

# 2019 Annual Implementation Plan

## for improving student outcomes

Tallangatta Secondary College (8370)



Submitted for review by Richelle Moyle (School Principal) on 16 January, 2019 at 07:05 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging moving towards Evolving

<b>Enter your reflective comments</b>	<p>The move to Compass has improved whole school processes with documentation of curriculum, recording of engagement and wellbeing as well as access and analysis of data. The introduction of Team Tuesday ensures opportunities for team collaboration and pre and post triad observations. The introduction of 7 - 12 REAL homegroups has been effective in building connections between staff and students, as well as students across all year levels. Writing and REAL PLCs have introduced to staff whole school processes.</p>
<b>Considerations for 2020</b>	<p>To progress student learning for every student, every day.</p> <p>An analysis of the school's NAPLAN and school-based data identified between 22.2 per cent and 40 per cent of students demonstrating low relative growth and between 11.3 per cent and 28.2 per cent of student demonstrating high relative growth. The review determined trends of discrepancies between teacher judgement of student achievement and NAPLAN results. The review found that there was a need for a focus on the whole school use and analysis of data to inform the provision of targeted learning. GOAL 1:</p> <p>To empower students through student agency in their learning.</p>

	<p>The College had established a calm and orderly learning environment in the previous SSP period. The review highlighted that student learning outcomes would be maximised within a culture of high expectations and genuine student agency.</p> <p>To build a culture of continuous improvement Embedding distributed and shared leadership throughout the College, with accountability for all student learning outcomes was noted by the review as worthy of focus.</p>
<b>Documents that support this plan</b>	

Draft

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To progress student learning for every student, every day.	No	<p>All students to demonstrate at least 12 months growth in 1 year of schooling in Year 7 to Year 10, VCE and VCAL as evidenced by;</p> <ul style="list-style-type: none"> <li>- Relative growth gains from year 7 to 9 to be 25 per cent low, 50 per cent medium and 25 per cent high in NAPLAN across all areas of Literacy.</li> <li>- VCE English mean study score of 30</li> <li>- VCE Further Maths mean study score of 28</li> <li>- VCAL Individual Learning Program progression of literacy and numeracy based on achievement of documented high expectation.</li> </ul> <p><i>(Note: School level discussion needed to define high expectation for VCAL).</i></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p>
		<p>To have at least 20 per cent of students judged above level when assessed against the Victorian Curriculum in Writing and Reading and 25 per cent in Numeracy.</p> <p><i>(Note: The panel suggested the focus for 2019 to 2020 remain on writing and plan to focus on reading and numeracy for 2021 and 2022)</i></p>	

		<p>To increase the consistency between teacher judgement in Reading and Writing and NAPLAN results as evidenced by the Interactive Dashboard Panorama Report NAPLAN comparison Teacher Judgement.</p> <p><i>(Note: Action to set a comparative data target based on trend results)</i></p>	
		<p>To increase and maintain Student Attitudes to School Survey factors for performance</p> <ul style="list-style-type: none"> <li>- Differentiated learning from 56 per cent positive to 65 per cent by 2022.</li> <li>- Stimulating learning from 49 per cent positive to 55 per cent by 2022</li> </ul>	
		<p>By 2022 the School Staff Survey factor results will rise in;</p> <ul style="list-style-type: none"> <li>- Collective efficacy from 35 per cent in 2017 to greater of equal to 50 per.</li> <li>- Academic Emphasis from 29.9 per cent in 2017 to greater of equal to 45 per cent.</li> </ul>	<p>School Staff Survey Collective efficacy from 40 percent in 2018 to greater or equal 45 percent in 2019 Academic Emphasis from 25 percent in 2018 to greater or equal to 30 percent in 2019</p>
		<p>By 2022 the Student Attitudes to School Survey performance of positive endorsement will progress in;</p> <p>Student voice and agency from 44 per cent in 2017 to greater of equal to 60 per cent. School Connectedness from 53 per cent in 2017 to greater of equal to 50 per cent.</p>	<p>Student Attitude to School Survey Student voice and agency from 45 percent in 2018 to greater or equal to 50 percent in 2019 School Connectedness from 47 percent in 2018 to greater or equal to 53 percent in 2019 Advocate at school from 65 percent in</p>

		Advocate at school from 61 per cent in 2017 to greater of equal to 70 per cent.	2018 to greater or equal to 70 percent in 2019
		Parent Opinion Survey factors for Student Connectedness to be maintained at 83 per cent or above positive endorsement by 2022.	Parent Opinion Survey School Connectedness from 72 percent endorsed in 2018 to greater or equal to 77 percent in 2019.
		Unapproved absences school mean to be less than state average.	Unapproved absences school mean to be less than state average.
		<p>By 2022 School Staff Survey will increase in;</p> <ul style="list-style-type: none"> <li>- Collective efficacy from 35 per cent in 2017 to greater of equal to 50 per cent.</li> <li>- Teacher collaboration from 40 per cent endorsed to 60 per cent</li> <li>- Collective responsibility from 55 per cent to 75 per cent</li> <li>- Collectives focus on student learning from 48 per cent to 65 per cent</li> <li>- Guaranteed and viable curriculum 35 per cent in 2017 to greater of equal to 60 per cent.</li> </ul>	<p>School Staff Survey</p> <p>Collective efficacy from 40 percent endorsed in 2018 to greater or equal 45 percent in 2019</p> <p>Teacher collaboration from 28 percent endorsed in 2018 to greater or equal to 33 percent in 2019</p> <p>Collective responsibility from 66 percent endorsed in 2018 to greater or equal to 71 percent in 2019</p> <p>Collectives focus on student learning from 57 percent endorsed in 2018 to greater or equal to 62 percent in 2019</p> <p>Guaranteed and viable curriculum from 28 percent endorsed in 2018 to greater or equal to 33 percent in 2019</p>
		<p>By 2022 Student Attitudes to School Survey factors will show growth in;</p> <ul style="list-style-type: none"> <li>- Teacher concern from 39 per cent in 2017 to 50 per cent</li> <li>- High expectation for success to improve from 65 per cent in 2017 to 80 per cent.</li> </ul>	<p>Student Attitude to School Survey</p> <p>Teacher concern from 37 percent endorsed in 2018 to greater or equal to 42 percent in 2019</p> <p>High expectation for success from 69</p>

			percent in 2018 to greater or equal to 74 percent in 2019
		To measure and track sustained improvement on the Professional Learning Communities maturity matrix.	To progress one level (Emerging, Evolving, Embedding, Excelling) of the Professional Learning Communities Maturity Matrix in the following dimensions: <ul style="list-style-type: none"> <li>- Vision, values and culture</li> <li>- Building PLCs through a culture of collaboration for improvement</li> <li>- Structures and systems to support collaboration for improvement - focus on strategic resource management</li> <li>- Data used to focus and drive collaborative improvement and evaluating impact on learning</li> </ul>

<b>Goal 1</b>	To empower students through student agency in their learning.
<b>12 Month Target 1.1</b>	School Staff Survey Collective efficacy from 40 percent in 2018 to greater or equal 45 percent in 2019 Academic Emphasis from 25 percent in 2018 to greater or equal to 30 percent in 2019
<b>12 Month Target 1.2</b>	Student Attitude to School Survey Student voice and agency from 45 percent in 2018 to greater or equal to 50 percent in 2019 School Connectedness from 47 percent in 2018 to greater or equal to 53 percent in 2019 Advocate at school from 65 percent in 2018 to greater or equal to 70 percent in 2019
<b>12 Month Target 1.3</b>	Parent Opinion Survey School Connectedness from 72 percent endorsed in 2018 to greater or equal to 77 percent in 2019.
<b>12 Month Target 1.4</b>	Unapproved absences school mean to be less than state average.



<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Setting expectations and promoting inclusion	Embed the Tallangatta Secondary College School Wide Positive Behaviours Program. **DN please refer to review report for suggested Actions for AIP**	Yes
<b>KIS 2</b> Empowering students and building school pride	Embed active student agency at Tallangatta Secondary College. **DN please refer to review report for suggested Actions for AIP**	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	SWPB was introduced in 2017. The review found that students, staff and school community understanding of SWPBS is an area to build. We will develop and build agreed SWPB strategic intent, including expectations, role clarity, defines the purpose, accountability, continuous feedback and success milestones.	
<b>Goal 2</b>	Build a culture of continuous improvement.	
<b>12 Month Target 2.1</b>	School Staff Survey Collective efficacy from 40 percent endorsed in 2018 to greater or equal 45 percent in 2019 Teacher collaboration from 28 percent endorsed in 2018 to greater or equal to 33 percent in 2019 Collective responsibility from 66 percent endorsed in 2018 to greater or equal to 71 percent in 2019 Collectives focus on student learning from 57 percent endorsed in 2018 to greater or equal to 62 percent in 2019 Guaranteed and viable curriculum from 28 percent endorsed in 2018 to greater or equal to 33 percent in 2019	
<b>12 Month Target 2.2</b>	Student Attitude to School Survey Teacher concern from 37 percent endorsed in 2018 to greater or equal to 42 percent in 2019 High expectation for success from 69 percent in 2018 to greater or equal to 74 percent in 2019	
<b>12 Month Target 2.3</b>	To progress one level (Emerging, Evolving, Embedding, Excelling) of the Professional Learning Communities Maturity Matrix in the following dimensions: - Vision, values and culture - Building PLCs through a culture of collaboration for improvement	

	<ul style="list-style-type: none"> <li>- Structures and systems to support collaboration for improvement - focus on strategic resource management</li> <li>- Data used to focus and drive collaborative improvement and evaluating impact on learning</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Instructional and shared leadership	Develop and embed the Tallangatta SC agreed moral purpose supported by the school's vision and values. <b>**DN please refer to review report for suggested Actions for AIP**</b>	Yes
<b>KIS 2</b> Instructional and shared leadership	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. <b>**DN please refer to review report for suggested Actions for AIP**</b>	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Developing a new Vision and a Professional Learning Community culture is an important first step in achieving the goals of our new Strategic plan. We will develop a new vision for the College and embed a distributed and shared leadership throughout that ensures accountability for all student learning outcomes.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To empower students through student agency in their learning.
<b>12 Month Target 1.1</b>	School Staff Survey Collective efficacy from 40 percent in 2018 to greater or equal 45 percent in 2019 Academic Emphasis from 25 percent in 2018 to greater or equal to 30 percent in 2019
<b>12 Month Target 1.2</b>	Student Attitude to School Survey Student voice and agency from 45 percent in 2018 to greater or equal to 50 percent in 2019 School Connectedness from 47 percent in 2018 to greater or equal to 53 percent in 2019 Advocate at school from 65 percent in 2018 to greater or equal to 70 percent in 2019
<b>12 Month Target 1.3</b>	Parent Opinion Survey School Connectedness from 72 percent endorsed in 2018 to greater or equal to 77 percent in 2019.
<b>12 Month Target 1.4</b>	Unapproved absences school mean to be less than state average.
<b>KIS 1</b> Setting expectations and promoting inclusion	Embed the Tallangatta Secondary College School Wide Positive Behaviours Program. **DN please refer to review report for suggested Actions for AIP**
<b>Actions</b>	Document, communicate and enable an agreed process for building school PRIDE through SWPBS where all key stakeholders have clear expectations, accountability, continuous feedback and success milestones.
<b>Outcomes</b>	Teachers and ES Staff will: Engage with the principles of SWPBS, particularly effective classroom practices to ensure that respectful student/teacher/staff member relationships are developed and maintained. Use common language in all settings with all students Role model REAL values  Students will: Engage in and model TSC expected behaviours school wide – in the classroom, in the school yard, in the community. Actively involved in the school wide lesson schedule of SWPBS within REAL homegroups.

	<p>Principal team will: Resource and support the School Improvement Team to lead and implement the 7 essential features for Universal prevention tier 1 of SWPBS</p> <p>School Improvement team will: Develop an understanding of the 7 essential features for Universal prevention Tier 1 and lead its implementation.</p>			
<b>Success Indicators</b>	<p>The self-assessment survey (SAS) will be used by all school staff to assess their perception of behaviour support systems in our College. We will examine the status and need for improvement across the whole school, non-classroom settings, classrooms, and for individual students.</p> <p>The tiered fidelity inventory (TFI) will be used to measure the extent to which our school staff are applying the core features of SWPBS.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Engage in REAL HG and role model REAL values within the school community.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Regularly refer to College SWPBS matrix to teach and reteach expected behaviours	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Model and deliver SWPBS lesson plans as developed by the REAL HG Planning Team in REAL homegroups.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Acknowledge student expected behaviour using the continuum of procedures	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Respond to inappropriate behaviour using the continuum of procedures	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Participate in peer observation and coaching to improve tier 1 SWPB practice.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Attend Tier 1 team training (4 days)	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,600.00  <input type="checkbox"/> Equity funding will be used
Monitor and inform decision making of Tier 1 implementation through monthly analysis of data.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage with SWPBS area coach to help establish whole-school processes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Attend coordinator training (one day) and team training days (4 days)	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Call for expressions of interest for the College SWPBS team.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Apply for participation in the Victorian SWPBS initiative for 2019 to support the implementation of tier 1 of SWPBS	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Allocate resources for implementation and sustainability of SWPBS.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$160,000.00  <input type="checkbox"/> Equity funding will be used
Attend the 'Changing the Climate' conference on the 14th and 15th March.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,700.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop staff understanding of Tier 1 SWPBS whole school processes through two whole school professional development days (student free).	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Build a culture of continuous improvement.
<b>12 Month Target 2.1</b>	<p>School Staff Survey</p> <p>Collective efficacy from 40 percent endorsed in 2018 to greater or equal 45 percent in 2019</p> <p>Teacher collaboration from 28 percent endorsed in 2018 to greater or equal to 33 percent in 2019</p> <p>Collective responsibility from 66 percent endorsed in 2018 to greater or equal to 71 percent in 2019</p> <p>Collectives focus on student learning from 57 percent endorsed in 2018 to greater or equal to 62 percent in 2019</p> <p>Guaranteed and viable curriculum from 28 percent endorsed in 2018 to greater or equal to 33 percent in 2019</p>
<b>12 Month Target 2.2</b>	<p>Student Attitude to School Survey</p> <p>Teacher concern from 37 percent endorsed in 2018 to greater or equal to 42 percent in 2019</p> <p>High expectation for success from 69 percent in 2018 to greater or equal to 74 percent in 2019</p>
<b>12 Month Target 2.3</b>	<p>To progress one level (Emerging, Evolving, Embedding, Excelling) of the Professional Learning Communities Maturity Matrix in the following dimensions:</p> <ul style="list-style-type: none"> <li>- Vision, values and culture</li> <li>- Building PLCs through a culture of collaboration for improvement</li> <li>- Structures and systems to support collaboration for improvement - focus on strategic resource management</li> <li>- Data used to focus and drive collaborative improvement and evaluating impact on learning</li> </ul>

<b>KIS 1</b> Instructional and shared leadership	Develop and embed the Tallangatta SC agreed moral purpose supported by the school's vision and values. **DN please refer to review report for suggested Actions for AIP**			
<b>Actions</b>	Define the school's vision to have a common purpose and build school pride.			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Voice / contribute to vision of the school</li> <li>• Feel connected to the school</li> <li>• Believe in school vision</li> </ul> <p>Teachers and ES staff will:</p> <ul style="list-style-type: none"> <li>• Work collaboratively towards achieving the vision.</li> <li>• Be modelling/promoting/sharing vision/culture/values</li> </ul> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>• Share the vision of the school and trust the school community to uphold vision/values/culture</li> <li>• Actively seek to engage with a range of stakeholders to embed school vision and values</li> </ul>			
<b>Success Indicators</b>	The school community will have a clear understanding of school vision, values and culture and work collaboratively to achieve it.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop process to engage the school community in the review and development of a school new vision.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Undertake consultation with students, staff, parents, school council and school community.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used



Plan for launch of new vision to school community.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Promote and develop understanding of new vision through REAL homegroups.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Publish new vision on website, newsletter, facebook page, College publications and around the school.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Model and promote new vision within the school and extended community	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Instructional and shared leadership	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. **DN please refer to review report for suggested Actions for AIP**			
<b>Actions</b>	Through the Professional Learning Community process, document and enable an agreed strategic intent plan that is focused on enhanced student learning outcomes. It will be timed, supports expectations, role clarity, defines the purpose, accountability, continuous feedback and success milestones			

## Outcomes

### Students will:

- Be aware, track and measure their learning growth
- Contribute to the shaping of curriculum and learning activities
- Be empowered to learn and achieve
- Have a growth mindset and believe they can learn
- Take responsibility for their learning
- Actively seek feedback from teachers to progress their learning and give feedback to teachers

### Teachers will:

- Demonstrate mutual trust and professionalism between all members
- Always willing to reflect and improve their practices through PLC processes
- Work on clearly defined goals to improve student outcomes
- Believe all students can learn and progress

### ES staff will:

- Demonstrate mutual trust and professionalism
- Classroom based staff advocate for their students and share knowledge with teachers
- Participate in PLCs where relevant
- Be professionally challenged

### Learning Area Instructional Leaders and Learning Specialists will:

- Demonstrate mutual trust and professionalism
- Model excellence in teaching and learning
- Promote, design and facilitate job embedded professional learning aligned with school improvement goals.

### Principal Team will:

- Demonstrate mutual trust and professionalism
- Develop an effective PLC schedule that prioritises collaboration for improvement across all teams.
- Ensure distributed leadership by providing time release for each of the six Learning Area Instructional Leaders and two Learning Specialists.

### Learning Specialists.

- Introduce Data / Compass Leading teacher to support teachers to become data literate.
- Register for the Victorian Professional Learning Community initiative

<b>Success Indicators</b>	<p>Build collective efficacy by building a culture where there is ongoing sharing of knowledge, collaborative planning and targeted teaching, which accelerates student learning outcomes.</p> <p>Leadership is distributed so that professional learning leaders can contribute to a school climate focused on learning.</p> <p>Growth within the FISO Continua of Practice self evaluation and PLC maturity matrix.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Complete student perception surveys to provide feedback to teachers.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
Complete and set goals for their learning and reflect on these regularly in class, REAL homegroups and SLCs.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Understand the importance of academic vocabulary and how they are used in different Learning Areas.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Explain how they develop and refine a piece of writing, and determine what they need to do next to improve.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Provide focused and differentiated feedback to support the progress and achievement of every student.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Gather individual student and class data sets, analyse and discuss these during PLC meetings.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Meet the needs of students through documented curriculum planning and targeted differentiation as a result of collaborative planning and discussions, lesson studies or peer observations	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Explicitly teach Learning Area specific academic vocabulary.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and use strategies and resources to support 'Writing to Learn' within the Learning Area (Learning to Write - English)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Ensure that meeting schedules prioritise collaboration for improvement across all Learning Areas.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve targets of AIP and SSP.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$105,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Define, document and evaluate PLC structures referring to the PLC training resources, PLC maturity matrix, benchmarking questionnaire and FISO Continua of Practice self evaluation.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Analyse whole school data sets to drive the FISO improvement cycle (Evaluate and diagnose, Prioritise and set goals, Develop and plan, Implement and monitor).	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Actively attend PLC training (5 days) in March, May and June.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Facilitate targeted professional learning to build teacher capacity in teaching 'Writing to Learn' and 'Academic Vocabulary' skills specific within their learning area (Learning to Write - English)	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Facilitate peer observations or lesson studies with clearly defined goals	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input type="checkbox"/> Equity funding will be used

Lead purposeful, data informed collaborative inquiry focused on improving student outcomes	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide opportunities for colleagues to observe high - quality teaching (ETT / HITS) and to reflect on these observations.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input type="checkbox"/> Equity funding will be used
Supporting teachers to embed ETT/HITS strategies in their own practice through observations and feedback.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$108,700.00	\$108,700.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$108,700.00</b>	<b>\$108,700.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Attend the 'Changing the Climate' conference on the 14th and 15th March.	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,700.00	\$3,700.00
Facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve targets of AIP and SSP.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$105,000.00	\$105,000.00
<b>Totals</b>			<b>\$108,700.00</b>	<b>\$108,700.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Participate in peer observation and coaching to improve tier 1 SWPB practice.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attend Tier 1 team training (4 days)	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Departmental resources SWPBS Area Coach	<input checked="" type="checkbox"/> Off-site Wodonga
Engage with SWPBS area coach to help establish whole-school processes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS Area Coach	<input checked="" type="checkbox"/> On-site
Attend coordinator training (one day) and team training days (4 days)	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Departmental resources SWPBS Area Coach	<input checked="" type="checkbox"/> Off-site Wodonga
Attend the 'Changing the Climate' conference on the 14th and 15th March.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Various speakers	<input checked="" type="checkbox"/> Off-site Melbourne



Develop staff understanding of Tier 1 SWPBS whole school processes through two whole school professional development days (student free).	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Gather individual student and class data sets, analyse and discuss these during PLC meetings.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Meet the needs of students through documented curriculum planning and targeted differentiation as a result of collaborative planning and discussions, lesson studies or peer observations	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Actively attend PLC training (5 days) in March, May and June.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources Shane Lockhart	<input checked="" type="checkbox"/> Off-site Myrtleford Savoy Club

Facilitate targeted professional learning to build teacher capacity in teaching 'Writing to Learn' and 'Academic Vocabulary' skills specific within their learning area (Learning to Write - English)	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate peer observations or lesson studies with clearly defined goals	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Lead purposeful, data informed collaborative inquiry focused on improving student outcomes	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Provide opportunities for colleagues to observe high - quality teaching (ETT / HITS) and to reflect on these observations.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Supporting teachers to embed ETT/HITS strategies in their own practice through observations and feedback.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site