



2025 AIP



In 2025 there is a commitment from the LPS Community to work together to achieve what has been agreed to in the 2025 AIP. In doing this we have supported the implementation of the 2023-27 SSP.	
Goal	To optimise the growth for every student in literacy and numeracy.
KIS Leadership Assessment Teaching and Learning Engagement	<p>Enhance the culture of professional learning and collaboration.</p> <p>Embed the whole school instructional model to strengthen pedagogical practices in literacy and numeracy.</p> <p>Build on staff expertise and proficiency in using evidence to prioritise and align actions in classrooms and across the school.</p>
Actions	<div><div><input type="checkbox"/> Reconnect all staff to the focus of the School Strategic Plan, 2023-24 inclusive.</div><div><input type="checkbox"/> Prioritise the use of the LPS Instructional Model to support Literacy and Numeracy planning, teaching and classroom practices for all teams.</div><div><input type="checkbox"/> Continue the research commenced in the teaching of writing in 2024 and implement the writing investigation findings.</div><div><input type="checkbox"/> Investigate and compare effective approaches to teach Numeracy.</div><div><input type="checkbox"/> Further unpack Victorian Curriculum 2.0 to support planning and assessment practices including rubric development.</div><div><input type="checkbox"/> Continue Tier 2 Intervention (small group) program & prioritise the use of relevant data to determine student learning needs, structure sequential learning plans & monitor growth.</div><div><input type="checkbox"/> Promote and embed high-quality teaching & learning practices through Learning Walks, Peer Observations & various coaching methods.</div><div><input type="checkbox"/> Continue the implementation of the ongoing reporting process.</div><div><input type="checkbox"/> Investigate and implement the 6 Elements Explicit Teaching as part of the Instructional Model.</div></div>
Outcomes Measurements will include – NAPLAN, EOI, PAT, Dibels, CARS and STARS, Teacher Judgement, PLC Maturity Matrix, Learning Walks - outcomes, Staff Survey	<div><div>Students at all year levels will:<div><div><input type="checkbox"/> Have Reading, Writing and Maths learning goals, developed during learning conferences using rubrics and Success Criteria.</div><div><input type="checkbox"/> Have strength-based IEPs (linked to Learning Goals) if formally required – inc Students with Disabilities, EAL, OHC, Koorie & for learning outcomes i.e. Intervention and high ability.</div><div><input type="checkbox"/> Understand the Instructional Model used in their classrooms, to support their learning in Literacy and Numeracy.</div></div></div><div><div>Education Support staff will:<div><div><input type="checkbox"/> Use data, in collaboration with the teacher, to inform their practice relative to student IEP goals.</div><div><input type="checkbox"/> Where required, participate in Student Support Group meetings including transitional SSG meetings.</div><div><input type="checkbox"/> Support students achieving their learning goals and record evidence of their achievement / progress using agreed proformas.</div><div><input type="checkbox"/> Participate in Professional Learning during ES Meeting times and whole school Professional Development.</div><div><input type="checkbox"/> Participate in Coaching, Peer Observations and Learning Walks, supported by an agreed framework and feedback model.</div></div></div><div><div>Teachers will:<div><div><input type="checkbox"/> Collaboratively plan using the 2.0 curriculum, and the LPS Instructional Model.</div><div><input type="checkbox"/> Collaboratively collect and use student data to inform teaching and learning program/s.</div><div><input type="checkbox"/> Investigate and implement the 6 Elements of Explicit Teaching as part of the LPS Instructional Model.</div><div><input type="checkbox"/> Investigate an evidence-based approach to Numeracy.</div><div><input type="checkbox"/> Develop, implement, communicate and review IEPs for identified students each term, with support from Education Support staff, to support student learning.</div><div><input type="checkbox"/> Continue to participate in PLC Inquiries, further develop data literacy, and celebrate the outcomes across teams.</div><div><input type="checkbox"/> Participate in Professional Learning to improve practice and positively impact student learning growth outcomes.</div><div><input type="checkbox"/> Participate in Coaching, Peer Observations and Learning Walks, supported by an agreed framework and feedback model.</div><div><input type="checkbox"/> Contribute to the agreed student reporting process.</div><div><input type="checkbox"/> Continue to engage in the collective focus on formative assessment practices, tracking and understanding of data.</div></div></div><div><div>School Leaders will:<div><div><input type="checkbox"/> Reconnect all staff to the focus of the School Strategic Plan, 2023-24 inclusive.</div><div><input type="checkbox"/> Provide Professional Learning for all staff to support their understanding of the Instructional Model (including 6 Elements of Explicit Teaching) and HITS.</div><div><input type="checkbox"/> Support PLCs to develop data literacies and professional practice.</div><div><input type="checkbox"/> Support and scaffold the use of the scope and sequence documents to plan sequential learning programs.</div><div><input type="checkbox"/> Support staff in their understanding, identification and support of our students deemed ‘at risk’.</div><div><input type="checkbox"/> Provide coaching for PLC leaders and teams to strengthen PLC practices across the school.</div><div><input type="checkbox"/> Embed Learning Walk and Peer Observation practices throughout the school.</div><div><input type="checkbox"/> Engage staff in investigations of evidence-based innovative practices in Numeracy.</div><div><input type="checkbox"/> Provide new and returning staff with relevant induction programs and ongoing support as required.</div><div><input type="checkbox"/> Provide coaching to staff based on the focus of the school’s AIP.</div><div><input type="checkbox"/> Investigate the implementation to the Multi-Tiers System of Support (MTSS) for decision-making to support students at LPS.</div><div><input type="checkbox"/> Continue to build the LPS Instructional Playbook in line with the VTLM 2.0.</div></div></div></div></div></div></div>



Goal	To strengthen student wellbeing outcomes
KIS - Leadership, Teaching and Learning, Assessment, Engagement, Support & Resources	Implement and embed a whole school approach to School Wide Positive Behaviour Supports (SWPBS). Embed student voice, choice and agency in learning and wellbeing.
Actions	<div><input type="checkbox"/> Continue the implementation of School Wide Positive Behaviour Strategies (Tier 1 and moving to Tier 2) to LPS.</div> <div><input type="checkbox"/> Introduce and use the new whole school reward system.</div> <div><input type="checkbox"/> Embed the Social and Emotional curriculum that incorporates current wellbeing frameworks including BSEM, RR and Zones of Regulation and updated Victorian Curriculum 2.0 outcomes.</div> <div><input type="checkbox"/> Use appropriate methods and strategies to foster a culture of positive wellbeing and behavioural expectations, derived from BSEM and SWPBS practices.</div> <div><input type="checkbox"/> Prioritise the process for entering Compass Chronicles, and the collection and interpretation of subsequent data</div>
Outcomes <div>Measurements will include – Attitude To School Survey, Attendance Data, Parent Opinion Survey, Compass</div> <div></div>	<div>Students at all year levels will:</div> <div><input type="checkbox"/> Learn, practice and demonstrate appropriate self-regulation strategies to support social, emotional and wellbeing outcomes and enhance learning.</div> <div><input type="checkbox"/> For students requiring additional support at Tier 2 and 3, Ready to Learn Plans will be created, implemented and regularly reviewed.</div> <div><input type="checkbox"/> Participate in weekly Social Emotional Learning lessons to support and positively influence individual and whole-school wellbeing outcomes.</div> <div><input type="checkbox"/> Understand and positively demonstrate the school Positive Behaviour Matrix and whole-school routines and expectations.</div> <div><input type="checkbox"/> Engage in the new whole school reward system, including a culture of feedback and positive reinforcement.</div> <div>Education Support Staff will:</div> <div><input type="checkbox"/> Actively participate in the continued SWPBS training, with further opportunities to be part of a selected SWPBS Team (Tier 2).</div> <div><input type="checkbox"/> Use effective strategies from professional learning to guide students in the classroom and in the yard.</div> <div><input type="checkbox"/> Use Compass to enter Chronicles relating to student behaviour and wellbeing.</div> <div><input type="checkbox"/> Support the implementation of and adhere to the Positive Behaviour Matrix.</div> <div><input type="checkbox"/> Support students to positively engage in all school activities.</div> <div><input type="checkbox"/> Support the introduction of the new whole school Reward system, including a culture of feedback and positive reinforcement</div> <div>Teachers will:</div> <div><input type="checkbox"/> Actively participate in the SWPBS training, with further opportunities to be part of a selected SWPBS Team (Tier 2).</div> <div><input type="checkbox"/> Use Social and Emotional Learning strategies, such as BSEM practices to support students.</div> <div><input type="checkbox"/> Undertake professional learning on inclusive practices, to further support teaching and learning for all students.</div> <div><input type="checkbox"/> Embed and prioritise the practice of making adjustments to support all learners in the classroom.</div> <div><input type="checkbox"/> Monitor and contribute to documenting adjustments required to support the Disability Inclusion process for identified students.</div> <div><input type="checkbox"/> Track student behaviour through PULSE and support the implementation of consistent behavioural expectations across the school.</div> <div><input type="checkbox"/> Use Compass to enter chronicles relating to student wellbeing and behaviour.</div> <div><input type="checkbox"/> Develop a culture of “Our Students” attitude and focus on improving student attendance.</div> <div><input type="checkbox"/> Support the introduction and implementation of the new whole school reward system, including a culture of feedback and positive reinforcement</div> <div>School Leaders will:</div> <div><input type="checkbox"/> Provide and lead staff with professional learning supporting inclusive practices.</div> <div><input type="checkbox"/> Provide opportunities to celebrate our learning about positive inclusion and inclusive practices.</div> <div><input type="checkbox"/> Follow the agreed Positive Behaviour Matrix and lead staff with whole-school expectations, routines and practices to create consistency and scaffold norms.</div> <div><input type="checkbox"/> Lead staff in effective Social-Emotional learning practices, with links to current processes including BSEM, RR and Zones of Regulation.</div> <div><input type="checkbox"/> Support and facilitate the continued implementation of the Disability Inclusion process, including recording adjustments, profile meetings, and funding outcomes.</div> <div><input type="checkbox"/> Provide opportunities to link school values and student development in the wider Leopold community.</div> <div><input type="checkbox"/> Provide strategies and support whole school improvement to increase and maintain student attendance.</div> <div><input type="checkbox"/> Further develop practices to assist with Social and Emotional Learning strategies to support student learning.</div> <div><input type="checkbox"/> Support and promote inclusive practices in planning, classroom and whole-school practices.</div> <div><input type="checkbox"/> Regularly meet with the Wellbeing Team to facilitate a coordinated approach to support students and families.</div> <div><input type="checkbox"/> Continue to support SWPBS Team with the implementation of Tier 1 and 2 strategies, following the implementation plan created in 2024.</div> <div><input type="checkbox"/> Investigate the implementation to the Multi-Tiers System of Support (MTSS) for decision-making to support students at LPS.</div> <div><input type="checkbox"/> Engage the LPS Community in the introduction of the new whole school reward system, including a culture of feedback and positive reinforcement</div> <div><input type="checkbox"/> Continue to establish and promote links with various community groups, including Kind Kids Club visits, Ed Connect, Smith Family etc.</div> <div><input type="checkbox"/> Continue to facilitate inclusive practices through programs such as Story Dogs, BCH and networking with various Allied Health representatives.</div> <div><input type="checkbox"/> Support the engagement of the parent community to strengthen school wide practices.</div> <div><input type="checkbox"/> Investigate the implementation of an Attitudes to School Survey data collection tool, from Prep to Grade 3.</div>