

2022 Annual Implementation Plan

for improving student outcomes

Jackson School (4979)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

Jackson School (4979)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving	<ul style="list-style-type: none"> - Whole School AIP Reflection - Leadership Self-Evaluation - Analysis of School-Level Data against 2021 Targets (Teacher Judgement / Summative Assessments) - Learning Walks (online) of Teacher/Student work - School Improvement Team Evidence / Show & Share - Curriculum Documentation of Learning Programs
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving	<ul style="list-style-type: none"> - Whole School AIP Reflection - Leadership Self-Evaluation - Analysis of School-Level Data against 2021 Targets (SSS, POS, ATtoSS, Teacher Judgements, Summative Assessments) - Learning Walks (online) of Teacher/Student work - School Improvement Team Evidence / Show & Share

	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		
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Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	<ul style="list-style-type: none"> - Whole School AIP Reflection - Leadership Self-Evaluation - Analysis of School-Level Data against 2021 Targets (SSS, POS, ATtoSS) - School Improvement Team Evidence / Show & Share - SW-PBIS Data Dashboard
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving	<ul style="list-style-type: none"> - Whole School AIP Reflection - Leadership Self-Evaluation - Analysis of School-Level Data against 2021 Targets (Attendance, POS & ATtoSS) - School Improvement Team Evidence / Show & Share - Jackson Student Leadership Team Focus Group + Year 12 ATtoSS Reflection
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	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school		
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Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	<ul style="list-style-type: none"> - Whole School AIP Reflection - Leadership Self-Evaluation - Analysis of School-Level Data against 2021 Targets - School Improvement Team Evidence / Show & Share - Jackson Learner Data Dashboard - IEP & SSG Documentation
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	<p>Following our reflection on 2021 AIP:</p> <ul style="list-style-type: none"> - TLI (3 x 30 mins) Reading (Phonics & Comprehension), Writing (Punctuation & Sentence Structure), Maths (Number & Place Value), Health & Fitness, Social Skills, VCAL Catch-up, Cafe Supported Work Experience, Travel Education - ESS around the Excellence in Teaching & Learning Framework by redefining ESS local work conditions - PLT Leader capacity to facilitate inquiry-driven, collaborative PLTs using the FISO Improvement Cycle - Leaders will collaborate with network schools in communities of practice (CoP): Carol Ann Tomlinson – Differentiation and Lyn Sharratt "Clarity" Learning Walks and Talks - Re-define Leadership roles and responsibilities to deliver the response to intervention (RTI) strategy - Reviewed yard duty active supervision policy and procedures to improve safety expectations at recess and lunch - Attendance SIT and attendance officers to follow up on historic unexplained absences and to explore with families barriers to attendance (Tier 2/3) - Reassign curriculum framework allocations focused around Independent Learning (Personal & Social Capability: RRRR/FPV, Health & Fitness, eSMART, PBIS) - Restructured roles and school structure to allow Social Worker to connect with at risk vulnerable families - Strengthen school documentation and communication in Xuno (including Individual Education Plans, Behaviour Support Plan and Health Support Planning)
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	<ul style="list-style-type: none"> - Reallocate protected time within the timetable to enable Case Management Meetings of an interdisciplinary team around the Jackson Learner (Teaching & Learning, Allied Health, Engagement & Wellbeing) - Engage with the VSBA and all stakeholders to complete Asset Management Plan (AMP), including Phase 1 and 3 of the school-funded building project. - Improve teacher capacity to improve parent/carer communication and positive reinforcement - Developed Jackson Learner Dashboard (Virtual Data Walls) to understand the individual and contextual needs of all learners
<p>Considerations for 2022</p>	<p>Following our reflection on 2021 AIP, we have identified the following considerations:</p> <ul style="list-style-type: none"> - TLI Tutors aligned to PLTs and AIP KIS (Writing - Spelling, Vocab, Phonics, Sentence Structure) - Continue to strengthen staff capacity of differentiation and formative assessment practices to meet student's at their ZPD - Redefine Allied Health Service Model due to staffing challenges and Disability Inclusion Reform - Explore Tier 3 flexible and alternative learning options for vulnerable students at risk of disengagement - Redefine whole school Guaranteed and Viable Curriculum in line with the VPC (Senior Secondary Reform) - Family information sessions around health eating and connecting to community services - Implement review of school-wide PBIS practices at Tiers 1, 2 and 3 (aligned to school values) - Mental Health Practitioner to implement the Mental Health Toolkit/Menu in line with the Mental Health Reform - Continue to strengthen mental and physical health and fitness interventions at Tier 1, 2 and 3 - Build parent/carer capacity to support students learning (teacher-led professional learning sessions/professional videos/training) e.g. morning routines, healthy breakfast/lunches, students ready to learn, attendance - Develop parent information sessions/professional learning, ES family support, cohort networks, parent/carer morning tea - Continue to work with with the VSBA and all stakeholders to complete Asset Management Plan (AMP) with school-funded contribution
<p>Documents that support this plan</p>	<p>2021 Semester 01 Goal Levels.xlsx (0.26 MB) 2021_Parent_Caregiver_Guardian_Opinion_Survey.pdf (0.09 MB) ATtoSS 2021.pdf (0.13 MB) DET Achievement Levels - 2021.xlsx (0.36 MB) FISO Conitnua Review 2020.docx (9.17 MB)</p>

SSP Goals Target and KIS

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.ay Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.by Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve educational outcomes for all students.
Target 2.1	By 2024, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 92% to 95% across all English and mathematics modes and domains.
Target 2.2	By 2024, the percentage of students assessed as at expected or above achievement level using the school benchmarks will increase from: <ul style="list-style-type: none"> • reading and viewing from 64% in 2019 to 80% in 2024 • writing from 60% in 2019 to 80% in 2024 • speaking and listening from 66% in 2019 to 80% in 2024 • number and algebra from 67% in 2019 to 80% in 2024 • measurement and geometry from 59% in 2019 to 80% in 2024 • statistics and probability from 60% in 2019 to 80% in 2024 • personal and social capability from 51% in 2019 to 80% in 2024
Target 2.3	By 2024, the School Staff Survey percentage positive endorsement will increase for: <ul style="list-style-type: none"> • academic emphasis from 86.4% in 2019 to 91% in 2024 • collective efficacy from 82.4% in 2019 to 87% in 2024 • understand curriculum from 86% in 2019 to 91% in 2024
Key Improvement Strategy 2.ay Evidence-based high-impact teaching strategies	Build the capacity of all staff to understand the curriculum and develop the pedagogy to provide differentiated instruction in a learning environment that supports authentic, real-world learning for all students.
Key Improvement Strategy 2.by Evaluating impact on learning	Develop and embed assessment practices and data literacy to collect and use a range of data to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time.

Key Improvement Strategy 2.cy Instructional and shared leadership	Develop the leadership capabilities of professional learning team leaders to expertly use data and the FISO improvement cycle to improve student learning outcomes.
Goal 3	Improve student engagement and participation in learning.
Target 3.1	By 2024, the percentage of students with unexplained absence will decrease from 11% in 2019 to 9% in 2024 and the percentage of students with 20+ days will decrease from 40% in 2019 to 35% in 2024.
Target 3.2	By 2024, the percentage positive response on the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • high expectations for success from 90% in 2019 to 92% in 2024 • parent participation and involvement from 87% in 2019 to 90% in 2024 • general satisfaction from 93% in 2019 to 95% in 2024.
Target 3.3	By 2024, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 100% in 2024.
Key Improvement Strategy 3.ay Parents and carers as partners	Develop a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren.
Key Improvement Strategy 3.by Setting expectations and promoting inclusion	Develop procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning.
Key Improvement Strategy 3.cy Networks with schools, services and agencies	Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.
Goal 4	Improve student health and wellbeing.
Target 4.1	By 2024, the AtoS percentage positive response will improve for: <ul style="list-style-type: none"> • managing bullying from 83% in 2019 to 85% in 2024 • motivation and interest from 88% in 2019 to 90% in 2024 • self-regulation and goal setting from 88% in 2019 to 90% in 2024
Target 4.2	By 2024, the School Staff Survey percentage positive endorsement will increase for: <ul style="list-style-type: none"> • shielding and buffering from 82% in 2019 to 85% in 2024 • trust in students and parents from 78% in 2019 to 82% in 2024 • teacher collaboration from 88% in 2019 to 90% in 2024

Target 4.3	<p>By 2024, the Parent Opinion Survey percentage positive response will increase for:</p> <ul style="list-style-type: none"> • non-experience of bullying from 80% in 2019 to 85% in 2024 • student voice and agency from 88% in 2019 in 90% in 2024 • special needs from 79% in 2019 to 83% in 2024
Key Improvement Strategy 4.ay Setting expectations and promoting inclusion	Build staff knowledge and capacity to implement systems to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier one, two and three students.
Key Improvement Strategy 4.by Health and wellbeing	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.
Key Improvement Strategy 4.cy Setting expectations and promoting inclusion	Develop staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning: By the end of 2022, increase the percentage of students making good progress or above for learning growth using the school's 5-point progress scale from 92% to 93%.</p> <p>Wellbeing: By the end of 2022, students non-experience of bullying will increase from 52% to 60% in the PCGOS and managing bullying 74% to 78% in the student ATtoSS.</p>
<p>Improve educational outcomes for all students.</p>	No	<p>By 2024, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 92% to 95% across all English and mathematics modes and domains.</p>	
		<p>By 2024, the percentage of students assessed as at expected or above achievement level using the school benchmarks will increase from:</p> <ul style="list-style-type: none"> • reading and viewing from 64% in 2019 to 80% in 2024 • writing from 60% in 2019 to 80% in 2024 • speaking and listening from 66% in 2019 to 80% in 2024 • number and algebra from 67% in 2019 to 80% in 2024 • measurement and geometry from 59% in 2019 to 80% in 2024 • statistics and probability from 60% in 2019 to 80% in 2024 • personal and social capability from 51% in 2019 to 80% in 2024 	
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<p>Improve student engagement and participation in learning.</p>	<p>Yes</p>	<p>By 2024, the percentage of students with unexplained absence will decrease from 11% in 2019 to 9% in 2024 and the percentage of students with 20+ days will decrease from 40% in 2019 to 35% in 2024.</p>	<p>By the end of 2022, the percentage of students with unexplained absence will decrease from 11% in 2021 to 10% in 2022 and the percentage of students with 20+ days will decrease from 40% in 2020 to 38% in 2022.</p>
		<p>By 2024, the percentage positive response on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • high expectations for success from 90% in 2019 to 92% in 2024 • parent participation and involvement from 87% in 2019 to 90% in 2024 • general satisfaction from 93% in 2019 to 95% in 2024. 	<p>By the end of 2022, the percentage positive response on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> - high expectations for success from 90% in 2019 to 91% in 2022 - parent participation and involvement from 87% in 2019 to 89% in 2022 - general satisfaction from 93% in 2019 to 94% in 2022.
		<p>By 2024, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 100% in 2024.</p>	<p>By 2022, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 98% in 2022.</p>
<p>Improve student health and wellbeing.</p>	<p>No</p>	<p>By 2024, the AtoS percentage positive response will improve for:</p> <ul style="list-style-type: none"> • managing bullying from 83% in 2019 to 85% in 2024 • motivation and interest from 88% in 2019 to 90% in 2024 • self-regulation and goal setting from 88% in 2019 to 90% in 2024 	
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Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	Learning: By the end of 2022, increase the percentage of students making good progress or above for learning growth using the school's 5-point progress scale from 92% to 93%. Wellbeing: By the end of 2022, students non-experience of bullying will increase from 52% to 60% in the PCGOS and managing bullying 74% to 78% in the student ATtoSS.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student engagement and participation in learning.	
12 Month Target 2.1	By the end of 2022, the percentage of students with unexplained absence will decrease from 11% in 2021 to 10% in 2022 and the percentage of students with 20+ days will decrease from 40% in 2020 to 38% in 2022.	
12 Month Target 2.2	By the end of 2022, the percentage positive response on the Parent Opinion Survey will increase for: - high expectations for success from 90% in 2019 to 91% in 2022 - parent participation and involvement from 87% in 2019 to 89% in 2022 - general satisfaction from 93% in 2019 to 94% in 2022.	
12 Month Target 2.3	By 2022, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 98% in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Develop a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren.	No
KIS 2 Setting expectations and promoting inclusion	Develop procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning.	No
KIS 3 Networks with schools, services and agencies	Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Following our 2-years of the COVID-19 pandemic, ensuring our students and families are connected to our school community remains a priority. Attendance remains a concern for the school and is an area priority. Strengthening transition, pathways and partnerships remains important to ensure the success of our school (into, through, out) including: Prep, Year 7 and Year 12.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.			
12 Month Target 1.1	Learning: By the end of 2022, increase the percentage of students making good progress or above for learning growth using the school's 5-point progress scale from 92% to 93%. Wellbeing: By the end of 2022, students non-experience of bullying will increase from 52% to 60% in the PCGOS and managing bullying 74% to 78% in the student ATtoSS.			
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	1a. Build the capacity of all staff to understand the curriculum and develop the pedagogy to provide differentiated instruction in a learning environment that supports authentic, real-world learning for all students. 1b. Develop and embed assessment practices and data literacy to collect and use a range of data to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time. 1c. Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.			
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Students will be provided with the necessary adjustments that respond to their specific learning needs Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Tutors will provide targeted learning support to students Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning			
Success Indicators	Early Indicators (By the end of Semester 1) - Curriculum documentation, termly and weekly planning will show plans for differentiation - TLI reflection notes will show plans to support individual students' learning needs - Formative and summative assessments will show student learning growth against ILP goal growth and progression statements - Notes from learning walks and peer observation will show how staff are differentiating learning and using formative assessment tools Late Indicators (By the end of Semester 2) - Victorian Curriculum judgements will show growth in learning, against Jackson School benchmarks on Accelerus (English & Mathematics) - Student reports will show good or above learning growth in relation to ILP goals - SSS factors: academic emphasis, collective efficacy, understanding curriculum - AtoSS factors: effective teaching time, differentiated learning challenge, stimulating learning, student voice and agency - POS factors: stimulating learning environment, student motivation and support			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Re-align school staffing, resources and structures to deliver the SSP and AIP Learning priority in line with FISO 2.0	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$355,860.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Re-employ tutors to deliver Tutor Learning Initiative and provide targeted learning support to students, who are well/below Jackson benchmark or	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$119,408.25

haven't make good progress or above within 12 months, to get them ready for learning.			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a school-wide approach to writing (language experience and transition writing) to provide authentic, real-world learning, aligned to the Victorian Curriculum/VPC/ASDAN/Employability Skills.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop consistent formative assessment tools through PLTs to inform teacher's understanding of student's individual needs and identify students requiring additional support.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop teacher's knowledge and data literacy to use Data Walls/Dashboards, aligned to the Lyn Sharratt CoP, to identify and diagnose individual student's learning needs (Learning and Wellbeing).	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop staff capacity to provide differentiated, responsive teaching and learning; including Education Support Staff in line with the Jackson Excellence in Teaching & Learning Framework.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership team to participate in the Keilor-St Albans Lyn Sharratt Workshops.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint Job, Skills and Pathways and VET/SBAT coordinators to oversee, plan for and deliver the senior secondary pathway reforms, including Victorian Pathways Certificate (VPC).	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,192.11 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver and evaluate TLI against the TLI continua, in collaboration with PLTs.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide a 1:1 device program for students in Years 3-12 (iPads/Laptops) to increase student's digital technology literacy and ICT capability.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	2b. Develop procedures, protocols and systems to identify students at risk of disengagement and implement a multi-tiered response (RTI) to ensure all students are connected to learning. 3a. Build staff knowledge and capacity to implement systems to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of students, using a multi-tiered response to intervention (RTI). 3b. Promote and engage students in programs to develop their physical/social/emotional/cultural/civic wellbeing aligned to existing supports and systems already in place, including bully prevention.			
Outcomes	Student leaders will be able to recognise, respond to and refer mental health emergencies Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response to intervention model (RTI) to mental health Wellbeing team will directly support students' mental health and/or provide referrals as required			
Success Indicators	<p>Early Indicators (By the end of Semester 1)</p> <ul style="list-style-type: none"> - Policies and programs will show evidence of multi-tiered response to intervention model - Curriculum documentation, termly and weekly planning will show plans for social and emotional learning (RRRR, SW-PBIS, eSMART, FPV, BSEM) - Notes from learning walks and peer observation will show how staff are embedding social and emotional learning - Student support resources displayed around the school will show how students can seek support - Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed <p>Late Indicators (By the end of Semester 2)</p> <ul style="list-style-type: none"> - Victorian Curriculum judgements will show growth in learning, against Jackson School benchmarks (Personal and Social Capability / Critical & Creative Thinking) - Student reports will show good or above learning growth in relation to ILP goals (Independent Learning) - SW-PBIS data dashboard will show a decline in behaviour incidents - SSS factors: instructional leadership, collective efficacy, trust in colleagues - AtoSS factors: sense of connectedness, emotional awareness and regulation, resilience, managing bullying, non-experience bullying - POS factors: managing bullying, non-experience of bullying, support/therapy services 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Re-align school staffing, resources and structures to deliver the SSP and AIP Wellbeing priority in line with FSIO 2.0	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$355,860.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and implement with fidelity School-wide Positive Intervention Behaviour and Support (SW-PBIS) systems (Reinforcement, Expectations, Rewards).	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Implement bullying prevention and cyber safety programs aligned to SW-PBIS and eSmart frameworks (Tier 1: Whole School Promotion and classroom lessons, Tier 2: Small Group, targeted intervention, Tier 3: Individualised Support for students from internal professionals).</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement school-wide Berry Street Education Model (BSEM) practices aligned to other whole-school (Tier 1) curriculum resources (RRRR, FPV, PBIS, eSMART) focused social and emotional learning.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Review and implement changes to the Child Safe Standards (CSS).</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Multi-tiered response to intervention (RTI) for Wellbeing Tier 2: Monitor and track student enrolment and progress in Tier 2 (Small Group/Targeted) therapeutic intervention programs, including dog/animal therapy, art therapy, social skills/thinking, drug/alcohol awareness, bullying, HOL.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Multi-tiered response to intervention (RTI) for Wellbeing Tier 3: At Tier 3 (individualised), continue to develop staff capacity to meet the complex health needs of students in partnership with external services/agencies and internal mental and allied health, wellbeing, engagement and inclusion professionals.</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Mental Health Practitioner to provide whole school (Tier 1) professional learning and support for staff, targeted (Tier 2) and individualised (Tier 3) support to students (Secondary 0.6 / Primary 0.2) using the DET mental health toolkit/menu and refer to external counselling services as required.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$80,999.20</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Use the timetabled Jackson Learner case management meeting (CMM) to identify students at risk of disengagement and respond by documenting levels of adjustments (LoA) in the student's Jackson Learner Profile / Individual Education Plan (IEP).</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$56,648.80</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Allocate area funding received to release staff for SKIPP to provide outreach coaching to network schools.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$115,697.30</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Review and refine compliance Individual Education Plans alongside other supporting evidence/documents, including: Jackson Learner Profile, SSG Minutes, Behaviour Support Plans, Health Support Plans, Attendance Plans, Recess/Lunch Plans).</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve student engagement and participation in learning.			
12 Month Target 2.1	By the end of 2022, the percentage of students with unexplained absence will decrease from 11% in 2021 to 10% in 2022 and the percentage of students with 20+ days will decrease from 40% in 2020 to 38% in 2022.			
12 Month Target 2.2	By the end of 2022, the percentage positive response on the Parent Opinion Survey will increase for: - high expectations for success from 90% in 2019 to 91% in 2022 - parent participation and involvement from 87% in 2019 to 89% in 2022 - general satisfaction from 93% in 2019 to 94% in 2022.			
12 Month Target 2.3	By 2022, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 98% in 2022.			
KIS 1 Networks with schools, services and agencies	Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.			
Actions	2a. Develop a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren. 2c. Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.			
Outcomes	Students will attend and participate in school. Teachers will work with families to increase connection and partnerships with families. Admin Staff will follow-up unexplained absences and historic absences. Leaders will monitor/track absence data and engage internal and external support services for students at risk of disengagement.			
Success Indicators	<p>Early Indicators (By the end of Semester 1)</p> <ul style="list-style-type: none"> - Weekly Attendance Data - Improved documentation of IEP and SSG Minutes - SSG and School Event attendance <p>Late Indicators (By the end of Semester 2)</p> <ul style="list-style-type: none"> - POS factors: general satisfaction, parent participation and involvement - AtoSSS factors: sense of connectedness - SSS: shielding and buffering, trust in students and parents 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Re-align school staffing, resources and structures to deliver the SSP goal and AIP KIS in line with FSIO 2.0 and Disability Inclusion (DI) Reform.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$118,620.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed processes and protocols, in partnership with families, services and agencies, to increase student's attendance and sense of connectedness / belonging at school.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>Work with VSBA and FMSA to deliver Asset Management Plan in 2022, in addition to school-funded maintenance and minor works.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Employ OSHC Project Manager (0.5) to facilitate the development and implementation of the DET OSHC Demonstration Program.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$57,382.87</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Develop a range of tools and approaches to strengthen partnerships and connectedness to school with our parent/carer community (parent information sessions, consistent community, celebrating community diversity, community events).</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>To build on CUST in 2021, appoint Campfire Champion to consult with Koorie Outcomes Division on DET Self-Determination in Education Reform.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Re-align school staffing, to appoint a whole-school Attendance Officer to verify review and monitor student absences (unexplained).</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$57,382.87</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$180,041.00	\$180,041.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$180,041.00	\$180,041.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review and implement with fidelity School-wide Positive Intervention Behaviour and Support (SW-PBIS) systems (Reinforcement, Expectations, Rewards).	\$26,600.00
Implement bullying prevention and cyber safety programs aligned to SW-PBIS and eSmart frameworks (Tier 1: Whole School Promotion and classroom lessons, Tier 2: Small Group, targeted intervention, Tier 3: Individualised Support for students from internal professionals).	\$0.00
Implement school-wide Berry Street Education Model (BSEM) practices aligned to other whole-school (Tier 1) curriculum resources (RRRR, FPV, PBIS, eSMART) focused social and emotional learning.	\$0.00
Multi-tiered response to intervention (RTI) for Wellbeing Tier 2: Monitor and track student enrolment and progress in Tier 2 (Small Group/Targeted) therapeutic intervention programs, including dog/animal therapy, art therapy, social skills/thinking, drug/alcohol awareness, bullying, HOL.	\$0.00
Multi-tiered response to intervention (RTI) for Wellbeing Tier 3: At Tier 3 (individualised), continue to develop staff capacity to meet the complex health needs of students in partnership with external services/agencies and internal mental and allied health, wellbeing, engagement and inclusion professionals.	\$0.00
Mental Health Practitioner to provide whole school (Tier 1) professional learning and support for staff, targeted (Tier 2) and individualised (Tier 3) support to students (Secondary 0.6 / Primary 0.2) using the DET mental health toolkit/menu and refer to external counselling services as required.	\$80,999.20
Totals	\$107,599.20

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Mental Health Practitioner to provide whole school (Tier 1) professional learning and support for staff, targeted (Tier 2) and individualised (Tier 3) support to students (Secondary 0.6 / Primary 0.2) using the DET mental health toolkit/menu and refer to external counselling services as required.	from: Term 1 to: Term 4	\$15,825.31	<input checked="" type="checkbox"/> School-based staffing
Totals		\$15,825.31	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Review and implement with fidelity School-wide Positive Intervention Behaviour and Support (SW-PBIS) systems (Reinforcement, Expectations, Rewards).	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Schoolwide Positive Behaviour Support (SWPBS) PBIS
Implement bullying prevention and cyber safety programs aligned to SW-PBIS and eSmart frameworks (Tier 1: Whole School Promotion and classroom lessons, Tier 2: Small Group, targeted intervention, Tier 3: Individualised Support for students from internal professionals).	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Bullying prevention This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ e-Smart schools framework eSMART ○ eSafety Commissioner online safety resources eSafety Commissioner
Implement school-wide Berry Street Education Model (BSEM) practices aligned to other whole-school (Tier 1) curriculum resources (RRRR, FPV, PBIS, eSMART) focused social and emotional learning.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Respectful Relationships RRRR ○ Community Understanding and Safety Training (CUST)
Multi-tiered response to intervention (RTI) for Wellbeing Tier 2:	from: Term 1	\$0.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals

Monitor and track student enrolment and progress in Tier 2 (Small Group/Targeted) therapeutic intervention programs, including dog/animal therapy, art therapy, social skills/thinking, drug/alcohol awareness, bullying, HOL.	to: Term 4		<p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> o Additional mental health and wellbeing professional Speech Pathologists, Occupational Therapists, TLI Tutors, Art Therapist, HOL Teacher, Youth Worker
Multi-tiered response to intervention (RTI) for Wellbeing Tier 3: At Tier 3 (individualised), continue to develop staff capacity to meet the complex health needs of students in partnership with external services/agencies and internal mental and allied health, wellbeing, engagement and inclusion professionals.	from: Term 1 to: Term 4	\$0.00	<p><input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> o Additional mental health and wellbeing professional Social Worker, Leading Teacher, Mental Health Practitioner
Mental Health Practitioner to provide whole school (Tier 1) professional learning and support for staff, targeted (Tier 2) and individualised (Tier 3) support to students (Secondary 0.6 / Primary 0.2) using the DET mental health toolkit/menu and refer to external counselling services as required.	from: Term 1 to: Term 4	\$0.00	<p><input checked="" type="checkbox"/> Tier 3/Category: Counselling services</p> <p>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> o headspace counselling Headspace & Origin
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
SRP Credit (ES1-5 School Social Worker and ES1-2 Youth Worker)	\$10,262,496.32
Cash Budget	\$4,544,123.48
Totals	\$14,806,619.80

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
SRP Credit (ES1-5 School Social Worker and ES1-2 Youth Worker)	from: Term 1 to: Term 4	\$164,215.69	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Cash Budget	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Totals		\$164,215.69	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
SRP Credit (ES1-5 School Social Worker and ES1-2 Youth Worker)	from: Term 1 to: Term 4		
Cash Budget	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
SRP Credit (ES1-5 School Social Worker and ES1-2 Youth Worker)	from: Term 1 to: Term 4	\$0.00	
Cash Budget	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Bullying prevention This activity will use Mental Health Menu programs <ul style="list-style-type: none"> o Bullying prevention and Cyber safety programs eSMART
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop consistent formative assessment tools through PLTs to inform teacher's understanding of student's individual needs and identify students requiring additional support.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop staff capacity to provide differentiated, responsive teaching and learning; including Education Support Staff in line with the Jackson Excellence in Teaching & Learning Framework.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Leadership team to participate in the Keilor-St Albans Lyn Sharratt Workshops.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Lyn Sharratt	<input checked="" type="checkbox"/> Off-site CoP
Review and implement with fidelity School-wide Positive Intervention Behaviour and Support (SW-PBIS) systems (Reinforcement, Expectations, Rewards).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review and implement changes to the Child Safe Standards (CSS).	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site