

School Strategic Plan 2022-2026

Jacana School for Autism (5555)



Submitted for review by Stephanie Di Salvo (School Principal) on 22 June, 2023 at 12:42 PM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 17 July, 2023 at 04:48 PM
Endorsed by Lisa Sette (School Council President) on 27 July, 2023 at 11:13 AM

School Strategic Plan - 2022-2026

Jacana School for Autism (5555)

School vision	Jacana School for Autism fosters resilience and independence, enabling students to be engaged participants in community life.
School values	<p>Empathy Respect Inclusion</p> <p>Jacana School for Autism actively encourages a student-centered approach by building a positive relationship between students, parents/carers and the staff.</p> <p>We all have the right to be treated fairly and courteously, even under difficult situations. This includes demonstrating empathy towards one another. Everyone should feel valued and be treated with respect and has a collective responsibility to build positive relationships and promote inclusion.</p>
Context challenges	<ol style="list-style-type: none"> 1. Staffing in the current climate is extremely challenging and the school has expanded recruitment solutions to include international teacher program 2. Due to the number of staff undertaking leadership roles for the first time, a structured professional learning and mentoring program to develop specific leadership is being developed . 3. COVID19 severely impacted some students resulting in higher than usual dysregulation after returning to school so a focus on re-establishing whole school health and wellbeing programs and increasing the welfare supports is a priority. 4. The school was not purpose built as a special school but is undergoing stage 1 of capital works project to create attractive and contemporary learning spaces that meet the specific needs of students.
Intent, rationale and focus	<ol style="list-style-type: none"> 1. Building capacity in the areas of English and Mathematics 2. Providing opportunities for staff to develop Autism specific High Impact Teaching Strategies (HITS) <p>Focus: Build capacity in teaching English, Mathematics and Autism specific High Impact Strategies across junior, middle and senior school. We want to increase the number of students who meet individual learning goals and support our students to graduate as resilient and independent young people who become participants in their community.</p> <p>Context: COVID related staffing shortages have and are continuing to impact JSA. It is now important to revive our established and successful PLC practices and invest in induction and provide ongoing support to all staff but especially those new to JSA and those without special education qualifications.</p>

Rationale:

During the review, teacher interviews and forums indicated that strengthened induction and professional learning around key components of the instructional model was a priority. We believe that investment in quality and collaborative professional learning about autism specific strategies, together with teaching students at their point of need in literacy and numeracy, will maximise student learning growth. We are further confident that collaboration through PLCs will strengthen quality, consistency and differentiation in teacher practice.

4. Explicit teaching and monitoring of Personal and Social Capability student outcomes

5. Specific focus on communication and regulation strategies

6. Implementing whole-school approach to proactive mental health and wellbeing initiatives

7. Developing and implementing wellbeing data to monitor student wellbeing needs as well as monitor the impact of Tier 1-3 interventions

Focus:

The Personal and Social Capability will enhance student capacity to positively interact with their peers, their family and with members of the broader community. We want to increase the number of students who meet individual learning goals that relate to developing their self and social awareness and management, as well as developing protective measures to address student mental health and wellbeing.

Context:

Covid has impacted upon the level of expertise in administering our autism-specific practices that support our student's readiness to learn. It is now important to revive our professional learning calendar to reflect whole-school evidence-based practices that ensure a positive, safe and orderly learning environment that promotes inclusion and wellbeing of staff and students.

Rationale:

We believe that investment in quality professional learning about autism specific and protective wellbeing strategies, together with teaching students at their point of need in Personal and Social Capability, will maximise student learning growth. We are further confident that through tailored professional learning and a well-developed referral pathway, we will strengthen the quality, consistency and differentiation in teacher practice.

School Strategic Plan - 2022-2026

Jacana School for Autism (5555)

Goal 1	Maximise learning growth for all students.
Target 1.1	By 2026, 36 per cent of students to demonstrate within band and next band growth in Reading and Viewing over a period of 12 months as measured by teacher judgement data from 26 per cent (2022)
Target 1.2	By 2026, 60 per cent of students to demonstrate within band and next band growth in Number and Algebra over a period of 12 months as measured by teacher judgement data from 52 per cent (2022)
Target 1.3	Increase the percentage of students meeting their annual Literacy and Numeracy goals on their individual learning plan: <ul style="list-style-type: none">• Reading from 66% (2022) to 71% (2026)• Number and Algebra from 68% (2022) to 73% (2026)• Writing from 60% (2022) to 65% (2026)
Target 1.4	Increase positive endorsement of the following factors on the SSS: <ul style="list-style-type: none">• Monitor effectiveness using data from 39% (2022) to 62% (2026)• Use pedagogical model from 58% (2022) to 66% (2026)• Understand how to analyse data from 35% (2021) to 52% (2026)• Understand curriculum from 52% (2022) to 60% (2026)

	<ul style="list-style-type: none"> • Skills to measure impact from 48% (2022) to 60% (2026)
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop, implement, and embed a whole-school approach to formative and summative assessment.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to implement autism specific strategies.
Goal 2	Maximise the personal and social capabilities of each student.
Target 2.1	Increase the percentage of students demonstrating within band growth on the personal capability dimension: Self-awareness using the Victorian Curriculum teacher judgement assessment tool from 66 per cent (2022) to 71 per cent (2026).

Target 2.2	Increase the percentage of students demonstrating within band growth on the personal capability dimension: Social awareness using the Victorian Curriculum teacher judgement assessment tool from 62 per cent (2022) to 67 per cent (2026).
Target 2.3	By 2026 70 per cent of students will achieve the self-awareness goal on their Individual Learning Plan (ILP) from 66 per cent in 2022
Target 2.4	By 2026 70% of students will achieve the social awareness goal on their ILP from 62% in 2022
Target 2.5	<p>Improve the positive endorsement in the AtoSS [or, Accessible AtoSS] for the following factors:</p> <ul style="list-style-type: none"> • Managing bullying from 61% (2022) to 70% (2026) • Teacher concern from 80% (2020) to 85% (2026) • Emotional awareness and regulation from 47% to 55% (2026)
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to	Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment.

<p>strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed positive mental health approaches across the school.</p>