2024 AIP Outcomes

Strategic Plan Goal	Maximise Learning Growth for all Students
AIP Goal	To enhance the capacity of teachers to utilise assessment data and plan for differentiated learning

Students	Teachers	Leaders
Will receive instruction at their point of need	Will use data to inform planning that is responsive to student point of need	Will provide opportunities for staff to develop and implement data literacy skills
Will understand the intention (LI) of their learning and the link to their world	Will develop LI that are specific to the purpose of learning (slowing down and going deeper)	Will provide opportunities for staff to collaborate around purposeful learning experiences for students
Will know where they are at in their learning and how to progress (PC)	Will understand the progression of learning and make this transparent for students (PC)	Will build capacity of teachers to plan using learning progressions and develop LI & PC
Activities		
- Feel that they can make progress in their learning - See mistakes as an important part of the learning process - Receive instruction that is accessible to all learning levels - Receive instruction that is sequenced and responsive to their needs - Develop a vocabulary to reflect on their learning according to progress criteria - Understand what they are learning and why it is important/ relevant - Understand what they need to do next to make progress in their learning - Receive feedback that is specific, timely, relevant and that moves them forward in their learning - Experience a range of instructional strategies including individual and collaborative learning opportunities - Use a range of resources within the classroom to support their learning	- Believe that every student can make progress in their learning - Build a safe learning environment that values mistake making - Provide time within Instructional Models to reflect on learning progress - Use a consistent vocabulary to explain learning - Come prepared to collaborative planning sessions (resources and data) - Moderate assessment data - Use the collaborative planning protocols to ensure that data informs planning for multiple entry points - Plan for scaffolds that enable and extend student thinking - Communicate with specialist intervention teachers to support planning at point of need - Collect timely and relevant data - Design authentic, fit for purpose assessments to reflect unit goals, learning intentions and progress criteria	- Build middle leader capacity to facilitate collaborative planning sessions - Attend collaborative planning and PLC sessions - Collaborate around assessment that is relevant and viable - Prioritise learning walks and talks and follow up feedback and support - Model and coach teachers to improve practice - Ensure data is accessible to staff (NAPLAN, Cohort Growth Data etc) - Facilitate opportunities to moderate assessment - Provide PL opportunities to build understanding of progression of learning - Seek feedback from staff and be responsive to staff needs – point of need PL - Challenge and support each other to build practice excellence - Draw on current research and use an inquiry process to drive improvement

• Have choice and agency in their learning	• Develop student capacity to collaborate • Provide relevant and purposeful learning experiences to engage students • Provide learning experiences that allow for choice and agency • Are flexible within the Scope and Sequence and Instructional Models to ensure students connect new and existing knowledge • Use the PLC inquiry process to analyse data, evaluate impact and improve practice	• Analyse student achievement data to set goals and improve practice

2024 AIP Outcomes - Wellbeing

Strategic Plan Goal	Maximise the Wellbeing of all Students
AIP Goal	To enhance staff capacity to support complex social, emotional and wellbeing needs

Students	Teachers	Leaders
Understand, articulate and follow the Melrose Way (Rights & Responsibilities, Inside & Outside Rules, Staged Response to Behaviour in Class)	Develop collective efficacy to support/manage students with complex additional needs	Build staff capacity to create and maintain a positive climate for learning
Feel valued, connected and supported in a learning environment that is inclusive and supports student wellbeing	Implement and model the High Impact Wellbeing Strategies	Facilitate PL that promotes the implementation of the High Impact Wellbeing Strategies
Receive explicit and implicit learning about social and emotional skills through the Melrose Emotional Intelligence Program	Use the Melrose Behaviour Education approach to support student social and emotional learning, wellbeing and academic progress	Provide PL in using the Melrose Behaviour Education approach

Activities		
- Accept diversity and be respectful in their interactions with all members of the Melrose Community - Develop positive relationships with peers - Use a Ready to Learn Plan to support self-regulation and positive coping skills - Use EQ language, and be exposed to EQ language in all facets of school - Improve resilience within classroom and capacity to work through challenges - Not using labels (disability, ASD, Trauma) as a passport to harm others - Will take risks in their learning/ make mistakes (participate to progress) - Reflect on own behaviour and set goals for improvement	- Build positive relationships with their students - Establish clear and consistent classroom expectations and consequences (complimentary to reasonable adjustments) - Provide opportunities for students to connect with peers and for collaborative learning - Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others - Have a good understanding of their students' needs and interests - Help students to identify and use positive coping strategies including self-regulation and help seeking - Relate EQ Language into learning engagement - Play EQ Games (and use language in them)	- Provide a safe space for students to develop connections with their peers - Provide opportunities for staff to revise and have ownership of Melrose Rules, Rights and Responsibilities (using the Tiers of Intervention) - Ensure that a school wide approach to behaviour education is clearly communicated with the Melrose community - Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others - Coach staff around positive climate for learning and Wellbeing HITS - Use proportionate and non-punitive responses when expectations are not met.

	- Teach and understand the non-negotiables (know what these are) actively engage in PL - Teach EQ at point of need (not just sticking to scope and sequence) - Teach Growth Mindset (in all subject areas, create a culture of this language) - Support Students to repair harm and reflect on behaviour using restorative practices	- Provide PL around using language throughout school and during EQ games - Support staff to use EQ to support Climate for Learning - Improve visibility of EQ in Newsletter and social media to improve EQ understanding and value - Additional Modelling and mentoring to new staff, students and parents