

2024 Annual Implementation Plan

for improving student outcomes

Jackson School (4979)



Submitted for review by Anthony Jackson (School Principal) on 15 December, 2023 at 03:05 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 20 December, 2023 at 10:34 AM
Endorsed by Nerida Auld (School Council President) on 20 December, 2023 at 02:30 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	<ul style="list-style-type: none"> - Appoint Assistant Learning Specialists (PLT Leader, Health & Fitness, JSPC, MHW) - Employ Tutors to deliver TLI (Well Below in Literacy and Numeracy) - Track VPC/ASDAN outcomes in Accelerus - Review Literacy and Numeracy Block frameworks (considering Phonics, Jackson Writing Cycle) - Develop instructional playbook of strategies (including programs aligned to Foci/Threads e.g. Colourful Semantics) - Increase Learning Specialists to provide increased differentiated coaching support for staff - Employ additional Allied Health (Speech Pathologist 1.0, Occupational Therapists 1.4, Allied Health Assistant 0.5) - Re-implement Play and PMP programs in Prep-2 - Roll out LLLL Phonics program to Years 5-6 in Semester 1 and P-2 in Semester 2 - Strengthen staff understanding of reflective, responsive teaching for differentiated learning - Implement revised Essential Curriculum (Scope & Sequence) in P-10 - Review and implement Career Education Framework (Years 7-12) including reporting Career Action Plan to families - Implement revised Curriculum Framework timetable allocations (including Personal, Social and Community Health) - Develop a Scope & Sequence for Personal, Social and Community Health (P-10) - Revise Maths Essentials Curriculum and Goal Banks when Mathematics v2.0 Towards Foundation (A-D) is released - Strengthen inquiry approach to PLTs through the FISO improvement cycle (Guiding Question, Bring Evidence, Try New Strategies, Peer Obs/LWT) - Provide professional learning to staff on SMART Notebook and develop Jackson Teaching Toolkit - Develop a Ready 2 Learn Program to establish Tier 1 classroom environment adjustment - Revise Assessment Schedule to replace summative assessment tools with ongoing formative assessment strategies in Terms 1 and 3 - Review and strengthen cross-curricular priorities (ATSI, Sustainability and Australia's Engagement with Asia) through Inquiry Learning - Use Disability Inclusion Tier 2 funding to build staff capacity to participate in Disability Inclusion Profile Meetings (DIPM) through Jackson Learner CMM (Leading Teacher 1.0, DI Coordinator 0.5, Inclusion Outreach Coach 0.2) - Strengthen student voice, agency and leadership (aligned to IEP, ILP, CAP) in readiness for DIPM - Improve students' understanding of bullying and resilience/positive coping strategies at Tier 1 - Support staff to document student-specific adjustments (Tier 2/3) aligned to the Disability Inclusion Domain Table - Work in collaboration with BM Special School CoP and KSA Disability Inclusion CoP - Strengthen Student Support Group (SSG) practices and documentation (IEP Learner Profiles) - Review Attendance Strategy for students identified at risk to recommend Tier 2/3 intervention programs - Maintain Social Worker home visits to support families to improve attendance and participation - Address late arrivals and early finishers (NDIS Appointments) - Review and improve healthy eating practices across the school (sustainability champion - reduce plastic packaging) - Strengthen school-wide PBIS practices in line with the SWPBS initiative and establish PBIS Rewards Shop - Use Mental Health Fund/Menu for MHP 0.8, Youth Worker 1.0 and Art Therapists 1.0 to improve the mental health and wellbeing of students (Tier 2/3) - Appoint OSHC Project Manager 0.2 to liaise with third-party OSHC provider to deliver new High Intensity OSHC Program - Develop a new Community Hub "Lighthouse" for family information sessions and develop a video library (Jackson Live) including learning programs - Establish Jackson Radio Station (Year 11/12) and JSLT - Appoint NDIS Navigator to support families to access NDIS - Work with STU and bus companies to implement changes in DTA - Strengthen staff social connectedness through the Staff Association organised events and activities - Track Tier 2/3 interventions and alternate programs using Tier 3 Goal Bank / DI Domains/Activities - Reinvalidate student-led, department-level assemblies (P-4, 5-8, 9-12) including Student of the Week
Documents that support this plan	<p>2023 Semester 02 Goal Levels.xlsx (0.55 MB) DE Achievement Levels - 2023 Semester 2.xlsx (0.37 MB) jackson plt fidelity tool 10 principles.docx (0.04 MB) School Data Summary 2023.xlsx (0.06 MB) School Performance Summary 2023.pptx (14.38 MB)</p>

Sch_Prfl_Rpt_20234979.pdf (1.36 MB)

Select 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.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Improve educational outcomes for all students.	Yes	<p>By 2024, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 92% to 95% across all English and mathematics modes and domains.</p> <p>By 2024, the percentage of students assessed as at expected or above achievement level using the school benchmarks will increase from:</p> <ul style="list-style-type: none"> • reading and viewing from 64% in 2019 to 80% in 2024 • writing from 60% in 2019 to 80% in 2024 • speaking and listening from 66% in 2019 to 80% in 2024 • number and algebra from 67% in 2019 to 80% in 2024 • measurement and geometry from 59% in 2019 to 80% in 2024 • statistics and probability from 60% in 2019 to 80% in 2024 • personal and social capability from 51% in 2019 to 80% in 2024 <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 	<p>ILP Goal Growth:By 2024, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 95% in 2023 to 95+% in 2024 across all English and Mathematics modes and domains. (SSP Target Met).</p> <p>Benchmark Data:By 2024, the percentage of students assessed as at expected or above achievement level using the school benchmarks will increase from:- reading and viewing from 48% in 2023 to 80% in 2024- writing from 38% in 2023 to 80% in 2024- speaking and listening from 49% in 2023 to 80% in 2024- number and algebra from 53% in 2023 to 80% in 2024- measurement and geometry from 49% in 2023 to 80% in 2024- statistics and probability from 52% in 2023 to 80% in 2024- personal and social capability from 43% in 2023 to 80% in 2024Inflated Benchmark in 2019 SSP Targets. Band Data: We will continue to measure bands of student data across the school: Pre-Foundation (Levels A-D), Foundation (Levels F-2) and Breadth and above (Levels 2.5+). Breadth and above will be above like special schools for all English and Mathematics domains and modes:- Reading and Viewing at or above 15% (15% in Similar Schools in 2022)- Writing at or above 10% (9% in Similar Schools in 2022)- Speaking & Listening at or above 17% (14% in Similar Schools in 2022)- Number & Algebra at or above 17% (16% in Similar Schools in 2022)- Measurement & Geometry at or above 13% (13% in Similar Schools in 2022)- Statistics & Probability at 18% (12% in Similar Schools in 2022)</p> <p>By 2024, the School Staff Survey percentage positive endorsement will increase for:- academic emphasis from 81% in 2023 to 91% in 2024 - collective efficacy from 88% in 2023 to 87% in 2024 (SSP Target Met).- understand curriculum from 87% in 2023 to 91% in 2024</p>
Improve student engagement and participation in learning.	Yes	<p>By 2024, the percentage of students with unexplained absence will decrease from 11% in 2019 to 9% in 2024 and the percentage of students with 20+ days will decrease from 40% in 2019 to 35% in 2024.</p> <p>By 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>Attendance Data:By 2024, the percentage of students with unexplained absence will decrease from 1% in 2023 to 9% in 2024 (SSP Target Met) and the percentage of students with 20+ days will decrease from 43% in 2023 to 35% in 2024.</p> <p>By 2024, the percentage positive response on the Parent/Guardian/Caregiver Survey will increase for:- high expectations for success from 92% in 2023 to 92% in 2024 (SSP Target Met).- parent participation and involvement from 88% in 2023 to 90% in 2024- general satisfaction from 98% in 2023 to 95% in 2024 (SSP Target Met).</p>

		By 2024, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 100% in 2024.	Exit Destination Data:By 2024, the exit destination for students exiting to further education, training or employment will increase from 100% in 2023 to 100% in 2024. Above similar schools at 84%.
Improve student health and wellbeing.	Yes	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 	By 2024, the AToS percentage positive response will improve for: - managing bullying from 84% in 2023 to 85% in 2024- motivation and interest from 92% in 2023 to 90% in 2024 (SSP Target Met).- self-regulation and goal setting from 91% in 2023 to 90% in 2024 (SSP Target Met).
		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 	By 2024, the School Staff Survey percentage positive endorsement will increase for:- shielding and buffering from 74% in 2023 to 85% in 2024- trust in students and parents from 77% in 2023 to 82% in 2024- teacher collaboration from 88% in 2023 to 90% in 2024
		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 	By 2024, the Parent Opinion Survey percentage positive response will increase for:- non-experience of bullying from 71% in 2023 to 85% in 2024- student voice and agency from 82% in 2023 in 90% in 2024- support/therapy services (special needs) from 81% in 2023 to 83% in 2024

Goal 2	Improve educational outcomes for all students.
12-month target 2.1-month target	ILP Goal Growth: By 2024, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 95% in 2023 to 95+% in 2024 across all English and Mathematics modes and domains. (SSP Target Met).
12-month target 2.2-month target	Benchmark Data: 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 48% in 2023 to 80% in 2024 - writing from 38% in 2023 to 80% in 2024 - speaking and listening from 49% in 2023 to 80% in 2024 - number and algebra from 53% in 2023 to 80% in 2024 - measurement and geometry from 49% in 2023 to 80% in 2024 - statistics and probability from 52% in 2023 to 80% in 2024 - personal and social capability from 43% in 2023 to 80% in 2024 Inflated Benchmark in 2019 SSP Targets. Band Data: We will continue to measure bands of student data across the school: Pre-Foundation (Levels A-D), Foundation (Levels F-2) and Breadth and above (Levels 2.5+). Breadth and above will be above like special schools for all English and Mathematics domains and modes: <ul style="list-style-type: none"> - Reading and Viewing at or above 15% (15% in Similar Schools in 2022) - Writing at or above 10% (9% in Similar Schools in 2022) - Speaking & Listening at or above 17% (14% in Similar Schools in 2022) - Number & Algebra at or above 17% (16% in Similar Schools in 2022) - Measurement & Geometry at or above 13% (13% in Similar Schools in 2022) - Statistics & Probability at 18% (12% in Similar Schools in 2022)

12-month target 2.3-month target	By 2024, the School Staff Survey percentage positive endorsement will increase for: - academic emphasis from 81% in 2023 to 91% in 2024 - collective efficacy from 88% in 2023 to 87% in 2024 (SSP Target Met). - understand curriculum from 87% in 2023 to 91% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	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.	Yes
KIS 2.b Excellence in teaching and 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.	Yes
KIS 2.c Professional leadership	Develop the leadership capabilities of professional learning team leaders to expertly use data and the FISO improvement cycle to improve student learning outcomes.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The School Improvement Team has completed the FISO 2.0 self-evaluation continua and analysed school data. As we approach our 2024 school review (Term 3) we want to finalise aspects of all School Strategic Plan (SSP) goals and key improvement strategies (KIS). Throughout this strategic period, we have been set state-wide priority goals. Each year we have aligned our SSP goals and KIS where possible to the priority goals set. As a school we have aligned our SSP and AIP to FISO 2.0 to focus on students' learning and wellbeing.	
Goal 3	Improve student engagement and participation in learning.	
12-month target 3.1-month target	Attendance Data: By 2024, the percentage of students with unexplained absence will decrease from 1% in 2023 to 9% in 2024 (SSP Target Met) and the percentage of students with 20+ days will decrease from 43% in 2023 to 35% in 2024.	
12-month target 3.2-month target	By 2024, the percentage positive response on the Parent/Guardian/Caregiver Survey will increase for: - high expectations for success from 92% in 2023 to 92% in 2024 (SSP Target Met). - parent participation and involvement from 88% in 2023 to 90% in 2024 - general satisfaction from 98% in 2023 to 95% in 2024 (SSP Target Met).	
12-month target 3.3-month target	Exit Destination Data: By 2024, the exit destination for students exiting to further education, training or employment will increase from 100% in 2023 to 100% in 2024. Above similar schools at 84%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Community engagement in learning	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.	Yes
KIS 3.b Positive climate for learning	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.c Community engagement in learning	Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.	Yes

<p>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.</p>	<p>The School Improvement Team has completed the FISO 2.0 self-evaluation continua and analysed school data. As we approach our 2024 school review (Term 3) we want to finalise aspects of all School Strategic Plan (SSP) goals and key improvement strategies (KIS). Throughout this strategic period, we have been set state-wide priority goals. Each year we have aligned our SSP goals and KIS where possible to the priority goals set. As a school we have aligned our SSP and AIP to FISO 2.0 to focus on students' learning and wellbeing.</p>	
<p>Goal 4</p>	<p>Improve student health and wellbeing.</p>	
<p>12-month target 4.1-month target</p>	<p>By 2024, the AToS percentage positive response will improve for:</p> <ul style="list-style-type: none"> - managing bullying from 84% in 2023 to 85% in 2024 - motivation and interest from 92% in 2023 to 90% in 2024 (SSP Target Met). - self-regulation and goal setting from 91% in 2023 to 90% in 2024 (SSP Target Met). 	
<p>12-month target 4.2-month target</p>	<p>By 2024, the School Staff Survey percentage positive endorsement will increase for:</p> <ul style="list-style-type: none"> - shielding and buffering from 74% in 2023 to 85% in 2024 - trust in students and parents from 77% in 2023 to 82% in 2024 - teacher collaboration from 88% in 2023 to 90% in 2024 	
<p>12-month target 4.3-month target</p>	<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 71% in 2023 to 85% in 2024 - student voice and agency from 82% in 2023 in 90% in 2024 - support/therapy services (special needs) from 81% in 2023 to 83% in 2024 	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 4.a Positive climate for learning</p>	<p>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.</p>	<p>Yes</p>
<p>KIS 4.b Positive climate for learning</p>	<p>Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.</p>	<p>Yes</p>
<p>KIS 4.c Positive climate for learning</p>	<p>Develop staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement.</p>	<p>Yes</p>
<p>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.</p>	<p>The School Improvement Team has completed the FISO 2.0 self-evaluation continua and analysed school data. As we approach our 2024 school review (Term 3) we want to finalise aspects of all School Strategic Plan (SSP) goals and key improvement strategies (KIS). Throughout this strategic period, we have been set state-wide priority goals. Each year we have aligned our SSP goals and KIS where possible to the priority goals set. As a school we have aligned our SSP and AIP to FISO 2.0 to focus on students' learning and wellbeing.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Improve educational outcomes for all students.
12-month target 2.1 target	<p>ILP Goal Growth:</p> <p>By 2024, increase the percentage of students making good progress or above for learning growth using the school's five-point progress scale from 95% in 2023 to 95+% in 2024 across all English and Mathematics modes and domains. (SSP Target Met).</p>
12-month target 2.2 target	<p>Benchmark Data:</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 2023 to 80% in 2024 - writing from 38% in 2023 to 80% in 2024 - speaking and listening from 49% in 2023 to 80% in 2024 - number and algebra from 53% in 2023 to 80% in 2024 - measurement and geometry from 49% in 2023 to 80% in 2024 - statistics and probability from 52% in 2023 to 80% in 2024 - personal and social capability from 43% in 2023 to 80% in 2024 <p>Inflated Benchmark in 2019 SSP Targets.</p> <p>Band Data:</p> <p>We will continue to measure bands of student data across the school: Pre-Foundation (Levels A-D), Foundation (Levels F-2) and Breadth and above (Levels 2.5+). Breadth and above will be above like special schools for all English and Mathematics domains and modes:</p> <ul style="list-style-type: none"> - Reading and Viewing at or above 15% (15% in Similar Schools in 2022) - Writing at or above 10% (9% in Similar Schools in 2022) - Speaking & Listening at or above 17% (14% in Similar Schools in 2022) - Number & Algebra at or above 17% (16% in Similar Schools in 2022) - Measurement & Geometry at or above 13% (13% in Similar Schools in 2022) - Statistics & Probability at 18% (12% in Similar Schools in 2022)
12-month target 2.3 target	<p>By 2024, the School Staff Survey percentage positive endorsement will increase for:</p> <ul style="list-style-type: none"> - academic emphasis from 81% in 2023 to 91% in 2024 - collective efficacy from 88% in 2023 to 87% in 2024 (SSP Target Met). - understand curriculum from 87% in 2023 to 91% in 2024
KIS 2.a 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.
Actions	<ol style="list-style-type: none"> 1. Strengthen staff capacity of reflective, responsive teaching for differentiated learning. 2. Implement revised Jackson Essentials Curriculum (Curriculum Framework, Scopes and Sequences) and Termly/Weekly planning. 3. Review Teaching & Learning Handbook and develop consistent instructional practices for literacy and numeracy.
Outcomes	<p>Students will be provided with the necessary adjustments that respond to their specific learning needs.</p> <p>Teachers and tutors will implement differentiated teaching and learning to meet individual student needs.</p> <p>Leaders will support teaching staff to build differentiation practices through clear processes and professional learning.</p>
Success Indicators	<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

<ul style="list-style-type: none"> - 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	Who	Is this a PL priority	When	Activity cost and funding streams
Explore instructional playbook of strategies (including programs aligned to Foci/Threads e.g. Colourful Semantics)	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Roll out LLLL Phonics program to Years 5-6 in Semester 1 and P-2 in Semester 2	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review Literacy and Numeracy Block frameworks (considering Phonics, Jackson Writing Cycle)	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Strengthen staff understanding of reflective, responsive teaching for differentiated learning	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement revised Essential Curriculum (Scope & Sequence) in P-10	<input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement revised Curriculum Framework timetable allocations (including Personal, Social and Community Health)	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and develop Career Education Framework (Years 7-12) including reporting Career Action Plan to families	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,332.72 <input checked="" type="checkbox"/> Other funding will be used
Develop a Scope & Sequence for Personal, Social and Community Health (P-10) including a Sustainability cross-curricular priority	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Revise English, Maths and Personal & Social Capability Essentials Curriculum and Goal Banks when Victorian Curriculum v2.0 Towards Foundation (A-D) is released in Term 3	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Appoint Assistant Learning Specialists (PLT Leader, Health & Fitness, JSPC, Independent Learning)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used
Employ Tutors (1.1 FTE) to deliver TLI (Well Below in Literacy and Numeracy)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$116,421.76 <input checked="" type="checkbox"/> Other funding will be used
Establish Jackson Radio Station program for Years 11/12 and JSLT.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 2.b 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.			
Actions	1. Strengthen staff data literacy to accurately understand the individual learning and wellbeing needs of each student (Data Wall in Writing, Mental Health Continuum, Intervention Goals/Progress).			
Outcomes	Students will have differentiated learning tailored to their individual learning needs. Teachers and tutors will embed formative assessment practices for differentiated teaching. Leaders will support teaching staff to embed formative assessment practices.			
Success Indicators	<p>Early Indicators (By the end of Semester 1)</p> <ul style="list-style-type: none"> - Formative and summative assessments will show student learning growth against ILP goal growth and progression statements - Data tracking in Accelerus <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 - AtoSS factors: differentiated learning challenge 			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Track VPC/ASDAN outcomes in Accelerus to monitor Year 12 completion rates.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,618.36 <input checked="" type="checkbox"/> Other funding will be used
Revise Assessment Schedule to review summative assessment tools and include ongoing formative assessment strategies in Terms 1 and 3	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
KIS 2.c 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.			
Actions	1. Develop teachers to differentiate student learning using the FISO improvement cycle through PLTs and Jackson Learner CMM.			

Outcomes	<p>Students will have differentiated learning tailored to their individual learning needs. Teachers and tutors will use the FISO improvement cycle in PLTs and Jackson Learner CMM to understand how to differentiated for individual student's learning needs. Leaders will support PLT Leaders to facilitate PLTs and Jackson Learner CMM using the FISO improvement cycle.</p>			
Success Indicators	<p>Early Indicators (By the end of Semester 1) - PLT and Jackson Learner CMM agendas and minutes will show evidence of the FISO improvement cycle. - PLT Leaders will complete PLC Maturity Matrix aligned to FISO 2.0 and 10 Principles. - Notes from learning walks and peer observation will show how staff are differentiating learning.</p> <p>Late Indicators (By the end of Semester 2) - SSS factors: academic emphasis, collective efficacy - AtoSS factors: effective teaching time, differentiated learning challenge, stimulating learning - POS factors: stimulating learning environment</p>			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Increase Learning Specialists to provide increased differentiated coaching support for staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$192,537.28 <input checked="" type="checkbox"/> Other funding will be used
Strengthen inquiry approach to PLTs through the FISO improvement cycle (Guiding Question, Bring Evidence, Try New Strategies, Peer Obs/LWT)	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning to staff on SMART Notebook and develop Jackson Teaching Toolkit	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$440.00 <input checked="" type="checkbox"/> Other funding will be used
Document a middle leadership training framework to provide coaching training to Learning Specialists and PLT Leaders.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint an ES Induction and Support staff member to provide induction and differentiated coaching support to Education Support staff.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$82,572.35
Goal 3	Improve student engagement and participation in learning.			
12-month target 3.1 target	Attendance Data: By 2024, the percentage of students with unexplained absence will decrease from 1% in 2023 to 9% in 2024 (SSP Target Met) and the percentage of students with 20+ days will decrease from 43% in 2023 to 35% in 2024.			
12-month target 3.2 target	By 2024, the percentage positive response on the Parent/Guardian/Caregiver Survey will increase for: - high expectations for success from 92% in 2023 to 92% in 2024 (SSP Target Met). - parent participation and involvement from 88% in 2023 to 90% in 2024 - general satisfaction from 98% in 2023 to 95% in 2024 (SSP Target Met).			

12-month target 3.3 target	Exit Destination Data: By 2024, the exit destination for students exiting to further education, training or employment will increase from 100% in 2023 to 100% in 2024. Above similar schools at 84%.			
KIS 3.a 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.			
Actions	1. Strengthen parent/carer community engagement (online and onsite) to support the development of their child/ren.			
Outcomes	Students will lead and participate in community events and activities (Jackson Radio Station, Jackson Live Videos). Staff will enable and support whole-school community events and activities. Leadership will strengthen parent/career community engagement through community events and activities.			
Success Indicators	Early Indicators (By the end of Semester 1) - Improved documentation of IEP and SSG Minutes - SSG and School Event attendance Late Indicators (By the end of Semester 2) - POS factors: general satisfaction, parent participation and involvement - AtoSS: factors: sense of connectedness - SSS: trust in students and parents			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Develop a new Community Hub "Lighthouse Program" for family and in-reach community stakeholder information sessions and develop a video library (Jackson Live) including learning programs	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint NDIS Navigator (0.6) to support families to access the NDIS	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$49,543.41 <input checked="" type="checkbox"/> Other funding will be used
Reinvigorate student-led, department-level assemblies (P-4, 5-8, 9-12) including Student of the Week	<input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Strengthen Student Support Group (SSG) practices and documentation (IEP Learner Profiles)	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide an official opening of our new facilities following the completion of our \$12 million AMP capital works program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Increase family engagement to support with community events, in addition to School Council PCFA.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

KIS 3.b 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	1. Strengthen tiered response to intervention model to ensure all students are connected to learning.			
Outcomes	Students will attend and participate in school. Teachers will work with families to increase trust and partnerships with families. Admin Staff will follow-up unauthorised absences. Leaders will monitor/track absence data and engage internal and external support services for students at risk of disengagement.			
Success Indicators	Early Indicators (By the end of Semester 1) - Weekly Attendance Data - Ongoing Social Worker case notes. Late Indicators (By the end of Semester 2) - Whole school attendance data. - Accerlerus Tier 2 and 3 intervention tracking.			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Review Attendance Strategy for students identified at risk to recommend Tier 2/3 intervention programs	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Maintain Social Worker home visits to support families to improve attendance and participation	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$226,392.33 <input checked="" type="checkbox"/> Equity funding will be used
Promote punctuality to school and full-day attendance to address late arrivals and early finishers	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.c Networks with schools, services and agencies	Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.			
Actions	1. Deepen existing and diversify new partnerships community stakeholders (VET, Mainstream feeder schools. DFFH...)			
Outcomes	Students will participate in a range of programs and activities supported by external providers. Staff will collaborate with a range of external providers and stakeholders. Leadership will deepen and diversify partnerships with external stakeholders.			
Success Indicators	Early Indicators (By the end of Semester 1) - Meeting Minutes - Roscar Late Indicators (By the end of Semester 2) - POS factors: general satisfaction, parent participation and involvement - Exit Destination Data - VPC & ASDAN Completion Rate			

Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Work with STU and bus companies to implement changes in Designated Transport Area (DTA).	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint OSHC Project Manager 0.2 to liaise with third-party OSHC provider (TheirCare) to deliver new High Intensity OSHC Program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop a Hands-on Learning (HOL) Work-Experience Program in partnership with Keilor Downs Secondary College (KDC) in addition to Animal Land Farm.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 4	Improve student health and wellbeing.			
12-month target 4.1 target	By 2024, the AToS percentage positive response will improve for: - managing bullying from 84% in 2023 to 85% in 2024 - motivation and interest from 92% in 2023 to 90% in 2024 (SSP Target Met). - self-regulation and goal setting from 91% in 2023 to 90% in 2024 (SSP Target Met).			
12-month target 4.2 target	By 2024, the School Staff Survey percentage positive endorsement will increase for: - shielding and buffering from 74% in 2023 to 85% in 2024 - trust in students and parents from 77% in 2023 to 82% in 2024 - teacher collaboration from 88% in 2023 to 90% in 2024			
12-month target 4.3 target	By 2024, the Parent Opinion Survey percentage positive response will increase for: - non-experience of bullying from 71% in 2023 to 85% in 2024 - student voice and agency from 82% in 2023 in 90% in 2024 - support/therapy services (special needs) from 81% in 2023 to 83% in 2024			
KIS 4.a 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.			
Actions	1. Build the capacity of staff to provide universal adjustments (Tier 1), targeted interventions (Tier 2) and individualised support strategies (Tier 3) to successfully meet the learning needs of students.			
Outcomes	Students in need of targeted academic support or intervention will be identified and supported. Staff will provide universal (Tier 1) wellbeing supports to students. Mental Health and Wellbeing staff will provide targeted (Tier 2) and individualised (Tier 3) supports, adjustments and interventions to support students' mental health and wellbeing. Leaders will support staff to provide wellbeing supports to students at Tier 1, 2 and 3.			
Success Indicators	Early Indicators (By the end of Semester 1) - Student progress will be evidenced as shown in their end of semester reports with documented student-specific adjustments - Curriculum documentation, termly and weekly planning will documented student-specific adjustments Late Indicators (By the end of Semester 2) - Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed - Student reports will show good or above learning growth in relation to ILP goals (Independent Learning)			

	<ul style="list-style-type: none"> - SSS factors: collective efficacy, trust in colleagues - AtoSS factors: sense of connectedness, emotional awareness and regulation - POS factors: support/therapy services 			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Support staff to document student-specific adjustments (Tier 2/3) aligned to the Disability Inclusion Domain Table	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$162,729.38 <input checked="" type="checkbox"/> Other funding will be used
Develop a Ready 2 Learn Framework to establish Tier 1 classroom environment adjustments	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Track progress of Tier 2/3 interventions and alternate programs using Tier 3 Goal Bank / DI Domains/Activities using Accelerus	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 4.b Health and wellbeing	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.			
Actions	<ol style="list-style-type: none"> 1. Review, develop and implement school-wide improvements to PBIS as part of the SWPBS initiative. 2. Improve students' mental health and wellbeing through the Mental Health Reform (MHP, MHiPS, Fund/Menu, Active Schools) 			
Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported. Staff will provide universal (Tier 1) wellbeing supports to students. Mental Health and Wellbeing staff will provide targeted (Tier 2) and individualised (Tier 3) supports, adjustments and interventions to support students' mental health and wellbeing. Leaders will support staff to provide wellbeing supports to students at Tier 1, 2 and 3.</p>			
Success Indicators	<p>Early Indicators (By the end of Semester 1)</p> <ul style="list-style-type: none"> - 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 <p>Late Indicators (By the end of Semester 2)</p> <ul style="list-style-type: none"> - Victorian Curriculum judgements will show growth in learning, against Jackson School benchmarks (Personal and Social Capability / Critical & Creative Thinking) - Student reports will show good or above learning growth in relation to ILP goals (Independent Learning) - SW-PBIS data dashboard will show a decline in behaviour incidents and increase in positive acknowledgment - SSS factors: trust in colleagues - AtoSS factors: managing bullying, non-experience bullying - POS factors: managing bullying, non-experience of bullying 			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Improve students' understanding of bullying and resilience/positive coping strategies at Tier 1	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Promote and exposed healthy eating practices across the school	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Strengthen school-wide PBIS practices in line with the SWPBS initiative and establish PBIS Rewards Shop	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint Leading Teacher (Mental Health & Wellbeing), MHP 0.8, and Art Therapists 1.0 to improve the mental health and wellbeing of students (Tier 2/3)	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$209,641.75 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Appoint Assistant Learning Specialist (Health & Fitness) to the students more active through the use of Active Schools initiative.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,000.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 4.c 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.			
Actions	1. Build the capacity of all staff on the transition from PSD to Disability Inclusion. 2. Enable knowledgeable others (Learning and Wellbeing) to provide specialist advice to teachers and education support staff to meet the complex health needs of students.			
Outcomes	Students will be provided with the necessary adjustments that respond to their specific learning needs. Staff will implement differentiated teaching and learning with to meet individual student needs. Allied Health and Wellbeing Staff will provide specialist advice to teachers and ESS. Leaders will support teaching staff to build their knowledge and understanding of the Disability Inclusion Reform.			
Success Indicators	Early Indicators (By the end of Semester 1) - Student progress will be evidenced as shown in their end of semester reports with documented student-specific adjustments - Curriculum documentation, termly and weekly planning will documented student-specific adjustments Late Indicators (By the end of Semester 2) - Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed - Student reports will show good or above learning growth in relation to ILP goals (Independent Learning) - SSS factors: collective efficacy, trust in colleagues - AtoSS factors: sense of connectedness, emotional awareness and regulation - POS factors: support/therapy services			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Build staff capacity to participate in Disability Inclusion Profile Meetings (DIPM) through Jackson Learner CMM (Leading Teacher 1.0, DI Coordinator 0.5, Inclusion Outreach Coach 0.2)	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$162,729.38 <input checked="" type="checkbox"/> Other funding will be used
Strengthen student voice, agency and leadership (aligned to IEP, ILP, CAP) in readiness for DIPM	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Employ additional Allied Health (Speech Pathologist 1.0, Occupational Therapists 1.2, Allied Health Assistant 0.5)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$345,800.44 <input checked="" type="checkbox"/> Other funding will be used
Build staff capacity to re-implement Play and PMP programs in Prep-2	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Employ Inclusion Outreach Coach (0.2 at Jackson School) to provide differentiated coaching support and professional learning to staff and regional schools, including the coordination of in-reach visits from mainstream partner schools	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$148,328.47 <input checked="" type="checkbox"/> Other funding will be used
Provide training to Allied Health staff to score Vineland-3 to assess student's adaptive behaviour as part of the DIPM.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Appoint Leading Teacher (Disability Inclusion) and Disability Inclusion Coordinator to support the transition from PSD to DI in 2024 and conduct DIP meetings for students who are short-term funded and Year 6/7 reviews.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$162,729.38 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$226,392.33	\$226,392.33	\$0.00
Disability Inclusion Tier 2 Funding	\$162,729.38	\$162,729.38	\$0.00
Schools Mental Health Fund and Menu	\$41,023.72	\$41,023.72	\$0.00
Total	\$430,145.43	\$430,145.43	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Maintain Social Worker home visits to support families to improve attendance and participation	\$226,392.33
Appoint Leading Teacher (Mental Health & Wellbeing), MHP 0.8, and Art Therapists 1.0 to improve the mental health and wellbeing of students (Tier 2/3)	\$209,641.75
Appoint Leading Teacher (Disability Inclusion) and Disability Inclusion Coordinator to support the transition from PSD to DI in 2024 and conduct DIP meetings for students who are short-term funded and Year 6/7 reviews.	\$162,729.38
Totals	\$598,763.46

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Maintain Social Worker home visits to support families to improve attendance and participation	from: Term 1 to: Term 4	\$226,392.33	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Totals		\$226,392.33	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appoint Leading Teacher (Disability Inclusion) and Disability Inclusion Coordinator to support the transition from PSD to DI in 2024 and conduct DIP meetings for students who are short-term funded and Year 6/7 reviews.	from: Term 1 to: Term 4	\$162,729.38	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator • Leading teacher

			<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> Other <ul style="list-style-type: none"> CRT for Teachers to attend DIPM @ \$413.28 /day for 40 DIPM in 2024 (20 CRT Days).
Totals		\$162,729.38	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Appoint Leading Teacher (Mental Health & Wellbeing), MHP 0.8, and Art Therapists 1.0 to improve the mental health and wellbeing of students (Tier 2/3)	from: Term 1 to: Term 4	\$41,023.72	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) <ul style="list-style-type: none"> This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Activity-based non-consumables (equipment hire, etc)
Totals		\$41,023.72	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Strengthen staff understanding of reflective, responsive teaching for differentiated learning	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Increase Learning Specialists to provide increased differentiated coaching support for staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Strengthen inquiry approach to PLTs through the FISO improvement cycle (Guiding Question, Bring Evidence, Try New Strategies, Peer Obs/LWT)	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff on SMART Notebook and develop Jackson Teaching Toolkit	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants SMART (MTA)	<input checked="" type="checkbox"/> On-site
Support staff to document student-specific adjustments (Tier 2/3) aligned to the Disability Inclusion Domain Table	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build staff capacity to participate in Disability Inclusion Profile Meetings (DIPM) through Jackson Learner CMM (Leading Teacher 1.0, DI Coordinator 0.5, Inclusion Outreach Coach 0.2)	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DI AIT	<input checked="" type="checkbox"/> On-site