



2024 BSW AIP

Key Improvement Strategy 1

LEARNING

Support both those who need extra support and those who have thrived to continue to extend their learning

Building capability in assessment, differentiation and evidence based teaching practices



Emma
Jacqui
Anya
Carly
Jade

Pedagogy
PLC
Assessment
Curriculum
Data analysis



Key Improvement Strategy 2

WELL BEING

Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Supporting wellbeing and mental health

Emma
Caroline
Wellbeing Team
SWPBS
MHT



SEL
MHIPs
SWPBS
DSSI
MHT



If we build the capability of all staff to learn about and use collaborative high quality teaching and learning practices then students will be engaged in learning experiences targeted at their point of need and learning outcomes will improve.

Teachers Will...

Key Improvement Strategy 1

LEARNING

Consistently take anecdotal notes from reading groups/conferring linked to the students' individual/group learning goal

Bring data for PLC planning based on the planning schedule

Engage in reflective practice, evaluate and plan curriculum, assessments and lessons through their PLCs

Use Learning Walk data to improve practice through the Improvement Cycle

Facilitate focused and productive independent reading time where students practice reading goals in their chosen texts and have time to apply strategies taught in the minilesson when reading independently.

Use reading conferences to provide individualised feedback and scaffolding, and to support students to reflect on their progress, set and monitor their reading goals.

Participate in coaching cycles to improve practice

Key Improvement Strategy 2

WELL BEING

Follow the referral process

Plan, prepare and deliver weekly RRRR lessons as per the SEL scope and sequence

Participate in readings and professional learning to build teachers' mental health literacy

Complete the data collection termly for the mental health continuum to track changes in students

Collect, analyse and respond to the Mental Health and Wellbeing Data to increase students' protective factors

Explicitly teach school-wide expected behaviours

Understand and support the SWPBS philosophy

Understand and follow the protocols for recording student behaviour concerns on Compass

Use agreed practices and consistent language to reinforce positive behaviours and discourage inappropriate behaviours

Learning Specialists Will...

Key Improvement Strategy 1

LEARNING

Model evidence-based teaching practices in literacy

Use, model and promote the use of data analysis and evidence to pinpoint learner need

Ensure the processes related to assessment are modelled, understood and encouraged

Facilitate Learning walks with staff using the FISO improvement cycle

Plan for and deliver learning experiences for staff around the HITS and formative assessment in reading

Coach staff across the school using the BSWPS coaching cycle

Support and mentor staff across the school as required

Key Improvement Strategy 2

WELL BEING

Observe the implementation of SWPBS within lessons

Model SWPBS through teaching and learning

Leading Teacher Will...

Key Improvement Strategy 1

LEARNING

Monitor effectiveness of PLC planning by actively observing classroom practice

Ensure the processes related to assessment are known, understood, followed and reviewed

Identify students across the school in need of targeted academic support as per TLI guidelines and students for extension and enrichment

Facilitate Learning walks with staff using the FISO improvement cycle

Ensure the data is used, reviewed and reflective of learners' needs

Model goal setting and feedback in literacy

Key Improvement Strategy 2

WELL BEING

Support the fortnightly student case-presentation process

Implement SWPBS with fidelity as part of the SWPBS team

Education Support Staff Will...

Key Improvement Strategy 1

LEARNING

Support students
and programs
across the school

Attend Professional
Learning as
required

Key Improvement Strategy 2

WELL BEING

Attend professional learning as
required

Understand and support the SWPBS
philosophy

Understand and follow the
protocols for recording student
behaviour concerns on Compass

Use agreed practices and
consistent language to reinforce
positive behaviours and discourage
inappropriate behaviours

Consult with teaching
staff/leadership around student
learning goals and strategies as per
Behaviour Support Plans (BSP)

Principal Class

Will...

Key Improvement Strategy 1

LEARNING

Attend PLC meetings regularly as co-learners to monitor progress against the AIP

Observe classroom practice to monitor progress against the AIP

Review documentation to monitor progress against the AIP

Ensure all staff are aware of the actions and targets of the AIP

Monitor the learning walk process for 2024 as a continuation from 2023

Engage in informal walk-throughs

Ensure the Professional Learning Schedule allows for multiple exposures and sequential learning relating to the AIP

Identify up to 50 students across the school, in need of targeted academic support or intervention and students that need enrichment/ / extension and discuss needs as part of SIT meetings

Key Improvement Strategy 2

WELL BEING

Support the continuous development, documentation and revision of a multi-tiered system of support model to support students' wellbeing and behaviour

Be able to recognise, respond to and refer students or teachers to mental health agencies

Ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision.

Monitor and analyse behaviour referral data

Provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS

Students Will...

Key Improvement Strategy 1

LEARNING

Know the intent of the lesson, understand what success looks like, and reflect on their learning experience

Work productively and understand their role and the teacher's role at each phase of the Reading workshop

Know their individual goals and strategies to work towards them

Provide regular feedback to teachers through conferring about their learning

Be able to reflect on their own learning and individual goals

Collaboratively construct their next learning goal

Key Improvement Strategy 2

WELL BEING

Be able to explain what positive mental health means and where they can seek support at school

Be able to identify a teacher/adult in school who they can seek support from

Articulate the school-wide expected behaviours and major and minor behaviours, including the weekly focus

Identify expected behaviours in different settings

Be part of the SWPBS team

Mental Health and Wellbeing Leader Will...

Key Improvement Strategy 2

WELL BEING

Engage with the Community of Practice to develop skills and understandings around supporting the different mental health and wellbeing needs of students, to continuously improve our multi-tiered approach.

Lead and coordinate the implementation of RRRR and SWPBS as part of our Tier 1 supports

Observe the implementation of SWPBS within lessons

**Lead the Wellbeing team to implement SWPBS with fidelity
Evaluate student mental health and wellbeing data to ensure the necessary supports are put in place as needed**

Lead our Mental Health Team student leadership group to provide extra support for students in the school, and to conduct student surveys

Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for