

School review report

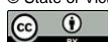
Jackson School (4979)

School Strategic Plan 2020–2024

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Executive Summary

This section provides a summary of key review findings and areas of focus, which can be shared with the school community.

Key findings on student outcomes and school practices

In Term 3, 2024, Jackson School completed their 4-yearly school review to inform development of the next School Strategic Plan (SSP). The review was facilitated by an independent, external school reviewer with input from the school's senior education improvement leader (SEIL) and three challenge partners. The principal, school council president and key staff members were also part of the school review panel.

The following provides a summary of the review's key findings regarding student learning and wellbeing outcomes and supporting school practices:

The 2020–2024 SSP goal, to improve educational outcomes for all students, was mostly achieved, with one target fully achieved, one target mostly achieved, and one target not achieved. The panel identified growth in student Literacy and Numeracy outcomes, with most students making good progress across all English and Mathematics modes and domains, using the school's five-point progress scale.

- A whole-school instructional model was in place, and significant progress made in analysing and using data in Professional Learning Teams (PLTs) to plan for differentiated learning. The panel found that these approaches were consistently implemented across the school and within all teams.
- Students needing additional support accessed support from the Tutor Learning Initiative (TLI).

The 2020–2024 SSP goal to improve student engagement and participation in learning was fully achieved with all three targets fully achieved.

- Leaders promoted a learning culture, high expectations and aspirations, and a positive, safe and orderly learning environment. Students were supported by the School Wide Positive Behaviour Support (SWPBS) Framework.

The 2020–2024 SSP goal to improve student health and wellbeing was mostly achieved with one target mostly achieved and two targets not achieved.

- Wellbeing was an area of focus, and students reported high levels of connectedness to school, resilience, safety and inclusion; and were positive about how the school managed bullying. Strategies were put in place to improve attendance, including approaches to promoting high attendance and responding to absences. The wellbeing team worked with families of students with high absences to establish supports, and to help them re-engage in school. Attendance data showed a significant decline in the proportion of students with 20 or more days absent.
- The school strengthened partnerships with parents and carers:
- A significant number of families attended National Disability Insurance Scheme (NDIS) information sessions and Year 11 & 12 pathway sessions. Over 93% of students accessed the NDIS in 2023.
- Community engagement, and understanding of diversity, were strengthened by celebrating key events such as Harmony Week and Campfire Conversations, as part of the Self Determination Reform.
- The school developed strong relationships with at risk families through social workers addressing issues of student disengagement.
- Post COVID–19, the school re-launched community events and information sessions to strengthen trust and partnerships between the school and the parent/carer community.

Focus areas for the next School Strategic Plan

The school review panel recommends the following areas of focus be prioritised in the next SSP:

- Literacy and Numeracy;
- Instruction;
- Data analysis;
- Health and wellbeing;
- Community engagement in learning, with a focus on active partnerships with families;
- Safe and supportive learning environment.



1. Learning and wellbeing outcomes

Key review findings on student learning and wellbeing outcomes.

Summary of performance against the previous School Strategic Plan

No.	Description	Evaluation
Goal 1	Improve educational outcomes for all students.	Mostly achieved
Target 1.1	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.	Fully achieved
Target 1.2	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 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 	Partially achieved
Target 1.3	By 2024, the School Staff Survey (SSS) percentage positive endorsement will increase for: <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 	Mostly achieved
KIS 1.a	Build the capacity of all staff to understand the curriculum and develop the pedagogy to provide	Fully delivered (100%)

	differentiated instruction in a learning environment that supports authentic, real-world learning for all students.	
KIS 1.b	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.	Mostly delivered
KIS 1.c	Develop the leadership capabilities of professional learning team leaders to expertly use data and the FISO improvement cycle to improve student learning outcomes.	
Goal 2	Improve student engagement and participation in learning.	Fully achieved
Target 2.1	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.	Fully achieved
Target 2.2	By 2024, the percentage positive response on the Parent Opinion Survey (POS) will increase for: <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. 	Fully achieved
Target 2.3	By 2024, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 100% in 2024.	Fully achieved
KIS 2.a	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.	Fully delivered (100%)
KIS 2.b	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.	Fully delivered (100%)

KIS 2.c	Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.	Fully delivered (100%)
Goal 3	Improve student health and wellbeing.	Mostly achieved
Target 3.1	By 2024, the Attitudes to School Survey (AtoSS) 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 	Mostly achieved
Target 3.2	By 2024, the SSS 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 	Not achieved
Target 3.3	By 2024, the Parent Opinion Survey (POS) 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 	Not achieved
KIS 3.a	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.	Fully delivered (100%)
KIS 3.b	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.	Fully delivered (100%)
KIS 3.c	Develop staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement.	Fully delivered (100%)

Literacy and numeracy outcomes

Improvements to Literacy included implementation of the Jackson Writing Cycle, design of a differentiation toolkit, introduction of a Foundation to Year 6 phonics program, use of guided Reading resources, implementation of the TLI and mapping of the curriculum in the form of scope and sequence documents and goal banks.

Individual student learning goals were set and teaching strategies identified.

A number of classroom visits revealed that teachers and education support (ES) staff worked collaboratively and seamlessly, with teachers and ES staff each leading a differentiated group.

Individual learning plans (ILPs) were developed for all students.

The school developed an instructional model to guide consistent practice across the school.

The panel found that **these actions enabled** teachers to strengthen their planning and pedagogy, in order to meet the needs of individuals and groups of students in Literacy and Numeracy.

Literacy was a significant focus during the previous SSP period. More recently, work commenced on developing staff capacity in Numeracy, which will lead to an enhanced focus on Numeracy during the next review period.

Equity funded students

The panel noted that 68% of students were equity funded in 2023, with a significant number of students identified as at risk or having an access alert or restriction.

The panel found that, compared with non-equity funded students, equity funded students generally had lower outcomes against Jackson benchmarks.

Equity funding was used to employ a social worker and youth worker to provide support to equity funded students and their families. Support included regular home visits, provision of a breakfast club and food bank packs.

Learning support was provided through differentiation in the classroom, and through small group and individual support with teachers and ES staff.

Koorie students

The school had approximately 14 Aboriginal and Torres Strait Islander students in 2023.

Learning and wellbeing needs of these students were closely monitored by teachers, and supported by the social worker and Koorie Engagement Support Officer (KESO).

Aboriginal and Torres Strait Islander students achieved above non-Indigenous students against Jackson benchmarks.

The panel noted that the school promoted Koorie culture by including a focus in inquiry units, NAIDOC week, Campfire conversations, Little Long Walk, smoking ceremonies, dancing, Harmony Day, Sorry Day and Acknowledgement of Country at meetings and assemblies.

All staff completed Cultural Understanding and Safety Training (CUST).

Students with a disability and/or additional needs

The school catered for students with a mild intellectual disability with a Full-Scale Intelligence Quotient (FSIQ) within the 50–70 range and funding under the Program for Students with Disabilities (PSD) or Disability Inclusion (DI). Some students also had a secondary disability such as: Autism Spectrum Disorder (ASD), Down Syndrome, and Attention Deficit Hyperactivity Disorder (ADHD) with a small number of students with a minor physical disability.

Support for students included collaboration with the National Disability Insurance Scheme (NDIS) and a range of therapeutic support services: including speech pathology, and occupational therapy.

English as an Additional Language (EAL) students

In 2023, 44% of students at Jackson School were identified as EAL. EAL students were supported in classrooms alongside non-EAL students.

The panel noted that EAL students performed at a higher level than their non-EAL peers against Jackson benchmarks. The number of EAL students working within pre-Foundation (A–D) reduced over the previous review period.

Out of home care (OOHC)

Approximately 16 students were in out of home care at the time of the review. OOHC students achieved above non-OHCC students against Jackson benchmarks in all areas except Number and Algebra. The proportion of OOHC students working within levels F–2 and above, exceeded their non-OOHC peers.

Wellbeing outcomes

The panel learnt that the school built staff capacity to provide universal adjustments, support strategies, and implement interventions to successfully meet the wellbeing needs of Tier 1, 2 and 3 students. The Response to Intervention (RTI) model was embedded to deliver learning and wellbeing outcomes through a multi-tiered system of supports.

Attendance

The panel reviewed absence data in Panorama from 2020 to 2023 and noted the following outcomes and trends:

- The percentage of students with 20 or more absent days decreased from 62% in 2020 to 44% in 2023, which was higher than State and network averages, but significantly lower than similar schools.
- The proportion of students with chronic absenteeism (30 plus days) also reduced from 43% in 2020 to 30% in 2023. At the time of the review in 2024, this figure had reduced further to 12%.

The panel agreed that the school had implemented a comprehensive suite of strategies to promote attendance and follow up absences.

Connectedness to schools

The AtoSS result for *Sense of connectedness* remained high over the review period, with 80% positive responses in 2023.

Student voice and agency also remained consistently high, with 81% in 2022 and 80% in 2023.

Sense of inclusion remained at consistently high levels (between 90% and 92% from 2021–2023)

The panel noted the school's success in preparing for the disability inclusion reform.

Analysis of teacher judgements showed that most students made good progress for social and emotional capability (95% in 2023), whereas a lower proportion were at expected or above levels against Jackson benchmarks (44% in 2023)

School community highlights

Community partnerships

The panel heard that the school developed a range of tools and approaches to strengthen partnerships within the parent/carer community. Strategies developed during remote learning strengthened connection with families in the learning and social development of students.

Partnerships with external stakeholders and services strengthened student engagement, wellbeing, transition and pathways. For many families and students, Jackson School was at the centre of a wide community during difficult times. This led to development of procedures, protocols and systems to identify students at risk of disengagement, to ensure all students were connected to learning.

Contextual or environmental factors impacting learning and wellbeing outcomes

- The COVID–19 pandemic lockdown significantly restricted students' direct access to the school.
- Recruiting and retaining staff remained a challenge throughout the review period.

2. School practices - enablers and barriers to learning and wellbeing outcomes

Key review findings on school practices (FISO 2.0 core elements) that impact learning and wellbeing outcomes.

Leadership

The panel noted the school's FISO 2.0 continua of practice self-assessment as Embedding. However, through the review process the assessment was re-categorised to Excelling. The panel triangulated evidence and data, including school performance data, findings from fieldwork, and the current progress against system measures, to validate this assessment.

Data that supported the panel's FISO 2.0 continua of practice assessment

SSS

The panel considered staff opinion related to leadership in the SSS for 2023. The results showed that 91% of staff responded positively to questions related to *Instructional leadership*. The panel noted that these results were significantly higher than that for similar schools (77%).

AtoSS

AtoSS results for the factors *Not experiencing bullying* (84%) and *Sense of connectedness* (80%), remained high over the review period.

POS

POS results showed that parents responded positively to questions related to *Parent participation and involvement* (88%), *School communication* (95%), *Teacher communication* (90%), *Promoting positive behaviour* (96%), *Managing bullying* (87%) and *Student connectedness* (89%). These results were higher than those for similar schools.

The panel viewed the above results as evidence of high level leadership capacity and behaviour and noted that leadership was distributed throughout the whole school from the principal to ES staff.

What worked well

- The fieldwork team conducted focus groups of parents, PLT leaders, Assistant Principals, teachers, ES staff and students. In addition, a number of discussions were held with the principal before and during the review.
- In a parent forum, the fieldwork team learnt that members of the senior leadership team, middle leaders, teachers and ES staff, all engaged in regular communication with parents and families. This occurred during formal meetings, such as student support groups (SSGs) and through direct communication from teachers and parents. Parents described leaders and teachers as visible, accessible and always available to resolve issues and provide direct support to students and families.
- The panel noted that the senior leadership team and school improvement teams (SITs) regularly reviewed school and student performance data and took responsibility for monitoring and implementation of the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).
- The principal was described as accessible, visible and encouraging. A teacher noted that *"He doesn't micro-manage."*

- A number of classroom visits by the panel and fieldwork team, accompanied by key leaders, revealed very positive relationships between leaders, teachers, ES staff and students.
- The panel learnt that members of the principal team and middle leaders (PLT leaders, Leading Teachers, Learning Specialists) provided targeted guidance and support to teachers and ES staff in PLT meetings, classroom observation feedback and professional learning sessions. Support had a strong evidence base, relying on data and information gathered in formal observations and learning walks.
- The panel noted that the induction process for new staff was clearly documented and involved dedicated time and support from the principal, middle leaders and PLTs.

Allocation of resources

- The panel agreed that significant resources, in the form of financial support and staff time, were allocated to support professional learning, classroom observations, learning walks, PLT meetings, planning meetings and wellbeing support meetings.
- A mental health and wellbeing leading teacher was employed to support whole school delivery of mental health and wellbeing strategies. Staff reported feeling supported in their own wellbeing by leadership.

Opportunities for improvement

- The classroom observation and learning walks programs were well established. The panel learnt that classroom observations were focused mainly on modelling of approaches. The panel agreed with school-based panel members that there was an opportunity to use debrief sessions to provide more evidence-based feedback to teachers on their instructional practices.
- The school appointed a number of assistant learning specialists as part of a succession planning strategy. The panel saw value in continuing to strengthen school-based leadership development.

Teaching and learning

The panel noted the school's FISO 2.0 continua of practice self-assessment as Embedding. The school assessment was confirmed during the review process.

Instructional model

The school designed and implemented a comprehensive instructional model. A number of classroom visits by panel members showed that this model was implemented consistently across the school, with elements such as learning intentions, success criteria, differentiated groups, hands-on activities and feedback, all in evidence. The fieldwork team described classrooms as "*learning focussed*", "*calm*" and "*purposeful*".

The panel observed implementation of High Impact Teaching Strategies (HITS).

Curriculum development

A guaranteed and viable curriculum was expressed in the form of the "Jackson Essentials Curriculum." Curriculum mapping formed part of a comprehensive curriculum overview, with scope and sequence documents developed for all key learning areas. This enabled teachers to pitch learning at a level that met the needs of both differentiated groups and individual students. Term overviews provided a week by week outline, with weekly planners giving more specific detail of lessons. A phonics program formed the first steps in implementation of the departments priority related to teaching Reading.

Professional Learning Community (PLC) Practices

Jackson School had not undertaken PLC core professional learning at the time of the review. However, PLTs operated at all levels, and engaged in work closely aligned with PLC practices.

To what extent have the 10 Principles of Effective PLCs been embedded?

Student learning focus

The panel noted that PLT meetings and inquiry cycles had a student learning focus, with achievement data driving the use of curriculum standards and pedagogical approaches.

Students at risk, who required additional support, were identified in “Jackson Learner” case-management meetings.

Students were selected for intervention in the TLI.

Collective responsibility

Key leaders and teachers informed the panel that they engaged in weekly PLT meetings that collaboratively implemented inquiry cycles, focused on a discreet area of learning, driven by data and evidence; and addressed the needs of a small cohort of students.

Collaborative work, witnessed by panel members who attended a PLT meeting, included interrogation of data, moderation of student work and planning for the support of student learning.

Results for SSS factors related to collaboration and collective responsibility were above those for similar schools in 2023.

Instructional leadership

The principal team were actively involved in PLT meetings. The work of PLT leaders was supported by coordination and leadership of a Learning Specialist.

Teachers interviewed by panel members expressed support for the assistance given to them by the principal and key leaders, both incidentally and in PLT sessions.

The SSS result for *Instructional leadership* featured 91% positive responses from staff in 2023 and 89% positive responses in 2022.

Collective efficacy

The panel observed that PLTs, “Jackson Learner” and planning meetings all involved teachers making planning and instructional decisions collaboratively.

The fieldwork team attended a PLT meeting and saw evidence of an agreed, rolling agenda, agreed norms and collaboration, evidenced by contribution from all members.

The SSS result for *Collective efficacy* featured 88% positive responses from staff in 2023 and 85% positive responses in 2022.

Privileged time

The panel learnt that PLT meetings were consistently implemented on a weekly basis. In addition, teachers met for formal whole-cohort planning and “Jackson Learner” meetings in which a case-management approach was used to support student learning and wellbeing needs.

Evidence driven

Assessment data was used to identify focus areas for the inquiry. Achievement and wellbeing data was used to track and monitor the progress of individuals and groups of students. A range of data and evidence formed the basis for classroom observations, which were organised within PLTs.

Continuous improvement/Adult learning

The school provided ongoing, differentiated professional learning to build leader and teacher capacity. Continuous improvement was secured through development of a culture of high expectations, learning ‘*on the job*’ and a strong overall learning culture.

Analysis of targeted sample of lesson plans

The panel analysed a series of lesson plans on Day 1 of the review. In addition, the panel assessed term planners and associated curriculum documentation during fieldwork.

The panel agreed that the lesson plans addressed the needs of both differentiated groups and individual students. The series of lessons represented a coherent sequence of learning and contained all elements of the Jackson Instructional Model (Learning Intentions, Success Criteria, Spark, Feedback etc.).

Activities were pitched at an appropriate level. Panel members did wonder, however, whether all activities were stimulating and interesting to students. This concern was reflected in a slightly lower result in the AtoSS for *Stimulated learning* (83%) compared to the overall score of 91% for the *Effective teaching for cognitive engagement* group.

Opportunities for improvement

- Build staff capacity to collaboratively plan and deliver a differentiated learning that engages and meets the diverse learning needs of all students using the essential elements of 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.
- Strengthen **the capacity of teams to** analyse and use data and other evidence to plan a multi-tiered response to student learning and wellbeing needs."

Assessment

The panel noted the school's FISO 2.0 continua of practice self-assessment as Embedding. The school assessment was confirmed during the review process.

Planning for differentiated learning

The school built the capacity of staff to understand the curriculum, assess student learning and develop pedagogy to provide differentiated instruction to support authentic, real-world learning. The school also established a framework of school-wide and student-specific adjustments.

Assessment practices and data literacy enabled teachers to accurately understand the individual learning needs of each student. A significant amount of work on differentiation was delivered through collaborative inquiry and professional learning from school-based "knowledgeable others".

SSS results, viewed by the panel, related to assessment remained at high levels throughout the review period.

Assessment practices

- The panel learnt that achievement and wellbeing data was regularly collected and analysed at a senior leadership level, at SIT meetings, in PLTs and planning meetings, and in case-management discussions in "Jackson Learner" meetings.
- An assessment schedule was in place and comprehensive assessment records, including a data wall, were updated on a regular basis. The panel agreed that current assessment regimes were consistently used by teachers and teams.
- Developmental checklists helped track and monitor the learning growth of students.
- The school developed a formative assessment toolkit to guide the work of PLTs, teachers and planning teams.
- The Jackson Essentials Curriculum, Learner Dashboards and Goal Bank were used by teachers to plan lessons, formulate student goals and modify ILPs. Goals were

developed for Literacy, Numeracy and Independence. Panel members saw evidence of displayed individual goals in all classrooms visited.

- Wellbeing data was collected, including a student friendship survey.
- Teachers worked independently and in teams to monitor student learning and wellbeing, using formative and summative assessment, and engaged with students and their families/carers in SSGs to modify student goals and plan and adapt programs to meet individual student needs.
- The panel heard that staff worked with individual students and differentiated groups on a regular basis. This enabled teachers and ES staff to gather important anecdotal data and quickly modify their teaching to meet emerging needs.
- Discussions with teachers and leaders revealed that assessment and wellbeing data was stored electronically and was readily available to staff members.
- The panel heard from teachers and leaders that the student cohort at Jackson School was changing, with higher proportions of students operating in the A–D area of the curriculum. It was acknowledged that assessment practices needed to reflect this change, and teacher capacity built to ensure that the needs of this growing cohort were accurately identified and met.

Data that supported the panel's FISO 2.0 continua of practice assessment

SSS

The panel considered the staff opinion factor *Understand how to analyse data* in the SSS for 2022 and 2023. The results showed that 77% of staff responded positively to this factor in 2023 and 88% in 2022. The panel noted that these results were slightly lower than many other factors. The panel recommended that further work on effective use of data to plan for each student's point of learning should be a focus in the next SSP.

Opportunities for improvement

- Further improvement in data literacy and planning a differentiated program.
- Further work on formative assessment to inform teaching and learning.

Engagement

The Panel noted the school's FISO 2.0 continua of practice self–assessment as Embedding. The school assessment was confirmed during the review process.

Classroom management

- A number of classroom visits revealed a generally calm and orderly classroom environment.
- The panel observed strong relationships between teachers, ES staff and students.
- Consistent implementation of the School–Wide Positive Behaviour initiative and Respectful Relationships program was seen as a significant enabler with respect to behaviour and classroom management.

Data that supported the panel's FISO 2.0 continua of practice assessment

AtoSS

The panel considered student opinion related to engagement as shown in the AtoSS in 2022 and 2023. AtoSS data for factors related to engagement was high over the review period.

SSS

The panel considered staff opinion in the SSS for 2023. Ninety–seven per cent of staff responded positively to the factor: *Belief that engagement is key to learning* and 84% of staff responded positively to the factor: *Promote student ownership of learning goals*.

All SSS data for factors related to engagement was high over the review period.

POS

The panel considered parent opinion related to engagement as shown in the POS for 2023. The percentage of positive responses for factors related to student engagement ranged between 90% and 93% and represented a high opinion of engagement, at similarly high levels to those expressed in the SSS.

Links with the community were strengthened during the previous review period and parents could access teachers before or after school to discuss any concerns.

Attendance

The panel agreed that attendance levels were high, and improved over the previous review period. It was acknowledged, however, that the high absence rates of a small number of students significantly impacted on their engagement in learning.

The proportion of students with 20 plus days of absence reduced over the review period, from 62% in 2020 to 25% to date in 2024. Despite this improvement, the panel noted the school's concern about the number of students receiving therapy offsite. Subsequent late arrivals, and students leaving early, led to some students missing key learning opportunities.

What worked well

The panel learnt that the following practices worked to improve engagement:

- Strong relationships between teachers and students.
- Improved communication with parents and the community.
- Activities and events that promoted student and parent engagement.
- Internal work experience (Café/Barista program).
- Health and fitness activities at recess and lunch.
- Enhanced teaching of employable skills.
- A systematic tangible rewards system (Jackpoints).
- Development of student absence plans.
- Employment of two art therapists.

Opportunities for improvement

The panel agreed that the recommendations related to teaching and learning should form the basis for continued work on student engagement.

Support and resources

The panel noted the school's FISO 2.0 continua of practice self-assessment as Embedding. However, through the review process the assessment was re-categorised to Excelling.

Data that supported the panel's FISO 2.0 continua of practice assessment

AtoSS

The AtoSS result for the factor *Teacher concern* remained high over the review period, with an 84% positive response rate in 2023.

POS

POS results in 2023 showed that parents responded positively to questions related to *Managing bullying* (87%), *Promoting positive behaviour* (96%), and *Respect for diversity* (92%). These results were higher than those for similar schools.

The panel viewed the above results as evidence of high levels of support to students, parents and families.

What worked well

- A wellbeing team coordinated implementation of the SWPBS framework and other wellbeing interventions. Students and families accessed the increased wellbeing supports (e.g. learning about resilience, self-regulation, access to quiet spaces).
- Equity funding was used to employ a social worker and youth worker to provide support to equity funded students and their families.
- The approach to engagement and wellbeing was based on the SWPBS program and respectful relationships' initiative.
- The school worked with a number of external agencies to support engagement and wellbeing.
- The TLI program provided additional learning support to a number of identified students.

Allocation of resources

- In 2023, the school worked with the Victorian School Building Authority (VSBA) to deliver a \$10 million school building upgrade, including a school contribution of \$2.4 million (12 new classrooms including a Science, Technology, Engineering and Mathematics [STEM] lab and art therapy, an allied health centre, a new P-2 playground, a new library and community hub, a new performing arts centre with radio and film studios, a new café with hospitality kitchen, a new staffroom PLT space, new staff toilets and resource room).
- The panel noted that significant resources, in the form of financial support and staff time, were allocated to support professional learning (PL), classroom observations, learning walks, PLT meetings, planning meetings and wellbeing support meetings.
- Child safety, first aid and protective intervention training was provided to all staff
- Additional resources were allocated to increase frequency of SSGs. The panel learnt that over 80% of families attended SSG meetings.
- A mental health and wellbeing leading teacher was employed to support whole school wellbeing. Staff reported feeling supported in their own wellbeing.

Opportunities for improvement

- Continue to develop school policies and programs that promote and improve the health, resilience and independence of all learners within and beyond the school.
- Further strengthen active partnerships with families, education settings, specialist providers and community agencies/organisations, to enhance the wellbeing, participation and inclusion of all students.
- Further enhance a culture of collaboration to provide for a positive, safe and supportive learning environment.

3. Key directions and priorities

This section details the goals, targets and key improvements strategies (KIS) for the next SSP and planning for implementation of department priorities.

Key directions for the next SSP

This section details the key directions (in, targets and KIS) for the next SSP, capturing the school’s strategic direction for improving student outcomes over the next four years.

Goal 1	Improve student learning growth in Literacy and Numeracy.	
Rationale	<p>The school exceeded the previous SSP target to increase learning growth across all English and mathematics modes and domains</p> <p>The panel recognised that staff, parent and student survey results related to teaching and learning were higher than those for the State, network, and similar schools.</p> <p>Fieldwork revealed a consistent approach to planning and pedagogy.</p> <p>To continue the development of Jackson School as a learning environment, the panel formed the view that student learning would be further improved if the school continued to focus on delivery of high-quality instruction.</p> <p>It was also agreed that the capacity of teachers should continue to be built in the analysis and use of data to plan a genuinely personalised and differentiated program that meets student learning and wellbeing needs.</p>	
Targets		
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.	
1.2	<p>By 2028, increase the percentage of students working at Level Foundation or above:</p> <ul style="list-style-type: none"> English Bands from 58% in 2023 to 65% in 2028. Mathematics Bands from 55% in 2023 to 65% in 2028. 	
1.3	<p>Increase the percentage positive responses on the SSS in the factors:</p> <ul style="list-style-type: none"> Use student feedback to improve practice: from 77% in 2023 to 80% in 2028. Understand how to analyse data: from 77% in 2023 to 80% in 2028. 	
1.4	The percentage of students completing the Victorian Pathways Certificate (VPC) will increase from 80% in 2023 to 85% in 2028.	
Key improvement strategies (KIS)	FISO 2.0 core element(s)	

1.a	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.	Teaching and learning
1.b	Further build the confidence and capability of every teacher to consistently implement instructional practices in Literacy and Numeracy using the essential elements of teaching.	Teaching and learning
1.c	Strengthen the capacity of teams to analyse and use data and other evidence to plan a multi-tiered response to student learning and wellbeing needs."	Assessment

Goal 2		Improve the health and wellbeing of all students.
Rationale	<p>The panel noted the high results for student survey factors related to safety. Parent survey results were also generally high, but with slightly lower results for factors related to bullying. The panel noted the implementation of a school-wide positive behaviour program</p> <p>The panel agreed with the desire of the school to further build the health, resilience and independence of students, promote a safe and supportive learning environment and strengthen partnerships with external organisations.</p>	
Targets		
2.1	Increase the percentage positive responses on the POS in the factor: Non-experience of bullying: from 71% in 2023 to 72% in 2028	
2.2	Increase the percentage positive responses on the SSS in the factor: Trust in students and parents: from 77% in 2023 to 78% in 2028.	
2.3	Increase the percentage positive responses on the AtoSS in the factor: Sense of connectedness: from 80% in 2022 to 82% in 2028.	
Key improvement strategies (KIS)		FISO 2.0 core element(s)
2.a	Further develop school policies and programs that promote and improve the health, resilience and independence of all learners within and beyond the school.	Engagement
2.b	Strengthen active partnerships with families, education settings, specialist providers and community agencies/organisations, to enhance the wellbeing, participation and inclusion of all students.	Support and resources

2.c	Enhance a culture of collaboration to provide for a positive, safe and supportive learning environment.	Leadership
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Implementation of department priorities

Priority	Describe how the school plans to implement the priority, and record progress to date.
Victorian Teaching and Learning Model (VTLM) 2.0	<p>Panel discussions revealed that the school was aware of the VTLM and held discussions about its place within the Jackson School Teaching and Learning Model. The school has used understandings gained from this analysis, and other research related to instruction, to enhance current instructional guidelines.</p> <p>Panel analysis of planning documents and the school’s instructional model showed that planned lessons covered the four VTLM elements of effective teaching (planning, enabling learning, explicit teaching, supported application).</p> <p>A number of classroom visits, and a review of lesson plans, revealed all four VTLM elements of learning were in evidence (student attention, focus and regulation; knowledge and memory; retention and recall; mastery and application).</p>
Teaching of reading (F–2, primary only)	<p>The panel learnt that Jackson School addressed this priority in 2024 by introducing a comprehensive phonics program from Foundation to Year 6. The school will monitor the provision of more information, expected in Term 3, 2024 and will use the department supports (lesson plans, webinars, professional learning, and new teaching resources that will replace the Literacy Teaching Toolkit) to continue to embed and enhance Reading programs.</p> <p>The school plans to continue to embed the ‘Big 6’ (Konza, 2014) using their Essential Literacy Elements.</p>

Appendix 1. School review panel members and dates

Record of review panel members and review dates.

Review panel members

Name	Role	Email address
Anthony Jackson	School Principal	Anthony.Jackson@education.vic.gov.au
Nerida Auld	School Council President	nerida.auld@gmail.com
Anne Fox	Senior Education Improvement Leader	Anne.Fox@education.vic.gov.au
Martin Winfield	School Reviewer	Martin.Winfield@education.vic.gov.au
Tim Howarth	Challenge Partner 1	Timothy.Howarth@education.vic.gov.au
David Lord	Challenge Partner 2	David.Lord@education.vic.gov.au
Lisa Murphy	Challenge Partner 3	Lisa.Murphy@education.vic.gov.au

Review dates

- Review day 1: 22 July 2024
- Fieldwork days: 25 July 2024 / 2 August 2024
- Final panel: 7 August 2024

Appendix 2. Review agendas and schedules

Record of review meetings and fieldwork activities, deidentified for privacy of school community participants.

Review day 1 agenda Monday 22 July 2024

Time	Activities	Lead	Attendees / Resources
8:30	Arrival & Meet and Greet		Location: Staffroom
9:00-9:15	WELCOME <ul style="list-style-type: none"> Welcome to the School Review Panel Acknowledgement of Country & ATSI Student Video Introductions 	Principal	Review Panel
9.15	PURPOSE OF THE REVIEW <ul style="list-style-type: none"> Outline purpose and structure of review days and post review steps. Discuss roles and responsibilities of panel Data Wise Protocols 	Reviewer	Review Panel
9.30	School Highlights <ul style="list-style-type: none"> Overview of the PRSE process Key highlights from the PRSE Panel discussion on learning and wellbeing outcomes Current student learning and wellbeing outcomes <ul style="list-style-type: none"> Learning: (teacher judgements, focus on literacy and numeracy). 	Principal Reviewer	Review Panel Documents: <ul style="list-style-type: none"> Pre-review Self Evaluation with SSP Performance Enablers Barriers School Strategic Plan School Summary Report Supplementary School Level report (Panorama Report) School's performance group report Staff Survey Parent Survey

	<ul style="list-style-type: none"> Wellbeing: (attendance, connectedness, tier 2 and 3 wellbeing case loads) <p>PERFORMANCE AGAINST THE PREVIOUS SSP</p> <ul style="list-style-type: none"> In Literacy, Numeracy and against Targets Outcomes for Koorie students, students with a disability, EAL 		<ul style="list-style-type: none"> Attitudes to School Survey
10.00	<p>LEADERSHIP FOCUS GROUPS (continue discussion on learning and wellbeing outcomes)</p> <ul style="list-style-type: none"> Discussion of the school's practices to support priority cohorts and evidence of impact School community highlights Enablers and barriers to achieving improved learning and wellbeing outcomes <p>Review of a small, targeted sample of lesson plans (to be further explored in the fieldwork days)</p> <p>Principal/SIT to provide a sample of a short sequence of lesson plans.</p> <p>Do the lesson plans cover the required curriculum?</p> <p>Are they appropriately sequenced?</p> <p>Learning intentions? Success Criteria? Formative/summative</p>	Reviewer	<p>Review Panel</p> <p>Achievement SIT (15 Mins) Engagement SIT (15 Mins) Wellbeing SIT (15 mins)</p>

	assessment/ Differentiation? Voice and agency?		
11:00 am – 11.30a m	Morning Tea		Location: PLT Room
11.30	PARAMETERS OF CLASSROOM OBSERVATIONS / FOCUS GROUPS <ul style="list-style-type: none"> • Confirm visits / groups schedule / map • Learning Walk & Talk Protocols • Distribute obs / question sheets 	Reviewer	Review Panel + some Leadership members Documents: <ul style="list-style-type: none"> • Schedule for obs focus groups • Validation Day Observation criteria and Questions
11.40 – 1.30	CLASSROOM OBSERVATIONS 11.40 – 12.00 12.00 – 12.20 12.20 – 12.40 12.40 – 1.00 1.00 – 1.20	Panel members 3 walker groups (as per attached Classroom Observation Timetable)	Review Panel + some Leadership members Documents: <ul style="list-style-type: none"> • Schedule for obs focus groups • Validation Day Observation criteria and Questions
1.30 - 2.00	Lunch		Location: PLT Room
2.00 – 2.30	Panel discussion of student learning enablers and barriers (including report back from classroom observations) <ul style="list-style-type: none"> - How the school is using FISO 2.0 core elements to improve learning outcomes - Instructional model - Curriculum and assessment practices (including supporting and extending students) 	Panel Members	Review Panel Documents: FISO Self-assessment tool (projected on screen) Evidence of PLC Practices/PLC template slides) (projected on screen)

	<ul style="list-style-type: none"> - ILPs / TLI - Observation findings - Illustrations of practice 		
2.30-3.00	<p>Panel discussion of student wellbeing enablers and barriers (including report back from classroom observations)</p> <ul style="list-style-type: none"> - How the school is using FISO 2.0 core elements to improve wellbeing outcomes - Approaches to attendance - Classroom management - Observation findings 	Reviewer	Review Panel
3.00 – 3.15	<p>Panel discussion planning next steps</p> <p>Fieldwork activities:</p> <ul style="list-style-type: none"> • Focus groups for staff, students, parents/carers • Classroom observations (English and Maths), P-2 Reading, VPC, English/Maths, One primary, one secondary PLC/PLT. • Panel members approach • Compliance checkin with Principal and SEIL 	Reviewer	Review Panel
3:15	<p>STAFF FOCUS GROUPS</p> <p>Group 1 (ESS Group)</p> <ul style="list-style-type: none"> • Speech Pathologist • Art Therapist • Inclusion ES 	Panel members	<p>Group 1: Challenge Partner and SC President</p> <p>Group 2: Challenge Partner and SEIL</p> <p>Group 3: Reviewer and Challenge Partner</p>

<ul style="list-style-type: none"> • ES • ES • DI/Enrolments <p>Group 2 (Teacher Group)</p> <p>6 teachers</p> <p>Group 3 (PLT Leaders)</p> <ul style="list-style-type: none"> • 6 PLT leaders 		
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Fieldwork (Day 2) schedule Thursday 25 July 2024

Time	Activities	Lead	Attendees / Resources
8:30	Arrival & Meet and Greet		Location: Front Conference Room
9:00	WELCOME BACK Reflections on Staff Focus Groups	Principal	Fieldwork Team <ul style="list-style-type: none"> • Accredited Reviewer • Senior Education Improvement Leader • School Council President • Challenge Partner • Challenge Partner • Challenge Partner
9.20	<ul style="list-style-type: none"> • Year 5/6 PLT <p>Focus: Writing Goal Moderation / Analysis of Writing Data</p> <ul style="list-style-type: none"> • Achievement Data Analysis (ILP Goal Growth, Benchmark Data, Band Similar School Comparisons) • Principal Team Focus Group 	Reviewer	Year 5/6 PLT Fieldwork Team Location: PLT Room
10:15	STUDENT FOCUS GROUPS Group 1 (Prep-Year 4) Group 2 (Years 5-8 Jackson Student Leaders)	Reviewer	Group 1 – Conference Room 2 <ul style="list-style-type: none"> • Challenge Partner • School Council President <p>Group 2 – Principal Office</p> <ul style="list-style-type: none"> • Senior Education Improvement Leader - SEIL

	Group 3 (Years 9-10 N.B. Year 11/12 Offsite)		<ul style="list-style-type: none"> • Challenge Partner Group 3 - Front Conference <ul style="list-style-type: none"> • Accredited Reviewer • Challenge Partner
11:00 am – 11.30a m	Morning Tea		Location: PLT Room
11.30	<ul style="list-style-type: none"> • Learning Walks & Talks <p>All walker groups will visit one different class from every PLT in the school (except Year 11/12 due to VET/Work Experience). See Schedule.</p>	Reviewer	Group 1 <ul style="list-style-type: none"> • Reviewer • Challenge Partner Group 2 <ul style="list-style-type: none"> • Challenge Partner • Challenge Partner
1.30 - 2.00	Lunch		Location: Staffroom (Year 9/10 Café Program Pilot)
2.00	<ul style="list-style-type: none"> • Learning Walk & Talk Feedback • Senior Secondary Pathways Focus Group 	Reviewer	<ul style="list-style-type: none"> • Accredited Reviewer) • Challenge Partner • Challenge Partner • Challenge Partner) • Principal • Leading Teacher • Job, Skills, Pathways Coordinator
3:00	Feedback to Principal / Leadership Team		Fieldwork team Leadership Team

Fieldwork (Day 3) schedule Friday 2 August 2024

Time	Activities	Lead	Attendees / Resources
8:30	Principal Day Breakfast		Location: Food Tech Room All Panel Members & Staff
9:00	WELCOME BACK <ul style="list-style-type: none"> Reflections on Student Focus Groups 	Principal	Fieldwork team
9.15	<ul style="list-style-type: none"> Learning Walks & Talks <p>All walker groups will visit one different class from every PLT in the school (except Year 11/12 due to VET/Work Experience). See Schedule.</p>	Reviewer	Group 1 <ul style="list-style-type: none"> Senior Education Improvement Leader - SEIL Challenge Partner Group 2 <ul style="list-style-type: none"> Accredited Reviewer Challenge Partner) Challenge Partner
11:00 am – 11.30am	Morning Tea		Location: PLT Room
11.30	PARENT FOCUS GROUPS <ul style="list-style-type: none"> Group 1 (Existing Families) Group 2 (New Families) 	Reviewer	Group 1 <ul style="list-style-type: none"> Accredited Reviewer Challenge Partner Group 2 <ul style="list-style-type: none"> Challenge Partner Challenge Partner
12:30	<ul style="list-style-type: none"> Parent Focus Group Feedback Learning Walk Feedback 		Fieldwork team
1.30 - 2.00	Lunch		Location: PLT Room

2.00	<ul style="list-style-type: none"> • Additional Staff Focus Group • Minimum Standards Document Review (as required) 		<ul style="list-style-type: none"> • Accredited Reviewer • Challenge Partner • Challenge Partner • Challenge Partner
3:00	Feedback to Principal / Leadership Team		Fieldwork Team Leadership Team

Final panel day agenda Wednesday 7 August 2024

Time	Attendees	Resources
9.00 am – 9.15 am	<p>Welcome and overview</p> <ul style="list-style-type: none"> • Acknowledgement of Country <p>Panel Day Activities summary:</p> <ul style="list-style-type: none"> • reflect on data and findings from the review process • come to a shared understanding of the school's strengths and areas for growth • agree on the FISO 2.0 continua of practice ratings for each core element • agree on next steps, and collaboratively develop the key directions for the new SSP, which articulate the most appropriate goals, targets and key improvement strategies • commence planning for implementation of the department's priorities, which are the revised VTLM and teaching of reading initially, with further information and advice to be provided to schools and reviewers in the coming months 	Review Panel
9.15 am – 11.00am	<p>Where are we now?</p> <p>Objective: To ensure a shared understanding of the school's improvement priorities by reflecting on the data and evidence collected.</p> <p>Activities and prompts</p> <p>Panel discussion reflecting on the data and evidence by:</p> <ul style="list-style-type: none"> - brainstorming key themes that have arisen throughout the review - reviewing available data and identifying the most significant areas for growth 	Review Panel Fieldwork Report

	<ul style="list-style-type: none"> - discussing the root cause of issues identified throughout the PRSE, fieldwork findings against-the FISO 2.0 core elements and analysis of learning and wellbeing outcomes - confirm the panel's FISO 2.0 continua of practice evaluation, noting key areas for improvement for each core element. <p>Note: Reviewer should record notes on key themes, areas for growth, issues and challenges, and the panel's agreed FISO 2.0 continua of practice ratings and areas for improvement for each core element.</p> <p>Supporting resources: Summary of fieldwork findings organised around the FISO 2.0 core elements, developed by the reviewer and circulated to the panel before the meeting.</p>	
11.00am – 11.30 am	Morning tea	Panel
11.30 am – 12.00 am	<p>Where do we want to be? Developing goals</p> <p>Objective: To identify what the school would like to achieve through their SSP and articulate goals.</p> <p>Activities and prompts</p> <p>Panel identifies appropriate goals following the recommended process:</p> <ul style="list-style-type: none"> • reflect on key themes, issues and challenges identified across the review • identify the areas of student learning and wellbeing most in need of improvement <p>prioritise these areas so that there are 2-4 for focus</p>	Panel
12.00 am – 1.30pm	<p>Where do we want to be? Setting targets</p> <p>Objective: To identify targets to measure progress towards and achievement of each SSP goal.</p> <p>Activities and prompts</p> <p>Panel identifies targets using the recommended process:</p> <ul style="list-style-type: none"> • identify which data sources will most effectively measure progress towards the goals, considering which additional data sources can be used to triangulate progress (e.g. including measures from NAPLAN data, Victorian Curriculum teacher judgements data and a learning-related factor from AtoSS to track improvements in student learning outcomes) • identify a baseline for each different measure. This is expressed as a proportion of students or cohorts (for example, X% of Year 7 students) • identify an appropriate target for the four-year period, considering how percentages translate to the number of 	

	<p>individual students in their cohort as well as the performance of similar schools</p> <ul style="list-style-type: none"> - if appropriate or needed given the school's data, identify any priority cohorts who should be captured within targets and set sub-targets or separate targets for them. 	
1.30 pm – 2.00 pm	Lunch	
2.00 pm – 3.00 pm	<p>How are we going to get there? Developing KIS</p> <p>Objective: Develop key improvement strategies (KIS) the school will implement to achieve the goals and targets and discuss how the school plans to implement the department's priorities.</p> <p>Activities and prompts</p> <p>Panel identifies KIS for each goal using the recommended process:</p> <ul style="list-style-type: none"> • reflect on the root causes and factors contributing to the learning and wellbeing areas identified for improvement in the goals • identify the FISO 2.0 core elements that correspond to these root causes and will enable the changes in student outcomes articulated in the goals • consider the next logical step for a school to move towards the level of excellence articulated through the FISO 2.0 Illustrations of practice for the selected core elements • consider what strategies or activities support implementation of department priorities • list possible KIS in order of sequential implementation (for example, it can be necessary for the school to document the scope and sequence of the curriculum (Teaching and learning) prior to focusing on developing systems and processes to support the moderation of student work (Assessment)) - narrow down to 2 to 4 KIS that are achievable across the next 4 years per goal, with consideration to sequencing and impact. Note proposed actions against each KIS to support Annual Implementation Planning. 	Panel
3.00 pm – 3.30 pm	<p>Outline post-review steps (review report, SSP, new AIP)</p> <ul style="list-style-type: none"> • Review report is prepared and endorsed by the SEIL • The central team will quality assure and enter the key directions on SPOT to generate the next SSP 	

	After principals submit the SSP and this is endorsed by the SEIL on SPOT, a new AIP is generated with the new SSP goals.	
3.30 pm –	REPORT ON VRQA CHECK Close	Panel

Appendix 3. Fieldwork templates

Record of fieldwork activities conducted

Classroom observations prompts

How the instructional model is being implemented

Learning Intentions

Success Criteria

“Spark”

Explicit teaching

Whole class

Differentiated groups

Independent learning

Reflection. Assessment. Feedback

Consistency of teaching practice between classrooms

Differentiation for diverse learners

CHALLENGE / SUPPORT

Is the learning task rigorous and challenging?

Is student work of a high standard / are students doing their personal best?

Is there provision for more able learners? /Support for those at risk, struggling?

Are challenge or extension activities presented/offered?

Student participation and engagement

EMPOWERMENT

Students taking responsibility for their learning eg:

choosing from a developmental rubric

working on goals

selecting from success criteria

identifying challenge

SELF REGULATION (chat to students in class)

Visible goals

High order goals

Students understand goals

Goals monitored

Students use rubrics

Evidence of co-construction of learning

The learning environment (safe and orderly?)

Formative assessment strategies

WELLBEING

Evidence of current approaches

Student Questions

What are you learning/working on today?

How are you doing?

How do you know?

How can you improve?

Where can you go for help

Staff focus group questions

Leadership

How does the leadership team create high expectations and a positive, safe and orderly learning environment?

When and how do staff collaborate? What does this look like?

How does leadership support proactive (universal, Tier 1 approaches) and responsive (Tier 2 and 3) support for student wellbeing and mental health?

Teaching and Learning

What is the school's instructional model? Is there a single or multiple models?

Is the instructional model applied consistently across classrooms

How well do you think you and other staff members in the school know the curriculum and how to teach it?

How confident do you think teachers are in their ability to proactively support student wellbeing in their classes?

I meet with ESS before each lesson?

I set visible ILP goals?

I write procedural Success Criteria.

I develop rubrics.

How do teachers at this school differentiate teaching for students? (support and extension)

How are behaviour management strategies delivered across the school? Are they effective in managing student behaviour?

How do PLTs use evidence-based practices to improve learning and wellbeing outcomes?

Assessment

What processes exist to analyse data/evidence and use this to inform planning?

How confident are teachers with using data and evidence to inform planning for teaching and learning?

Are there common assessment tasks and rubrics used by teachers across all year levels? Are these aligned to the curriculum?

How do you identify, track and monitor outcomes for priority cohorts?

How is student wellbeing assessment data monitored to identify at-risk students?

Engagement

What processes does your school have in place to promote student attendance?

How do you support student voice, agency and leadership in your classroom?

How does the school enable/promote the inclusion of all students?

Support and Resources

How are vulnerable students supported in this school, and how does your school work in partnership with parents and caregivers of vulnerable students?

Are there adequate programs and practices in place for intervention and extension for students?

Are there adequate programs and practices in place for diverse learners, students with additional or complex needs?

Student focus group questions

Leadership

Do school leaders listen to and act on your ideas?

Does your school feel safe and inclusive?

Teaching and learning

Do all the students in your class do the same work?

How do you know what work you should be doing? (e.g. teacher tells you, shared lesson plan, displayed learning intentions in the classroom)

Has your learning been easy, hard or just, right? If it's too easy or too hard, what do you do?

Assessment

How is your work assessed?

Do you think your teacher knows how you are going in your learning? How about in your wellbeing?

Do you have individual learning goals? Were you or your family part of setting your goals? How often are goals set and reviewed?

Engagement

Do you have individual learning goals? Were you or your family part of setting your goals? How often are goals set and reviewed?

Do you have a say in what or how you're taught?

Tell us about the student leaders in your school. What do they do? What decisions do they make? What do other students think of them? Can anyone become a leader if they want to?

Support and resources

Is it easy for students who need extra support in their learning to get that support?

Do you talk about the wellbeing programs in this school a lot,

Learning environment

How well is student behaviour managed (e.g. are there clear behaviour expectations, is it managed the same way between classes with similar rewards/consequences)?

Do you feel safe learning at school (e.g. you feel safe and supported to speak up about negative behaviours, negative behaviours are managed, you feel safe to learn)?

Parent/caregivers focus group questions

GENERAL

What are the great things about this school?

How would you respond to the following statements about the school?

- Students feel safe and cared for.
- If students want to learn, they can.
- There are regular opportunities for parents/carers to be involved in students learning and wellbeing.
- The school has an inclusive and engaging approach to support student learning and wellbeing.
- The school has high expectations for every child.

The school communicates effectively with me – information about what they will learn / what they have learnt / level of achievement.

GENERAL

If you could change one thing to improve the school, what would it be?

(If you were the Principal, what would you do differently?)

MEETING LEARNING NEEDS

How well do teachers understand your child's level of achievement / learning?

Are your children's learning needs being met? (are they challenged, bored or frustrated?)

CHALLENGE

Are your children challenged at a high enough level?

How do you know?

AGENCY

How well do your children understand what they are to learn?

How well does the school develop responsibility and independence?

To what extent are they expected to take responsibility for their learning?

Does your child(ren) talk to you about learning goals? Do you know if they regularly self-assess and reflect on their learning and the progress they are making?

Wellbeing

How well does the school support student wellbeing

PLC observation prompts

Evidence that work is genuinely collaborative

Evidence that the team shares ideas on instruction, assessment etc.

Is there a coherent agenda and evidence of assessment data being the first or most important agenda item.

Evidence of a connection between data and planning
Evidence of tracking and monitoring (rather than 'set and forget')
Evidence that teachers know their (and their fellow teacher's) students - and their learning progress - as individuals?
Evidence of planning for focus groups / individuals
Evidence of PL / sharing practice
Evidence of learner agency being promoted / planned for
Goals
Rubrics etc.
Evidence of wellbeing support.

ES focus group questions

How long have you worked here and what is your role in the school?

Is it clear what your role is?
What is working well – why?
What is not working – why not?

Leadership

How do leaders across the school support your work?

Do you have opportunities to undertake professional learning?
When and how do staff collaborate? What does this look like?

Teaching and Learning Instructional Model)

Do you meet with the teacher prior to lessons and discuss the learning planned, focus groups, students to support?
How do you support students to understand their goals and what they are learning today?
How do you support students to complete their learning?
How do you help the teacher identify students who may not be ready to learn?

Assessment

How do teachers identify, track and monitor outcomes for priority cohorts?

How is student wellbeing assessment data monitored to identify at-risk students?

Engagement

What processes does your school have in place to promote student attendance?
How does the school support student voice, agency and leadership
How does the school enable/promote the inclusion of all students?

Support and Resources

How well do teachers collaborate / consult with ES staff?

What feedback do you receive about your job?
How are vulnerable students supported in this school, and how does your school work in partnership with parents and caregivers of vulnerable students?
Are there adequate programs and practices in place for intervention and extension for students?

Are there adequate programs and practices in place for diverse learners, students with additional or complex needs?

Assistant Principal focus group questions

Leadership

How would you describe your role as leader? Is this documented and clearly understood by all?

How have you been supported to be successful in your leadership role?

How do support middle tier leaders?

How do you provide targeted guidance and support using data, feedback, and research?

What is the accountability relationship between you, as leader, and staff members?

What do you do if a staff member is not following agreed guidelines?

How comfortable are you calling team members to account?

Teaching and Learning

How do you support the learning and wellbeing needs of students?

How do you ensure planning for stimulating learning, differentiated curriculum and targeted teaching?

Assessment

How is student learning and wellbeing assessment data collected and monitored at a senior leadership/SIT level?

Engagement

How do you ensure consistency of practice across the school?

How do you ensure that teachers deliver high quality lessons?

How does the school support student voice, agency and leadership

How does your work enable/promote the inclusion of all students?

Support and Resources

How do you as a leader work in partnership with parents and caregivers of vulnerable students?

How do you build teacher capacity?

How do you plan for enhanced wellbeing?

How does you respond to wellbeing issues?

PLT Leaders focus group questions

Leadership

How would you describe your role as leader? Is this documented and clearly understood by all?

How have you been supported to be successful in your leadership role?

How do you run a PLT meeting?

How do you provide targeted guidance and support to your team; using data, feedback, and research?

What is the accountability relationship between you, as leader, and your team members?

What do you do if a team member is not following agreed guidelines?

How comfortable are you calling team members to account?

Teaching and Learning

How is data used in your PLT to investigate and understand the learning and wellbeing needs of students?

How do you plan for stimulating learning, differentiated curriculum and targeted teaching?

Assessment

How does your PLT identify, track and monitor outcomes for priority cohorts?

How is student wellbeing assessment data monitored to identify at-risk students?

Engagement

How do you ensure consistency of practice across your team?

How do you ensure that teachers' plans deliver high quality lessons?

How does the school support student voice, agency and leadership

How does your PLT work enable/promote the inclusion of all students?

Support and Resources

How do you as a leader work in partnership with parents and caregivers of vulnerable students?

How is teacher capacity built in your team?

How does your team plan for enhanced wellbeing?

How does your team respond to wellbeing issues?

Documents Review (mapped curriculum/term planners/work programs)

DIFFERENTIATION

Do planners address the needs of all/**INDIVIDUAL** students?

CHALLENGE

Are planned activities pitched at a high / low enough level?

Are planned tasks challenging?

AGENCY

Is learner agency explicitly planned for?

Achievement data:

Explicit within plans

Assessment:

Data walls

Rubrics

Lesson Plan sequence

Do the lesson plans cover the required curriculum?

Are they appropriately sequenced?

Learning intentions? Success Criteria? Formative/summative assessment/ Differentiation?

Voice and agency?

Appendix 4. Synthesised presentations and fieldwork findings

Record of synthesised data and evidence presented to the school review panel to support discussions.

Review day 1 presentations

1. School Reviewer PowerPoint. Provided as a separate document. To be emailed to the School review Unit.
2. School PowerPoint. Including elements provided by School Reviewer. To be emailed to the School review Unit.
3. SSP Performance. A table showing goals, KIS and outcomes against targets in the previous SSP. To be emailed to the School review Unit.



Jackson School Day 1
PowerPoint.pdf



Jackson School
Reviewer PowerPoint.



Jackson School SSP
Performance JS.pdf

Synthesis of fieldwork findings

1. School Reviewer Final Panel Day presentation of fieldwork findings (Fieldwork Report). Provided as a separate document. To be emailed to the School review Unit.



School Review
fieldwork report JSMz

Final panel day presentations

1. Final Day PowerPoint. Including elements provided by School Reviewer. Provided as a separate document. To be emailed to the School review Unit.
2. Jackson FISO summary. Provided as a separate document. To be emailed to the School review Unit.



Jackson School Final
Day PowerPoint.pdf



Jackson FISO
summary.pdf

Appendix 5. Performance grouping and FISO 2.0 continua of practice ratings

Provides a summary of performance grouping data over 2 years and FISO 2.0 continua of practice ratings as determined by the school and review panel.

Differentiated school performance method (DSPM) performance groupings

Table 1. Jackson School DSPM performance groupings, [2023-2024]

	2023	2024
Overall performance group	Renew	Influence

FISO 2.0 continua of practice ratings

Table 2. FISO 2.0 continua of practice evaluation ratings for outcomes and core elements

FISO 2.0 outcomes and core elements	School self-evaluation (PRSE)	Review panel evaluation
Learning	Embedding	Embedding
Wellbeing	Embedding	Embedding
Leadership	Embedding	Excelling
Teaching and learning	Embedding	Embedding
Assessment	Embedding	Embedding
Engagement	Embedding	Embedding
Support and resources	Embedding	Excelling