

SSP & AIP 2024 Snapshot

SSP 2020-2024	Key Improvement Strategies	AIP 2024 Activities
Achievement	Goal 1) To improve educational outcomes for all students.	
	<u>Differentiated, Responsive Teaching & Learning</u> 1a. Build the capacity of all staff to understand the curriculum and develop the pedagogy to provide differentiated instruction in a learning environment that supports authentic, real-world learning for all students.	<ul style="list-style-type: none"> • Explore instructional playbook of strategies (including programs aligned to Foci/Threads) • Roll out LLLL Phonics program to Years 5-6 in Semester 1 and P-2 in Semester 2 • Review Literacy and Numeracy Block frameworks (considering Phonics, Jackson Writing Cycle) • Strengthen staff understanding of reflective, responsive teaching for differentiated learning • Implement revised Essential Curriculum (Scope & Sequence) in P-10 • Implement revised Curriculum Framework timetable allocations (including Personal, Social and Community Health) • Review and develop Career Education Framework (Years 7-12) including reporting Career Action Plan to families
	<u>Evidence Informative Practice & Feedback</u> 1b. Develop and embed assessment practices and data literacy to collect and use a range of data to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time.	<ul style="list-style-type: none"> • Develop a Scope & Sequence for Personal, Social and Community Health (P-10) including a Sustainability cross-curricular priority • 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 • Appoint Assistant Learning Specialists (PLT Leader, Health & Fitness, JSPC, Independent Learning) • Employ Tutors (1.1 FTE) to deliver TLI (Well Below in Literacy and Numeracy) • Establish Jackson Radio Station program for Years 11/12 and JSLT. • Track VPC/ASDAN outcomes in Accelerus to monitor Year 12 completion rates. • Revise Assessment Schedule to review summative assessment tools and include ongoing formative assessment strategies in Terms 1 and 3
	<u>Culture of Collaborative Professional Learning</u> 1c. Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.	<ul style="list-style-type: none"> • Increase Learning Specialists to provide increased differentiated coaching support for staff • 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 • Document a middle leadership training framework to provide coaching training to Learning Specialists and PLT Leaders. • Appoint an ES Induction and Support staff member to provide induction and differentiated coaching support to Education Support staff.
Engagement	Goal 2) To improve students' engagement and participation in learning.	
	<u>Partnerships with Families, Communities & Agencies</u> 2a. Develop a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren.	<ul style="list-style-type: none"> • 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 • Appoint NDIS Navigator (0.6) to support families to access the NDIS • Reinvigorate student-led, department-level assemblies (P-4, 5-8, 9-12) including Student of the Week • Strengthen Student Support Group (SSG) practices and documentation (IEP Learner Profiles) • Provide an official opening of our new facilities following the completion of our \$12 million AMP capital works program.
	<u>Tiered & Personalised Response to Learning & Wellbeing</u> 2b. 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.	<ul style="list-style-type: none"> • Increase family engagement to support with community events, in addition to School Council PCFA. • 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 • Promote punctuality to school and full-day attendance to address late arrivals and early finishers • Work with STU and bus companies to implement changes in Designated Transport Area (DTA).
	<u>Community Partnerships</u> 2c. Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.	<ul style="list-style-type: none"> • Appoint OSHC Project Manager 0.2 to liaise with third-party OSHC provider (TheirCare) to deliver new High Intensity OSHC Program • Develop a Hands-on Learning (HOL) Work-Experience Program in partnership with Keilor Downs Secondary College (KDC) in addition to Animal Land Farm.

SSP & AIP 2024 Snapshot

Goal 3) To improve students' health and wellbeing.	
Wellbeing	<p><u>Inclusive Support Strategies & Levels of Adjustment (LoA)</u></p> <p>3a. Build staff knowledge and capacity to implement systems to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier 1, 2 and 3 students.</p>
	<p><u>Mental Health & Wellbeing</u></p> <p>3b. Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.</p>
	<p><u>Jackson Learner (Learning & Wellbeing)</u></p> <p>3c. Develop staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement.</p>
<ul style="list-style-type: none"> • Support staff to document student-specific adjustments (Tier 2/3) aligned to the Disability Inclusion Domain Table • Develop a Ready 2 Learn Framework to establish Tier 1 classroom environment adjustments • Track progress of Tier 2/3 interventions and alternate programs using Tier 3 Goal Bank / DI Domains/Activities using Accelerus • Improve students' understanding of bullying and resilience/positive coping strategies at Tier 1 • Promote and exposed healthy eating practices across the school • Strengthen school-wide PBIS practices in line with the SWPBS initiative and establish PBIS Rewards Shop • 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) • Appoint Assistant Learning Specialist (Health & Fitness) to the students more active through the use of Active Schools initiative. • 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 • Employ additional Allied Health (Speech Pathologist 1.0, Occupational Therapists 1.2, Allied Health Assistant 0.5) • Build staff capacity to re-implement Play and PMP programs in Prep-2 • 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 • Provide training to Allied Health staff to score Vineland-3 to assess student's adaptive behaviour as part of the DIPM. • 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. 	

To view the 2024 AIP in full please click here: [AIP iNewsletter](#)