

# Echuca Twin Rivers Primary School: 2025 AIP

## Key Improvement Strategy 1a



Define & strengthen organisational structures, roles and processes.

### Actions

- align schoolwide priorities to create a united vision & clear direction for professional learning
- establish & communicate clear processes for learning & wellbeing approaches

### Activities

- share AIP with all staff
- regularly seek staff input on progress
- Leadership PL: Collaborative Complex Problem Solving
- attend Area & Network Principal meetings
- review & document AIP planning process
- engage with EIL to build collective leadership capability
- regular SIT discussion on AIP progress & impacts
- establish meeting schedules that clearly define PL focus
- continue to develop & refine collaborative practices in teams
- review & implement sustainable PL and monitoring practices

### Success Indicators

#### Teachers will:

- follow clearly defined organisational processes & practices
- demonstrate agreed norms & effective collaboration in planning & meetings
- share feedback & concerns with appropriate SIT members

#### Middle leaders will:

- use the improvement cycle to drive their planning & actions
- provide modelling & feedback at point of need

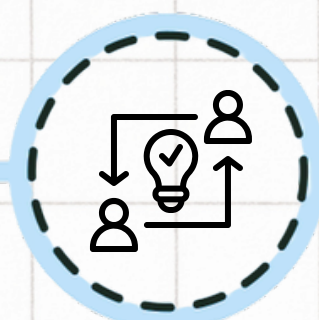
#### School leaders will:

- prioritise the sharing & development of leadership practice
- provide opportunities for feedback staff voice in the direction of the school

**Goal 1:** maximise learning growth for every student in literacy and numeracy

**Goal 2:** improve student engagement and wellbeing

## Key Improvement Strategy 1b



Build capability to lead, consistently implement & embed agreed teaching & learning practices.

### Actions

- Build collective capacity to develop, implement & monitor a guaranteed and viable curriculum
- Deepen knowledge of evidence-based teaching & learning practices.

### Activities

- support & monitor implementation of Initialit (F-2)
- facilitate a Curriculum Day focussed on 2.0 curriculum
- develop whole-school English 2.0 scope & sequence
- monitor implementation of Maths 2.0 scope & sequence
- continue to develop English and Maths unit plans
- explore available sample units: Indigenous Perspectives
- complete PL series on 6 + 1 Traits of writing
- build SIT understanding of VTLM 2.0 elements of learning & teaching
- employ extra Education Support Staff & Classroom Teacher

### Success Indicators

#### Students will:

- explain connections between prior knowledge & new learning
- refer to the LI and SC to talk about their learning and progress

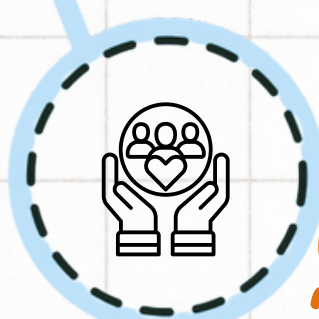
#### Teachers will:

- use the 2.0 scope & sequence & unit planners to chunk & sequence learning
- implement the instructional model & aligned teaching practices

#### Leaders will:

- provide modelling, observation and feedback opportunities in classrooms
- support teachers to develop & use curriculum documentation & resources in collaborative planning & PLCs

## Key Improvement Strategy 2a



Strengthen, clarify & embed wellbeing practices & processes.

### Actions

- Strengthen implementation & documentation of current wellbeing practices.
- Build staff capability to analyse & use wellbeing data to inform tiered interventions

### Activities

- review & monitor Berry Street systems & procedures (BSEM, SWPBS)
- support & monitor implementation of RRRR curriculum
- create an 'even year' wellbeing scope & sequence
- conduct PL for ES staff on implementing SEL groups
- purchase equipment to support implementation of SEL skills
- audit planning documents to support & monitor inclusion of SEL groups
- lead regular whole staff inquiries into wellbeing data
- complete PBS Tier 2 Intervention training
- conduct learning walks focused on Tier 2 wellbeing supports
- employ: MHWL, Prim. Welfare Officer, extra ES staff (DI/Wellbeing), Allied Health O.T

### Success Indicators

#### Students will:

- use social & emotional strategies with increasing independence in the classroom & the yard
- show increased attention & participation in the classroom

#### Teachers will:

- use wellbeing scope & sequence to support planning & practice
- implement agreed whole school programs & approaches to wellbeing

#### Education Support staff will:

- run SEL groups

#### Leaders will:

- provide opportunities and time to unpack school wide wellbeing data to inform future directions and PL priorities
- support teachers in the planning of wellbeing interventions and supports