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| 1. **Learning** | | |
| **Goal:** Teacher class employees contribute to the **collaborative development** and **delivery** of effective **teaching**, **learning** and **assessment** **programs** and **resources** for the students they teach. These should be aligned with aspects of the school’s **2023 Annual Implementation Plan** and be effectively **differentiated** to support students. This will support **student learning growth** through the ongoing acquisition of knowledge, skills and capabilities defined by the **Victorian Curriculum F-10 and senior secondary qualifications**.   * Deliver Tutor Learning Initiative (1.41 FTE for 55 Well Below Students) * Differentiated Group Coaching Support Learning Specialist (P-10 in PLTs) & Assistant Learning Specialists (Literacy/Numeracy/Inclusion) * Develop Literacy and Numeracy Consistent Instructional Practices to provide Authentic Real-World Learning (Employability Skills) * Build staff capacity on differentiated, responsive teaching and learning in PLTs/Jackson Learner Case Management Meetings * Develop and embed assessment and moderation practices for writing aligned to Jackson Writing Cycle and Visible Learning Goals * Roll-out staged implementation of Sounds Write Phonics program * Review and refine Jackson Essentials Curriculum * Implement VCE Victorian Pathways Certificate and VDSS | | |
|  | **Achievements & Strengths** | **Challenges & Areas for Growth** |
| **Mid Cycle Review**  (Start of Term 3) |  |  |
| **End Cycle Review**  (End of Term 4) |  |  |

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| 1. **Wellbeing** | | |
| **Goal:** Teacher class employees foster student **health** and **wellbeing** **in their classrooms**, including through **engagement** in the **collaborative planning** and **delivery of supports** to **strengthen student wellbeing**. Teachers **build relationships** that foster a **positive school climate** and **strengthen positive partnerships with parents, carers and other individuals and groups to support students’ participation** in and **sense of belonging** in the school community. This will support students to develop the capabilities necessary to **thrive**, **contribute** and **respond** positively to the challenges and opportunities of life.  AIP Activities:   * Deliver Mental Health in Primary Schools initiative (including Mental Health Fund) alongside Mental Health in Secondary Schools initiative * Implement Health & Fitness Strategy and Active Schools Initiative to improve health, skills, confidence and motivation to be active in life * Engage with DE School-Wide PBS (PBIS) Coaching Initiative * Tier 1: promotion of positive mental/physical health and social-emotional wellbeing (PL: BSEM, RRRR, FPV, PBIS, eSMART) * Tier 2 Evidence-Informed, Targeted Small Group Interventions & In-Class Support (dog/animal therapy, art therapy, social skills/participation/thinking, self-esteem, drug/alcohol awareness, bullying and social media, hands-on-learning) * Tier 3 Mental Health & Wellbeing Support & External Referrals * Enhance community events to strengthen trust and partnerships between school and the parent/carer community * Attendance: Reduce Unauthorised Absences, Chronic 20+ Days & Severely Chronic 30+ Days | | |
|  | **Achievements & Strengths** | **Challenges & Areas for Growth** |
| **Mid Cycle Review**  (Start of Term 3) |  |  |
| **End Cycle Review**  (End of Term 4) |  |  |