

2025 Annual Implementation Plan

for improving student outcomes

Antonio Park Primary School (4844)



Submitted for review by Carly Jones (School Principal) on 14 March, 2025 at 12:37 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 16 March, 2025 at 11:57 AM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise students' learning growth and achievement.	Yes	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%.	Reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. 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 20%.
		By 2028, improve the percentage of students in Year 5 making high benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Reading from xx% (2025) to xx% • Numeracy from xx% (2025) to xx%. (To be updated when data becomes available)	Improve the percentage of students in Year 5 making high benchmark growth in NAPLAN: Reading from xx% (2025) to xx% Numeracy from xx% (2025) to xx%.
		By 2028, increase the percentage positive endorsement on the following School Staff Survey factors: <ul style="list-style-type: none"> • Professional learning through peer observation from 33% (2024) to 80% • Believe peer feedback improves practice from 67% (2024) to 80% 	Increase the percentage positive endorsement on the following School Staff Survey factors: Professional learning through peer observation from 33% (2024) to 50% Believe peer feedback improves practice from 67% (2024) to 75% Seek feedback to

		<ul style="list-style-type: none"> Seek feedback to improve practice from 67% (2024) to at least 75%. 	improve practice from 67% (2024) to at least 72%.
Maximise students' wellbeing.	Yes	By 2028, maintain the percentage endorsement, based on 2024 results, in the following factors: <ul style="list-style-type: none"> Student voice and agency (69%) Stimulated learning (86%) Emotional awareness and regulation (72%). 	Maintain the percentage endorsement, based on 2024 results, in the following factors: Student voice and agency (69%) Stimulated learning (86%) Emotional awareness and regulation (72%).
		By 2028, decrease the average days of unapproved absence from 3.3 days (2023) to 2.0 days or less.	By 2028, decrease the average days of unapproved absence from 3.3 days (2023) to 3 days or less.

Goal 1	Maximise students' learning growth and achievement.
12-month target 1.1	Reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. 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 20%.
12-month target 1.2	Improve the percentage of students in Year 5 making high benchmark growth in NAPLAN: Reading from xx% (2025) to xx% Numeracy from xx% (2025) to xx%.
12-month target 1.3	Increase the percentage positive endorsement on the following School Staff Survey factors: Professional learning through peer observation from 33% (2024) to 50% Believe peer feedback improves practice from 67% (2024) to 75% Seek feedback to improve practice from 67% (2024) to at least 72%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Strengthen teacher capacity in the use of high quality assessment practices and data-informed curriculum planning.	No
KIS 1.b Leadership	Strengthen agreed instructional approaches to ensure best practice in all classrooms.	Yes
KIS 1.c Teaching and learning	Challenge and stretch all students through differentiated and targeted teaching and learning.	No
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.	The school will continue to strengthen teacher capacity, and embed all the great things in place. We will continue to utilise data informed practices during PLC to plan targeted teaching and learning programs. Increasing teacher confidence and capacity will enhance opportunities for challenge and stretch in learning programs. We will utilise whole school professional development and use collaborative planning sessions to strengthen our instructional approaches. Consistency in classrooms will support enhanced student learning outcomes.	
Goal 2	Maximise students' wellbeing.	
12-month target 2.1	Maintain the percentage endorsement, based on 2024 results, in the following factors: Student voice and agency (69%) Stimulated learning (86%) Emotional awareness and regulation (72%).	
12-month target 2.2	By 2028, decrease the average days of unapproved absence from 3.3 days (2023) to 3 days or less.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Empower all students in their agency, self-regulation and engagement in learning.	No

Engagement		
KIS 2.b Teaching and learning	Develop and embed a whole school, multi-tiered approach to wellbeing and inclusion.	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.	The school will implement the new DI initiative by developing a rigorous multi- tiered approach to inclusion and wellbeing. The school will effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise students' learning growth and achievement.
12-month target 1.1	<p>Reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>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 20%.</p>
12-month target 1.2	<p>Improve the percentage of students in Year 5 making high benchmark growth in NAPLAN:</p> <p>Reading from xx% (2025) to xx%</p> <p>Numeracy from xx% (2025) to xx%.</p>
12-month target 1.3	<p>Increase the percentage positive endorsement on the following School Staff Survey factors:</p> <p>Professional learning through peer observation from 33% (2024) to 50%</p> <p>Believe peer feedback improves practice from 67% (2024) to 75%</p> <p>Seek feedback to improve practice from 67% (2024) to at least 72%.</p>
KIS 1.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.
Actions	<p>Develop and document an evidence based, rigorous Reading program (3-6).</p> <p>Formalise Peer Observations as a critical tool for teacher capacity building and consistency of practice.</p>

Outcomes	<p>Leaders will support all teaching staff to develop curriculum specific units of work in Reading.</p> <p>Leaders will develop and document specific instructional expectations for the teaching of Reading, including the effective use of a variety of small group conferencing strategies.</p> <p>Leaders will develop protocols and expectations around Peer Observations.</p> <p>Teachers will have a stronger understanding of the curriculum and the learning needs of their students.</p> <p>Teachers will plan and implement an agreed instructional model, including the effective use of a variety of small group conferencing strategies, in Reading.</p> <p>Teachers will participate in Peer Observation cycles.</p> <p>Students will know how lessons are structured and how this supports their learning.</p> <p>Students will be supported at their point of need.</p>			
Success Indicators	<p>Whole school documentation of our approach to Reading.</p> <p>Level curriculum documentation will show detailed links to the curriculum and show evidence of differentiation.</p> <p>Improved data in teacher judgement in Reading - reduced number of students making less than expected growth</p> <p>Notes from learning walks and peer observations will show how staff are embedding our Instructional Model for Reading.</p> <p>Improved understanding and endorsement (staff opinion survey - increased from 33% positivity) of the role peer observations have in teacher capacity building.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Documenting processes and protocols around Peer Observations.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Review current practice in Reading and design Units of work, using a whole school strategy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Schedule and present whole school Professional Development in Reading.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<input checked="" type="checkbox"/> Other funding will be used
Prioritise time for Peer Observations as a means of improving individual practice and team consistency.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Additional support and attendance in PLC and planning meetings from senior and middle leadership to ensure consistency of practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Maximise students' wellbeing.			
12-month target 2.1	Maintain the percentage endorsement, based on 2024 results, in the following factors: Student voice and agency (69%) Stimulated learning (86%) Emotional awareness and regulation (72%).			
12-month target 2.2	By 2028, decrease the average days of unapproved absence from 3.3 days (2023) to 3 days or less.			
KIS 2.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.			
Actions	Formalise and document the schools multi-tiered approach to DI, welfare and wellbeing. Strengthen documentation and tracking tools for students who require additional adjustments or support in the classroom.			

Outcomes	Leaders will design and document the process and protocols around DIP reviews. Leaders will refine IEP expectations for students. Leaders will embed our Visible Wellbeing Program. Leaders will design Individual Wellbeing Plans which capture adjustments and support for students in need. Teachers will plan, implement and document adjustments in their classroom. Parents will report a reduction in unapproved absences. Students in need of targeted support or intervention, will be identified and supported.				
Success Indicators	Students gain funding through Disability Inclusion model. IEPs and IWPs will describe teaching strategies, adjustments and supports provided for students. School has clear processes and tracking for student absenteeism. Curriculum documentation will show our Visible Wellbeing Framework embedded in our program. Improved Resilience data on AtoSS (reduce negative response rate from 29%) Reduction in unapproved student absenteeism				
Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Review, redesign and document our IEP and IWP processes and expectations.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop and implement whole staff Professional Learning that supports staff to identify and meet students' individual wellbeing needs.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Hire Individual Pathways Coordinators to support students in need. Regularly meet with Individual Pathways teachers to track and analyse data to respond to student need.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Managed individual pathways coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$186,257.58 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Hire external counsellor to work with small groups of students in need.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$26,484.90
Introduce a wellbeing dog who will work with identified students in need. Funded ES staff. Lead the way program	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$55,124.52
Research and develop approach to identify and track student wellbeing needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$26,484.90	\$26,484.90	\$0.00
Disability Inclusion Tier 2 Funding	\$186,257.58	\$186,257.58	\$0.00
Schools Mental Health Fund and Menu	\$58,382.38	\$58,382.38	\$0.00
Total	\$271,124.86	\$271,124.86	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Hire Individual Pathways Coordinators to support students in need. Regularly meet with Individual Pathways teachers to track and analyse data to respond to student need.	\$186,257.58
Totals	\$186,257.58

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Hire Individual Pathways Coordinators to support students in need. Regularly meet with Individual Pathways teachers to	from: Term 1 to: Term 4	\$26,484.90	<input checked="" type="checkbox"/> School-based staffing

track and analyse data to respond to student need.			
Totals		\$26,484.90	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Hire Individual Pathways Coordinators to support students in need. Regularly meet with Individual Pathways teachers to track and analyse data to respond to student need.	from: Term 1 to: Term 4	\$186,257.58	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Classroom teacher <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend Profile meetings)
Totals		\$186,257.58	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Lead the way wellbeing dog program	\$58,382.38
Totals	\$58,382.38

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Lead the way wellbeing dog program	from: Term 2 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Lead the way wellbeing dog program	from: Term 2 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Lead the way wellbeing dog program	from: Term 2 to: Term 4	\$58,382.38	<input checked="" type="checkbox"/> Animal Therapists This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Totals		\$58,382.38	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Documenting processes and protocols around Peer Observations.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Schedule and present whole school Professional Development in Reading.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site