

Aurora School Annual Implementation Plan 2025



Maximise learning growth for every child and the understanding and partnering of families in that learning

KEY IMPROVEMENT STRATEGIES (KIS)

*Positive climate for learning:
Embed a culture of high expectations.*

*Excellence in teaching and learning:
Develop and embed a guaranteed and viable curriculum that caters for all children at their point of need.*

12 MONTH TARGETS

Embed the use of evidence to inform teaching so that an increased percentage of children are supported at their point of need and record growth across the year.

Embed the use of evidence to inform teaching so that all children and their families are supported at their point of need and achieve or make very good progress in their ILP goals annually.

PLT's (Marrung, Curriculum, Sustainability and Zones of Regulation), Stream Meetings and extended SIT and CC groups will support positive responses in our inhouse staff survey.

ACTIONS

**Continue to build staff capability and embed consistent approaches to documentation, assessment, reporting and monitoring.*

**Continue to enhance teacher capability to differentiate in order to meet children and families at their point of learning need through explicit teaching and learning within a developmentally appropriate play-based program and/or FPM model.*

**Start to develop greater understanding of children who are Deaf/HoH and also diagnosed with ASD (Neurodiversity).*



Improve the independence and advocacy of every child and their families in the learning environment

KEY IMPROVEMENT STRATEGIES (KIS)

*Positive climate for learning:
Develop and implement a team approach to build independence and self-advocacy in children*

*Community engagement in learning:
Improve parents/carers participation as active partners in their child's learning and development*

12 MONTH TARGETS

Continue to embed the transition program that supports families to view a range of destination educational facilities with facilitated support from Aurora staff.

PLT's (Marrung, Curriculum, Sustainability and Zones of Regulation), Stream Meetings and extended SIT and CC groups will support positive responses in our inhouse staff survey.

Transition follow-up processes and data will inform future practice and support positive responses in the Destination and Parent School Survey.

Implement an accessible survey that meets the needs of our families to enable us to use the data to continue to develop programs and supports around children and families.

ACTIONS

**All families exiting the EI and EE programs supported to understand the range of educational options available to their child.*

**All families have the opportunity to tour a range of destination educational facilities. Transition survey given to all families with children transitioning to school.*

**Regular case discussion and planning meetings across streams Liaison with external agencies via EE AP and EI Manager/Team Leaders Parents access all disciplines across the team where appropriate.*

**Run a regular transition group for EI children going to school Continue to support the rollout of Zones of Regulation Program as the behaviour management process for EE.*

**EI - Family partnership embedded in entire experience and process of early intervention.*



Strengthen the engagement and wellbeing of every child.

KEY IMPROVEMENT STRATEGIES (KIS)

*Positive climate for learning:
Build a whole-school approach to the development of the wellbeing of all children*

*Community engagement in learning:
Improve parents/carers participation as active partners in their child's learning and development
Explore and develop wider community partnerships to optimise the support and pathways for every child*

12 MONTH TARGETS

Continue to embed a range of opportunities to support connection across the broader Aurora community and promote opportunities for connections with the Deaf Community.

EI: Strengthen FPM to support the independence and advocacy of every child and their family.

EE: Embed Zones of Regulation (ZoR) to continue to establish a whole school approach to positive relationships, resilience and behaviour.

Implement Auslan for families program across EI and EE and promote availability of external courses and supports.

Continue to strengthen processes that support vulnerable and disengaging children and families.

ACTIONS

**Strengthen processes that support vulnerable and disengaging children and families.*

**EI: Strengthen staff capability in the Family Partnership Model (FPM) to enable the wellbeing needs of the child within the family to be identified and well supported.*

**EE: Strengthen staff capability in social-emotional learning, including through the Zones of Regulation program.*

**Provide additional support for vulnerable children through Play Therapy.*

**Embed a range of opportunities to support connection across the broader Aurora community and promote opportunities for connections with Deaf communities.*

**Develop and document our approach to the provision of Auslan for family's programs across the school.*