

2020 Annual Implementation Plan

for improving student outcomes

Benton Junior College (5488)



Awaiting for review by School Principal
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	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>Teachers understanding of the pedagogical model has been developed this year. It was evidenced that the pedagogical model is embedded in our current instructional models and inquiry cycles through transdisciplinary learning.</p> <p>There has been a shift in teacher's mindset to valuing student voice in shaping teaching and learning. The teachers have been committed to completing the Pivot surveys (Years 3-6) and using the data to self reflect on their own teaching practice and implement changes indicated by their data. Some teams and teachers are using the PIVOT survey data as a part of their PDP. This year, two teachers were appointed as Benton Voice Leaders. They participated in professional learning around student voice and would benefit from further PD next year. The House Spirit point program was introduced throughout the school to boost school pride and recognise positive behaviour.</p> <p>In Mathematics this year we have continued to implement our Instructional Model across the school with a strong focus on Number and Algebra. This has encouraged teams to work collaboratively to plan and implement effective maths lessons. There has been time allowed to plan, discuss and investigate challenging tasks to further engage our students. This year's professional development has had a focus on the four proficiencies in Mathematics. We have looked what these look like</p>
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	<p>and how they need to all be visible in our planning. Discussion has started around NAPLAN data and how we are ensuring a viable curriculum that values the three domains of mathematics.</p> <p>2019 saw the introduction of Partner Reading at BJC and teacher and student feedback indicate this new teaching approach has been a success. Teachers have reported growth in student reading engagement, fluency, decoding and comprehension. The focus on rich, robust discussions around texts, student choice and students coaching each other have been highlights.</p>
<p>Considerations for 2020</p>	<p>Continue to make connections between the pedagogical model and current teacher practice at Benton Junior College.</p> <p>Future Professional Development:</p> <ul style="list-style-type: none"> - strengthening feedback routines - reviewing the Learning Intentions and Success Criteria (student friendly) - reviewing the Victorian Curriculum with a rigorous focus on teaching and learning in order to ensure a viable and guaranteed curriculum - evidence of student engagement in their learning, for example co constructed success criteria and personal goals
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	Maximise learning growth and outcomes for all students in literacy and numeracy.												
Target 1.1	<p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:</p> <table border="1" data-bbox="736 405 1404 651"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>68%</td> <td>72%</td> </tr> <tr> <td>Numeracy</td> <td>56%</td> <td>58%</td> </tr> </tbody> </table>		Benchmark 2018	2022 Target	Reading	61%	65%	Writing	68%	72%	Numeracy	56%	58%
	Benchmark 2018	2022 Target											
Reading	61%	65%											
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Target 1.2	<p>By 2022 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:</p> <table border="1" data-bbox="736 732 1404 978"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>35%</td> </tr> </tbody> </table>		Benchmark 2018	2022 Target	Reading	35%	40%	Writing	23%	25%	Numeracy	29%	35%
	Benchmark 2018	2022 Target											
Reading	35%	40%											
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Numeracy	29%	35%											
Target 1.3	By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 11% (2018) to 6% or less.												

Target 1.4	<p>By 2022 the percentage achieving medium to high relative learning growth to improve from the 2018 benchmarks:</p> <ul style="list-style-type: none"> ● Reading from 65% to 80% or higher ● Writing to be at 85% or higher (NB average 2015-18 was 72% and achievement in 2018 was 87%) ● Numeracy from 75% to 80% or higher.
Key Improvement Strategy 1.a Building practice excellence	Develop and implement a research-based instructional model. (BPE)
Key Improvement Strategy 1.b Curriculum planning and assessment	Use the PLC structure to collaboratively collect and analyse student data to inform teaching and learning. (CPA)
Key Improvement Strategy 1.c Building practice excellence	Build teacher capability to differentiate teaching to ensure and challenge learning progress for every student. (BPE)
Key Improvement Strategy 1.d Instructional and shared leadership	Build instructional leadership capability to lead whole school improvement. (ISL)
Goal 2	Empower all students to be successful, independent and actively engaged learners.
Target 2.1	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> ● Stimulated learning from 85% (average 2017-18) to 90% ● Student voice & agency from 73% (average 2017-18) to 85% ● Motivation and interest from 82% (average 2017-18) to 90% ● Self-regulation and goal setting 89% (average 2017-18) to 94%.

Target 2.2	<p>By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 72% (2017) to 85% • Teacher collaboration from 66% (2017) to 85% • Collective efficacy from 85% (2017) to 90% <p>(To be finalised following 2018 survey results)</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Build student engagement through student voice and agency. (ESBSP)
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed the Victorian Curriculum Capabilities and PYP Learner Profile. (CPA)
Goal 3	Enhance student wellbeing.
Target 3.1	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 78% (average 2017-18) to 88% • Respect for diversity from 82% (average 2017-18) to 88% • Effective classroom behaviour from 83% (average 2017-18) to 88%.
Target 3.2	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Teacher communication from 68% (2017) to 85% • Managing bullying from 77% (2017) to 85% • Promoting positive behaviour from 85% (2017) to 90%.

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build school pride and high expectations for learning and behaviour.
Key Improvement Strategy 3.b Building communities	Enhance parent/carers and community partnerships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target												
<p>Maximise learning growth and outcomes for all students in literacy and numeracy.</p>	<p>Yes</p>	<p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:</p> <table border="1" data-bbox="855 603 1523 850"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>68%</td> <td>72%</td> </tr> <tr> <td>Numeracy</td> <td>56%</td> <td>58%</td> </tr> </tbody> </table>		Benchmark 2018	2022 Target	Reading	61%	65%	Writing	68%	72%	Numeracy	56%	58%	<p>By the end of 2020, we will improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 and 6) as follows:</p> <p>Reading: At least 64% Writing: At least 69% Numeracy: At least 50%</p>
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		By 2022 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 11% (2018) to 6% or less.	By 2020 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 8% (2019) to 7% or less.
		By 2022 the percentage achieving medium to high relative learning growth to improve from the 2018 benchmarks: <ul style="list-style-type: none"> • Reading from 65% to 80% or higher • Writing to be at 85% or higher (NB average 2015-18 was 72% and achievement in 2018 was 87%) • Numeracy from 75% to 80% or higher. 	By 2020 the percentage achieving medium to high relative learning growth to improve from the 2019 benchmarks: Reading from 76% to 78% or higher Writing to be at 67% or 69% higher Numeracy from 73% to 75% or higher.
Empower all students to be successful, independent and actively engaged learners.	Yes	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: <ul style="list-style-type: none"> • Stimulated learning from 85% (average 2017-18) to 90% • Student voice & agency from 73% (average 2017-18) to 85% • Motivation and interest from 82% (average 2017-18) to 90% • Self-regulation and goal setting 89% (average 2017-18) to 94%. 	By 2020 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: Stimulated learning at least 87% Student voice & agency at least 76% Motivation and interest at least 85% Self-regulation and goal setting at least 90%
		By 2022 improve the percentage of positive responses on the School Staff Survey -school climate factors: <ul style="list-style-type: none"> • Academic emphasis from 72% (2017) to 85% • Teacher collaboration from 66% (2017) to 85% 	By 2020 improve the percentage of positive responses on the School Staff Survey -school climate factors: Academic emphasis at least 76%

		<ul style="list-style-type: none"> • Collective efficacy from 85% (2017) to 90% (To be finalised following 2018 survey results)	Teacher collaboration at least 75% Collective efficacy at least 87%
Enhance student wellbeing.	No	By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: <ul style="list-style-type: none"> • Teacher concern from 78% (average 2017-18) to 88% • Respect for diversity from 82% (average 2017-18) to 88% • Effective classroom behaviour from 83% (average 2017-18) to 88%. 	
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Goal 1	Maximise learning growth and outcomes for all students in literacy and numeracy.
12 Month Target 1.1	By the end of 2020, we will improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 and 6) as follows: Reading: At least 64%

	Writing: At least 69% Numeracy: At least 50%	
12 Month Target 1.2	By the end of 2020, we will improve the percentage of students in the top two NAPLAN bands at Year 5 (bands 7 and 8) as follows: Reading: At least 47% Writing: At least 25% Numeracy: At least 33%	
12 Month Target 1.3	By 2020 the percentage of Year 5 students achieving in the lower two NAPLAN bands (bands 3 and 4) for reading to decrease from 8% (2019) to 7% or less.	
12 Month Target 1.4	By 2020 the percentage achieving medium to high relative learning growth to improve from the 2019 benchmarks: Reading from 76% to 78% or higher Writing to be at 67% or 69% higher Numeracy from 73% to 75% or higher.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and implement a research-based instructional model. (BPE)	No
KIS 2 Curriculum planning and assessment	Use the PLC structure to collaboratively collect and analyse student data to inform teaching and learning. (CPA)	No
KIS 3 Building practice excellence	Build teacher capability to differentiate teaching to ensure and challenge learning progress for every student. (BPE)	Yes
KIS 4 Instructional and shared leadership	Build instructional leadership capability to lead whole school improvement. (ISL)	No

<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>In 2019 teachers identified a need to review the current Learning Intentions to ensure that they are student, parent and teacher friendly. Teachers highlighted the importance of ensuring that the Learning Intentions allow our students to take ownership of their learning, by supporting them to track and monitor their own progress.</p> <p>In 2020 teachers will review the Victorian Curriculum and conduct an audit in order to identify learning outcomes deemed as essential leanings. We will review and refine the current Learning Intentions to ensure that they better meet our needs. By doing this we will be building teacher capacity and knowledge of the Victorian Curriculum Capabilities and how best to effectively use success criteria to differentiate student learning.</p> <p>We will strengthen the home/school partnership by using the new Learning Intentions in students' reports in order to ensure that parents have a clearer understanding of their child's progress. This whole school focus will form a part of teachers' PDP goals. This process will support teacher collaboration and will reflect positively in the School Staff Survey resulting in a positive teacher response of at least 75%.</p> <p>Throughout the year, teachers will participate in various Professional Learning in regards to the PYP and how embedding it into our current teaching practice can be strengthened.</p>
<p>Goal 2</p>	<p>Empower all students to be successful, independent and actively engaged learners.</p>
<p>12 Month Target 2.1</p>	<p>By 2020 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <p>Stimulated learning at least 87% Student voice & agency at least 76% Motivation and interest at least 85% Self-regulation and goal setting at least 90%</p>
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<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>

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KIS 2 Curriculum planning and assessment	Embed the Victorian Curriculum Capabilities and PYP Learner Profile. (CPA)	Yes
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Define Actions, Outcomes and Activities

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KIS 1 Building practice excellence	Build teacher capability to differentiate teaching to ensure and challenge learning progress for every student. (BPE)
Actions	Develop a whole school understanding of differentiation Identify opportunities to review and strengthen differentiation throughout the school

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers in understanding what differentiation is - lead the review of current practice - provide timely and relevant Professional Learning <p>Teachers will:</p> <ul style="list-style-type: none"> - participate in Professional Learning - engage in the review process of current practice - use Learning Intentions to target identified guaranteed and viable curriculum - use the Success Criteria to ensure that students can see what success looks like and monitor their progress - incorporate the guaranteed and viable curriculum identified into the Yearly Overviews <p>Students will:</p> <ul style="list-style-type: none"> - grow their knowledge of what Learning Intentions and Success Criteria are - will be able to set learning goals and track their progress 			
Success Indicators	<ul style="list-style-type: none"> - essential learnings document from Foundation - Year 6 - new whole school Learning Intentions document - updated Learning Intentions on School Reports - professional learning to build teacher capacity to differentiate - evidence of co constructed learning goals (student and teacher) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Explore what differentiation is and conduct an audit of how we currently meet to learning needs of each individual student.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning of best practice in ensuring differentiated learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Empower all students to be successful, independent and actively engaged learners.
12 Month Target 2.1	By 2020 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors: Stimulated learning at least 87% Student voice & agency at least 76% Motivation and interest at least 85% Self-regulation and goal setting at least 90%
12 Month Target 2.2	By 2020 improve the percentage of positive responses on the School Staff Survey -school climate factors: Academic emphasis at least 76% Teacher collaboration at least 75% Collective efficacy at least 87%
KIS 1 Curriculum planning and assessment	Embed the Victorian Curriculum Capabilities and PYP Learner Profile. (CPA)
Actions	Review and re write the Learning Intentions across the curriculum
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to review the Victorian Curriculum to identify a guaranteed and viable curriculum - lead the review of current Learning Intentions - support teachers to review and re write the Learning Intentions across the curriculum - provide timely and relevant Professional Learning - support teachers to continue to embed the elements of the PYP into their teaching <p>Teachers will:</p> <ul style="list-style-type: none"> - participate in Professional Learning - engage in the review process of the Victorian Curriculum - collaboratively re write the Learning Intentions across all areas - incorporate the essential learnings identified into the Yearly Overviews - strengthen the PYP within classroom practice <p>Students will:</p> <ul style="list-style-type: none"> - grow their knowledge of what Learning Intentions and Success Criteria are

	- will be able to set learning goals and track their progress			
Success Indicators	<ul style="list-style-type: none"> - essential learnings document from Foundation - Year 6 - new whole school Learning Intentions document - updated Learning Intentions on School Reports - professional learning to build teacher capacity to differentiate - evidence of Student Learning goal setting 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review Victorian Curriculum to identify a guaranteed and viable curriculum	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Create new Learning Intentions that better meet the needs of teachers and students	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Update the Semester One student reports to include the revised Learning Intentions	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Whole School differentiated PYP Professional Learning (2 days at the start of the 2020)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$25,000.00 <input checked="" 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	\$55,000.00	\$48,000.00
Additional Equity funding	0.00	0.00
Grand Total	\$55,000.00	\$48,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide professional learning of best practice in ensuring differentiated learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
Create new Learning Intentions that better meet the needs of teachers and students	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Whole School differentiated PYP Professional Learning (2 days at the start of the 2020)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$25,000.00	\$18,000.00
Totals			\$55,000.00	\$48,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Not Applicable				
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Explore what differentiation is and conduct an audit of how we currently meet to learning needs of each individual student.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide professional learning of best practice in ensuring differentiated learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <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

					<input checked="" type="checkbox"/> Numeracy leader	
Review Victorian Curriculum to identify a guaranteed and viable curriculum	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Create new Learning Intentions that better meet the needs of teachers and students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Update the Semester One student reports to include the revised Learning Intentions	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 2				
Whole School differentiated PYP Professional Learning (2 days at the start of the 2020)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants International PYP presenters	<input checked="" type="checkbox"/> On-site