

# Maximise learning growth for all students



Jacana School  
*for Autism*

## Learning 12-Month Targets



### TARGET 2.1

Increase positive endorsement of the following factors on the SSS: Monitor effectiveness using data from 59% (2024) to 64% (2025). Use pedagogical model from 52% (2024) to 57% (2025) Understand how to analyse data from 48% (2024) to 53% (2025) Understand curriculum from 54% (2024) to 59% (2025) Skills to measure impact from 56% (2024) to 61% (2025).

### TARGET 2.2

By the end of 2025, 100% percent of students will demonstrate incremental growth in Reading and Viewing over a period of 12 months as measured by the 4-point rating scale.



### TARGET 2.3

By the end of 2025, 100 percent of students will demonstrate incremental growth in Number and Algebra over a period of 12 months as measured by the 4-point rating scale.



### TARGET 2.4

Increase the percentage of students meeting their annual Literacy and Numeracy goals on their Individual Education Plan (IEP): Reading and Viewing from 49% (2024) to 54% (2025) Writing from 51% (2024) to 56% (2025) Speaking and Listening from 54% (2024) to 59% (2025) Number and Algebra from 55% (2024) to 60% (2025).

Embed strategic use of the IEP Goal Attainment and Incremental Growth data to monitor learning progress and inform ongoing teaching and learning practice.

Embed professional learning around implementation of select formative assessment tools (i.e. Phonics Check, Essential Assessment) for teachers to effectively conduct and analyse student achievement during our annual PLC Inquiry Cycle and Curriculum Days.



**2b: Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time.**

Utilising the formative assessment tools (i.e. Phonics Check, Essential Assessment and A-D formative assessment tools) for teachers to effectively conduct and analyse student achievement growth during our termly PLC Inquiry Cycles.

Network with local sister ASD school setting, to share formative assessment tools that monitor student achievement specific to levels A-D.

Include the Learning Specialists, Inclusion Outreach Coach and the Wellbeing Team to model preferred teaching and learning practices to foster a schoolwide approach in PLC sessions and during coaching opportunities across the day.

Provide a range of weekly SPOT Bite activities/challenges to engage staff in sharing and learning Autism knowledge and practices with a specific emphasis in language skills. Provide modelled practice within the 2025 Professional Learning Planner.

Plan and implement therapy expertise in the PLC Inquiry process to support teachers to model use of AAC within their teaching and learning.

Connect with a local sister ASD school setting to build our capacity to model and teach core vocabulary to students working from Levels A-D.

Implement a termly Sub School Leader focus on classroom Autism-specific practices to be prompted during check-ins and observed in JSA classrooms schoolwide.

Review the JSA Integration Policy to ensure that there are steps to establish common understandings with mainstream link schools to facilitate our students experience engagement and success throughout dual placements.

Develop a process for Full Time Education Support staff to prioritise the supply of large and small visuals to be used as a key Tier 1 practice within all learning spaces.

Implement use of Assistive Technology (C-Pens) to support student engagement in reading in the Primary Sub-School.

Expand use of Assistive Technology (C-Pens) to support student engagement in reading in the Middle and Secondary/Senior Sub-Schools.



## **2c: Build teacher capacity to implement autism specific strategies.**