**SWAN HILL PRIMARY SCHOOL – 2024 AIP (Version 18/12/2023)**

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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% (2022/2023 av 86%).
* School Staff Safety & Wellbeing to 90% (2022/2023 av. 86%).
 | **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 Number & AlgebraFrom a 2022-2023 average of:* 80% of students at or above expected level of growth (Semester 2 to Semester 2 Teacher Judgements), to 83% in Reading.
* 80% of students at or above expected level of growth (Semester 2 to Semester 2 Teacher Judgements), to 83% in Writing.
* 79% of students at or above the expected level of growth (Semester 2 to Semester 2, Teacher Judgements), to 80% 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 82 per cent (from 2022/2023 av. 78%)
* Not experiencing bullying to at least 90 per cent (from 56% in 2019, 2022/2023 av 87%)
* Emotional Awareness and Regulation to at least 80% (2022/2023 av. 78%)
* Student Voice and Agency to at least 80% (2022/2023 av. 74%).
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| **Actions:** * Develop connection
* Embed recovery
* Celebrate progress
 | **Actions:** * Build staff capability to use the curriculum to teach at students’ point of need.
* Increase staff understanding of student voice and agency in learning.
 | **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:*** Leaders and teachers consistently use of the Improvement Cycle to collaboratively implement PLC inquiry cycles.
* Teachers select and employ elements of the instructional model to support student learning.
* Teachers experience increased consistency in teacher judgements.
* Students provide feedback to teachers to inform planning of learning tasks and experiences.
 | **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.
* Consistent approach to implementation of Inquiry cycles evident in PLC minutes.
 | **Late Success Indicators:*** AtoSS: Stimulated learning to 88% (2022/2023 av 84%)
 | **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:*** The response to mental health document implemented.
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| **Activities:*** Organise activities to promote connection, catering for a diverse range of staff needs.
* Plan Professional learning sessions about recovery and how to identify signs of stress.
* 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.
* Include staff wellbeing goal update on PLC, Specialist & ES Team meeting agendas.
* Investigate ways to accommodate ideas about developing the perfect work week/flexible work options.
 | **Activities:*** Provide professional learning to staff in relation to student voice and agency.
* 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.
* Refine co-developed learning goal process, consulting school community and keeping everyone well-informed.
* Continue to schedule regular cross level opportunities to moderate student learning to strengthen staff understanding of the curriculum.

  | **Activities:*** Collate and analyse student behaviour data to inform planning and response.
* Staff team to implement whole school multi-tiered approach to mental health using one page document developed in 2023 as a guide.
* Train a leader in accordance with the requirements of the mental health in Primary Schools initiative.
* Staff team to engage in Professional Learning related to mental health and student wellbeing.
* SWPBS Team to lead the development of a student friendly behaviour flow chart.
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