**2025 Annual Implementation Plan**

Submitted for review by Anthony Jackson (School Principal) on 11 December, 2024 at 01:35 PM  
Endorsement by Senior Education Improvement Leader  
Endorsement by School Council President

**for improving student outcomes**

Jackson School (4979)



**Self-evaluation summary - 2025**

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|  | **FISO 2.0 outcomes** | Self-evaluation level |
| **Learning** | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. | Embedding |
| **Wellbeing** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | Embedding |

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|  | **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 | Excelling |
| 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 | Embedding |
| 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 |

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| **Future planning** | - Evaluate and align the VTLM 2.0 to the Jackson Teaching and Learning Model. - Build leadership capacity to explore the development of a numeracy (number) instructional playbook with the support of NJ Consulting. - Revise Differentiated Coaching Model and Staff Support Matrix of inclusive practices (Learning & Wellbeing) to enable all leaders to provide differentiated coaching support to staff. - Engage Sue Larky to provide professional learning to staff on inclusive practices (Neurodiversity). - Evaluate Prep-6 Phonics Program (LLLL) in line with new Phonics Plus resources. - Implement VPC feedback in preparation for the audit in 2025. - Revise and implement Jackson Essentials Curriculum (Goal Banks) for English and Mathematics in line with Victorian Curriculum 2.0. - Review and implement Assessment Schedule for both summative and formative assessment tools (in particular for Levels A-D) specifically for Number for Numeracy. - Document revised Tier 2/3 Intervention Matrix (TLI, Fitness, GMP, Play, Speech Pathology, Occupational Therapy, KDC Farm, HOL Primary, Social Skills, Mental Health Practitioner, Art Therapy, Behaviour Therapy) and evaluate the entry and exit criteria for tracking intervention program including Tier 3 Alternative Timetables. - Develop and implement the Health Program as part of the Independent Learning Curriculum including dry Swimming Program. - Launch Ready 2 Learn Framework to implement Tier 1 inclusive practice (Semester 1, Morning Circle, Following Breaktimes).  - Partner with Be You to implement revised self harm and suicidal ideation flowchart. - Revise Attendance Strategy (Tier 1,2,3) to improve student absence and punctuality. - Increase active partnerships between school, families and community organisations (Kindergartens, Parent Information Sessions, Cultural Groups). - Improve personalised documentation from SSGs using Xuno Student Maps as evidence for Disability Inclusion Profiles.  - Revise and regularly review Leadership Roles to align to new SSP (Learning & Wellbeing), sub-school structure (Junior, Middle & Senior Schools) and Disability Inclusion (Tier 2 and 3). - Refine & implement Tier 1 SWPBS Systems including revised Expectation Matrix.  - Revise Behaviour Support Planning (BSP) incorporating Tier 1 Wellbeing Support Plans and Tier 3 Safety Planning. |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Improve student learning growth in Literacy and Numeracy. | Yes | By 2028, increase the percentage of students making very good progress or above for learning growth; using the school’s five-point progress scale, from 75% to 75+% across all English and Mathematics modes and domains. | By 2025, increase the percentage of students making very good progress or above for learning growth; using the school’s five-point progress scale, from 75% to 75+% across all English and Mathematics modes and domains. |
| By 2028, increase the percentage of students working at Level Foundation or above: •    English Bands from 58% (2023) to 65%  •    Mathematics Bands from 55% (2023) to 65% | By 2025, increase the percentage of students working at Level Foundation or above:• English Bands from 58% (2023) to 60% • Mathematics Bands from 55% (2023) to 57% |
| By 2028, increase the percentage positive responses on the SSS in the factors: •    Use student feedback to improve practice from 77% (2023) to 80%  •    Understand how to analyse data from 77% (2023) to 80% | By 2025, increase the percentage positive responses on the SSS in the factors:• Use student feedback to improve practice from 77% (2023) to 78% • Understand how to analyse data from 77% (2023) to 78% |
| By 2028, the percentage of students completing the Victorian Pathways Certificate (VPC) will increase from 80% (2023) to 85% | By 2025, the percentage of students completing the Victorian Pathways Certificate (VPC) will increase from 80% (2023) to 81% |
| Improve the health and wellbeing of all students. | Yes | By 2028, increase the percentage positive responses on the POS to the factor Non-experience of bullying from 71% (2023) to 72% | By 2025, increase the percentage positive responses on the POS to the factor Non-experience of bullying from 71% (2023) to 72% |
| By 2028, increase the percentage positive responses on the SSS to the factor Trust in students and parents from 77% (2023) to 78% | By 2028, increase the percentage positive responses on the SSS to the factor Trust in students and parents from 77% (2023) to 78% |
| By 2028, increase the percentage positive responses on the AtoSS to the factor Sense of connectedness from 80% (2022) to 82% | By 2028, increase the percentage positive responses on the AtoSS to the factor Sense of connectedness from 80% (2023) to 81% |

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| Goal 2 | **Improve student learning growth in Literacy and Numeracy.** | |
| 12-month target 2.1-month target | By 2025, increase the percentage of students making very good progress or above for learning growth; using the school’s five-point progress scale, from 75% to 75+% across all English and Mathematics modes and domains. | |
| 12-month target 2.2-month target | By 2025, increase the percentage of students working at Level Foundation or above: • English Bands from 58% (2023) to 60%  • Mathematics Bands from 55% (2023) to 57% | |
| 12-month target 2.3-month target | By 2025, increase the percentage positive responses on the SSS in the factors: • Use student feedback to improve practice from 77% (2023) to 78%  • Understand how to analyse data from 77% (2023) to 78% | |
| 12-month target 2.4-month target | By 2025, the percentage of students completing the Victorian Pathways Certificate (VPC) will increase from 80% (2023) to 81% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| KIS 2.a Teaching and learning | Build staff capacity to collaboratively plan and deliver differentiated learning that engages and meets the diverse learning needs of all students using the essential elements of learning. | Yes |
| KIS 2.b Teaching and learning | Further build the confidence and capability of every teacher to consistently implement instructional practices in Literacy and Numeracy using the essential elements of teaching. | Yes |
| KIS 2.c Assessment | Strengthen the capacity of teams to analyse and use data and other evidence to plan a multi–tiered response to students' learning and wellbeing needs. | 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 following our 2024 school review. As we commence our new School Strategic Plan (SSP) goals, we have decided to commence all key improvement strategies (KIS) and complete aspects of our prioritised actions in the 2025 AIP. A distributed leadership structure aligned to FISO 2.0 supports the delivery of the selected KIS. | |
| Goal 3 | **Improve the health and wellbeing of all students.** | |
| 12-month target 3.1-month target | By 2025, increase the percentage positive responses on the POS to the factor Non-experience of bullying from 71% (2023) to 72% | |
| 12-month target 3.2-month target | By 2028, increase the percentage positive responses on the SSS to the factor Trust in students and parents from 77% (2023) to 78% | |
| 12-month target 3.3-month target | By 2028, increase the percentage positive responses on the AtoSS to the factor Sense of connectedness from 80% (2023) to 81% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| KIS 3.a Leadership | Further develop school policies and programs that promote and improve the health, resilience and independence of all learners within and beyond the school. | Yes |
| KIS 3.b Support and resources | Strengthen active partnerships with families, education settings, specialist providers and community agencies/organisations, to enhance the wellbeing, participation and inclusion of all students. | Yes |
| KIS 3.c Leadership | Enhance a culture of collaboration to provide for a positive, safe and supportive learning environment. | 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 following our 2024 school review. As we commence our new School Strategic Plan (SSP) goals, we have decided to commence all key improvement strategies (KIS) and complete aspects of our prioritised actions in the 2025 AIP. A distributed leadership structure aligned to FISO 2.0 supports the delivery of the selected KIS. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | Improve student learning growth in Literacy and Numeracy. |
| 12-month target 2.1 target | By 2025, increase the percentage of students making very good progress or above for learning growth; using the school’s five-point progress scale, from 75% to 75+% across all English and Mathematics modes and domains. |
| 12-month target 2.2 target | By 2025, increase the percentage of students working at Level Foundation or above: • English Bands from 58% (2023) to 60%  • Mathematics Bands from 55% (2023) to 57% |
| 12-month target 2.3 target | By 2025, increase the percentage positive responses on the SSS in the factors: • Use student feedback to improve practice from 77% (2023) to 78%  • Understand how to analyse data from 77% (2023) to 78% |
| 12-month target 2.4 target | By 2025, the percentage of students completing the Victorian Pathways Certificate (VPC) will increase from 80% (2023) to 81% |
| KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff capacity to collaboratively plan and deliver differentiated learning that engages and meets the diverse learning needs of all students using the essential elements of learning. |
| **Actions** | • Implement Jackson Differentiation Toolkit alongside Tier 1 (Universal) adjustments • Strengthen differentiated Coaching Support and Feedback at all levels (L-T, T-T, T-S, S-T) for Learning & Wellbeing  • Strengthen levels of adjustment aligned to Disability Inclusion to meet the diverse needs of learners. |
| **Outcomes** | - Leaders will build staff capacity to collaboratively plan and deliver differentiated learning that engages and meets the diverse learning needs of all students using the essential elements of learning. - Teachers will collaboratively plan and deliver differentiated learning that engages and meets the diverse learning needs of all students using the essential elements of learning. - Education Support Staff will support teachers to deliver differentiated learning that engages and meets the diverse learning needs of all students using the essential elements of learning. - Students diverse learning needs will be met using the essential elements of learning. |
| **Success Indicators** | By the end of Semester 1:  - Moderation of teacher termly and weekly lesson plans - Professional Learning Team minutes - Peer Observation and Learning Walks and Talks (LWT) records - Disability Inclusion Profiles (ASSIST & SRN)  By the end of Semester 2:  - The ATOS will show an increase in the percentage of positive response in differentiated learning challenge from 90% (2024) to 91% - The SSS will show an increase in the percentage of positive responses to use student feedback to improve practice from 77% (2023) to 78% |

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| Activities | | Who | Is this a PL priority | When | Activity cost and funding streams |
| Revise Differentiated Coaching Model and Staff Support Matrix of inclusive practices (Learning & Wellbeing) to enable all leaders to provide differentiated coaching support to staff. | | 🗹 Assistant principal  🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Engage Sue Larkey to provide professional learning to staff on inclusive practices (Neurodiversity). | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 2  to: Term 2 | $6,600.00 |
| Improve personalised documentation from SSGs using Xuno Student Maps as evidence for Disability Inclusion Profiles. | | 🗹 Assistant principal  🗹 Principal  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Develop a Tier 1 adjustments comment bank in Xuno/Student Maps to support SSG, SSDVC and DIP documentation. | | 🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further build the confidence and capability of every teacher to consistently implement instructional practices in Literacy and Numeracy using the essential elements of teaching. | | | | |
| **Actions** | • Refine Jackson Essential Curriculum (including Goal Banks) in line with Victorian Curriculum 2.0 • Align Jackson Teaching & Learning Model to VTLM 2.0 Essential Elements of Learning and Teaching, including Literacy & Numeracy Blocks • Develop an Instructional Playbook of Strategies for Literacy and Numeracy | | | | |
| **Outcomes** | - Leaders will further build the confidence and capability of every teacher to consistently implement instructional practices in Literacy and Numeracy using the essential elements of teaching. - Teachers will consistently implement instructional practices in Literacy and Numeracy using the essential elements of teaching. - Education Support Staff will support teachers to consistently implement instructional practices in Literacy and Numeracy using the essential elements of teaching. - Students will improve their growth in Literacy and Numeracy. | | | | |
| **Success Indicators** | By the end of Semester 1:  - Moderation of teacher termly and weekly lesson plans - Documented Victorian Curriculum 2.0 (Essentials Curriculum) including Goal Banks - Documented Literacy and Numeracy Blocks  By the end of Semester 2:  - The percentage of students making very good progress or above for learning growth; using the school’s five-point progress scale will increase from 75% to 75+% across all English and Mathematics modes and domains. - The percentage of students working at Level Foundation or above will increase in English Bands from 58% (2023) to 60% and Mathematics Bands from 55% (2023) to 57%. - The percentage of students completing the Victorian Pathways Certificate (VPC) will increase from 80% (2023) to 81% | | | | |
| Activities | | Who | Is this a PL priority | When | Activity cost and funding streams |
| Evaluate Prep-6 Phonics Program (LLLL) in line with new Phonics Plus resources. | | 🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Implement VPC feedback in preparation for the audit in 2025. | | 🗹 School improvement team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Revise and implement Jackson Essentials Curriculum (Goal Banks) for English and Mathematics in line with Victorian Curriculum 2.0. | | 🗹 Information Technology leader/team  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Build leadership capacity to explore the development of a numeracy (number) instructional playbook with the support of NJ Consulting. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00 |
| Evaluate and align the VTLM 2.0 to the Jackson Teaching and Learning Model. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen the capacity of teams to analyse and use data and other evidence to plan a multi–tiered response to students' learning and wellbeing needs. | | | | |
| **Actions** | • Review Summative Assessments (including for Levels A-D) • Develop Analysis and Use of Data and Evidence across Learning and Wellbeing • Review evidence-informed approach to a multi-tiered response to Learning and Wellbeing (including Tier 2/3 Interventions) | | | | |
| **Outcomes** | - Leaders will strengthen the capacity of teams to analyse and use data and other evidence to plan a multi–tiered response to students' learning and wellbeing needs. - Teachers will analyse and use data and other evidence to plan a multi–tiered response to students' learning and wellbeing needs. - Education Support Staff will support teachers to deliver a multi–tiered response to students' learning and wellbeing needs. - Students will improve their learning and wellbeing outcomes. | | | | |
| **Success Indicators** | By the end of Semester 1:  - Summative Assessment Tool tracking (including Phonics LLARS, Essential Assessment...) - Pre and Post Assessment Tasks - SWPBS Data Tracking - Intervention Tracking (including Entry and Exit Criteria)  By the end of Semester 2:  - The percentage of students making very good progress or above for learning growth; using the school’s five-point progress scale will increase from 75% to 75+% across all English and Mathematics modes and domains. - The percentage of students working at Level Foundation or above will increase in English Bands from 58% (2023) to 60% and Mathematics Bands from 55% (2023) to 57%. - The percentage of students completing the Victorian Pathways Certificate (VPC) will increase from 80% (2023) to 81% - The SSS will show an increase in the percentage of positive responses in understanding how to analyse data from 77% (2023) to 78% | | | | |
| Activities | | Who | Is this a PL priority | When | Activity cost and funding streams |
| Review and implement Assessment Schedule for both summative and formative assessment tools (in particular for Levels A-D) specifically for Number for Numeracy. | | 🗹 School improvement team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Document revised Tier 2/3 Intervention Matrix (TLI, Fitness, GMP, Play, Speech Pathology, Occupational Therapy, KDC Farm, HOL Primary, Social Skills, Mental Health Practitioner, Art Therapy, Behaviour Therapy) and evaluate the entry and exit criteria for tracking intervention program including Tier 3 Alternative Timetables. | | 🗹 Allied health  🗹 School improvement team  🗹 SWPBS leader/team  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |

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| Goal 3 | Improve the health and wellbeing of all students. | | | | |
| 12-month target 3.1 target | By 2025, increase the percentage positive responses on the POS to the factor Non-experience of bullying from 71% (2023) to 72% | | | | |
| 12-month target 3.2 target | By 2028, increase the percentage positive responses on the SSS to the factor Trust in students and parents from 77% (2023) to 78% | | | | |
| 12-month target 3.3 target | By 2028, increase the percentage positive responses on the AtoSS to the factor Sense of connectedness from 80% (2023) to 81% | | | | |
| KIS 3.a 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 | Further develop school policies and programs that promote and improve the health, resilience and independence of all learners within and beyond the school. | | | | |
| **Actions** | • Implement SWPBS initiative aligned to PBIS program focusing on Respect/Disrespect onsite and online. • Implement Health Curriculum to strengthen Tier 1 Mental Health and Wellbeing • Develop and implement a Ready to Learn program (9-9:20, after recess and lunch) | | | | |
| **Outcomes** | - Leaders will further develop school policies and programs that promote and improve the health, resilience and independence of all learners within and beyond the school. - Teachers will improve the health, resilience and independence of all learners within and beyond the school. - Education Support Staff will support teachers to improve the health, resilience and independence of all learners within and beyond the school. - Students health and wellbeing outcomes will improve. | | | | |
| **Success Indicators** | By the end of Semester 1:  - Documented Health Program aligned to Independent Learning Curriculum - Documented Ready to Learn Program - Learning Walks and Talks - SWPBS Data Tracking  By the end of Semester 2:  - The ATOS will show an increase in the percentage of positive response in sense of connectedness from 80% (2023) to 81%. - The POS will show an increase in the percentage of positive responses in non-experience of bullying from 71% (2023) to 72%. | | | | |
| Activities | | Who | Is this a PL priority | When | Activity cost and funding streams |
| Develop and implement the Health Program as part of the Independent Learning Curriculum including dry Swimming Program. | | 🗹 Mental health and wellbeing leader  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Launch Ready 2 Learn Framework to implement Tier 1 inclusive practice (Semester 1, Morning Circle, Following Breaktimes). | | 🗹 Allied health  🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Refine & implement Tier 1 SWPBS Systems including revised Expectation Matrix. | | 🗹 SWPBS leader/team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Revise Behaviour Support Planning (BSP) incorporating Tier 1 Wellbeing Support Plans and Tier 3 Safety Planning. | | 🗹 School improvement team  🗹 SWPBS leader/team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Partner with Be You to implement revised self harm and suicidal ideation flowchart. | | 🗹 Mental health and wellbeing leader  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Strengthen active partnerships with families, education settings, specialist providers and community agencies/organisations, to enhance the wellbeing, participation and inclusion of all students. | | | | |
| **Actions** | • Develop processes to improve Tier 3 Attendance and Late Arrivals • Strengthen Parent/Carer Information Sessions including about education programs and post school pathways • Develop new partnerships with families/carers, specialist providers and community organisations, including post-school pathways and parent, carers and friends’ association (PCFA) | | | | |
| **Outcomes** | - Leaders will strengthen active partnerships with families, education settings, specialist providers and community agencies/organisations, to enhance the wellbeing, participation and inclusion of all students. - Teachers will enhance the wellbeing, participation and inclusion of all students. - Education Support Staff will support teachers to enhance the wellbeing, participation and inclusion of all students. - Students health and wellbeing outcomes will improve. | | | | |
| **Success Indicators** | By the end of Semester 1:  - Student punctuality (late arrivals) - Attendance at school events, information sessions and SSGs - Post-school pathway data including on track data  By the end of Semester 2:  - The attendance rate in the School Performance Report will increase from 93% (2024) to 94%.  - The SSS will show an increase in the percentage of positive responses in trust in students and parents from 77% (2023) to 78%. - The POS will show an increase in the percentage of positive responses in parent/carer involvement and participation from 88% (2023) to 89%. | | | | |
| Activities | | Who | Is this a PL priority | When | Activity cost and funding streams |
| Revise Attendance Strategy (Tier 1,2,3) to improve student absence and punctuality. | | 🗹 Administration team  🗹 Assistant principal  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $269,885.32  🗹 Equity funding will be used |
| Increase active partnerships between school, families and community organisations (Kindergartens, Parent Information Sessions, Cultural Groups). | | 🗹 Assistant principal  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 3.c 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 | Enhance a culture of collaboration to provide for a positive, safe and supportive learning environment. | | | | |
| **Actions** | • Strengthen a distributed leadership structure to improve succession planning and support with Disability Inclusion Reform • Improve strategies to promote, protect and address staff wellbeing  • Strengthen consistent approaches to Learning and Wellbeing through PLTs and Jackson Learner CMM | | | | |
| **Outcomes** | - Leaders will enhance a culture of collaboration to provide for a positive, safe and supportive learning environment. - Teachers will provide for a positive, safe and supportive learning environment. - Education Support Staff will support teachers to provide for a positive, safe and supportive learning environment. - Students health and wellbeing outcomes will improve. | | | | |
| **Success Indicators** | By the end of Semester 1:  - SWPBS Data - EduSafe incident reports - Staff absence data - Jackson Learner CMM minutes  By the end of Semester 2:  - The ATOS will show an increase in the percentage of positive response in managing bullying from 84% (2024) to 85% (2025). - The SSS will show an increase in the percentage of positive responses in staff professional safety from 77% (2024) to 78% (2025). - The POS will show an increase in the percentage of positive responses in managing bullying from 87% (2023) to 88% (2025). | | | | |
| Activities | | Who | Is this a PL priority | When | Activity cost and funding streams |
| Revise and regularly review Leadership Roles to align to new SSP (Learning & Wellbeing), sub-school structure (Junior, Middle & Senior Schools) and Disability Inclusion (Tier 2 and 3). | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $269,885.32 | $269,885.32 | $0.00 |
| Disability Inclusion Tier 2 Funding | $177,959.91 | $177,959.91 | $0.00 |
| Schools Mental Health Fund and Menu | $38,054.79 | $38,054.79 | $0.00 |
| **Total** | $485,900.02 | $485,900.02 | $0.00 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Revise Attendance Strategy (Tier 1,2,3) to improve student absence and punctuality. | $269,885.32 |
| **Totals** | $269,885.32 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Revise Attendance Strategy (Tier 1,2,3) to improve student absence and punctuality. | from: Term 1  to: Term 4 | $269,885.32 | 🗹 School-based staffing |
| **Totals** |  | $269,885.32 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Total Budget

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| **Activities and milestones** | **Budget** |
| Employ Tutor (1.0) to deliver TLI for in Literacy, Mathematics, Social Skills and Travel Education. | $117,347.87 |
| Employ NDIS Navigator to continue support to families in accessing and reviewing NDIS plans. | $90,944.83 |
| Increase Speech Pathology and Occupational Therapy for students in line with Disability Inclusion. | $864,428.59 |
| Provide time release for Mental Health & Wellbeing (MHWL) to provide Tier 1 support to staff. | $149,752.90 |
| Use Mental Health Fund and revised Menu to provide Tier 2 Art Therapy (0.8 FTE) | $38,054.79 |
| Use Disability Inclusion (Tier 2) funding to employ Disability Inclusion Leading Teacher and DI Admin. | $159,728.36 |
| Employ Jobs, Skills and Pathyways Coordinator (up to 0.6 time release) | $82,030.17 |
| **Totals** | $1,502,287.51 |

Additional funding planner – Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Employ Tutor (1.0) to deliver TLI for in Literacy, Mathematics, Social Skills and Travel Education. | from: Term 1  to: Term 4 | $0.00 |  |
| Employ NDIS Navigator to continue support to families in accessing and reviewing NDIS plans. | from: Term 1  to: Term 4 | $0.00 |  |
| Increase Speech Pathology and Occupational Therapy for students in line with Disability Inclusion. | from: Term 1  to: Term 4 | $0.00 |  |
| Provide time release for Mental Health & Wellbeing (MHWL) to provide Tier 1 support to staff. | from: Term 1  to: Term 4 | $0.00 |  |
| Use Mental Health Fund and revised Menu to provide Tier 2 Art Therapy (0.8 FTE) | from: Term 1  to: Term 4 | $0.00 |  |
| Use Disability Inclusion (Tier 2) funding to employ Disability Inclusion Leading Teacher and DI Admin. | from: Term 1  to: Term 4 | $0.00 |  |
| Employ Jobs, Skills and Pathyways Coordinator (up to 0.6 time release) | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Employ Tutor (1.0) to deliver TLI for in Literacy, Mathematics, Social Skills and Travel Education. | from: Term 1  to: Term 4 | $0.00 |  |
| Employ NDIS Navigator to continue support to families in accessing and reviewing NDIS plans. | from: Term 1  to: Term 4 | $0.00 |  |
| Increase Speech Pathology and Occupational Therapy for students in line with Disability Inclusion. | from: Term 1  to: Term 4 | $0.00 |  |
| Provide time release for Mental Health & Wellbeing (MHWL) to provide Tier 1 support to staff. | from: Term 1  to: Term 4 | $0.00 |  |
| Use Mental Health Fund and revised Menu to provide Tier 2 Art Therapy (0.8 FTE) | from: Term 1  to: Term 4 | $0.00 |  |
| Use Disability Inclusion (Tier 2) funding to employ Disability Inclusion Leading Teacher and DI Admin. | from: Term 1  to: Term 4 | $177,959.91 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Leading teacher * Disability inclusion coordinator   🗹 CRT   * CRT (to attend Profile meetings) |
| Employ Jobs, Skills and Pathyways Coordinator (up to 0.6 time release) | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $177,959.91 |  |

Additional funding planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Employ Tutor (1.0) to deliver TLI for in Literacy, Mathematics, Social Skills and Travel Education. | from: Term 1  to: Term 4 | $0.00 |  |
| Employ NDIS Navigator to continue support to families in accessing and reviewing NDIS plans. | from: Term 1  to: Term 4 | $0.00 |  |
| Increase Speech Pathology and Occupational Therapy for students in line with Disability Inclusion. | from: Term 1  to: Term 4 | $0.00 |  |
| Provide time release for Mental Health & Wellbeing (MHWL) to provide Tier 1 support to staff. | from: Term 1  to: Term 4 | $0.00 | 🗹 eSmart schools (free)  **This activity will use Mental Health Menu staffing**   * + Activity-based non-consumables (equipment hire, etc) |
| Use Mental Health Fund and revised Menu to provide Tier 2 Art Therapy (0.8 FTE) | from: Term 1  to: Term 4 | $38,054.79 | 🗹 Arts Therapists  **This activity will use Mental Health Menu programs**   * + Assign existing staff member to initiative (eduPay) |
| Use Disability Inclusion (Tier 2) funding to employ Disability Inclusion Leading Teacher and DI Admin. | from: Term 1  to: Term 4 | $0.00 |  |
| Employ Jobs, Skills and Pathyways Coordinator (up to 0.6 time release) | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $38,054.79 |  |

**Professional learning plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Revise Differentiated Coaching Model and Staff Support Matrix of inclusive practices (Learning & Wellbeing) to enable all leaders to provide differentiated coaching support to staff. | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Learning specialist(s)  🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised reflection  🗹 Demonstration lessons | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Learning specialist | 🗹 On-site |
| Engage Sue Larkey to provide professional learning to staff on inclusive practices (Neurodiversity). | 🗹 Assistant principal | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Curriculum development | 🗹 Whole school pupil free day | 🗹 External consultants  Sue Larkey | 🗹 On-site |
| Build leadership capacity to explore the development of a numeracy (number) instructional playbook with the support of NJ Consulting. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day | 🗹 Internal staff  🗹 External consultants  NJ Consulting | 🗹 On-site |
| Evaluate and align the VTLM 2.0 to the Jackson Teaching and Learning Model. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole school pupil free day | 🗹 Internal staff | 🗹 Off-site  Lakeside Curriculum Day 1 |
| Launch Ready 2 Learn Framework to implement Tier 1 inclusive practice (Semester 1, Morning Circle, Following Breaktimes). | 🗹 Allied health  🗹 Assistant principal | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Internal staff | 🗹 On-site |
| Refine & implement Tier 1 SWPBS Systems including revised Expectation Matrix. | 🗹 SWPBS leader/team | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Departmental resources  SWPBS | 🗹 On-site |