**School Strategic Plan 2024-2028**

Jackson School (4979)



Submitted for review by Anthony Jackson (School Principal) on 04 October, 2024 at 10:51 PM  
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Endorsed by Nerida Auld (School Council President) on 11 December, 2024 at 01:22 PM

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| School vision | Jackson School is a collaborative learning community for all. We aim to develop independence through safety, respect and responsibility.  We aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community. We share and celebrate our successes and achievements.  Mission Statement: Develop Futures – Create Opportunities – Inspire Potential |
| School values | At Jackson School we value:  Learning Independence Safety Respect Responsibility  Our values of Learning and Independence are also underpinned by a framework of learner attributes based upon the eight Employability Skills: Communication, Team Work/Collaboration, Problem Solving, Initiative and Enterprise, Planning and Organising, Self-Management, Learning, Technology. Our values of Safety, Respect and Responsibility are also our School-Wide Positive Behaviour Support (SWPBS) behaviour expectations. |
| Context challenges | The Pre-Review Self-Evaluation and School Review Panel recommended the following areas of focus be prioritised in the next School Strategic Plan: • Collaboratively plan a differentiated curriculum in literacy and numeracy • Consistent instructional practices in literacy and numeracy • Data use and analysis • Health, resilience and independence of learners • Active partnerships with families, education settings, specialist providers and community agencies/organisations • Wellbeing, participation and inclusion of learners • Safe and supportive learning environment |
| Intent, rationale and focus | Our new School Strategic Plan (SSP) was developed by the Review Panel and Leadership SIT following the review fieldwork. This includes the goals and key improvement strategies for school improvement up until 2028. The new SSP takes in the views of students, staff and parents across our community. The SSP is based upon FISO 2.0 with two outcomes focused around Learning and Wellbeing. The key improvement strategies and suggested actions for future AIPs are focused around the five core elements: Leadership, Teaching and Learning, Assessment, Engagement, Support and Resources.  Over the next four years we aim to improve students' learning growth by building staff capacity to collaboratively plan and deliver a differentiated curriculum. We will do this through continuing to build the instructional practices in both literacy and numeracy. We will incorporate the new Victorian Teaching and Learning Model into our Jackson Teaching and Learning model. We will strengthen staff capacity to analyse data and other evidence to plan a multi-tiered response to student learning and wellbeing.  In FISO 2.0 Learning and Wellbeing rightly have equal importance to ensure that we improve the health, resilience and independence of all learners within and beyond Jackson. We cannot do this without strengthening our partnerships with families and the wider community. This will enhance the wellbeing and participation within an inclusive learning environment aligned to the Disability Inclusion reform.  We will continue to build a culture of collaboration through Professional Learning Teams with the support of Senior and Middle Leaders to ensure Jackson is a positive, safe and supportive learning environment for all, aligned to the School-wide Positive Behaviour Support (SWPBS) and Mental Health initiatives.  The work over the new SSP over the next four-years will enable the school community to embed our culture as a collaborative learning community for all. Through this it will allow us to offer authentic, quality educational experiences that develop futures, create opportunities and inspire students' potential. Our purpose remains clear and our quality education programs enable our students to become valued and contributing members of the wider community. |

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| **Goal 1** | Improve student learning growth in Literacy and Numeracy. |
| Target 1.1 | 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. |
| Target 1.2 | 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% |
| Target 1.3 | 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% |
| Target 1.4 | By 2028, the percentage of students completing the Victorian Pathways Certificate (VPC) will increase from 80% (2023) to 85% |
| Key Improvement Strategy 1.ay 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. |
| Key Improvement Strategy 1.by 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. |
| Key Improvement Strategy 1.cy 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. |
| **Goal 2** | Improve the health and wellbeing of all students. |
| Target 2.1 | By 2028, increase the percentage positive responses on the POS to the factor Non-experience of bullying from 71% (2023) to 72% |
| Target 2.2 | By 2028, increase the percentage positive responses on the SSS to the factor Trust in students and parents from 77% (2023) to 78% |
| Target 2.3 | By 2028, increase the percentage positive responses on the AtoSS to the factor Sense of connectedness from 80% (2022) to 82% |
| Key Improvement Strategy 2.ay 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. |
| Key Improvement Strategy 2.ay Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 2.by 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. |
| Key Improvement Strategy 2.by Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 2.cy 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. |