

2021 Annual Implementation Plan

for improving student outcomes

Tallangatta Secondary College (8370)



Submitted for review by Richelle Moyle (School Principal) on 02 February, 2021 at 10:29 AM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 05 February, 2021 at 09:47 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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	Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving

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

Enter your reflective comments	Despite the bushfires and COVID - 19, as a College we remained focus on progressing learning for every student, every day. Collaboration through WebEx and point of need teaching through detailed lesson plans and video conferencing was exceptional. Our teachers and support staff did an amazing job.
Considerations for 2021	Catch up and extension are well supported through MYLNS, Tutoring and HAPL teachers and leaders. Achieving a Guaranteed and Viable curriculum through co - planning, co- teaching and co reflecting will continue to be a priority. Increasing student agency through the development of Learning dispositions and other strategies. Increasing reading growth for all students.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To progress student learning for every student, every day.
Target 2.1	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; <ul style="list-style-type: none"> - NAPLAN Relative growth gains yr 7 to 9 25 per cent low, 50 per cent medium and 25 per cent high 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 2.2	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. <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>
Target 2.3	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. <i>(Note: Action to set a comparative data target based on trend results)</i>
Target 2.4	To increase and maintain Student Attitudes to School Survey factors for performance <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.

Key Improvement Strategy 2.a Curriculum planning and assessment	Embed a data informed practice and planning
Key Improvement Strategy 2.b Curriculum planning and assessment	Define and embed the Tallangatta Secondary College approach to pedagogical practice.
Key Improvement Strategy 2.c Curriculum planning and assessment	Action Plan to accelerate improvement
Goal 3	To empower students through student agency in their learning.
Target 3.1	By 2022 the School Staff Survey factor results will rise in; <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.
Target 3.2	By 2022 the Student Attitudes to School Survey performance of positive endorsement will progress in; <ul style="list-style-type: none"> - 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.
Target 3.3	Parent Opinion Survey factors for Student Connectedness to be maintained at 83 per cent or above positive endorsement by 2022.
Target 3.4	Unapproved absences school mean to be less than state average.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed the Tallangatta Secondary College School Wide Positive Behaviours Program.
Key Improvement Strategy 3.b Empowering students and building school pride	Embed active student agency at Tallangatta Secondary College.

Goal 4	Build a culture of continuous improvement.
Target 4.1	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 4.2	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 4.3	To measure and track sustained improvement on the Professional Learning Communities maturity matrix.
Key Improvement Strategy 4.a Instructional and shared leadership	Develop and embed the Tallangatta SC agreed moral purpose supported by the school's vision and values.
Key Improvement Strategy 4.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.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning growth demonstrated by identified students through teacher judgement, (Victorian Curriculum) and Essential Assessment in Reading & Viewing and Number and Algebra - evidenced and tracked on Data Wall.</p> <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Reading and Viewing.</p> <ul style="list-style-type: none"> - 2020 Semester 2 Year 7 from 57.3% to 65% - 2020 Semester 2 Year 8 from 44.8% to 65% - 2020 Semester 2 Year 9 from 56.6% to 65%. - 2020 Semester 2 Year 10 from 48.2% to 65% <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Number and Algebra .</p> <ul style="list-style-type: none"> - 2020 Semester 2 Year 7 from 61.7% to 65% - 2020 Semester 2 Year 8 from 31.3% to 55% - 2020 Semester 2 Year 9 from 51.9% to 65%. - 2020 Semester 2 Year 10 from 44.6% to 65% <p>AtoSS</p> <ul style="list-style-type: none"> - Differentiated learning from 76 per cent positive (2020) to 86 per cent by 2021. - Stimulating learning from 79 per cent positive (2020) to 89 per cent by 2021 <p>Reduced 20 or more absent days from 41% in 2020 to 30% in 2021</p> <p>Average 200 bookings for Student Led Conferences for term 1 – 4.</p> <ul style="list-style-type: none"> - 2020 March SLT - 269 - 2020 Sept Class Conferences - 132 - 2020 Nov SLT - 101

To progress student learning for every student, every day.	No	<p>All students to demonstrate at least 12 months growth in 1 year of schooling in Year 7 to Year 10, VCE and VCAL as evidenced by;</p> <ul style="list-style-type: none"> - 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>To have at least 20 per cent of students judged above level when assessed against the Victorian Curriculum in Writing and Reading and 25 per cent in Numeracy.</p> <p><i>(Note: The panel suggested the focus for 2019 to 2020 remain on writing and plan to focus on reading and numeracy for 2021 and 2022)</i></p>	
		<p>To increase the consistency between teacher judgement in Reading and Writing and NAPLAN results as evidenced by the Interactive Dashboard Panorama Report NAPLAN comparison Teacher Judgement.</p> <p><i>(Note: Action to set a comparative data target based on trend results)</i></p>	

		<p>To increase and maintain Student Attitudes to School Survey factors for performance</p> <ul style="list-style-type: none"> - 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 	
To empower students through student agency in their learning.	No	<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>By 2022 the Student Attitudes to School Survey performance of positive endorsement will progress in;</p> <ul style="list-style-type: none"> - 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>Parent Opinion Survey factors for Student Connectedness to be maintained at 83 per cent or above positive endorsement by 2022.</p>	
		<p>Unapproved absences school mean to be less than state average.</p>	

Build a culture of continuous improvement.	Yes	<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. 	<p>By 2021 School staff survey:</p> <ul style="list-style-type: none"> - Collective efficacy from 42 percent (2020) to greater to or equal to 50% - Teacher collaboration from 30% (2020) to greater to or equal to 50% - Collective responsibility from 62% (2020) to equal to or greater to 75% - Collective focus on student learning from 51% (2020) to equal to or greater than 65% - Guaranteed and viable curriculum from 19% (2020) to greater to or equal to 30% <p>By 2021 NAPLAN relative growth:</p> <ul style="list-style-type: none"> - Year 9 Relative high growth reading increase from 24% (2019) to 25%; medium growth decrease from 52% (2019) to 50%; Low growth 24% (2019) to be maintained or lower. - Year 7 Relative high growth reading increase from 15% (2019) to 25%; medium growth decrease from 54% (2019) to 50%; Low growth decrease from 31% (2019) to 25%. <p>VCE English Study mean increase from 24.6 (2020) to 27.</p> <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Reading and Viewing.</p> <ul style="list-style-type: none"> - 2020 Semester 2 Year 7 from 57.3% to 65% - 2020 Semester 2 Year 8 from 44.8% to 65% - 2020 Semester 2 Year 9 from 56.6% to 65%. - 2020 Semester 2 Year 10 from 48.2% to 65%
		<p>By 2022 Student Attitudes to School Survey factors will show growth in;</p> <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. 	<p>By 2021 Student Attitude to School Survey factors will show growth in;</p> <ul style="list-style-type: none"> - Teacher concern from 58% (2020) to greater than or equal to 70% - High expectation for success to improve from 75% (2019) to greater to or equal to 80%
		<p>To measure and track sustained improvement on the Professional Learning Communities maturity matrix.</p>	<ul style="list-style-type: none"> - Vision, values and culture from Evolving (2020) to Embedding. - Building PLCs through a culture of collaboration for improvement from Evolving (2020) to Embedding. - Structures and systems to support collaboration for improvement - focus on strategic resource management from Evolving (2020) to Embedding. - Curriculum planning and assessment from Evolving (2020) to Embedding.

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>Learning growth demonstrated by identified students through teacher judgement, (Victorian Curriculum) and Essential Assessment in Reading & Viewing and Number and Algebra - evidenced and tracked on Data Wall.</p> <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Reading and Viewing .</p> <ul style="list-style-type: none"> - 2020 Semester 2 Year 7 from 57.3% to 65% - 2020 Semester 2 Year 8 from 44.8% to 65% - 2020 Semester 2 Year 9 from 56.6% to 65%. - 2020 Semester 2 Year 10 from 48.2% to 65% <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Number and Algebra .</p> <ul style="list-style-type: none"> - 2020 Semester 2 Year 7 from 61.7% to 65% - 2020 Semester 2 Year 8 from 31.3% to 55% - 2020 Semester 2 Year 9 from 51.9% to 65%. - 2020 Semester 2 Year 10 from 44.6% to 65% <p>Differentiated learning from 76 per cent positive (2020) to 86 per cent by 2021 (AtoSS) Stimulating learning from 79 per cent positive (2020) to 89 per cent by 2021 (AtoSS)</p> <p>Reduced 20 or more absent days from 41% in 2020 to 30% in 2021</p> <p>Average 200 bookings for Student Led Conferences for term 1 – 4. 2020 March SLT – 269 2020 Sept Class Conferences –132 2020 Nov SLT - 101</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

<p>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>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>
<p>Goal 2</p>	<p>Build a culture of continuous improvement.</p>
<p>12 Month Target 2.1</p>	<p>By 2021 School staff survey:</p> <ul style="list-style-type: none"> - Collective efficacy from 42 percent (2020) to greater to or equal to 50% - Teacher collaboration from 30% (2020) to greater to or equal to 50% - Collective responsibility from 62% (2020) to equal to or greater to 75% - Collective focus on student learning from 51% (2020) to equal to or greater than 65% - Guaranteed and Viable Curriculum from 19% (2020) to greater to or equal to 30% <p>By 2021 NAPLAN relative growth:</p> <ul style="list-style-type: none"> - Year 9 Relative high growth reading increase from 24% (2019) to 25%; medium growth decrease from 52% (2019) to 50%; Low growth 24% (2019) to be maintained or lower. - Year 7 Relative high growth reading increase from 15% (2019) to 25%; medium growth decrease from 54% (2019) to 50%; Low growth decrease from 31% (2019) to 25%. <p>VCE English Study mean increase from 24.6 (2020) to 27.</p> <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Reading and Viewing.</p> <ul style="list-style-type: none"> - 2020 Semester 2 Year 7 from 57.3% to 65% - 2020 Semester 2 Year 8 from 44.8% to 65% - 2020 Semester 2 Year 9 from 56.6% to 65%. - 2020 Semester 2 Year 10 from 48.2% to 65%
<p>12 Month Target 2.2</p>	<p>By 2021 Student Attitude to School Survey factors will show growth in;</p> <ul style="list-style-type: none"> - Teacher concern from 58% (2020) to greater than or equal to 70% - High expectation for success to improve from 75% (2019) to greater to or equal to 80%

12 Month Target 2.3	<ul style="list-style-type: none"> - Vision, values and culture from Evolving (2020) to Embedding. - Building PLCs through a culture of collaboration for improvement from Evolving (2020) to Embedding. - Structures and systems to support collaboration for improvement - focus on strategic resource management from Evolving (2020) to Embedding. - Curriculum planning and assessment from Evolving (2020) to Embedding. 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Instructional and shared leadership	Develop and embed the Tallangatta SC agreed moral purpose supported by the school's vision and values.	No
KIS 2 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.	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 supported with analysis of data, working towards achieving a Guaranteed and Viable Curriculum, along with student agency and reading were chosen as areas of focus for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning growth demonstrated by identified students through teacher judgement, (Victorian Curriculum) and Essential Assessment in Reading & Viewing and Number and Algebra - evidenced and tracked on Data Wall.</p> <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Reading and Viewing.</p> <p>2020 Semester 2 Year 7 from 57.3% to 65%</p> <p>2020 Semester 2 Year 8 from 44.8% to 65%</p> <p>2020 Semester 2 Year 9 from 56.6% to 65%.</p> <p>2020 Semester 2 Year 10 from 48.2% to 65%</p> <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Number and Algebra .</p> <p>2020 Semester 2 Year 7 from 61.7% to 65%</p> <p>2020 Semester 2 Year 8 from 31.3% to 55%</p> <p>2020 Semester 2 Year 9 from 51.9% to 65%.</p> <p>2020 Semester 2 Year 10 from 44.6% to 65%</p> <p>AtoSS</p> <p>Differentiated learning from 76 per cent positive (2020) to 86 per cent by 2021.</p> <p>Stimulating learning from 79 per cent positive (2020) to 89 per cent by 2021</p> <p>Reduced 20 or more absent days from 41% in 2020 to 30% in 2021</p> <p>Average 200 bookings for Student Led Conferences for term 1 – 4.</p> <p>2020 March SLT - 269</p> <p>2020 Sept Class Conferences - 132</p> <p>2020 Nov SLT – 101</p>

KIS 1 Curriculum planning & assessment	Learning, catch-up and extension priority			
Actions	Design and implement evidence - based strategies to improve learning outcomes (growth) and increase engagement of identified students.			
Outcomes	<p>Students will be able to: Exhibit greater engagement with learning and school. Engage positively with MYLYNS, HAPL and Tutors. Exhibit growth in learning Demonstrate appropriate learning strategies and dispositions.</p> <p>Teachers will be able to: Work collaboratively with MYLNS, HAPL and tutors in classrooms to support identified students. Identify and implement appropriate strategies to improve learning growth of identified students. Operate with more efficacy through regular and active participation in case management meetings. Confer with students to develop and monitor learning goals and co construct success criteria.</p> <p>Leaders will be able to: Effectively utilise all initiative funding Identify students of need and track their growth Understand what strategies have greatest effect on learning growth and share these with all teachers and students.</p>			
Success Indicators	Teacher judgements and school - based assessments showing student learning improvements. IEPs involving parent, teacher and student input. Student learning growth tracked on data wall.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan to effectively utilise all initiative funding.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$250,000.00 <input type="checkbox"/> Equity funding will be used
Develop role descriptions to incorporate these initiatives.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop and monitor an assessment plan to identify where these students are in their learning & monitor their growth.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Develop IEPs of MYLNS students to ensure teaching is at student's point of need.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <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
Co construct data walls of identified students to monitor the growth and impact.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regularly facilitate case management meetings of MYLNS students with teachers.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <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

Teach to students point of need through HITS, viable support strategies and differentiation.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <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
Identify and timetable support for students requiring additional support.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health & wellbeing	Happy, active and healthy kids priority			
Actions	Establish an agreed approach to recording and monitoring student attendance.			
Outcomes	<p>Students will be able to: Feel more connected to school and have positive attitude to attendance. Seek support from their REAL mentor, subject teacher or Engagement leader of any feelings of disconnection or disengagement.</p> <p>Teachers will be able to: Implement attendance strategies to improve engagement and connectedness.</p> <p>Leaders will be able to: Work collaboratively with teachers to understand and implement student attendance processes.</p>			
Success Indicators	Monthly attendance reports show consistent application of attendance processes, implementation of strategies and improved attendance.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop an agreed approach to recording, monitoring and responding to student attendance.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$125,000.00 <input type="checkbox"/> Equity funding will be used
Train staff in provision of the agreed approach and processes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide student attendance data to REAL mentors and teachers each month	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regularly communicate importance of attendance with parents.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement whole school processes in regards to monitoring, recording and responding to student attendance.	<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
Review monthly whole school attendance reports.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	Strengthen & embed the connection with parent & carers and student learning through Student Led Conferences and explore the addition of class conferences.			
Outcomes	<p>Students will be able to: Engage positively in SLCs with their parents and teachers Refer to feed up, back and forward when sharing their learning growth during SLCs.</p> <p>Teachers will be able to: Embed SLC processes to improve effectiveness and engagement of students showcasing their learning.</p> <p>Leaders will be able to: Promote SLC within the school community.</p>			
Success Indicators	Increased number of SLC bookings, attendance and engagement of families.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop & implement a communication strategy that promotes Student Led Conferences.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Scheduling within the College calendar SLCs.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a method to monitor engagement and impact of SLCs.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Explore possible continuation of Class Conferences.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Recording feed up, back and forward on one assessment prior to SLCs.	<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

Conferring with students on this feed up, back and forward in preparation to the SLC.	<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 a discussion regarding the progression of Student Learning Goals during SLCs.	<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
Goal 2	Build a culture of continuous improvement.			
12 Month Target 2.1	<p>By 2021 School staff survey:</p> <ul style="list-style-type: none"> - Collective efficacy from 42 percent (2020) to greater to or equal to 50% - Teacher collaboration from 30% (2020) to greater to or equal to 50% - Collective responsibility from 62% (2020) to equal to or greater to 75% - Collective focus on student learning from 51% (2020) to equal to or greater than 65% - Guaranteed and Viable Curriculum from 19% (2020) to greater to or equal to 30% <p>By 2021 NAPLAN relative growth:</p> <ul style="list-style-type: none"> - Year 9 Relative high growth reading increase from 24% (2019) to 25%; medium growth decrease from 52% (2019) to 50%; Low growth 24% (2019) to be maintained or lower. - Year 7 Relative high growth reading increase from 15% (2019) to 25%; medium growth decrease from 54% (2019) to 50%; Low growth decrease from 31% (2019) to 25%. <p>VCE English Study mean increase from 24.6 (2020) to 27.</p> <p>To increase percentage of students at or above expected level when assessed against the Victorian Curriculum in Reading and Viewing.</p> <ul style="list-style-type: none"> - 2020 Semester 2 Year 7 from 57.3% to 65% - 2020 Semester 2 Year 8 from 44.8% to 65% - 2020 Semester 2 Year 9 from 56.6% to 65%. - 2020 Semester 2 Year 10 from 48.2% to 65% 			
12 Month Target 2.2	<p>By 2021 Student Attitude to School Survey factors will show growth in;</p> <ul style="list-style-type: none"> - Teacher concern from 58% (2020) to greater than or equal to 70% - High expectation for success to improve from 75% (2019) to greater to or equal to 80% 			

12 Month Target 2.3	<ul style="list-style-type: none"> - Vision, values and culture from Evolving (2020) to Embedding. - Building PLCs through a culture of collaboration for improvement from Evolving (2020) to Embedding. - Structures and systems to support collaboration for improvement - focus on strategic resource management from Evolving (2020) to Embedding. - Curriculum planning and assessment from Evolving (2020) to Embedding.
KIS 1 Instructional & shared leadership	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP.
Actions	<ul style="list-style-type: none"> - Through the PLC inquiry cycle develop teacher capability to consistently deliver effective reading strategies. - Teachers progressing student learning for every student every day through co-planning, co- assessing & co- reflecting with a focus on student agency.
Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> Apply explicitly taught reading strategies Demonstrate improved growth in reading and referencing evidence to substantiate this. Show agency in their learning and be confident and motivated about their next steps e.g. <ul style="list-style-type: none"> - referring to and reflecting on the learning intention and success criteria of each lesson. - developing and monitoring learning goals - reviewing Cornell notes - referring to feed up, back and forward from their teacher - reviewing their GPA - understand, apply and reflect on TSC learner dispositions. <p>Teachers will be:</p> <ul style="list-style-type: none"> Undertaking an inquiry cycle to design and monitor learning programs that engage all students in reading and student agency. Co-planning, co-teaching and co-assessing student learning programs with a focus on improving reading and student agency. Developing a shared and deep understanding of learning intentions, success criteria and curriculum standards on which assessment is based. Able to articulate the growth students have made, referencing the Victorian Curriculum Content Descriptions and Achievement Standards and providing feed up, back and forward. <p>Leaders will be:</p> <ul style="list-style-type: none"> Confident in applying a PLC approach to improve student agency and reading. Using evidence from Learning Walks & Talks, lesson plans, peer observations and lesson studies to regularly monitor the effectiveness of strategies that increase student agency.

Success Indicators	<p>Development of whole school learner dispositions - What does a good learner look like at TSC?</p> <p>Through observations, lesson studies or LWT:</p> <ul style="list-style-type: none"> - Students articulate self-confidence about themselves as a reader - Students understand, apply and reflect on TSC learning dispositions. - Student agency and reading strategies are applied in classrooms. <p>Staff reflections of Team Tuesday include evidence of co-planning, co assessing and co reflection.</p> <p>Improved reading data (NAPLAN, Essential Assessment, Teacher Judgement, PAT R)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitate weekly PLCs on student agency and reading.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$40,000.00 <input type="checkbox"/> Equity funding will be used
Facilitate observations, lesson studies and LW&Ts within classrooms with a focus on student agency and reading.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule quarantined time for co-planning, co- assessing and co- reflection.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Actively collaborating in PLCs on Reading and Student Agency.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Co - planning and incorporating reading and student agency strategies into lesson plans.	<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
Co - reflecting through observations, lesson studies or LWTs within classrooms with a focus on student agency and reading strategies.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Conferencing with each student during REAL homegroup at least three times each term during Drop Everything and Read.	<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
Co- planning learning programs that are developmental using backward maps which reference the Victorian Curriculum Content Descriptions and Achievement Standards.	<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
Collaboratively developing class 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 type="checkbox"/> Equity funding will be used
Co - planning common formative and summative assessments including assessment 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
Co - assessing student work to ensure accurate and consistent judgements.	<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
Facilitating co planning, co assessing and co reflecting during Team Tuesday.	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Explore 'What does a good learner look like at TSC?' and develop whole school learner dispositions.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Actively attend the professional learning reading sessions held on the first pupil free day.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$139,000.00	\$139,000.00
Grand Total	\$139,000.00	\$139,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
School Counsellor	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$57,000.00	\$57,000.00
Numeracy Resources (manipulatives)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$8,500.00	\$8,500.00
Edrolo for all VCE subjects (subsidised and where available)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$8,500.00	\$8,500.00
Time release for High Ability Practice Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$18,000.00	\$18,000.00
Online Assessment and feedback programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Pat R and M PIVOT Essential Assessment	\$8,500.00	\$8,500.00
Novels / Reading material	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,500.00	\$15,500.00
Education Trainees	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$23,000.00	\$23,000.00
Totals			\$139,000.00	\$139,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Facilitate weekly PLCs on student agency and reading.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Facilitate observations, lesson studies and LW&Ts within classrooms with a focus on student agency and reading.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Facilitating co planning, co assessing and co reflecting during Team Tuesday.	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Actively attend the professional learning reading sessions held on the first pupil free day.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site