**SWAN HILL PRIMARY SCHOOL – 2023 AIP**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **STAFF WELLBEING** | **KIS LEARNING** | | **KIS WELLBEING** | |  | |
| To strengthen our culture and promote positive staff wellbeing.  School Staff Survey results to indicate the following levels of positive endorsement in areas:   * School Leadership to 90% (84% in 2022). * School Staff Safety & Wellbeing to 88% (82% in 2022). | **12-month Target**  Percentage of students in Year 1-6, to make at least one year VC Level of learning progress in the English Language Modes of Reading and Writing and the Mathematics Strands.  From a 2017, 2018, 2019 & 2022 average of:   * 82% of students at or above expected level of growth (Semester 2 to Semester 2 Teacher Judgements), to 90% in Reading. * 80% of students at or above expected level of growth (Semester 2 to Semester 2 Teacher Judgements), to 85% in Writing. * 78% of students at or above the expected level of growth (Semester 2 to Semester 2, Teacher Judgements), to 85% in Number and Algebra. | | **12-month Target**  The Student Attitudes to School Survey increase average percentage positive endorsement in the following areas:   * Managing bullying to at least 85 per cent (77% in 2022) * Not experiencing bullying to at least 70 per cent (56% in 2019, 82% in 2022) * Emotional Awareness and Regulation to at least 80% (73% in 2022) * Student Voice and Agency to at least 75% (68% in 2022) | |  | |
| **Actions:**   * Develop connection * Embed recovery * Celebrate progress | **Actions:**   * Develop the capacity of middle leaders to effectively implement and drive PLCs. * Build staff capability to use the curriculum to teach at students’ point of need. | | **Actions:**   * Further embed the School Wide Positive Behaviour Support (SWPBS) approach. * Build staff capacity to notice and respond to mental health concerns. | | |
| **Outcomes:**   * Staff participate in professional learning in relation to recovery. * Staff develop and action plan to support their wellbeing. * Leaders provide support structures to improve connection and progress. * Leaders role model and promote the importance of connection, recovery and progress. | **Outcomes:**   * Students provide feedback to teachers to inform planning. * Students participate in point of need learning tasks. * Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles. * Teachers select and employ elements of the instructional model to support students learning at point of need. * Leaders frequently review and refine PLC implementation practices in accordance with department guidelines. | | **Outcomes:**   * Staff and students will implement and model explicit SWPBS practices. * Students will be able to explain what positive mental health means and apply strategies to support themselves. * Teachers, leaders and the school community will share a common understanding of a whole school multi-tiered response to mental health. | | |
| **Success Indicators:**   * PDP document incorporates recovery goal. * Leadership AIP planner to provide evidence of scheduled one to one connection. * Leaders PDP documents incorporate recovery goals. * Designing the perfect work week survey results. | **Early Success Indicators:**   * Planning documentation and peer observations shows evidence of differentiation, adjustments and elements of the instructional model. * Inquiry cycles evident in PLC minutes. | **Late Success Indicators:**   * AtoSS: Stimulated learning to 85% (81% in 2022) * PLC Maturity Matrix evaluation to indicate growth from Evolving in area of ‘Structures and systems to support collaboration for improvement focus on strategic resource management’ to Embedding. | **Early Success Indicators:**   * Reduction in major/minor behavioural incidents, as recorded in Sentral. * Survey/written reflections from students regarding their understanding of what positive mental health means. | **Late Success Indicators:**   * A document developed outlining the whole school multi-tiered approach to mental health | |
| **Activities:**   * Organise activities to promote connection, catering for a diverse range of staff needs. * Plan Professional learning sessions about recovery. * Organise for staff to be released from duties for 1 to 1 connections as part of the PDP process in Terms 1 & 3. * Staff develop, review and refine their PDP document, including recovery goals. * Investigate ways to release teams on a Friday afternoon to engage in long lunches to strengthen connection. | **Activities:**   * Appoint a teacher to lead a forum for students to evaluate teaching and learning practices. * PLC leader to work with teams to refine inquiry cycles to drive teaching. * Staff participate in peer observations of PLCs and/or instructional model. * Develop professional learning schedule to prioritise time for PLC’s. * Organise opportunities for middle leaders to collaborate to effectively implement and drive PLCs. * Implement our co-developed learning goal process. * Schedule regular cross level opportunities to moderate student learning to strengthen staff understanding of the curriculum. * Disability Inclusion Leader to support staff to make adjustments for all students to access the curriculum. | | **Activities:**   * Collate and analyse student behaviour data to inform planning and response. * Staff team to development a document outlining the whole school multi-tiered approach to mental health. * Leaders support staff to respond to mental health concerns. * Students are engage in mental health lessons. * Staff team to engage in Professional Learning related to mental health. | | |