**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 & Algebra  From 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%). | |  | |
| **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. | | |
| **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. | | |
| **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. | |
| **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. | | |