

SSP & AIP 2024 Snapshot - Actions

| SSP 2020-2024 | Key Improvement Strategies | AIP 2024 Actions |
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| 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"> Implement revised Jackson Essentials Curriculum (Curriculum Framework, Scopes and Sequences) and Termly/Weekly planning. Strengthen staff capacity of reflective, responsive teaching for differentiated learning for all students. Review the Teaching & Learning Handbook and develop consistent instructional practices for literacy and numeracy. Review summative tools and embed formative assessment practices. 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). Develop teachers to differentiate student learning using the FISO improvement cycle through PLTs and Jackson Learner CMM. |
| | <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. | |
| <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. | | |
| 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"> Strengthen parent/carer community engagement (online and onsite) to support the development of their child/ren. Strengthen tiered response to intervention model to ensure all students are connected to learning. Deepen existing and diversify new partnerships community stakeholders (VET, mainstream feeder schools. DFFH...) |
| | <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. | |
| <u>Community Partnerships</u> 2c. Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways. | | |
| Wellbeing | Goal 3) To improve students' health and wellbeing. | |
| | <u>Inclusive Support Strategies & Levels of Adjustment (LoA)</u> 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. | <ul style="list-style-type: none"> 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. Review, develop and implement school-wide improvements to PBIS as part of the SWPBS initiative. Improve students' mental health and wellbeing through the Mental Health Reform (MHP, MHiPS, Fund/Menu, Active Schools) Build the capacity of all staff on the transition from the Program for Students with Disabilities to Disability Inclusion. Enable knowledgeable others (Learning and Wellbeing) to provide specialist advice to teachers and education support staff to meet the complex health needs of students. |
| | <u>Mental Health & Wellbeing</u> 3b. Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing. | |
| <u>Jackson Learner (Learning & Wellbeing)</u> 3c. Develop staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement. | | |