

**Kilberry Valley Primary
School
AIP 2024**

2024 Priorities Goal

In 2024 we will continue to focus on student learning- with an increased focus on numeracy- and student wellbeing through the 2024 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

KIS 1

Learning – Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in maths.

KIS 2

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

Learning

KIS 1-

Learning – Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in maths.

Targets-

- By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum levels as being at or above age expected level will, be based upon a four-year rolling average in each school year increase in reading from 79% in 2019 to 87% in 2024. (SSP)
- By 2024 the percentage of year prep-6 students assessed against Victorian Curriculum levels as being above age expected level will, based upon a four-year rolling average in each school year increase in number and algebra from 13% in 2019 to 20% in 2024. (SSP)
- By 2024 the Effective Teaching Domain, stimulated learning factor will increase from 75% in 2019 to 80% in 2024. (SSP)
- To increase the proportion of students in the ‘strong and exceeding’ proficiency levels from 71% to 80% for reading (yr. 5). NAPLAN
- To increase the proportion of students in the ‘strong and exceeding’ proficiency levels from 44% to 57% for numeracy (yr. 5). NAPLAN
- To increase Collective Efficacy (SSS) from 66% in 2023 to 69% in 2024.
- To increase Academic Emphasis (SSS) from 50% in 2023 to 57% in 2024
- To increase Instructional Leadership (SSS) from 58% in 2023 to 62% in 2024.
- To increase PL to improve practice (SSS) from 55% in 2023 to 60% in 2024.
- To increase the use of high impact teaching strategies(SSS) from 72% in 2023 to 75% in 2024.

Learning

Actions-

1. To establish a consistent whole school instructional model that focuses on high impact teaching strategies leading to improved student outcomes.
2. To increase staff capacity of mathematics with a specific focus on improving number and algebra student outcomes.
3. To build effectiveness of PLCs, emphasising student learning and teacher practice.

Outcomes-

Action 1-

- Students will be familiar with the instructional model.
- Teachers explicitly teach content via the instructional model.
- Teachers new to the school will be provided targeted professional learning e.g., LLLL, reading conferences, etc.
- PLCs will use assessment data to inform planning sequences of lessons with clear alignment to the IM.
- Leaders will support teaching staff to build their understanding of the IM through clear processes of professional learning.

Action 2-

- Students in need of targeted number support will be identified and supported through TLI (3-6) and explicit teaching practices.
- Teachers identify student learning needs in mathematics based on summative and formative assessments.
- Teachers use student data to inform planning for student learning needs.
- Leaders will support staff familiarisation with the new Mathematics 2.0 Victorian Curriculum.
- Leaders will support staff to build assessment and teaching practices in number through clear processes and professional learning

Action 3-

- Students will be provided targeted teaching through explicit teaching practices and TLI.
- Teachers use student data to identify a problem of practice for each PLC cycle.
- Leaders will support PLCs to work on cycles of inquiry with a focussed student goal and teacher goal.
- Leaders will support teams to continue to build their data literacy skills through professional learning.
- PLCs will support teachers to celebrate their success, whilst formalising opportunities to collaborate and share professional learning within and across teams.

Wellbeing

KIS 2 –

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

Targets-

- By the end of 2024, the social engagement domain, student voice and agency factor will increase from 64% in 2019 to 68% by 2024. (SSP)
- By the end of 2024, the teacher student relations domain, teacher concern factor will increase from 71% in 2019 to 75% by 2024. (SSP)
- By the end of 2024, the learning characteristics and disposition domain, sense of confidence will increase from 81% in 2019 to 85% by 2024.
- By 2024, the percentage of 20+ days of absence for F-6 students will decrease from 38 per cent in 2019 to at or below 32 per cent by 2024. (SSP)
- To increase managing bullying this year from 71% in 2023 to 75% in 2024.
- To decrease the number of students with unexplained absences from 44% in 2023 to 20% in 2024.

Wellbeing

Actions-

1. To implement SWPBS with a focus on whole school bullying prevention and tiered systems of support.
2. To develop a consistent whole school process to address student absences.
3. To implement DI profiles with a focus on Prep and build staff capacity of Individual Education Plans.

Outcomes-

Action 1

- Wellbeing Leaders will use the Student check in tool to provide appropriate support to students
- Wellbeing leaders will use Compass pulse to identify trends and intervene proactively
- Teachers will use agreed practices and consistent language to support behaviour including Stop, Walk and Talk
- Teachers will have increased confidence in managing bullying (process) – Minor and Major flowchart
- Students will have a reduction in major behaviours

Action 2

- Students will have a decrease in the number of 20+ absences.
- Students will have a decrease in the number of unexplained absences
- Teachers will have a consistent process to follow up absences.
- Teachers will have consistent absent codes to use for absences.

Action 3

- Leading Teacher for Disability Inclusion and teachers will complete DI profiles for the Prep students with evidence and adjustments
- Leading Teacher for Disability Inclusion will support teachers in leading Student Support Group meetings
- Teachers will develop and implement Individual Education Plans
- Students will have SMART goals in Individual Education Plans