

## Annual Implementation Plan - 2022

### Define Actions, Outcomes and Activities

Jackson School (4979)



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

## Define Actions, Outcomes and Activities

<b>Priority Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	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.
<b>KIS 1</b> 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
<b>Actions</b>	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.
<b>Outcomes</b>	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
<b>Success Indicators</b>	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 haven't make good progress or above within 12 months (Equity & EAL), to get them ready for learning.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$119,408.25  <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

<p>Develop staff capacity to provide differentiated, responsive teaching and learning; including Education Support Staff in line with the Jackson Excellence in Teaching &amp; Learning Framework.</p>	<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	<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>Leadership team to participate in the Keilor-St Albans Lyn Sharratt Workshops.</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" 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>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).</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$26,192.11</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>Deliver and evaluate TLI against the TLI continua, in collaboration with PLTs.</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

<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Actions</b>	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.
<b>Outcomes</b>	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
<b>Success Indicators</b>	<p>Early Indicators (By the end of Semester 1)</p> <ul style="list-style-type: none"> <li>- Policies and programs will show evidence of multi-tiered response to intervention model</li> <li>- Curriculum documentation, termly and weekly planning will show plans for social and emotional learning (RRRR, SW-PBIS, eSMART, FPV, BSEM)</li> <li>- Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</li> <li>- Student support resources displayed around the school will show how students can seek support</li> <li>- Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed</li> </ul> <p>Late Indicators (By the end of Semester 2)</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum judgements will show growth in learning, against Jackson School benchmarks (Personal and Social Capability / Critical &amp; Creative Thinking)</li> <li>- Student reports will show good or above learning growth in relation to ILP goals (Independent Learning)</li> <li>- SW-PBIS data dashboard will show a decline in behaviour incidents</li> <li>- SSS factors: instructional leadership, collective efficacy, trust in colleagues</li> <li>- AtoSS factors: sense of connectedness, emotional awareness and regulation, resilience, managing bullying, non-experience bullying</li> <li>- POS factors: managing bullying, non-experience of bullying, support/therapy services</li> </ul>

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	\$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
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).	<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
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.	<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
Review and implement changes to the Child Safe Standards (CSS).	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>Multi-tiered response to intervention (RTI) for Wellbeing Tier 2:</p> <p>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 checked="" type="checkbox"/> Equity funding will be used <input checked="" 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:</p> <p>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 checked="" type="checkbox"/> Equity funding will be used <input checked="" 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 checked="" 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

<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>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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<b>SSP Goal 2</b>	Improve student engagement and participation in learning.			
<b>12 Month Target 2.1</b>	By 2024, the percentage of students with unexplained absence will decrease from 11% in 2021 to 9% in 2022 and the percentage of students with 20+ days will decrease from 40% in 2020 to 35% in 2022.			
<b>KIS 1</b> Networks with schools, services and agencies	Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.			
<b>Actions</b>	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.			
<b>Outcomes</b>	Students will Teachers will Leaders will			
<b>Success Indicators</b>	<p>Early Indicators (By the end of Semester 1)</p> <p>-</p> <p>Late Indicators (By the end of Semester 2)</p> <ul style="list-style-type: none"> <li>- POS factors: general satisfaction, parent participation and involvement</li> <li>- AtoSSS factors: sense of connectedness</li> <li>- SSS: shielding and buffering, trust in students and parents</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
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 <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Work with VSBA and FMSA to deliver Asset Management Plan in 2022, in addition to school-funded maintenance and minor works.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<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> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<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> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<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> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>