, decrease the average days of unapproved absence from 3.3 days (2023) to 2.0 days or less.
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower all students in their agency, self-regulation and engagement in learning.
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a whole school, multi-tiered approach to wellbeing and inclusion.
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	