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| 1. **Learning**
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| **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 **2022 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**.AIP Activities:* Authentic Real-World Learning (Employability Skills)
* Integrated Literacy Block (Reading & Writing) to improve student outcomes aligned to Excellence in Teaching & Learning Framework
* Formative Assessment Practices (PLT Focus on 10 Assessment Lessons)
* Data Literacy (ZPD) & Data Walls
* Responsive, differentiated teaching with Tier 1 Universal Levels of Adjustments (LoA)
* Differentiated Coaching Support & Peer Observation
* ICT Capability for Writing and Integrated Learning
* Senior Secondary Reform: Victorian Pathways Certificate (VCAL) or ASDAN (Years 9-12 Only)
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|  | **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**
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| **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:* Student’s sense of belonging and connectedness to school
* Attendance & Participation
* Parnerships with families and external agencies (SSGs)
* School-wide PBIS
* Jackson Learner Case-Management Meetings (Levels of Adjustment in IEPs and SSG Minutes)
* Bully Prevision & eSMART
* Tier 1 Mental Health & Social Emotional Wellbeing (RRRR, FPV, BSEM)
* New Child Safe Standards
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|  | **Achievements & Strengths** | **Challenges & Areas for Growth** |
| **Mid Cycle Review** (Start of Term 3) |  |  |
| **End Cycle Review**(End of Term 4)  |  |  |