

2026 Annual Implementation Plan (AIP)

Learning	Goal 1: Improve student learning growth in Literacy and Numeracy.	
KIS 1.b	Further build the confidence and capability of every teacher to consistently implement instructional practices in Literacy and Numeracy using the essential elements of teaching.	
Actions	1. Build the confidence and instructional capacity of staff on the VTLM 2.0 by developing an Instructional Playbook. 2. Build staff capacity to implement the Victorian Curriculum 2.0 for Literacy (Big 6 Reading Position) and Numeracy (Numicon).	
Evidence of change	- ILP goal growth will show an improvement in students achieving very good and above in literacy and numeracy. - Victorian Curriculum 2.0 teacher judgement data for English and Maths will increase the percentage of students working at Level Foundation or above. - Learning Walks and Talks will show consistency of practice against the elements of teaching and learning in the VTLM 2.0. - VTLM 2.0 Implementation Rubric will show greater alignment of current practice the school.	
Tasks		People responsible
Build staff capacity on the VTLM 2.0 Elements of Learning (Knowledge and Memory & Retention and Recall) and Elements of Teaching (Explicit Teaching) through PLTs.		✓ School improvement team
Review and align our Jackson Reading Block to embed the Big 6 elements of the Victorian Reading Position.		✓ School improvement team
Provide professional learning and instructional videos to support teaching and learning (place value and reading).		✓ All staff
Develop a Tier 1 instructional playbook aligned to our Jackson Teaching and Learning Model, the VTLM 2.0 and Disability Inclusion domains.		✓ School improvement team
KIS 1.c	Strengthen the capacity of teams to analyse and use data and other evidence to plan a multi-tiered response to students' learning and wellbeing needs.	
Actions	1. Strengthen staff capacity to plan and monitor an evidence-informed approach to a multi-tiered response (MTSS) to learning and wellbeing (Intervention Matrix). 2. Develop new assessments to assess students' learning against the Victorian Curriculum 2.0 Foundation Levels A-D.	
Evidence of change	- Learning Walks and Talks will show consistency of practice of Tier 1 inclusive strategies and differentiation. - The Intervention Matrix will monitor the effectiveness of Tier 2 and 3 interventions (purpose, entry and exit criteria, duration). - Students participation and engagement will increase based upon SWPBS and Attendance data.	
Tasks		People responsible
Review and monitor Intervention Matrix and implementing an Intervention Flowchart (Purpose, Entry and Exit Criteria, Duration) aligned to ILP Goals in consultation with teaching staff.		✓ School improvement team
Review and refine supporting documentation for Disability Inclusion Profiles through Xuno / Student Maps, including BSPs.		✓ School improvement team
Review, revise and develop Foundation Level A-D assessments for comprehension, LLLL (Sub-test 4), and explore the inclusion of a phonemic awareness assessment.		✓ School improvement team

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Wellbeing		Goal 2: Improve the health and wellbeing of all students.	
KIS 2.a		Further develop school policies and programs that promote and improve the health, resilience and independence of all learners within and beyond the school.	
Actions		1. Continue to improve the health, resilience and independence of all learners through the SWPBS initiative. 2. Implement policies and programs to improve the health, resilience and independence of all learners (Mental Health, Allied Health & Wellbeing).	
Evidence of change		- The SWPBS data and SAS will demonstrate sustained Tier 1 foundation and classroom systems. - The Mental Health Continuum will show an improvement in students' health, resilience and independence. - The Ready to Learn program will improve consistent language across all staff and ensure students' readiness for learning.	
Tasks		People responsible	
Build staff capacity of the VTLM 2.0 Enabling Learning (Positive Classroom Management Strategies) aligned to SWPBS, including arrival routines, classroom procedures and routines, orderly transitions.		☑ School improvement team	
Strengthen school-wide processes aligned to SWPBS Gold Award, including tackling bullying and racism and engagement with families.		☑ SWPBS leader/team	
Employ a Digital Wellbeing Mentor to support students, families and staff with the changing legislation on: social media delay, screen time and mental health need related to Generative AI.		☑ Wellbeing team	
Review existing Tier 3 alternate education programs in line with the new Modified Timetables Policy through SSGs.		☑ School improvement team	
Implement Ready 2 Learn Framework to improve Tier 1 inclusive practices (Interception).		☑ Allied health	
KIS 2.c		Enhance a culture of collaboration to provide for a positive, safe and supportive learning environment.	
Actions		1. Build differentiated coaching support and feedback at all levels to build the confidence and instructional capacity of every teacher and ES staff. 2. Strengthen strategies to promote, protect and address staff wellbeing to enhance our collaborative learning community.	
Evidence of change		- PLT Leader feedback against the Fidelity Tool will show an enhanced culture of collaboration. - The Buzz Survey and focus group feedback will identify staff perceptions against the Cultural Ladder. - The WPSS initiative will identify areas of risk for staff safety and wellbeing.	
Tasks		People responsible	
Review and enact recommendations from Workplace Psychosocial Safety Service (WPSS) Program to improve the wellbeing of all staff.		☑ School improvement team	
Develop strategies to strengthen a "Culture of Collaboration" following feedback from staff (Buzz Diagnostic & GROWTH Focus Groups).		☑ School improvement team	
Celebrate Jackson's 50 Year Jubilee through Celebration Day community event, temporary re-branding, alumni testimonials and other commemorative activities.		☑ All staff	
Develop a system for documenting coaching cycles (formal / informal / PLT groups / individual by referral) aligned to individualised PDP goals.		☑ All staff	
Develop a professional learning strategy for ES staff to build their capacity to meet students' learning and wellbeing needs.		☑ School improvement team	