

The strategic direction and deployment of resources to create shared goals and values; high expectations; and a positive, safe and orderly learning environment

Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core



Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs

Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships

Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing

Activation of student voice, agency, leadership and learning to strengthen students' participation and engagement in school

Strong relationships and active partnerships between schools and families, communities, and agencies to strengthen students' participation and engagement in school

Tiered, responsive, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Active partnerships with specialist services, education providers, and community organisations to provide responsive support to students

Leadership	Teaching and Learning	Assessment	Engagement	Support and Resources
<p>1) Leadership is the development of shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values and a culture of trust.</p>	<p>2) Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities</p>	<p>3) Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for improvement.</p>	<p>4) Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community.</p>	<p>5) Support refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.</p>
<p>The strategic direction and deployment of resources to create shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing</p>	<p>Activation of student voice, agency, leadership and learning to strengthen students' participation and engagement in school</p>	<p>Tiered, responsive, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>
		<p>SSP: Achievement Goal (KIS 1b)</p>		<p>SSP: Engagement Goal (KIS 2b) SSP: Wellbeing Goal (KIS 3a)</p>
<p>Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core</p>	<p>Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships</p>	<p>Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.</p>	<p>Strong relationships and active partnerships between schools and families, communities, and agencies to strengthen students' participation and engagement in school</p>	<p>Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students</p>
<p>SSP: Achievement Goal (KIS 1c)</p>	<p>SSP: Achievement Goal (KIS 1a)</p>		<p>SSP: Engagement Goal (KIS 2a)</p>	<p>SSP: Engagement Goal (KIS 2c)</p>

Distributed Leadership Roles aligned to SSP & FISO 2020-2024



Wellbeing, Engagement, Support & Resources

Julie - Leading Teacher: Disability Inclusion & Support (P-12)

SC6: Demonstrated strategic leadership to collaboratively and autonomously build staff capacity to implement a multi-tiered response to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of all students.

- Lead strategic development of a multi-tiered response to intervention (Tier 1, 2, 3) to meet individual student's learning needs
- Oversee Allied Health Service Delivery & Inclusive Practice/ Strategies across the whole school
- Support Teachers (P-12) in documenting Levels of Adjustments through group coaching (Jackson Learner Case Management Meetings)
- Build staff capacity to implement adjustments and inclusive strategies to meet the complex health and learning needs of students
- Champion vulnerable groups of students with additional needs (EAL, ASD, ADHD, Down Syndrome...) across the whole school to ensure equity and inclusion in their education
- Oversee Individual Education Planning documentation, including (Jackson Learner Profile and Health Support Planning)
- Support whole school ESS development in line with the Jackson Excellence in Teaching & Learning Framework
- Provide strategic leadership in preparation for Disability Inclusion Reform in 2024
- Collaborate with Leading Teachers of Transitions & Partnerships and PSD Coordinator on Disability Inclusion Reform
- Collaborate with Learning Teachers & Learning Specialists on Independent Learning Curriculum (including RRRR/FPV, BSEM, Play, PMP...)
- Collaborate with Learning Teachers, Social Worker, Mental Health Practitioner, Allied Health Team in leading the strategic development of our Engagement and Wellbeing SSP goals/KIS and AIP priorities/actions
- Lead Differentiated Professional Learning, Induction & PDPs for allocated staff (including Inclusion Support ESS & Allied Health Team)

Bern - Leading Teacher: Transitions & Partnerships (P-12)

SC6: Demonstrated strategic leadership to collaboratively and autonomously strengthen partnerships with our parent/carers and develop family connections with external community services and agencies.

- Oversee enrolments into, transitions through and pathways out of Jackson (P-12)
- Develop a range of tools and approaches to strengthen partnerships with parent, carer and family community to effectively support the learning and development of their child/ren
- Establish and Maintain Community Partnerships, including feeder schools, kindergartens, early intervention services
- Coordinate Parent Information Sessions and connections with external services and agencies to support families
- Conduct School Tours, Admission SSGs & Coordinate Professional Visits
- Oversee Program for Students with Disabilities processes
- Oversee Community Communication, Publicity, Marketing & Promotion
- Champion cultural and community diversity across the whole school to develop intercultural capability (Civic/Cultural)
- Coordinate Primary & Secondary Action Teams
- Oversee NDIS Liaison & Policy

Distributed Leadership Roles aligned to SSP & FISO 2020-2024



- Coordinate New Student & Family Induction
- Collaborate with Leading Teachers of Transitions & Partnerships and PSD Coordinator on Disability Inclusion Reform
- Work in collaboration with Leading Teachers, Learning Specialists and Job, Skills, Pathways Coordinator in leading the strategic development of our Engagement SSP goals/KIS and AIP priorities/actions
- Lead Professional Learning, Induction & PDPs for allocated staff, including PSD Coordinator

Michelle - Leading Teacher: Wellbeing & Support (P-12)

SC6: Demonstrated strategic leadership to collaboratively and autonomously promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.

- Lead strategic development of a multi-tiered Wellbeing Strategy to promote and engage students in programs to develop their mental and physical health and social and emotional wellbeing (Physical/Social/Emotional/Cultural/Civic) aligned to RRRR and FPV
- Support Classroom Behaviour to maintain a Positive, Safe and Orderly Learning Environment
- Contribute to the leadership of school-wide PBIS & eSMART Strategy (including Bully Prevention)
- Parent Liaison/Communication to support teacher's follow up of behaviour incidents
- Oversee Student's Sense of Belonging/Connectedness,
- Oversee Student Voice, Agency and Leadership, including JSLT
- Collaborate with Leading Teachers, Social Worker and Mental Health Practitioner in leading the strategic development of our Engagement and Wellbeing SSP goals/KIS and AIP priorities/actions
- Collaborate with Learning Teachers & Learning Specialists on Independent Learning Curriculum (including RRRR/FPV, BSEM, Play, PMP...)
- Champion disadvantaged (Equity) students across the community, particularly those at risk of disengagement (including ATSI)
- Lead Differentiated Professional Learning, Induction & group PDPs for Classroom Teachers and ESS

Helena - Leading Teacher: Community Engagement & Participation (P-12)

SC6: Demonstrated strategic leadership to collaboratively and autonomously promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.

- Lead strategic delivery of participation and attendance strategy across the school
- Develop procedures, protocols and systems to identify students at risk of disengagement and implement a multi-tier response to ensure all students are connected to learning
- Develop, coordinate and deliver alternative education pathways for students at risk of disengagement (Tier 2 targeted: HOL, Farm, Art/Canine Therapy, Virtual/Distance Learning and other Tier 3 individualised programs).
- Oversee the development and review of Individual Education Plans/Reports and Student Support Group meetings for Tier 3 students aligned to the Victorian Curriculum
- Support Classroom Behaviour to maintain a Positive, Safe and Orderly Learning Environment
- Coordinate whole-school events with JSLT to increase parent/carer engagement with the school

Distributed Leadership Roles aligned to SSP & FISO 2020-2024



- Build staff capacity to increase community engagement including Year-Level Events and Assemblies
- Collaborate with Leading Teachers, Social Worker and Mental Health Practitioner in leading the strategic development of our Engagement and Wellbeing SSP goals/KIS and AIP priorities/actions
- Champion disadvantaged students across the community, particularly those at risk of disengagement (inc OOHC)
- Lead Differentiated Professional Learning, Induction & group PDPs for Classroom Teachers and ESS

Teaching, Learning & Assessment

Gabi M & Sean - Learning Specialists: Teaching & Learning (Primary/Secondary)

SC6: Demonstrated strategic leadership to collaboratively and autonomously develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.

- Initially 0.6 In Class / up to 0.4 release moving towards a co-teaching model (workforce dependent)
- Model exemplary practice in line with the Jackson Teaching & Learning Model and Framework
- Ensure collaborative and responsive teaching and learning across the community
- Lead Instructional Practice aligned to High Impact Teaching Strategies
- Ensure accountability of classroom non-negotiables
- Coordinate Professional Practice Days and manage the documentation of curriculum planning (Termly and Weekly)
- Oversee Professional Learning Teams in line with FISO Improvement Cycle to improve student learning outcomes
- Lead PLT Leader Development
- Lead Collaborative Reflection & Feedback (Learning Walks, Peer Observation & Differentiated Coaching Support)
- Provide Differentiated, Individual and Group Coaching to Teachers (Demonstration/Modelling, Observation, Co-Planning/Teaching)
- Work in partnership with Leading Teacher to co-lead the Primary/Secondary community
- Collaborate with Leading Teachers and PLT Leaders in leading the strategic development of our Achievement and Learning SSP goals/KIS and AIP priorities/actions
- Lead Differentiated Professional Learning, Induction & group PDPs for Teachers (Primary/Secondary)

Kelly - Leading Teacher: Curriculum & Assessment (P-12)

SC6: Demonstrated strategic leadership to collaboratively and autonomously build the capacity of staff to understand the curriculum and develop pedagogy to provide responsive and differentiated teaching and learning that supports authentic, real-world learning for all students

- Build the capacity of staff to understand the curriculum and develop pedagogy to provide responsive and differentiated teaching and learning that supports authentic, real-world learning for all students
- Develop and embed assessment practices and data literacy to collect and use a range of data to accurately understand the individual needs of students to plan the next steps in learning and monitor process and growth over time
- Lead strategic development of a whole school Literacy & Numeracy Strategy

Distributed Leadership Roles aligned to SSP & FISO 2020-2024



- Oversee Teaching & Learning Policy & Handbook
- Oversee Guaranteed and Viable Curriculum, considering revisions and changes to the Victorian Curriculum, Victorian Pathway Certificate, ASDAN and Employability Skills
- Manage whole school curriculum resources
- Oversee Assessment Schedule & Moderation (Diagnostic, Formative, Summative and Feedback)
- Develop staff capacity / literacy in collection, tracking, analysis and evaluation of student data (Learning & Wellbeing)
- Manage whole school ILPs & Reporting Processes (P-12) in conjunction with the IT Team
- Oversee Curriculum Specialists PLT (Teaching, Learning and Assessment)
- Oversee delivery and evaluation of Tutor Learning Initiative (TLI) against the TLI Continua
- Lead VIT Graduate Development Program & Mentor Support
- Collaborate with Learning Specialist (Secondary) and Job, Skills and Pathways Coordinator on Senior Secondary Reform
- Collaborate with Learning Specialists and PLT Leaders in leading the strategic development of our Achievement and Learning SSP goals/KIS and AIP priorities/actions
- Lead Differentiated Professional Learning, Induction & PDPs for allocated staff