



Barton Primary School 2026 AIP

• Be Safe • Be a Learner • Be Respectful • Be Kind

Four Year Strategic Goals

Maximise learning growth for all students

Maximise the engagement and wellbeing of every student.

TARGETS

NAPLAN:

Increase 'strong and exceeding':

- Year 5 Reading from 70% (2023).
- Year 5 Writing from 67% (2023).
- Year 5 Numeracy from 55% (2023).

Increase medium or high growth:

- Reading from 64.9% (2023).
- Numeracy from 70.4% (2023).

ATTITUDES TO SCHOOL SURVEY:

- Increase positive opinion in:
- Sense of confidence; 68% to 76%
- Stimulated learning; 71% to 79%

TEACHER JUDGEMENT:

Increase at or above expected growth:

- Reading and Viewing from 87% (2022)
- Writing from 81% (2022)
- Number and Algebra from 89% (2022)

ATTITUDES TO SCHOOL SURVEY:

Increase positive opinion in:

- Sense of connectedness; 73% to 80%
- Managing bullying; 67% to 71%
- Perseverance; 66% to 75%

SCHOOL STAFF SURVEY:

Increase positive opinion in:

- Academic emphasis; 50% to 60%
- Collective efficacy; 63% to 70%
- Instructional leadership; 65% to 80%
- Professional learning through peer observations; 16% to 50%

ATTENDANCE:

- Decrease % of students with 20+ absence days from 54% (2022) to 46%.
- Decrease the average number of absent days per student from 20 down to 15

KEY IMPROVEMENT STRATEGIES for 2026

KIS 1.a Create and embed a shared vision for inclusive learning that informs instructional practices and ensures high student engagement.

KIS 2.a Expand and strengthen whole school inclusion and wellbeing structures and practices in line with a multi-tiered system of support.

ACTIONS

Build teacher understanding and use of supported application (VTLM2.0), with a focus on Mathematics.

- PLCs use Supported Application (SA) Placemats to guide improvement cycle
- Learning Specialist build staff capacity in Supported Application (SA) through PD, collaborative planning and guided observations.
- Track and evaluate the use of SA through Learning Walks.
- Align SA with Barton Playbook including video models
- Assessment and Reporting team to monitor and provide mathematics data for PLC cycles.
- Student's ownership of maths fluency goals – year level specific through PLC
- SIT to review, monitor and plan next steps for improvement.

Expand and strengthen whole school inclusion and wellbeing structures and practices in line with a multi-tiered system of support.

- Establish Attendance and Engagement Team
- Review Current Attendance Practices, Policies and Procedure.
- Review Current Engagement Practices, Policies and Procedure.
- PLC Leaders implement new and existing structures and processes for improving attendance and engagement.
- Develop individualised attendance plans including support teams to review
- Use multiple community connections to enhance attendance
- Develop individualise engagement plans including support teams to review
- SIT to review, monitor and plan next steps for improvement.