

2020 Annual Implementation Plan

for improving student outcomes

Tallangatta Secondary College (8370)



Big enough to deliver, small enough to care.

Submitted for review by Richelle Moyle (School Principal) on 12 January, 2020 at 05:15 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

Community engagement in learning	Building communities	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>The introduction of middle leaders - Learning Area Instructional Leaders (LAILS), along with a Data / Compass Leading Teacher has helped build a culture of continuous improvement. All areas of the Staff Opinion survey increased eg Collective efficacy increased from 66 to 72%; Academic Emphasis from 25 to 41%; Teacher collaboration from 28 to 34%. A number of LAILS and the Data / Compass Leading Teacher attended the 5 day PLC training that built common understanding and practices in PLC meetings. Team Tuesday has continued, ensuring teachers have weekly time to collaborate.</p> <p>Learning Specialist roles has been refined to ensure the focus of their role is to work with teachers. A number of processes have been developed to ensure Learning Specialist are working closely LAILS in a mentoring role, as well as coaching / observing teachers (each Learning Specialist working with a minimum two teachers, each term). Some Writing to Learn strategies have been shared. Agreed whole school layers of curriculum documentation confirmed.</p> <p>The addition of funding for two Middle Years Literacy Numeracy Support teachers has not been as effective as planned, however the direction and resources now coming from DET through the Student Achievement Manager for 2020 is very positive.</p> <p>A new vision, mission and values statement has been developed through consultation with the school community. The</p>
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	<p>vision, mission and values statement is reflective of our current strategic plan. Along with our new vision, mission and values statement, we also have a new logo and school uniform.</p> <p>The opportunity to work with a SWPB coach has led to new and agreed whole school processes and documents. A number of focused professional learning days and sessions to build SWPB understanding took place. All areas of the Student Attitude to School data improved this year eg Managing bullying 48 to 62%; Respect for Diversity 40 - 54%; Teacher concern from 37 to 49%; Stimulated learning from 52 to 65%.</p>
<p>Considerations for 2020</p>	<p>After considerable analysis and reflection of 2019 AIP, the following KIS have been chosen by staff as the focus for 2020.</p> <p>Goal 1 To progress student learning for every student, every day</p> <p>KIS 1a Embedding a data informed practice and planning</p> <p>KIS 1b Define and embed the TSC pedagogical approach.</p> <p>Goal 2 To empower students through student agency in their learning</p> <p>KIS Embed the SWPB program.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To progress student learning for every student, every day.
Target 1.1	<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"> - 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. - VCE English mean study score of 30 - VCE Further Maths mean study score of 28 - VCAL Individual Learning Program progression of literacy and numeracy based on achievement of documented high expectation. <p><i>(Note: School level discussion needed to define high expectation for VCAL).</i></p>
Target 1.2	<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>
Target 1.3	<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>
Target 1.4	

	<p>To increase and maintain Student Attitudes to School Survey factors for performance</p> <ul style="list-style-type: none"> - Differentiated learning from 56 per cent positive to 65 per cent by 2022. - Stimulating learning from 49 per cent positive to 55 per cent by 2022
<p>Key Improvement Strategy 1.a Curriculum planning and assessment</p>	<p>Embed a data informed practice and planning **DN please refer to review report for suggested Actions for AIP**</p>
<p>Key Improvement Strategy 1.b Curriculum planning and assessment</p>	<p>Define and embed the Tallagatta Secondary College approach to pedagogical practice. **DN please refer to review report for suggested Actions for AIP**</p>
<p>Goal 2</p>	<p>To empower students through student agency in their learning.</p>
<p>Target 2.1</p>	<p>By 2022 the School Staff Survey factor results will rise in;</p> <ul style="list-style-type: none"> - Collective efficacy from 35 per cent in 2017 to greater of equal to 50 per. - Academic Emphasis from 29.9 per cent in 2017 to greater of equal to 45 per cent.
<p>Target 2.2</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. Advocate at school from 61 per cent in 2017 to greater of equal to 70 per cent.</p>
<p>Target 2.3</p>	<p>Parent Opinion Survey factors for Student Connectedness to be maintained at 83 per cent or above positive endorsement by 2022.</p>

Target 2.4	Unapproved absences school mean to be less than state average.
Key Improvement Strategy 2.a 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**
Key Improvement Strategy 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**
Goal 3	Build a culture of continuous improvement.
Target 3.1	By 2022 School Staff Survey will increase in; <ul style="list-style-type: none"> - Collective efficacy from 35 per cent in 2017 to greater of equal to 50 per cent. - Teacher collaboration from 40 per cent endorsed to 60 per cent - Collective responsibility from 55 per cent to 75 per cent - Collectives focus on student learning from 48 per cent to 65 per cent - Guaranteed and viable curriculum 35 per cent in 2017 to greater of equal to 60 per cent.
Target 3.2	By 2022 Student Attitudes to School Survey factors will show growth in; <ul style="list-style-type: none"> - Teacher concern from 39 per cent in 2017 to 50 per cent - High expectation for success to improve from 65 per cent in 2017 to 80 per cent.
Target 3.3	To measure and track sustained improvement on the Professional Learning Communities maturity matrix.

Key Improvement Strategy 3.a 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**
Key Improvement Strategy 3.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**

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.	Yes	<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"> - 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. - VCE English mean study score of 30 - VCE Further Maths mean study score of 28 - VCAL Individual Learning Program progression of literacy and numeracy based on achievement of documented high expectation. <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>VCE English study mean - 25.53 (2018) to 27 VCE Further Maths mean study score - 30.30 (2018) to be maintained or higher.</p> <p>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.</p> <p>Year 9 Relative high growth reading from 24% to 25%; medium growth from 52% to 50%; Low growth 24% to be maintained or lower.</p> <p>Year 9 Relative high growth writing from 21% to 25%; medium growth from 57% to 50%; Low growth 21% to be maintained or lower.</p> <p>Year 7 Relative high growth reading from 15% to 25%; medium growth from 54% to 50%; Low growth from 31% to 25%.</p> <p>Year 7 Relative high growth writing from 18% to 25%; medium growth from 48% to 50%; low growth from 34% to 25%.</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>Teacher judgement:</p> <p>Year 10 Reading - above aged expected level from 2 % to 7%</p> <p>Year 10 Writing - above aged expected level from 0 % to 5%</p> <p>Year 10 Numeracy - above aged expected level from 0% to 5%</p> <p>Year 9 Reading - above aged expected level 20% to be maintained or higher.</p> <p>Year 9 Writing - above aged expected level from 18% to 20%</p> <p>Year 9 Numeracy - above aged expected level from 17% to 22%</p> <p>Year 8 Reading - above aged expected level from 18 % to 20%</p> <p>Year 8 Writing - above aged expected level from 13 % to 18%</p> <p>Year 8 Numeracy - above aged expected level 22% to 25%</p> <p>Year 7 Reading - above aged expected level from 9 % to 15%</p> <p>Year 7 Writing - above aged expected level from 10 % to 15%</p> <p>Year 7 Numeracy - above aged expected level from 14% to 20%</p>
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		<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 the consistency between teacher judgement in Reading and Writing and NAPLAN results:</p> <p>Year 7 Writing NAPLAN bottom two bands 46% and Teacher judgement below age expected level 19%</p> <p>Year 7 Writing NAPLAN middle two bands 44% and Teacher judgement at age expected level 70%</p> <p>Year 9 Writing NAPLAN bottom two bands 44% and Teacher judgement below age expected level 30%</p> <p>Year 9 Writing NAPLAN top two bands 5% and Teacher judgement at age expected level 18%</p>
		<p>To increase and maintain Student Attitudes to School Survey factors for performance</p> <ul style="list-style-type: none"> - Differentiated learning from 56 per cent positive to 65 per cent by 2022. - Stimulating learning from 49 per cent positive to 55 per cent by 2022 	<p>Student Attitudes to School Survey factors:</p> <p>Differentiated learning 68 per cent 2019 to be maintained or above positive endorsement.</p> <p>Stimulating learning 65 per cent 2019 to be maintained at or above positive endorsement.</p>
<p>To empower students through student agency in their learning.</p>	<p>Yes</p>	<p>By 2022 the School Staff Survey factor results will rise in;</p> <ul style="list-style-type: none"> - Collective efficacy from 35 per cent in 2017 to greater of equal to 50 per. - Academic Emphasis from 29.9 per cent in 2017 to greater of equal to 45 per cent. 	<p>School Staff Survey factors:</p> <p>Collective efficacy from 48 per cent in 2019 to greater of equal to 50 per cent.</p>

			Academic Emphasis from 41 per cent in 2019 to greater of equal to 45 per cent.
		<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.</p> <p>School Connectedness from 53 per cent in 2017 to greater of equal to 50 per cent.</p> <p>Advocate at school from 61 per cent in 2017 to greater of equal to 70 per cent.</p>	<p>Student Attitudes to School Survey factors:</p> <p>Student voice and agency from 51 per cent in 2019 to greater of equal to 56 per cent.</p> <p>School Connectedness from 55 per cent in 2019 to greater of equal to 60 per cent.</p> <p>Advocate at school from 77 per cent in 2019 to greater of equal to 80 per cent.</p>
		Parent Opinion Survey factors for Student Connectedness to be maintained at 83 per cent or above positive endorsement by 2022.	Parent Opinion Survey factors: Student Connectedness to be maintained at 83 per cent (2019) or above positive endorsement.
		Unapproved absences school mean to be less than state average.	<p>20 or more absent days students in 2019 from 40% to 30%</p> <p>Unapproved absences school mean in 2019 - 0.5 to be maintained or lower.</p>
Build a culture of continuous improvement.	No	<p>By 2022 School Staff Survey will increase in;</p> <ul style="list-style-type: none"> - Collective efficacy from 35 per cent in 2017 to greater of equal to 50 per cent. - Teacher collaboration from 40 per cent endorsed to 60 per cent - Collective responsibility from 55 per cent to 75 per cent - Collectives focus on student learning from 48 per cent to 65 per cent 	

		- Guaranteed and viable curriculum 35 per cent in 2017 to greater of equal to 60 per cent.	
		By 2022 Student Attitudes to School Survey factors will show growth in; - Teacher concern from 39 per cent in 2017 to 50 per cent - High expectation for success to improve from 65 per cent in 2017 to 80 per cent.	
		To measure and track sustained improvement on the Professional Learning Communities maturity matrix.	

Goal 1	To progress student learning for every student, every day.
12 Month Target 1.1	<p>VCE English study mean - 25.53 (2018) to 27 VCE Further Maths mean study score - 30.30 (2018) to be maintained or higher.</p> <p>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.</p> <p>Year 9 Relative high growth reading from 24% to 25%; medium growth from 52% to 50%; Low growth 24% to be maintained or lower.</p> <p>Year 9 Relative high growth writing from 21% to 25%; medium growth from 57% to 50%; Low growth 21% to be maintained or lower.</p> <p>Year 7 Relative high growth reading from 15% to 25%; medium growth from 54% to 50%; Low growth from 31% to 25%.</p> <p>Year 7 Relative high growth writing from 18% to 25%; medium growth from 48% to 50%; low growth from 34% to 25%.</p>

<p>12 Month Target 1.2</p>	<p>Teacher judgement:</p> <p>Year 10 Reading - above aged expected level from 2 % to 7%</p> <p>Year 10 Writing - above aged expected level from 0 % to 5%</p> <p>Year 10 Numeracy - above aged expected level from 0% to 5%</p> <p>Year 9 Reading - above aged expected level 20% to be maintained or higher.</p> <p>Year 9 Writing - above aged expected level from 18% to 20%</p> <p>Year 9 Numeracy - above aged expected level from 17% to 22%</p> <p>Year 8 Reading - above aged expected level from 18 % to 20%</p> <p>Year 8 Writing - above aged expected level from 13 % to 18%</p> <p>Year 8 Numeracy - above aged expected level 22% to 25%</p> <p>Year 7 Reading - above aged expected level from 9 % to 15%</p> <p>Year 7 Writing - above aged expected level from 10 % to 15%</p> <p>Year 7 Numeracy - above aged expected level from 14% to 20%</p>
<p>12 Month Target 1.3</p>	<p>To increase the consistency between teacher judgement in Reading and Writing and NAPLAN results:</p> <p>Year 7 Writing NAPLAN bottom two bands 46% and Teacher judgement below age expected level 19%</p> <p>Year 7 Writing NAPLAN middle two bands 44% and Teacher judgement at age expected level 70%</p> <p>Year 9 Writing NAPLAN bottom two bands 44% and Teacher judgement below age expected level 30%</p> <p>Year 9 Writing NAPLAN top two bands 5% and Teacher judgement at age expected level 18%</p>

12 Month Target 1.4	Student Attitudes to School Survey factors: Differentiated learning 68 per cent 2019 to be maintained or above positive endorsement. Stimulating learning 65 per cent 2019 to be maintained at or above positive endorsement.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed a data informed practice and planning **DN please refer to review report for suggested Actions for AIP** Yes
KIS 2 Curriculum planning and assessment	Define and embed the Tallangatta Secondary College approach to pedagogical practice. **DN please refer to review report for suggested Actions for AIP** 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.	Through staff consultation and further analysis of data and review of AIP targets and goals within School Improvement Teams and Leadership team, embedding a data informed practice and planning was seen as a Key Improvement strategy (KIS) to continue the momentum in improving student outcomes. The second KIS - Define and embed the Tallangatta Secondary College approach to pedagogical practice was chosen as a focus for this year, however was decided to be a focus in 2020 after PLC training had taken place.
Goal 2	To empower students through student agency in their learning.
12 Month Target 2.1	School Staff Survey factors: Collective efficacy from 48 per cent in 2019 to greater of equal to 50 per cent. Academic Emphasis from 41 per cent in 2019 to greater of equal to 45 per cent.
12 Month Target 2.2	Student Attitudes to School Survey factors: Student voice and agency from 51 per cent in 2019 to greater of equal to 56 per cent.

	<p>School Connectedness from 55 per cent in 2019 to greater of equal to 60 per cent.</p> <p>Advocate at school from 77 per cent in 2019 to greater of equal to 80 per cent.</p>	
12 Month Target 2.3	<p>Parent Opinion Survey factors: Student Connectedness to be maintained at 83 per cent (2019) or above positive endorsement.</p>	
12 Month Target 2.4	<p>20 or more absent days students in 2019 from 40% to 30%</p> <p>Unapproved absences school mean in 2019 - 0.5 to be maintained or lower.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	<p>Embed the Tallangatta Secondary College School Wide Positive Behaviours Program.</p> <p>**DN please refer to review report for suggested Actions for AIP**</p>	Yes
KIS 2 Empowering students and building school pride	<p>Embed active student agency at Tallangatta Secondary College.</p> <p>**DN please refer to review report for suggested Actions for AIP**</p>	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.	<p>This was a KIS for 2019 and a number of new whole school processes were developed. It was decided to continue this KIS to allow for the shift / focus on embedding processes.</p>	

Define Actions, Outcomes and Activities

Goal 1	To progress student learning for every student, every day.
12 Month Target 1.1	<p>VCE English study mean - 25.53 (2018) to 27 VCE Further Maths mean study score - 30.30 (2018) to be maintained or higher.</p> <p>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.</p> <p>Year 9 Relative high growth reading from 24% to 25%; medium growth from 52% to 50%; Low growth 24% to be maintained or lower.</p> <p>Year 9 Relative high growth writing from 21% to 25%; medium growth from 57% to 50%; Low growth 21% to be maintained or lower.</p> <p>Year 7 Relative high growth reading from 15% to 25%; medium growth from 54% to 50%; Low growth from 31% to 25%.</p> <p>Year 7 Relative high growth writing from 18% to 25%; medium growth from 48% to 50%; low growth from 34% to 25%.</p>
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	<p>Year 8 Numeracy - above aged expected level 22% to 25%</p> <p>Year 7 Reading - above aged expected level from 9 % to 15%</p> <p>Year 7 Writing - above aged expected level from 10 % to 15%</p> <p>Year 7 Numeracy - above aged expected level from 14% to 20%</p>
12 Month Target 1.3	<p>To increase the consistency between teacher judgement in Reading and Writing and NAPLAN results:</p> <p>Year 7 Writing NAPLAN bottom two bands 46% and Teacher judgement below age expected level 19%</p> <p>Year 7 Writing NAPLAN middle two bands 44% and Teacher judgement at age expected level 70%</p> <p>Year 9 Writing NAPLAN bottom two bands 44% and Teacher judgement below age expected level 30%</p> <p>Year 9 Writing NAPLAN top two bands 5% and Teacher judgement at age expected level 18%</p>
12 Month Target 1.4	<p>Student Attitudes to School Survey factors:</p> <p>Differentiated learning 68 per cent 2019 to be maintained or above positive endorsement.</p> <p>Stimulating learning 65 per cent 2019 to be maintained at or above positive endorsement.</p>
KIS 1 Curriculum planning and assessment	<p>Embed a data informed practice and planning</p> <p>**DN please refer to review report for suggested Actions for AIP**</p>
Actions	<ul style="list-style-type: none"> • Maximise staff capability to utilise data and a range of assessment strategies to inform evaluation of practice impact. • Embed planning processes that enable point of need teaching and learning

<p>Outcomes</p>	<p>Students will be:</p> <ul style="list-style-type: none"> • Self-monitoring, reflecting and evaluating how they are progressing in their learning. • Know where they are at and what their next steps in learning will be. <p>Teachers will be:</p> <ul style="list-style-type: none"> • Engaging in collaborative Professional Learning to increase data literacy and capacity to analyse and utilise data. • Developing a deep knowledge about the curriculum and the continuum of learning, to ensure structured sequences of lessons with clear connections to learning intentions, success criteria and assessments. • Collaborating with colleagues to develop assessment rubrics with and make consistent judgements validated by moderation. <p>Learning Area Instructional Leaders will be:</p> <ul style="list-style-type: none"> • Ensuring data is used in PLC meetings to support curriculum planning and provide feedback on teaching practice and student learning. • Implementing the whole school approach to Curriculum implementation and assessment strategies ie class profiles, moderation, rubrics, learning intentions and success criteria to build collective responsibility and accountability. <p>Learning Specialists / MYLNS capacity building leaders will be: Supporting LAILS to implement the whole school approach to curriculum implementation and assessment strategies ie class profiles, moderation, rubrics, learning intentions and success criteria to build collective responsibility and accountability.</p> <p>Data Leading Teacher will be: Ensuring continuous improvement in teaching practice is sustained by systematically collecting, analysing and evaluating student achievement data.</p> <p>ES staff will be: Supporting student to self-monitor, reflect and evaluate how they are progressing. Part of a team around the learner to cater for point of need of students they work with.</p> <p>Principal team will be: Ensuring the school – based professional learning program is developed and implemented and supports the school’s identified improvement strategies - Embed a data informed practice and planning</p>
<p>Success Indicators</p>	<p>Whole school use and analysis of data to inform the provision of targeted learning will be evident through:</p> <ul style="list-style-type: none"> • Observations feedback and reflection and LWT summaries that show evidence of classroom profiles reflected in teaching practice and assessment and students understanding and referring to assessment rubric criteria, learning intentions and success criteria. • PLC agendas and minutes will show evidence of scheduled time for moderation and development of rubrics.

<ul style="list-style-type: none"> • Development of a co constructed data wall • Class profiles 				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Understand and refer to assessment rubric criteria.	<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
Participate in self assessment - assessing their own progress against the learning intention, success criteria and assessment rubrics.	<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
Create classroom profiles that are reflected in teaching practice and assessment.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a deep understanding of learning intentions, success criteria and curriculum standards on which assessment is based.	<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
Collaborate with colleagues to develop assessment rubrics and make consistent judgements validated by moderation.	<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

Facilitate student self assessment where students assess their progress against the learning intention, success criteria and rubrics.	<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
Mentoring teachers to develop class profiles that are reflected in their teaching practice and assessment.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Support teachers to develop a shared and deep understanding of learning intentions, success criteria and curriculum standards on which assessment is based.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Support teachers to develop assessment rubrics and make consistent judgements validated by moderation.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Facilitate case management meetings to develop a team around the learner for at-risk students	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Co construct a 7 – 10 data wall that feeds into the design of learning and actionable classroom strategies.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

Attend termly SSG meeting to inform and support IEPs and BSPs of students they work with.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Support the students they work with to understand and refer to assessment rubric criteria.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Support the students they work with to self asses - assessing their own progress against the learning intention, success criteria and assessment rubrics.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Liaise with the Later Years leader to analyse VCE data (including GAT) to identify trends, strengths and areas for improvement.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Build the capacity of Learning Specialist, Data Leading teacher, MYLNS teachers and LAILs through professional learning opportunities including professional reading ie Tracey Ezard, Bastow, MYLNS, Network and Cluster.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Support the Data Leading teacher and Later Years Leading Teacher to identify trends and correlations between different data sets, including VCE data to identify persisting and emerging issues in student learning growth.	<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

Work closely with the Later Years Leading Teacher to actively support and facilitate the VCE collaboration partnership with Mt Beauty, Beechworth and Myrtleford.	<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
Update PLC agenda template to ensure PLCs have clearly defined goals that are linked to the school's AIP - Embed a data informed practice and planning.	<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 SIT team meetings to oversee and evaluate the effectiveness and impact of the Annual Implementation Plan.	<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
Actively participate in both school based and partnership based VCE PLTs to improve VCE practices.	<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
KIS 2 Curriculum planning and assessment	Define and embed the Tallangatta Secondary College approach to pedagogical practice. **DN please refer to review report for suggested Actions for AIP**			
Actions	Maximise teacher and student understanding and use of evidence-based best practise including Effective Teaching Techniques / High Impact Teaching Strategies to maximise student learning outcomes.			
Outcomes	Students will be: <ul style="list-style-type: none"> • Involved and invested in the learning process • Become increasingly self directed and gain confidence in their ability to complete learning tasks Teachers will be:			

	<ul style="list-style-type: none"> Referring to the Practice Principles, Pedagogical Model and HITS / ETT continuum and resources and devoting collaborative time (PLCs, Team Tuesday, PPD days) to evaluating and improving their practice. <p>Learning Area Instructional Leaders will be:</p> <ul style="list-style-type: none"> Leading collaboration to build collective responsibility for constantly improving teaching practice and therefore student learning. Facilitating peer observations that supports PLC members to refine and improve their teaching practice. Implementing the whole school approach to pedagogical practices to build collective responsibility and accountability. <p>Learning Specialists / MYLNS capacity building leaders will be:</p> <ul style="list-style-type: none"> Supporting LAILs to lead collaboration to build collective responsibility for constantly improving teaching practice and therefore student learning. Supporting LAILs to implement the whole school approach to pedagogical practice to build collective responsibility and accountability. Mentoring teachers through the College observation process to trial and review new strategies and receive feedback to support changes in their practice. <p>Education support staff will be:</p> <ul style="list-style-type: none"> Conveying high expectations of learning, effort and engagement for the students they work with. <p>Principal team will be:</p> <ul style="list-style-type: none"> Ensuring school – based professional learning program is developed and implemented and supports the school’s identified improvement strategies - Define and embed the agreed TSC pedagogical approach Ensuring a whole school approach to pedagogical practices to build collective responsibility and accountability. <p>All staff will be: Creating a thriving and collaborative learning culture</p>
Success Indicators	<p>Teacher and student understanding and use of evidence-based best practise ie Effective Teaching Techniques / High Impact Teaching Strategies to maximise student learning outcomes will be evident through:</p> <ul style="list-style-type: none"> ETT lesson plans. PLC agendas and minutes. Personalised feedup, feedback and feed forward on compass learning tasks. Learning Walk and Talk summaries Teacher observation feedback / reflection.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Take ownership of their learning by applying the personalised and timely feedback teachers provide to support their learning progress.	<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
Able to articulate their own learning by referring to the learning intention, success criteria and feedback from their teachers.	<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
Refer to the Pedagogical model and HITS continuum of practice, along with PIVOT data and observation feedback to trial and refine application of HITS / ETT strategies.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Provide timely and personalised feedback to students in the form of feedup, feedback and feedforward through the use of compass learning tasks to assist students to take responsibility for their learning.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Actively participate in Whole school Professional Development day presented by Tracey Ezard to further gain an understanding and strategies in creating a thriving and collaborative learning culture	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Support teachers to provide timely and personalised feedback to students in the form of feedup, feedback and feedforward through the use of compass learning tasks to assist students to take	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$25,000.00

responsibility for their learning.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Support teachers to refer to the Pedagogical model and HITS continuum of practice, along with PIVOT data and observation feedback to trial and refine application of HITS / ETT strategies.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead teacher professional learning on Literacy and Numeracy, including Writing to Learn strategies.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Support the students they work with to articulate their own learning by referring to the learning intention, success criteria and feedback from their teachers.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Support the students they work with to take ownership of their learning by applying the personalised and timely feedback teachers provide to support their learning progress.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Facilitate SIT team meetings to oversee and evaluate the effectiveness and impact of the Annual Implementation Plan and ensure PLCs have clearly defined goals that are linked to the AIP - define and embed the agreed TSC pedagogical approach	<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
Induct new staff in TSC Teaching and Learning procedures and processes and update staff handbook to build collective	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

responsibility and accountability.			to: Term 1	<input type="checkbox"/> Equity funding will be used
Goal 2	To empower students through student agency in their learning.			
12 Month Target 2.1	<p>School Staff Survey factors:</p> <p>Collective efficacy from 48 per cent in 2019 to greater of equal to 50 per cent.</p> <p>Academic Emphasis from 41 per cent in 2019 to greater of equal to 45 per cent.</p>			
12 Month Target 2.2	<p>Student Attitudes to School Survey factors:</p> <p>Student voice and agency from 51 per cent in 2019 to greater of equal to 56 per cent.</p> <p>School Connectedness from 55 per cent in 2019 to greater of equal to 60 per cent.</p> <p>Advocate at school from 77 per cent in 2019 to greater of equal to 80 per cent.</p>			
12 Month Target 2.3	<p>Parent Opinion Survey factors:</p> <p>Student Connectedness to be maintained at 83 per cent (2019) or above positive endorsement.</p>			
12 Month Target 2.4	<p>20 or more absent days students in 2019 from 40% to 30%</p> <p>Unapproved absences school mean in 2019 - 0.5 to be maintained or lower.</p>			
KIS 1 Setting expectations and promoting inclusion	<p>Embed the Tallangatta Secondary College School Wide Positive Behaviours Program.</p> <p>**DN please refer to review report for suggested Actions for AIP**</p>			
Actions	<p>Develop a culture where the main narrative is focused on high expectations of student learning outcomes throughout the whole school community.</p>			

	<p>Embed the agreed SWPB processes to maximise student learning.</p> <p>Build opportunities for increased student voice and agency</p>
<p>Outcomes</p>	<p>Students will be:</p> <ul style="list-style-type: none"> • Understanding and modelling the SWPBS matrix and REAL pledge. • Feeling positive and connected to their school and see themselves as learners. • Increasing their capacity to be independent and self regulating learners through setting and monitoring learning goals. <p>Teachers will be:</p> <ul style="list-style-type: none"> • Actively engaged in all SWPB Tier 1 (primary prevention) practices, demonstrate ownership of the processes, and accept responsibility for sustaining practices. • Actively engaged with the principles of SWPBS to ensure that respectful three way partnerships are developed and maintained. • Understanding and modelling the SWPBS matrix in all settings • Building quality relationships that enhance student engagement, self confidence and growth as a learner. • Collaborating with students to set high expectations of learning, effort and engagement for all students. <p>Engagement Leaders will be:</p> <ul style="list-style-type: none"> • Strategically leading the embedding of the SWPB framework that brings together the school community to develop positive, safe and supportive learning culture. • Support staff to implement tier 1 (primary prevention) practices: Recognition of positive classroom behaviour; Steps for managing negative classroom behaviour; Decision making flow chart. <p>ES staff will be:</p> <ul style="list-style-type: none"> • Understand and model the SWPBS matrix in all settings • Engage with the principles of SWPBS to ensure that respectful three way partnerships are developed and maintained. <p>Principal team will be:</p> <ul style="list-style-type: none"> • Strategically leading the embedding of the SWPB framework that brings together the school community to develop positive, safe and supportive learning culture. • Ensuring school – based professional learning program is developed and implemented and supports the identified improvement strategies - Embed the Tallangatta Secondary College School Wide Positive Behaviours Program <p>Data leading teacher will be:</p> <p>Analysing data to support the strategic leading and embedding of the SWPB framework.</p>

Success Indicators	<p>Through embedding the Tallangatta Secondary College School Wide Positive Behaviours Program, student learning outcomes being maximised within a culture of high expectations and genuine student agency will be evident through:</p> <ul style="list-style-type: none"> • Average 200 bookings at SLC's for terms 1 – 3 • Increase in SWPBS TFI • Students setting and monitoring meaningful learning goals with support from their teachers. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Be involved in discussing and analysing data that informs explicit teaching in REAL home groups and year level assemblies.	<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
Be involved in REAL HG activities that are explicitly teaching the matrix and continuously reinforcing REAL values and pledge.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Set meaningful learning / behaviour goals and monitor and assess their progress with support from their teachers.	<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
Present their learning and achievements during Student led conferences by referring to their feedback and learning goals during Student led conferences.	<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

Have a voice through the Student Leadership Team in school improvement processes, with links to the School Improvement Teams and School Council.	<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
Consistently use SWPBS matrix to explicitly teach and reteach expected behaviour in all settings.	<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
Complete Managing Challenging Behaviour and SAFEMINDS Modules	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Consistently apply the agreed TSC SWPB Tier 1 processes / documents: Recognition of positive classroom behaviour Steps for managing negative classroom behaviour Decision making flow chart	<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
Support students to set meaningful learning / behaviour goals and monitor and assess their progress.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Review data on repeated behaviour issues, the settings in which they occur, and the consequences. Analyse this data to make necessary adjustments to school operations in an effort to reduce inappropriate behaviour	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used

Analyse Attitudes to school survey data to understand current levels of student engagement and connectedness.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Through the College observation process, mentor staff to embed SWPBS tier 1 processes and practice.	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Refine and facilitate SWPB Tier 2 practices.	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Induct new staff in TSC Engagement procedures and processes and update staff handbook to build collective responsibility and accountability.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Refine and facilitate SWPB Tier 3 practices	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Ensure student voice is represented and valued on school council and SIT teams	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Ensure that students, staff and families are provided with timely information promoting SLC's across multiple platforms e.g. facebook, compass, newsletter.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Recognise & celebrate the achievements of the student leadership team by sharing successes via a range of media.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate SIT teams to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan - Embed the Tallangatta Secondary College School Wide Positive Behaviours Program.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Allocate time for staff to complete Managing Challenging Behaviour and SAFEMINDS Modules.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Build the capacity of Engagement Leading Teachers and Year Level Engagement Leaders through professional learning opportunities including professional reading.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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	\$125,000.00	0.00
Additional Equity funding	0.00	0.00
Grand Total	\$125,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Create classroom profiles that are reflected in teaching practice and assessment.	from: Term 1 to: Term 4		\$0.00	
Mentoring teachers to develop class profiles that are reflected in their teaching practice and assessment.	from: Term 1 to: Term 4		\$25,000.00	
Support teachers to develop a shared and deep understanding of learning intentions, success criteria and curriculum standards on which assessment is based.	from: Term 1 to: Term 4		\$25,000.00	
Support teachers to develop assessment rubrics and make consistent judgements validated by moderation.	from: Term 1		\$25,000.00	

	to: Term 4			
Support teachers to provide timely and personalised feedback to students in the form of feedup, feedback and feedforward through the use of compass learning tasks to assist students to take responsibility for their learning.	from: Term 1 to: Term 4		\$25,000.00	
Support teachers to refer to the Pedagogical model and HITS continuum of practice, along with PIVOT data and observation feedback to trial and refine application of HITS / ETT strategies.	from: Term 1 to: Term 4		\$25,000.00	
Totals			\$125,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Allocated equity = \$119,292. Equity funding allocated to time release of 6 LAALS / PLC leaders to build capacity of teachers to meet the needs of all students. 6 x \$18,750 = \$112,500 and their professional learning \$6792.00.				
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Mentoring teachers to develop class profiles that are reflected in their teaching practice and assessment.	<input checked="" type="checkbox"/> Learning Specialist(s) <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"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Support teachers to develop a shared and deep understanding of learning intentions, success criteria and curriculum standards on which assessment is based.	<input checked="" type="checkbox"/> Learning Specialist(s) <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"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Support teachers to develop assessment rubrics and make consistent judgements	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<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

validated by moderation.	<input checked="" type="checkbox"/> PLC Leaders	to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs		<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Build the capacity of Learning Specialist, Data Leading teacher, MYLNS teachers and LAILs through professional learning opportunities including professional reading ie Tracey Ezard, Bastow, MYLNS, Network and Cluster.	<input checked="" type="checkbox"/> 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"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> Off-site Bastow MYLNS Network Cluster VCE collaboration
Actively participate in both school based and partnership based VCE PLTs to improve VCE practices.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Actively participate in Whole school Professional Development day presented by Tracey Ezard to further gain an understanding and strategies in creating a thriving and collaborative	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Tracey Ezard	<input checked="" type="checkbox"/> On-site

learning culture						
Support teachers to provide timely and personalised feedback to students in the form of feedup, feedback and feedforward through the use of compass learning tasks to assist students to take responsibility for their learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Support teachers to refer to the Pedagogical model and HITS continuum of practice, along with PIVOT data and observation feedback to trial and refine application of HITS / ETT strategies.	<input checked="" type="checkbox"/> Learning Specialist(s) <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"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Lead teacher professional learning on Literacy and Numeracy, including Writing to Learn strategies.	<input checked="" type="checkbox"/> Learning Specialist(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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Curriculum development			
Complete Managing Challenging Behaviour and SAFEMINDS Modules	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Managing Challenging Behaviours modules Safeminds modules	<input checked="" type="checkbox"/> On-site
Build the capacity of Engagement Leading Teachers and Year Level Engagement Leaders through professional learning opportunities including professional reading.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPB coach	<input checked="" type="checkbox"/> On-site