**SWAN HILL PRIMARY SCHOOL – 2023 AIP**

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| **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)
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| **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.
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| **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.
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| **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
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| **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.
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