

2018 Annual Implementation Plan

For Improving Student Outcomes

Tallangatta Secondary College (8370)



Submitted for review by Richelle Moyle (School Principal) on 05 December, 2017 at 11:12 AM

Endorsed by Joanne Grimmond (Senior Education Improvement Leader) on 13 December, 2017 at 12:02 AM

Endorsed by James Nicolson (School Council President) on 05 January, 2018 at 12:54 PM

Self-evaluation Summary - 2018

Tallangatta Secondary College (8370)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	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
Professional leadership	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

Enter your reflective comments	<p>In 2017 we implemented class profiles and the data in one location on compass has supported the process of all teachers using data to inform their teaching.</p> <p>Revisiting our peer observation processes with the move to Triads and quarantined time for teachers to have the pre and post conversations during PLC meetings supports authentic and trusting peer feedback. Our reviewed instructional model (Effective Teaching Techniques - ETT), now includes Success Criteria, Modelling / Explicit Teaching and Positive Relationships. It is displayed in every classroom.</p> <p>Also during 2017, we revisited our school values as part of SWPB. Our values - Respect, Empathy, Attitude and Learning (REAL) support the school community to live our values - Keep it REAL. Our vision is regularly referred to in staff meetings, parent evenings and assemblies. We have embraced two new initiatives - Respectful Relationships and Safe Schools. Initiatives and programs like these, particularly around resilience, inclusion and mental health will continue to be a focus of our work in 2018. The move to stand alone Health units and REAL home groups are two strategies which will support this work</p>
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<p>Considerations for 2018</p>	<p>The SIT structure continues to be reviewed and aligned to meet the goals of the SSP and AIP. All members of the executive leadership team will be substantive next year. This builds confidence and stability. Position of Responsibilities (PoRs) support aspirant leaders and succession planning. The vision and values are regularly referred to and are at the centre of our actions and decisions.</p> <p>Developing and implementing whole school strategies to improve Literacy outcomes through all Learning Areas for all students and further supports student wellbeing through whole school approaches based on a collective responsibility will be two key improvement strategies for 2018.</p> <p>Regularly seeking feedback through student, parent and staff focus groups will also be a focus in 2018.</p>
<p>Documents that support this plan</p>	<p>AIP - review Oct.docx (0.06 MB) Logo.docx (0.04 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Tallangatta Secondary College (8370)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
Optimise AusVELS and VCE / VCAL outcomes for all students.	By 2018, we will achieve: <ol style="list-style-type: none"> 1. A VCE mean study score of 30 in all studies, English and Mathematics. 2. At least 6% of study scores 40+ 3. At least 12% of ATAR scores in 90% 4. At least 95% VET and VCAL completion 5. 2 years growth (7-9, 9-10) in Literacy and Numeracy, on average, for all students. 6. <25% low, <50% medium & >25% high NAPLAN relative growth yr 7 to 9 7. Critical and Creative AusVELS target (2014 benchmark data) 	Yes	A VCE mean study score of 30 in All Studies, English and Mathematics - 2017 All studies 26.8 English and Mathematics 25.8. At least 6% of study scores 40+ - 2017 0.5% At least 12% of ATAR scores 90+ - 2017 1.7% At least 95% VET & VCAL completion - 2017 71% VCAL completion	Building practice excellence

			<p><25% low, <50% medium & >25% high NAPLAN relative growth Yr 7 to 9</p> <p>2017 Yr 7 – 9 NAPLAN</p> <table border="1"> <thead> <tr> <th></th> <th>Low</th> <th>Med</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>G&P</td> <td>22.2</td> <td>51.9</td> <td>25.9</td> </tr> <tr> <td>Numeracy</td> <td>22.2</td> <td>50.6</td> <td>27.2</td> </tr> <tr> <td>Reading</td> <td>25.9</td> <td>60</td> <td>14.1</td> </tr> <tr> <td>Spelling</td> <td>22.2</td> <td>55.6</td> <td>22.2</td> </tr> <tr> <td>Writing</td> <td>40</td> <td>48.8</td> <td>11.3</td> </tr> </tbody> </table>		Low	Med	High	G&P	22.2	51.9	25.9	Numeracy	22.2	50.6	27.2	Reading	25.9	60	14.1	Spelling	22.2	55.6	22.2	Writing	40	48.8	11.3	
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G&P	22.2	51.9	25.9																									
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Further develop the safe, attractive, cooperative, innovative and stimulating school learning environment for all students.	<p>By 2018, we will achieve:</p> <ol style="list-style-type: none"> Parent survey 'Transitions' score > 5.4 Student Opinion data (yr 7 - 12) <ul style="list-style-type: none"> school connectedness > 3.8 Teacher effectiveness > 3.75 Teacher empathy > 3.69 Stimulating Learning > 3.10 Student Attendance > 95% all years 	No																										
Continue to develop a whole-school approach to student wellbeing (social, emotional, physical & mental) based on collective responsibility	<p>By 2018, we will achieve:</p> <ol style="list-style-type: none"> Student attendance > 95% all years. Student Opinion data (yr 7 - 12) <ul style="list-style-type: none"> Student Distress > 5.3 and Morale > 4.96 Connectedness to Peers > 3.98 Teacher Empathy > 3.69 Student Safety > 4.33 	Yes	<p>Student Attendance = 95% all Years</p> <p>Increase School Transition 10-12 2017 19.9 percentile to 50 percentile in 2018.</p> <p>Increase School Transitions Year 7 2017 61.8 percentile to 75 percentile in 2018.</p> <p>Increase Sense of connectedness 2017 48.7 percentile to 60 percentile in 2018.</p>	Setting expectations and promoting inclusion																								

			<p>Increase Student voice and Agency 2017 52.5 percentile to 65 percentile in 2018. Increase School Safety 2017 50th percentile to 75 percentile in 2018</p> <p>Increase Advocate at School 2017 25.5 percentile to 50 percentile in 2018.</p> <p>Increase Managing Bullying 2017 23.6 percentile to 45 percentile in 2018.</p> <p>Increase Respect for Diversity 2017 19.1percentile to 35 percentile in 2018.</p>	
<p>Targeted use of school resources (human, physical and financial) in order to achieve the desired goals and targets</p>	<p>By 2018, we will achieve:</p> <ol style="list-style-type: none"> 1. Above workforce bridging threshold 2. A leadership profile of 20- 22% of total EFT 3. A time allowance profile of 1.6 - 1.63 hrs per 1.0 EFT 4. Staff opinion survey data <ul style="list-style-type: none"> • Use 2014 benchmark data (new survey) 5. Staff absence/attendance 	No		

Improvement Initiatives Rationale

This is the final year of our 2015 - 2018 Strategic Plan.

We have a strong momentum with building a whole school approach to wellbeing based on collective responsibility with the introduction of SWPB and Restorative Practices. We would like the momentum to continue, particularly since our Student Attitude to School data has remained low. In 2017, all areas but two (6 – 7 transition and student voice and agency - third quartile) were within the second quartile.

Our writing data continues to be very low and this is mirrored as a network. A commitment by all secondary schools to address this will not only help the network, but also our school.

2017 Yr 7 – 9 NAPLAN Relative growth
 Writing Low 40 Med 48.8 High 11.3

Goal 1	Optimise AusVELS and VCE / VCAL outcomes for all students.																								
12 month target 1.1	<p>A VCE mean study score of 30 in All Studies, English and Mathematics - 2017 All studies 26.8, English and Mathematics 25.8.</p> <p>At least 6% of study scores 40+ .5% in 2017</p> <p>At least 12% of ATAR scores 90+ 1.7% in 2017</p> <p>At least 95% VET & VCAL completion 71% VCAL completion in 2017</p> <p><25% low, <50% medium & >25% high NAPLAN relative growth Yr 7 to 9</p> <table border="1"> <thead> <tr> <th>2017 Yr 7 – 9 NAPLAN</th> <th>Low</th> <th>Med</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>G&P</td> <td>22.2</td> <td>51.9</td> <td>25.9</td> </tr> <tr> <td>Numeracy</td> <td>22.2</td> <td>50.6</td> <td>27.2</td> </tr> <tr> <td>Reading</td> <td>25.9</td> <td>60</td> <td>14.1</td> </tr> <tr> <td>Spelling</td> <td>22.2</td> <td>55.6</td> <td>22.2</td> </tr> <tr> <td>Writing</td> <td>40</td> <td>48.8</td> <td>11.3</td> </tr> </tbody> </table>	2017 Yr 7 – 9 NAPLAN	Low	Med	High	G&P	22.2	51.9	25.9	Numeracy	22.2	50.6	27.2	Reading	25.9	60	14.1	Spelling	22.2	55.6	22.2	Writing	40	48.8	11.3
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FISO Initiative	Building practice excellence
Key Improvement Strategies	Whole School strategies to improve Literacy and Numeracy outcomes through all LA for all students.
Goal 2	Continue to develop a whole-school approach to student wellbeing (social, emotional, physical & mental) based on collective responsibility
12 month target 2.1	<p>Student Attendance =95% all Years</p> <p>Increase School Transition 10-12 2017 19.9 percentile to 50 percentile in 2018.</p> <p>Increase School Transitions Year 7 2017 61.8 percentile to 75 percentile in 2018.</p> <p>Increase Sense of connectedness 2017 48.7 percentile to 60 percentile in 2018.</p> <p>Increase Student voice and Agency 2017 52.5 percentile to 65 percentile in 2018.</p> <p>Increase School Safety 2017 50th percentile to 75 percentile in 2018</p> <p>Increase Advocate at School 2017 25.5 percentile to 50 percentile in 2018.</p> <p>Increase Managing Bullying 2017 23.6 percentile to 45 percentile in 2018.</p> <p>Increase Respect for Diversity 2017 19.1percentile to 35 percentile in 2018.</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	Further support student wellbeing through whole school approaches based on a collective responsibility.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	Optimise AusVELS and VCE / VCAL outcomes for all students.																								
12 month target 1.1	<p>A VCE mean study score of 30 in All Studies, English and Mathematics - 2017 All studies 26.8, English and Mathematics 25.8.</p> <p>At least 6% of study scores 40+ .5% in 2017</p> <p>At least 12% of ATAR scores 90+ 1.7% in 2017</p> <p>At least 95% VET & VCAL completion 71% VCAL completion in 2017</p> <p><25% low, <50% medium & >25% high NAPLAN relative growth Yr 7 to 9</p> <table border="1"> <thead> <tr> <th>2017 Yr 7 – 9 NAPLAN</th> <th>Low</th> <th>Med</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>G&P</td> <td>22.2</td> <td>51.9</td> <td>25.9</td> </tr> <tr> <td>Numeracy</td> <td>22.2</td> <td>50.6</td> <td>27.2</td> </tr> <tr> <td>Reading</td> <td>25.9</td> <td>60</td> <td>14.1</td> </tr> <tr> <td>Spelling</td> <td>22.2</td> <td>55.6</td> <td>22.2</td> </tr> <tr> <td>Writing</td> <td>40</td> <td>48.8</td> <td>11.3</td> </tr> </tbody> </table>	2017 Yr 7 – 9 NAPLAN	Low	Med	High	G&P	22.2	51.9	25.9	Numeracy	22.2	50.6	27.2	Reading	25.9	60	14.1	Spelling	22.2	55.6	22.2	Writing	40	48.8	11.3
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FISO Initiative	Building practice excellence																								
Key Improvement Strategy 1	Whole School strategies to improve Literacy and Numeracy outcomes through all LA for all students.																								

Actions	Develop an agreed approach to the effective teaching of literacy across all learning areas. Enhance the pedagogical practice of writing for all teachers. Build teacher capacity to implement evidence – based literacy teaching strategies. Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in writing.			
Evidence of impact	Students will: <ul style="list-style-type: none"> • Know their strengths and weaknesses in writing. • Explain how they develop and refine a piece of writing, and determine what they need to do next to improve. • Make expected growth in writing. Teachers will: <ul style="list-style-type: none"> • Apply the Effective Teaching Techniques (ETT) to their teaching of writing. • Use the writing rubric to track and moderate student writing. • Understand the elements of writing. • Know and explicitly teach to student point of need relevant to their learning area. • Know and address student writing needs across all curriculum areas. • Attend relevant cluster / network PLCs • Undertake Triad observations, providing and receiving feedback to improve practice Leaders will: <ul style="list-style-type: none"> • Facilitate targeted professional learning within PLC meetings to support staff to build their capacity to teach writing. • Role model exemplary writing pedagogy. • Investigate and monitor writing data through Compass. • Collaborate and share writing strategies with schools across the cluster and network. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Facilitate a working relationship with schools through the Secondary English Alpine-Towong Network PLC and Literacy Cluster PLC	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Meet weekly with the Learning Specialist to support strategic implementation.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Ensure regular PLC meetings are scheduled on the Professional Learning Meeting schedule.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Update the leadership structure to incorporate Learning Specialist.	Principal	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthen leadership capabilities and support Learning Specialist through participation in Bastow Leading Literacy program	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Undertake professional learning through "Faces on the Data" and applying to school context to make effective use of data.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop leadership capabilities through participation in Bastow Leading Literacy program.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to:	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Prepare and model lessons to demonstrate selected aspects of the writing common rubric.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regularly invite staff to observe/film our teaching.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Liaise with Principal, EILs, Network and Cluster leaders.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Audit learning tasks and build capacity of teachers in a variety of genres appropriate to the learning area via PLC /Triads.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Support teachers by continuing to unpack ETT /HITS as the instructional model for teaching writing.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Have one writing task moderated each term.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Undertake Triad observations, providing and receiving feedback to improve practice	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Include a writing focused goal in their PDP.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learn from and share by participating in Secondary English Alpine-Towong Network PLC and Cluster Literacy PLC.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a shared understanding of the elements of writing centred on the common writing rubric and use this rubric as a tool for tracking student growth and moderation.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Role model and share whole school writing strategies within their learning area/PLC.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Work with Learning specialist to audit the writing tasks for their learning area, including Vic Curriculum/MET/VCAL/VCE (inc exam)	KLA Leader	<input type="checkbox"/> No	from: Term 2 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Support the development of a whole school Literacy Plan	Curriculum Coordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Facilitate an intervention program (withdrawal / small groups) for students at risk with their reading and writing.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$56,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Support classroom teachers with small and whole literacy activities.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Continue to develop a whole-school approach to student wellbeing (social, emotional, physical & mental) based on collective responsibility
12 month target 2.1	<p>Student Attendance =95% all Years</p> <p>Increase School Transition 10-12 2017 19.9 percentile to 50 percentile in 2018.</p> <p>Increase School Transitions Year 7 2017 61.8 percentile to 75 percentile in 2018.</p> <p>Increase Sense of connectedness 2017 48.7 percentile to 60 percentile in 2018.</p> <p>Increase Student voice and Agency 2017 52.5 percentile to 65 percentile in 2018.</p> <p>Increase School Safety 2017 50th percentile to 75 percentile in 2018</p> <p>Increase Advocate at School 2017 25.5 percentile to 50 percentile in 2018.</p> <p>Increase Managing Bullying 2017 23.6 percentile to 45 percentile in 2018.</p> <p>Increase Respect for Diversity 2017 19.1percentile to 35 percentile in 2018.</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Further support student wellbeing through whole school approaches based on a collective responsibility.

Actions	<ul style="list-style-type: none"> • School policies and processes will be further embedded and aligned to the school vision and values • Implement ongoing and school based professional learning • Implementing the pastoral care structure to all staff • Maximise opportunities for student voice with the pastoral care group 			
Evidence of impact	<p>Student will...</p> <ul style="list-style-type: none"> • Feel connected to an advocate • Be able to have an input into the school program and processes • Be equipped with positive strategies for social engagement • Feel confident to actively engage, attend school and perform at their best • Treat other students and teachers with respect • Actively model the REAL values to the community <p>Teachers will...</p> <ul style="list-style-type: none"> • Feel confident to be an advocate for students • Be aware of and implement the policies and procedures which develop a positive climate • Treat students and staff with respect • Be actively involved and feel confident to engage in professional learning • Actively model the REAL values to students and the community <p>Leaders will...</p> <ul style="list-style-type: none"> • Actively model the REAL values to students and the community • Provide the opportunities for staff to engage with professional learning • Provide a structure for students to develop social emotional skills 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Forming the Positive Climate Team from staff, student and parent volunteers with a focus on SWPBS, Respectful Relationships, Safe Schools, restorative practices	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop positive relationships with students and staff	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

To promote the REAL values through the community	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To develop policies and processes to support students and staff in developing a positive climate	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide the opportunity for social emotional programs to be presented to staff	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide the opportunity for positive relationships to be an observational focus	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop positive relationships with students and staff	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To promote the REAL values through the community	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To develop policies and processes to support students and staff in developing a positive climate	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Actively participate in pastoral care activities	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop strategies for engaging in student discussion and feedback	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

To present social emotional programs within the pastoral care time	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop positive relationships with students and staff	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide input and ideas for activities for the pastoral care program	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Actively review and provide feedback to the pastoral care program	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop positive relationships with students and staff	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To monitor and evaluate the delivery and progress of social emotional programs	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To liaise with the SLT to gather feedback about social emotional programs	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To investigate social emotional professional development and programs to be developed for staff	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To promote the REAL values through the community	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Incorporate Safe Schools and Respectful Relationships initiatives into programs and operation	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Professional Learning and Development Plan - 2018

Tallangatta Secondary College (8370)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Strengthen leadership capabilities and support Learning Specialist through participation in Bastow Leading Literacy program	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Undertake professional learning through "Faces on the Data" and applying to school context to make effective use of data.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> Off-site Bastow
Develop leadership capabilities through participation in Bastow Leading Literacy program.	Learning Specialist(s)	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Prepare and model lessons to demonstrate selected aspects of the writing common rubric.	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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Regularly invite staff to observe/film our teaching.	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Support teachers by continuing to unpack ETT /HITS as the instructional model for teaching writing.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Undertake Triad observations, providing and receiving feedback to improve practice	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learn from and share by participating in Secondary English Alpine-Towong Network PLC and Cluster Literacy PLC.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Role model and share whole school writing strategies within their learning area/PLC.	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide the opportunity for social emotional programs to be presented to staff	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants DET wellbeing members	<input checked="" type="checkbox"/> On-site
Provide the opportunity for positive relationships to be an observational focus	Leading 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"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

- [Blank PLT Agenda 2017.docx \(0.03 MB\)](#)
- [Class profile V3.docx \(0.03 MB\)](#)
- [Effective Teaching Techniques Graphic 3.pdf \(1.47 MB\)](#)
- [ETT.docx \(0.03 MB\)](#)
- [Observation resources for triads v3.docx \(0.87 MB\)](#)

Dimension 2

- [Backward Design Template.docx \(0.02 MB\)](#)
- [Compass lesson template.docx \(0.03 MB\)](#)
- [Student voice survey.docx \(0.04 MB\)](#)

Dimension 5

- [2018 School improvement team.docx \(0.1 MB\)](#)

Dimension 6

- [Term 4 2017 Meeting and Professional Learning Schedule.docx \(0.03 MB\)](#)

Dimension 8

- [Email Signature.docx \(0.04 MB\)](#)
- [REAL staff.docx \(0.03 MB\)](#)
- [SWPB matrix.docx \(0.03 MB\)](#)

Dimension 9

- [2017 GPA Reporting Timeline.docx \(0.02 MB\)](#)
- [Effective Feedback.docx \(0.04 MB\)](#)
- [Student voice survey.docx \(0.04 MB\)](#)
- [TSC SLC guidelines.docx \(0.03 MB\)](#)

Dimension 10

- [TSC BSP Template \(5\).docx \(0.05 MB\)](#)
- [TSC Restorative agreement.doc \(0.04 MB\)](#)
- [TSC safety plan .docx \(0.02 MB\)](#)

Dimension 11

- [2018 REAL Groups Timetable.docx \(0.02 MB\)](#)
- [New Structure Proposal.docx \(0.01 MB\)](#)

Dimension 14

- [2016 Goal Setting Template.docx \(0.03 MB\)](#)

Self-evaluation Summary

[AIP - review Oct.docx \(0.06 MB\)](#)

[Logo.docx \(0.04 MB\)](#)

2018 Annual Implementation Plan

[SSP targets all 2017.docx \(0.02 MB\)](#)

[TSC narrative final 2017.docx \(0.05 MB\)](#)