**2020 AIP SUMMARY**

#### STRATETGIC PLAN GOAL #1: To accelerate the learning growth of every Wangaratta West student in English, Mathematics and Science

**AIP TARGETS**

NUMERACY: 2020 NAPLAN results to show less than 25% low growth and more than 25% high growth

GRAMMAR & PUNCTUATION: 2020 NAPLAN results to show less than 35% low growth and more than 18% high growth

**INTENDED OUTCOMES**

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| **STUDENTS WILL…** | **TEACHERS WILL…** | **LEADERS WILL…** |
| - Co-construct Learning Intentions, Success Criteria and individual learning goals.  - Develop improved skills and knowledge in the areas of Literacy (focus on Grammar and Punctuation) and Numeracy, relevant to their individual learning needs.  - Monitor learning growth and set goals using feedback from home and school.  - Articulate what they are learning and why, how they are going and how they can improve. | - Deconstruct learning intentions and co-construct success criteria with students.  - Have improved knowledge of the HITS and visibility of HITS within their practice.  - Actively participate in weekly PLCs to reflect on individual student data and create individual student goals that will inform and direct their teaching.  - Use a case management approach during the PLC inquiry cycle process  - Work together to co-construct and continually refer to Data Walls to enhance their understanding of student learning needs.  - Enhance their capacity in relation to the PLC process and methodology to a level where they can facilitate a PLC inquiry cycle.  - Critically reflect on their own teaching practice utilising formalised reflection tools (Learning Walks and Talks, Peer Observations, PLC critical reflection of data)  - Have a deeper knowledge of assessment tools such as Essential Assessment and PAT. | - Have an increased knowledge of student learning, classroom procedures and practices through participation in Learning Walks and Talks.  - Develop improved skills and knowledge through participation in Professional Learning opportunities from Department, Network and Region  - Scaffold teachers' ongoing professional development through the monitoring of Professional Development Plans and provision of ongoing feedback on performance.  - Appoint PLC Unit Leaders to build staff capacity and build the PLC sustainability  - Appoint mentors to all graduate and new staff |

**SUCCESS INDICATORS**

- Staff Opinion Survey data to show **Knowledge of**, and **Use of HITS** at more than 85% (2019- 85%)

- Staff Opinion Survey to show a positive response rate of 75% to "understand how to analyse data" (up from 72.5% in 2019)

- Participation in high quality discussions during/following Learning Walks and Talks with all teachers completing an average of 8 Learning Walks and Talks (2 per term)

- Demonstrated clear understanding of 'Faces on Data' for each teacher’s direct cohort, in particular equity-funded students.

#### STRATETGIC PLAN GOAL #2:

#### To develop resilient students who display behaviours and attitudes that reflect the (new) school values

#### AIP TARGETS:

2020 Student Attitude to School Survey to show:

* School Safety - Managing Bullying: 85% positive overall (2019- 82%)
* Effective Classroom Behaviour: 85% positive overall (2019 - 85%)
* Resilience: 88% positive overall (2019 - 87%)

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| **STUDENTS WILL…** | **TEACHERS WILL…** | **LEADERS WILL…** |
| - Use a range of strategies that demonstrate improved resilience  - Understand how resilience affects their wellbeing  - Articulate what they are learning & why, how they are going and how they can improve  -Model and articulate the expected behaviours | - Demonstrate a greater understanding of how to promote resilience in students and how this directly links with the Victorian Curriculum  - Consistently use the vocabulary of the vision, values and Behaviour Matrix in their conversations with students (particularly in respect to responding to positive or negative behaviours).  - Model the vision and values of the school.  - Be able to articulate an understanding of the Victorian Curriculum areas of Development of Resilience and Recognition and Expression of Emotions.  - Recognise the demonstration of school values by students through references to the Positive Behaviour Matrix and values wristbands. | - Embed the vision and values vocabulary and understanding within the broader school community.  - Model the vision and values of the school in day-to-day interactions  - Support the implementation of the resilience curriculum in all classrooms via strategic resource management |

**SUCCESS INDICATORS**

- Parent Opinion Survey data to demonstrate:

1. Managing Bullying - 90% (2019 - 92%)
2. Not Experiencing Bullying - 65% (2019 - 63%)
3. Confidence and Resiliency skills - 95% or above (2019 - 95%)

* School Level data to show:

1. Reduction in student suspensions [less than 20 external suspensions - total from 2019]
2. Increase in implementation fidelity of SPWBS

- TFI to show 85% (2020) from 83% (2019)

- SAS (school wide settings) to show 70% (2020) from 68% (2019)

- Weekly timetabled Resilience and Vision/Values lessons following the Whole School Instruction model and evidence of use of the 'I Can' statements.