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| **Performance and Development 2024**Teaching Class Employee Performance and Development Plan |

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| Name |  | School name | Jackson School |
| TO number |  | School number | 4979 |
| P&D cycle dates | **Stage 1 - Reflection and Goal Setting: Term 1**  **Stage 2 - Professional Practice & Learning: Term 2 and 3**  **Stage 3 - Feedback Review: Term 4**  In Terms 2 and 3, staff will be provided an opportunity to be a part of our differentiated coaching support. Each term staff will undertake Peer Observations or Learning Walks and Talks in Week 5 each term. Staff will also be involved in targeted and differentiated professional learning sessions, five pupil free days including a common professional practice day.   * By 30 April 2024: All staff are notified of their 2024 Performance and Development outcome, and outcomes are entered into eduPay. * 1 May 2024: 2023/24 salary progression cycle commences. * 31st December 2024: 2024 Performance and Development cycle concludes. | Date plan developed | February 2024 |

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| Key Documents   * Department Values * Community Expectation Matrix * Statement of Values * SSP * AIP * HITS * HIWS * Practice Principles * AITSL Standards * Child Safe Standards | **Vision and Values**  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.  Department employees are required to demonstrate the Victorian public sector values by the [Code of Conduct for Victorian public sector employees](http://vpsc.vic.gov.au/html-resources/code-of-conduct-for-victorian-public-sector-employees-2/) and uphold the school’s [statement of values](https://newsletters.naavi.com/p/mMPbWyN/archive) at all times.  **Achievement**  SSP Goal 1: To improve educational outcomes for all students.   * 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. * 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. * 1c. Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.   **Engagement**    SSP Goal 2: To improve students’ engagement and participation in learning.   * 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. * 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. * 2c. Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.   **Wellbeing**  SSP Goal 3: To improve students’ health and wellbeing.   * 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. * 3b. Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing. * 3c. Develop staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement. |

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| 1. **Learning** | | |
| **Statement of Expectation Goal:** | | |
| **AITSL Standards** | **Professional Knowledge:** 2. Know the content and how to teach it   * 2.1 Content and teaching strategies of the teaching area * 2.2 Content selection and organisation * 2.3 Curriculum, assessment and reporting * 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians * 2.5 Literacy and numeracy strategies * 2.6 Information and Communication Technology (ICT)   **Professional Practice:** 3: Plan for and implement effective teaching and learning   * 3.1 Establish challenging learning goals * 3.2 Plan, structure and sequence learning programs * 3.3 Use teaching strategies * 3.4 Select and use resources * 3.5 Use effective classroom communication * 3.6 Evaluate and improve teaching programs * 3.7 Engage parents/carers in the educative process   **Professional Engagement:** 6: Engage in professional learning   * 6.1 Identify and plan professional learning needs * 6.2 Engage in professional learning and improve practice * 6.3 Engage with colleagues and improve practice * 6.4 Apply professional learning and improve student learning   **Professional Engagement:** 7: Engage professionally with colleagues, parents/carers and the community   * 7.1 Meet professional ethics and responsibilities * 7.2 Comply with legislative, administrative and organisational requirements * 7.3: Engage with the parents/carers * 7.4 Engage with professional teaching networks and broader communities | |
|  | **High Impact Teaching Strategies (HITS):** | **High Impact Wellbeing Strategies (HIWS):** |
| **Focus Area** | * Setting Goals * Structuring Lessons * Explicit Teaching * Worked Examples * Collaborative Learning * Multiple Exposures * Questioning * Feedback * Metacognitive Strategies * Differentiated Teaching | * Strengthen positive teacher-student relationships * Build clear classroom expectations * Foster student self-worth * Encourage student agency * Support student engagement * Build social inclusion and belonging * Facilitate peer relationships * Promote mental health |

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|  | **Achievements & Strengths** | **Challenges & Areas for Growth** |
| **Term 1** |  |  |
| **Term 2** |  |  |
| **Term 3** |  |  |
| **Term 4** |  |  |



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| 1. **Wellbeing** | | |
| **Statement of Expectation Goal:** | | |
| **AITSL Standards** | **Professional Knowledge:** 1. Know students and how they learn   * 1.1 Physical, social and intellectual development and characteristics of students * 1.2 Understand how students learn * 1.3 Student diverse linguistic, cultural, religious, socio-economic backgrounds * 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students * 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities * 1.6 Strategies to support full participation of students with disability   **Professional Practice:** 4: Create and maintain supportive and safe learning environments -   * 4.1 Support student participation * 4.2 Manage classroom activities * 4.3 Manage challenging behaviour * 4.4 Maintain student safety * 4.5 Use ICT safely, responsibly and ethically   **Professional Engagement:** 7: Engage professionally with colleagues, parents/carers and the community   * 7.1 Meet professional ethics and responsibilities * 7.2 Comply with legislative, administrative and organisational requirements * 7.3: Engage with the parents/carers * 7.4 Engage with professional teaching networks and broader communities | |
| **Focus Area** | **High Impact Teaching Strategies (HITS):** | **High Impact Wellbeing Strategies (HIWS):** |
| * Setting Goals * Structuring Lessons * Explicit Teaching * Worked Examples * Collaborative Learning * Multiple Exposures * Questioning * Feedback * Metacognitive Strategies * Differentiated Teaching | * Strengthen positive teacher-student relationships * Build clear classroom expectations * Foster student self-worth * Encourage student agency * Support student engagement * Build social inclusion and belonging * Facilitate peer relationships * Promote mental health |

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|  | **Achievements & Strengths** | **Challenges & Areas for Growth** |
| **Term 1** |  |  |
| **Term 2** |  |  |
| **Term 3** |  |  |
| **Term 4** |  |  |

**Tracking Student Learning Outcomes (*please complete as evidence).***

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| **Which students are on track to meet their ILP goals?** | **Number of Students** |
| At Expectations/Students On Track: | No of Students / Total Students in Class (x 100 for %) e.g. 9/12 x 100 = 75% at expectations |
| Possible Reasons Why: |
| Next Steps in Learning: |
| **Which students have made the greatest progress?** | **Number of Students** |
| Above Expectations/Students Learning Growth: | No of Students / Total Students in Class (x 100 for %) e.g. 1/12 x 100 = 8% above expectations |
| Possible Reasons Why: |
| Next Steps in Learning: |
| **Which students would benefit from further support?** | **Number of Students** |
| Students Below Expectations/Not On Track: | No of Students / Total Students in Class (x 100 for %) e.g. 2/12 x 100 = 16% |
| Possible Reasons Why: |
| Support Strategies/Intervention: |

**Additional Roles & Responsibilities (end-cycle)**

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| **What additional roles & responsibilities have you taken on this year?** |
| Highly Accomplished (Range 2 Teacher) Duties: PST or VIT Mentor  Leadership / Team Role: |

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| **How have you contributed to our collaborative learning community?** |
| School Improvement Team:  Community Engagement in Learning (Events):  Participation in Professional Learning Teams: |

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| **What professional learning would support you in meeting your students’ learning outcomes?** |
| What: |
| Who: |
| When: |

**Performance and Development Outcome**

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| **Stage 1: Reflection and Goal-Setting** | | | |
| Employee signature |  | Date |  |
| Reviewer signature |  | Date |  |
| Principal signature\* |  | Date\* |  |

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| **Stage 2: Professional Practice and Learning** | | | |
| Employee signature |  | Date |  |
| Reviewer signature |  | Date |  |
| Principal signature\* |  | Date\* |  |

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| **Stage 3: Feedback and Review** | | | | |
| Overall employee comments | | Overall reviewer comments | | |
| Achievements & Strengths:  Areas for Growth: | | Achievements & Strengths:  Areas for Growth: | | |
| Overall P&D outcome | ***Meets / Does not meet*** | | | |
| Employee signature |  | | Date |  |
| Reviewer signature |  | | Date |  |
| Principal signature\* |  | | Date\* |  |