

2023 Annual Implementation Plan

for improving student outcomes

Jackson School (4979)



Submitted for review by Anthony Jackson (School Principal)
Endorsed by Anne Fox (Senior Education Improvement Leader)
Endorsed by Nerida Auld (School Council President)

Self-evaluation Summary - 2023

Jackson School (4979)

| | FISO 2.0 Dimensions | Self-evaluation Level | Evidence and Analysis |
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| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding | <ul style="list-style-type: none"> - Whole School AIP Reflection - Leadership and Staff Self-Evaluation Surveys using FISO Continua and Indicators of Practice - Analysis of School-Level Data against 2022 Targets (Teacher Judgement / Summative Assessments) - Learning Walks of Teacher/Student work - School Improvement Team Evidence / Show & Share (School Improvement Plans) - 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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving | <ul style="list-style-type: none"> - Whole School AIP Reflection - Leadership and Staff Self-Evaluation Surveys using FISO Continua and Indicators of Practice - Analysis of School-Level Data against 2022 Targets (Teacher Judgement / Summative Assessments) - Learning Walks of Teacher/Student work - School Improvement Team Evidence / Show & Share (School Improvement Plans) - Curriculum Documentation of Learning Programs |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | | |

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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 and Staff Self-Evaluation Surveys using FISO Continua and Indicators of Practice - Analysis of School-Level Data against 2022 Targets (Teacher Judgement / Summative Assessments) - Learning Walks of Teacher/Student work - School Improvement Team Evidence / Show & Share (School Improvement Plans) - Curriculum Documentation of Learning Programs |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | | |
| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Evolving | <ul style="list-style-type: none"> - Whole School AIP Reflection - Leadership and Staff Self-Evaluation Surveys using FISO Continua and Indicators of Practice - Analysis of School-Level Data against 2022 Targets (Teacher Judgement / Summative Assessments) - Learning Walks of Teacher/Student work - School Improvement Team Evidence / Show & Share (School Improvement Plans) - Curriculum Documentation of Learning Programs |
| | Activation of student voice and agency, including in leadership and learning, 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 and Staff Self-Evaluation Surveys using FISO Continua and Indicators of Practice - Analysis of School-Level Data against 2022 Targets (Teacher Judgement / Summative Assessments) - Learning Walks of Teacher/Student work - School Improvement Team Evidence / Show & Share (School Improvement Plans) - Curriculum Documentation of Learning Programs |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | | |

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| Enter your reflective comments | <p>The School Improvement Team have reviewed our school data and surveys from staff, students and families. Leadership and Staff have provided feedback on our school performance against the FISO 2.0 Continua of Practice and Illustrations of Practice. As a school we believe we are Evolving moving towards Embedding across the FISO 2.0 five core elements and ten dimensions. Teaching staff have also completed their Performance and Development Plans (PDPs) in a group reflection during their planning days this week. Our AIP end-of-year assessment indicates that we have partially met KIS 1a for Learning, KIS 1b for Wellbeing KIS 2b Engagement with all activities completed to 75-100%. Time and workforce constraints were barriers to this progress.</p> <p>In modules of the School Staff Survey, many factors were 100% with the vast majority of measures being in the fourth quartile. Please find a summary of module overall scores in comparison to similar special schools:</p> <ul style="list-style-type: none"> • Professional Learning 86% compared to 75% at similar special schools • School Climate 79% compared to 69% at similar special schools • School Leadership 87% compared to 76% at similar special schools • Staff Safety and Wellbeing 80% compared to 72% at similar special schools • Teaching & Learning Modules 94% (evaluation), 93% (implementation), 95% (planning), 93% (practice) <p>We now need to continue working on building the connection and relationship between staff and families post-COVID and increasing staff safety at work due to occupational violence.</p> |
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Considerations for 2023

- VPC and ASDAN Completion Rates, including the number of early-school leavers (Age 17+).
- Number of non-readers working within Pre-Foundation (Levels A-D) and PM Benchmark below Level 1 (Phonics Program).
- Extend students currently working within Foundation (Levels F-2) to work towards Breadth and above (Level 2.5+) (Jackson Writing Cycle and Moderation).
- Review Jackson Benchmarks and Summative Assessments for students working with in Pre-Foundation (Levels A-D).
- Proportion of students working in Foundation (Levels F-2) is ~20% higher than Pre-Foundation (Levels A-D).
- Provide TLI intervention for students currently working well below and below in Reading and Writing.
- Ensure Tier 3 learners and identified early and education needs met through IEP and RTI intervention and supports.
- Address Tier 2 and 3 non-attenders early in Term 1 and reduce unauthorised absences.
- Explore further measure for measuring student participation and engagement with school.
- Strengthen staff trust in parents/carers, including parent/carer involvement.
- Explore SSS neutral responses (neither agree/nor disagree) with staff (Collective Efficacy, Academic Emphasis, Parent Involvement/Trust, Shielding & Buffering, Staff Safety).
- Compare POS Non-Experience of Bullying compared to ATOS responses.
- Explore Year 7/8 cohort ATOS responses and whole school Stimulating Learning and Voice & Agency factors.
- Explore further measured to monitor student wellbeing in addition to incident data (lockdown, length of incidents, suspension).

SSP Goals Target and KIS

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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.ay Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.by Priority 2023 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. |

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| 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 | By 2024, the Parent Opinion Survey percentage positive response will increase for: <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 |

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| 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. |

Selected Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| <p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | <p>Yes</p> | <p>Support for the 2023 Priorities</p> | <p>By 2023, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 97% across all English and mathematics modes and domains (SSP Met).</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 48% in 2022 to 80% in 2023 - writing from 23% in 2022 to 80% in 2023 - speaking and listening from 50% in 2022 to 80% in 2023 - number and algebra from 49% in 2022 to 80% in 2023 - measurement and geometry from 44% in 2022 to 80% in 2023 - statistics and probability from 44% in 2022 to 80% in 2023 - personal and social capability from 41% to 80% in 2023 <p>By 2024, the percentage of students achieving Breadth or above (Level 2.5+) will increase from:</p> <ul style="list-style-type: none"> - 16% of students in Semester 2 were Breadth or above (VC Levels 3+) in Reading & Viewing compared to 15% of similar schools in 2022. We are reviewing our assessment practices and tools for our non-readers. - 1% of students in Semester 2 were Breadth or above (VC Levels 3+) in Writing compared to 9% of similar schools in 2022. Writing remains our professional learning priority for 2023. - 24% of students in Semester 2 were Breadth or above (VC Levels 3+) in Speaking & Listening compared to 14% of similar schools in 2022. - 17% of students in Semester 2 were Breadth or above (VC Levels 3+) in Number & Algebra compared to 16% of similar schools in 2022. - 15% of students in Semester 2 were Breadth or above (VC Levels 3+) in Measurement & Geometry compared to 13% of similar schools in 2022. - 14% of students in Semester 2 were Breadth or above (VC Levels 3+) in Statistics & Probability compared to 12% of similar schools in 2022. <p>By 2024, the School Staff Survey percentage positive endorsement will increase for:</p> <ul style="list-style-type: none"> - academic emphasis from 71% in 2022 to 91% in 2023 - collective efficacy from 74% in 2022 to 87% in 2023 - shielding and buffering from 72% in 2022 to 85% in 2024 - trust in students and parents from 67% in 2022 to 82% in 2023 |

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| | | | <p>By 2023, the ATtoS percentage positive response will improve for:</p> <ul style="list-style-type: none"> - managing bullying from 85% in 2022 to 85% in 2024 (Met SSP) - motivation and interest from 88% in 2022 to 90% in 2023 - self-regulation and goal setting from 89% in 2022 to 90% in 2023 |
| Improve educational outcomes for all students. | No | 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>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 | |
| | | <p>By 2024, the School Staff Survey percentage positive endorsement will increase for:</p> <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 | |
| Improve student engagement and participation in learning. | Yes | 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>By 2023, the percentage of students with unexplained absence will decrease from 0.18% in 2022 to 0% in 2023</p> <p>By 2023, the percentage of students with unauthorised absences will decrease from Primary 6.3/Secondary 7.6 to Primary 5/Secondary 6.</p> <p>By 2023, the percentage of students with 20+ days will decrease from 45% in 2022 to 40% in 2023 in line with similar schools.</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 2023, the percentage positive response on the Parent, Caregiver, Guardian Opinion Survey will increase for:</p> <ul style="list-style-type: none"> - parent participation and involvement from 88% in 2022 to 90% in 2023 - non-experience of bullying from 69% 2022 to 80% 2023 |
| | | By 2024, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 100% in 2024. | By 2024, the exit destination for students exiting to further education, training or employment will increase from 96% in 2022 to 100% in 2024. |
| Improve student health and wellbeing. | No | <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 | |

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| | | <ul style="list-style-type: none"> • motivation and interest from 88% in 2019 to 90% in 2024 • self-regulation and goal setting from 88% in 2019 to 90% in 2024 | |
| | | <p>By 2024, the School Staff Survey percentage positive endorsement will increase for:</p> <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 | |
| | | <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 | |

| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | |
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| 12 Month Target 1.1 | <p>By 2023, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 97% across all English and mathematics modes and domains (SSP Met).</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 48% in 2022 to 80% in 2023 - writing from 23% in 2022 to 80% in 2023 - speaking and listening from 50% in 2022 to 80% in 2023 - number and algebra from 49% in 2022 to 80% in 2023 - measurement and geometry from 44% in 2022 to 80% in 2023 - statistics and probability from 44% in 2022 to 80% in 2023 - personal and social capability from 41% to 80% in 2023 <p>By 2024, the percentage of students achieving Breadth or above (Level 2.5+) will increase from:</p> <ul style="list-style-type: none"> - 16% of students in Semester 2 were Breadth or above (VC Levels 3+) in Reading & Viewing compared to 15% of similar schools in 2022. We are reviewing our assessment practices and tools for our non-readers. - 1% of students in Semester 2 were Breadth or above (VC Levels 3+) in Writing compared to 9% of similar schools in 2022. Writing remains our professional learning priority for 2023. - 24% of students in Semester 2 were Breadth or above (VC Levels 3+) in Speaking & Listening compared to 14% of similar schools in 2022. - 17% of students in Semester 2 were Breadth or above (VC Levels 3+) in Number & Algebra compared to 16% of similar schools in 2022. - 15% of students in Semester 2 were Breadth or above (VC Levels 3+) in Measurement & Geometry compared to 13% of similar schools in 2022. - 14% of students in Semester 2 were Breadth or above (VC Levels 3+) in Statistics & Probability compared to 12% of similar schools in 2022. <p>By 2024, the School Staff Survey percentage positive endorsement will increase for:</p> <ul style="list-style-type: none"> - academic emphasis from 71% in 2022 to 91% in 2023 - collective efficacy from 74% in 2022 to 87% in 2023 - shielding and buffering from 72% in 2022 to 85% in 2024 - trust in students and parents from 67% in 2022 to 82% in 2023 <p>By 2023, the ATtoS percentage positive response will improve for:</p> <ul style="list-style-type: none"> - managing bullying from 85% in 2022 to 85% in 2024 (Met SSP) - motivation and interest from 88% in 2022 to 90% in 2023 - self-regulation and goal setting from 89% in 2022 to 90% in 2023 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 2 Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |

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| Goal 2 | Improve student engagement and participation in learning. | |
| 12 Month Target 2.1 | <p>By 2023, the percentage of students with unexplained absence will decrease from 0.18% in 2022 to 0% in 2023</p> <p>By 2023, the percentage of students with unauthorised absences will decrease from Primary 6.3/Secondary 7.6 to Primary 5/Secondary 6.</p> <p>By 2023, the percentage of students with 20+ days will decrease from 45% in 2022 to 40% in 2023 in line with similar schools.</p> | |
| 12 Month Target 2.2 | <p>By 2023, the percentage positive response on the Parent, Caregiver, Guardian Opinion Survey will increase for:</p> <ul style="list-style-type: none"> - parent participation and involvement from 88% in 2022 to 90% in 2023 - non-experience of bullying from 69% 2022 to 80% 2023 | |
| 12 Month Target 2.3 | By 2024, the exit destination for students exiting to further education, training or employment will increase from 96% in 2022 to 100% in 2024. | |
| 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. | Yes |
| KIS 3 Networks with schools, services and agencies | Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways. | No |
| 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. | 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 4, Year 7 and Year 12. | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| 12 Month Target 1.1 | <p>By 2023, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 97% across all English and mathematics modes and domains (SSP Met).</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 48% in 2022 to 80% in 2023 - writing from 23% in 2022 to 80% in 2023 - speaking and listening from 50% in 2022 to 80% in 2023 - number and algebra from 49% in 2022 to 80% in 2023 - measurement and geometry from 44% in 2022 to 80% in 2023 - statistics and probability from 44% in 2022 to 80% in 2023 - personal and social capability from 41% to 80% in 2023 <p>By 2024, the percentage of students achieving Breadth or above (Level 2.5+) will increase from:</p> <ul style="list-style-type: none"> - 16% of students in Semester 2 were Breadth or above (VC Levels 3+) in Reading & Viewing compared to 15% of similar schools in 2022. We are reviewing our assessment practices and tools for our non-readers. - 1% of students in Semester 2 were Breadth or above (VC Levels 3+) in Writing compared to 9% of similar schools in 2022. Writing remains our professional learning priority for 2023. - 24% of students in Semester 2 were Breadth or above (VC Levels 3+) in Speaking & Listening compared to 14% of similar schools in 2022. - 17% of students in Semester 2 were Breadth or above (VC Levels 3+) in Number & Algebra compared to 16% of similar schools in 2022. - 15% of students in Semester 2 were Breadth or above (VC Levels 3+) in Measurement & Geometry compared to 13% of similar schools in 2022. - 14% of students in Semester 2 were Breadth or above (VC Levels 3+) in Statistics & Probability compared to 12% of similar schools in 2022. <p>By 2024, the School Staff Survey percentage positive endorsement will increase for:</p> <ul style="list-style-type: none"> - academic emphasis from 71% in 2022 to 91% in 2023 - collective efficacy from 74% in 2022 to 87% in 2023 - shielding and buffering from 72% in 2022 to 85% in 2024 - trust in students and parents from 67% in 2022 to 82% in 2023 <p>By 2023, the ATtoS percentage positive response will improve for:</p> <ul style="list-style-type: none"> - managing bullying from 85% in 2022 to 85% in 2024 (Met SSP) - motivation and interest from 88% in 2022 to 90% in 2023 - self-regulation and goal setting from 89% in 2022 to 90% in 2023 |
| KIS 1 Priority 2023 Dimension | Learning - Support both those who need scaffolding 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. |

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| | <p>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.</p> |
| <p>Success Indicators</p> | <p>Early Indicators (By the end of Semester 1)</p> <ul style="list-style-type: none"> - 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 <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 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 |
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| Strengthen succession planning and career opportunities through a distributed leadership and workforce planning model, including: Assistant Learning Specialists (Literacy, Numeracy, Inclusion Leaders). | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$12,000.00 <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 |
| Employ tutors (1.41 FTE) to deliver Tutor Learning Initiative (3 x 30 mins / week) for targeted groups of students (55 students) who are working well below Jackson Benchmarks in Literacy or Numeracy. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$106,505.97 <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 Assistant Learning Specialist - Jobs, Skills and Pathways Coordinator (0.6) to implement Senior Secondary Reform (VPC/VM) and VET Delivery in Secondary Schools (VDSS). | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$37,074.00 <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 |
| Release Learning Specialist 0.6 from classroom to enable differentiated group coaching for PLTs (co-planning). | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$103,211.56 <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 Literacy and Numeracy consistent instructional practices to provide authentic, real-world learning, aligned to the Victorian Curriculum/VPC/ASDAN/Employability Skills. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal | <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 |

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| <p>Build staff capacity to provide differentiated, responsive teaching and learning through PLTs/Jackson Learning CMM to inform teacher's understanding of student's individual needs and identify students requiring additional support.</p> | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal | <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>Develop and embed assessment and moderation practices for writing (formative, summative, diagnostic) aligned to the Jackson Writing Cycle to plan the next steps in learning and monitor progress and growth over time.</p> | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <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>Roll-out staged implementation of the Sounds Write Phonics program at Tier 1.</p> | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$10,000.00</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>Review and refine Jackson Essentials Curriculum and Scope & Sequence documents, aligned to the Senior Secondary Reform.</p> | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <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 |

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| KIS 2 Priority 2023 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 | 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) - Student progress will be evidenced as shown in their end of semester reports (impact of intervention programs) - Curriculum documentation, termly and weekly planning will show plans for social and emotional learning (RRRR, SW-PBIS, eSMART, SHV, BSEM) - Notes from learning walks and peer observation will show how staff are embedding social and emotional learning - Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed Late Indicators (By the end of Semester 2) - 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 and increase in positive acknowledgment - SSS factors: instructional leadership, collective efficacy, trust in colleagues - AtoSS factors: sense of connectedness, emotional awareness and regulation, 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 |
|--|---|--|----------------------------------|---|
| <p>Appoint Mental Health and Wellbeing Teacher to deliver Mental Health in Primary Schools targeted initiative. This will support the whole-school (Tier 1) development of student mental/physical health and social-emotional wellbeing including the alignment of the 8 High-Impact Wellbeing Strategies (HIWS).</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$95,643.77 <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 and further develop the role of the Mental Health Practitioner (0.6 Secondary and 0.2 Primary) to deliver Mental Health Menu/Toolkit and support the whole-school (Tier 1) promotion of positive mental/physical health and social-emotional wellbeing.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$95,885.96 <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 Assistant Learning Specialist - Health and Fitness Coordinator so they can implement the Active Schools initiative to improve physical health, skills, confidence and motivation to be active in life (including healthy food policy and recess/lunch activities).</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$28,000.00 <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 |
| <p>Employ Art Therapists (0.8), Youth Worker and Social Worker as part of the Mental Health Fund to provide targeted cohort small group intervention and in-class support (Tier 2) to improve students' social participation, communication skills, self-esteem, confidence, drug and alcohol use and bullying.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$144,506.32 <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>Engage with School Wide Positive Behaviour Support (SW-PBS) Coaching Initiative to review and refine PBIS practices.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)p | <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 |

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| <p>Provide professional learning to staff on the Berry Street Education Model (BSEM) to implement school-wide practices aligned to other whole-school (Tier 1) curriculum resources (RRRR, FPV, PBIS, eSMART) focused social and emotional learning.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <ul style="list-style-type: none"> <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>Monitor and further develop Jackson Essentials Curriculum (goal banks) to support student enrolment and progress in Tier 2 (Small Group/Targeted) therapeutic intervention programs using Accelerus (dog/animal therapy, art therapy, social skills/thinking, drug/alcohol awareness, bullying, social media, HOL).</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team | <ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$0.00</p> <ul style="list-style-type: none"> <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 |

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| Goal 2 | Improve student engagement and participation in learning. |
| 12 Month Target 2.1 | <p>By 2023, the percentage of students with unexplained absence will decrease from 0.18% in 2022 to 0% in 2023</p> <p>By 2023, the percentage of students with unauthorised absences will decrease from Primary 6.3/Secondary 7.6 to Primary 5/Secondary 6.</p> <p>By 2023, the percentage of students with 20+ days will decrease from 45% in 2022 to 40% in 2023 in line with similar schools.</p> |
| 12 Month Target 2.2 | <p>By 2023, the percentage positive response on the Parent, Caregiver, Guardian Opinion Survey will increase for:</p> <ul style="list-style-type: none"> - parent participation and involvement from 88% in 2022 to 90% in 2023 - non-experience of bullying from 69% 2022 to 80% 2023 |
| 12 Month Target 2.3 | By 2024, the exit destination for students exiting to further education, training or employment will increase from 96% in 2022 to 100% in 2024. |
| KIS 1 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. |
| Actions | <p>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.</p> <p>2c. Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.</p> |
| Outcomes | <p>Students will attend and participate in school.</p> <p>Teachers will work with families to increase trust and partnerships with families.</p> <p>Admin Staff will follow-up unauthorised absences.</p> <p>Leaders will monitor/track absence data and engage internal and external support services for students at risk of disengagement.</p> |
| 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 - AtoSS: factors: sense of connectedness - SSS: shielding and buffering, trust in students and parents |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|--|---|---------------------------------------|----------------------------------|---|
| Employ Assistant Leading Teacher (PSD/DI) to support the transition from Program for Students Disabilities to Disability Inclusion in 2024. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$133,014.45 <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 an Attendance Officer (0.5) to reduce unauthorised absences and an outreach Family Liaison Officer/Social Worker (1.4) to reduce student who are at risk of disengagement: chronic (20+ days) and severely chronic (30+ days) absence. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$230,172.15 <input checked="" 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 |
| Employ OSHC Project Manager (0.5) to facilitate the development and implementation of the DET OSHC Demonstration Program. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$59,121.90 <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 |
| Allocate area funding received to release staff (0.8) for SKIPP to provide inclusion outreach coaching to Brimbank area schools. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$122,974.40 <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"/> Education Support <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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|--|--|--|--|---|
| <p>Enhance community events and information sessions to strengthen trust and partnerships between school and the parent/carer community.</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$10,000.00</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>Review and refine Individual Education Plans alongside other supporting evidence/documents, including: Jackson Learner Profile, SSG Minutes, Behaviour Support / Risk Management Plans, Health Support Plans, Attendance Plans, Recess/Lunch Plans) in preparation for the Disability Inclusion Reform.</p> | <input checked="" type="checkbox"/> All Staff <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>Build staff understanding about the transition from Program for Students with Disability (PSD) to Disability Inclusion.</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement 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 |

Funding Planner

Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$0.00 | \$214,752.60 | -\$214,752.60 |
| Disability Inclusion Tier 2 Funding | \$0.00 | \$0.00 | \$0.00 |
| Schools Mental Health Fund and Menu | \$0.00 | \$34,580.38 | -\$34,580.38 |
| Total | \$0.00 | \$249,332.98 | -\$249,332.98 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|--|--------------|
| Employ Art Therapists (0.8), Youth Worker and Social Worker as part of the Mental Health Fund to provide targeted cohort small group intervention and in-class support (Tier 2) to improve students' social participation, communication skills, self-esteem, confidence, drug and alcohol use and bullying. | \$144,506.32 |
| Appoint an Attendance Officer (0.5) to reduce unauthorised absences and an outreach Family Liaison Officer/Social Worker (1.4) to reduce student who are at risk of disengagement: chronic (20+ days) and severely chronic (30+ days) absence. | \$230,172.15 |
| Totals | \$374,678.47 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| Appoint an Attendance Officer (0.5) to reduce unauthorised absences and an outreach Family Liaison Officer/Social Worker (1.4) to reduce student who are at risk of disengagement: chronic (20+ days) and severely chronic (30+ days) absence. | from: Term 1 to: Term 4 | \$214,752.60 | <input checked="" type="checkbox"/> School-based staffing |
| Totals | | \$214,752.60 | |

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 |
|--|----------------------------------|------------------------|--|
| Employ Art Therapists (0.8), Youth Worker and Social Worker as part of the Mental Health Fund to provide targeted cohort small group intervention and in-class support (Tier 2) to improve students' social participation, communication skills, self-esteem, confidence, drug and alcohol use and bullying. | from: Term 1 to: Term 4 | \$34,580.38 | <input checked="" type="checkbox"/> Arts Therapists This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (Edupay) |
| Totals | | \$34,580.38 | |

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|---|----------------------------------|--|---|---|---|
| Develop Literacy and Numeracy consistent instructional practices to provide authentic, real-world learning, aligned to the Victorian Curriculum/VPC/ASDAN/Employability Skills. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Build staff capacity to provide differentiated, responsive teaching and learning through PLTs/Jackson Learning CMM to inform teacher's understanding of student's individual needs and identify students requiring additional support. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Bronwyn Ryrie-Jones | <input checked="" type="checkbox"/> On-site |
| Develop and embed assessment and moderation practices for writing (formative, summative, diagnostic) aligned to the Jackson Writing Cycle to plan the next steps in learning and monitor progress and growth over time. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Lyn Sharatt | <input checked="" type="checkbox"/> On-site |
| Roll-out staged implementation of the Sounds Write Phonics program at Tier 1. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Sounds Write | <input checked="" type="checkbox"/> Off-site Sounds Write PD |

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| <p>Engage with School Wide Positive Behaviour Support (SW-PBS) Coaching Initiative to review and refine PBIS practices.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources SWPBS Initiative Program | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Provide professional learning to staff on the Berry Street Education Model (BSEM) to implement school-wide practices aligned to other whole-school (Tier 1) curriculum resources (RRRR, FPV, PBIS, eSMART) focused social and emotional learning.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants BSEM, SHV, eSMART <input checked="" type="checkbox"/> Departmental resources SW-PBS, RRRR | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Build staff understanding about the transition from Program for Students with Disability (PSD) to Disability Inclusion.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources Regional Disability Inclusion Implementation Team & RDC | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Network & Area PL |