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**Murrabit Group School**

**2023 AIP Summary**

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| **2023**  **Priorities Goal** | In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | *12 mth targets*  Focus on student wellbeing to achieve the following:  The AToSS to reflect the following percentage of positive responses:  Student opinion and motivation and interest to reach 94%  Student and parent agency and voice to achieve 90%  Promote student ownership of learning goals to achieve 70%  Collaborate to improve curriculum to reach 50%  Monitor effectiveness using data to reach 50%  Student learning (teacher judgment - semester 1 2022 to semester 1 2023 ) - increase the percentage of Year 1 to Year 6 students achieving above expected growth in:  Number and Algebra from 21% (2019/2020) maintain 30% (2022/23). | |
| **Curriculum, Planning & Assessment**  **KIS 1.a**  **Learning – Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.** | **Actions** | **Activities & Milestones** | | **Success Indicators** |
| Develop teacher knowledge and capacity to analyze and use data and evidence to inform planning and implementing effective practices in math.  Leverage systems and structures to enable collaboration as a whole school and reflection on student outcomes. | * Visit PLC link schools and partake in a learning walk to look at instructional models in multiage and ability classrooms. * Develop a consistent approach to teaching numeracy across the school. * Provide professional learning to staff around targeting student needs through varied assessment and recording data to cross check.   (PAT Math, Essential Assessment, SPA, Top 10))   * To develop an understanding as a whole staff of the PLC process * Build and revise math resources, anchor charts, vocab walls, reflecting consistent math language across the school | | * Engage with PLC facilitator to unpack the Numeracy Guide and Math Tool Kit * PLC agenda * Majority of staff using shared collaboration platform- Google Drive * Agreed Instructional model developed. * Evidence of staff inputting data and moderating assessments using the assessment schedule * All staff participating in collaborative conversations and professional development. * All students experience 12mth growth in numeracy. * Students will co-design their learning goals and reflect on these regularly. * Parent awareness through information evenings, communications in the newsletter and family math fun nights. |
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| **Health & Wellbeing**  **KIS 1.b**  **Wellbeing – Effectively mobilise available resources to support students’ wellbeing and mental health, especially the most vulnerable.** | Strengthen the whole school approach to support students' attendance, students, staff, and family’s wellbeing and mental health by:  - establishing a multi-tiered response model to support students' attendance, mental health, and wellbeing.  - embedding Respectful Relationships across the school.  - building staff capability in social and emotional learning.  - utilising the internal care pathway for identified students in a timely manner. | * Implementation of partnership programs, developing Respectful Relationships including staff professional development and the delivery of wellbeing lessons as a whole school approach and additional staffing. * Celebrate achievements, connections and success through assemblies, community days, inquiry learning, events, and promotion. Unpacking and recognising school values. * Wellbeing/Respectful Relationships coordinator to work with students and staff, developing IEPs and setting up regular meetings, developing school-based surveys and analysing the data, co-ordinating 1:1 or small group catch ups and wellbeing activities. * Inspire students through engaging curricula, inquiry learning, incursions, and excursions such as STOMP and Circus skills | | * Success indicators around strengthening the whole school approach to support students' attendance, wellbeing and mental health will include: * - Teacher judgements around the Victorian Curriculum: Personal and Social Capability and the schools Social Development and Commitment to Learning Assessment in the end of Semester Reports. * - Attitude to School Survey results in the areas of ‘School connectedness’, 'Resilience', 'Self-Regulation', 'Emotional Awareness', 'Psychological Distress' and ‘Managing bullying’. * - Parent Opinion Survey results in the areas of ‘School connectedness’ and ‘Managing bullying’. * - Improved student attendance data overall and for targeted students Staff cultural agreement plan. * -Adhering to 'above the belt behaviours' staff cultural agreement, as a whole staff. * -90% or more of students and parents respond positively to the SSS and POS. * -Internal school-based weekly student check in survey and reflection. * -Strengthening connections to external well-being supports as needed, engaging services experts as required, communicating to the wider community * -Students and teachers refer to the class pledges, use school value language * -Visual whole school RR and Pledges- Wellbeing Structure to be evident within each classroom * -Teaching and celebrating two school values each term at assembly. * -Embedding Respectful Relationships as a whole school. |
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