

School Plan

Building Excellent
Teaching and
Learning practices

Building
Leadership
Capacity

Building Productive
and positive
Partnerships



School Vision

The Ponds High School will develop a community where students have the opportunity and the desire to achieve their personal best in a range of academic, sporting, cultural and social pursuits. All students are encouraged to be confident learners, willing to face challenges in a range of contexts, including a dynamic future. To achieve this, staff will be trained and given development opportunities to allow them to best support students.

School Context:

The Ponds High School is situated in The Ponds, a new suburb in Sydney's North-West. The school opened in 2015 with 187 Year 7 students, including a support class. The teaching staff includes a range of teachers from experienced teachers, right through to beginning teachers. Forty- two per cent of students are from a languages background other than English and currently there are approximately 25 languages represented. The gender representation is even and only a small percentage identify as Aboriginal or Torres Strait Islanders. The school opened with a program for Gifted and Talented students and has developed strong systems to support students requiring emotional and academic support.

The school has strong positive links with the parent community, enthusiastic to build this into a school recognised for excellence in sporting, academic cultural pursuits and one where students are supportive of others and the wider community. Pastoral care is built around a strong house system and an environment that rewards contribution effort and excellence. The 5 P's; Be positive, prepared, productive, prompt and polite reinforce values of successful learners that we feel are important at The Ponds High School. The Bring your Own Device is designed to assist student learning and connect them with information and skills needed in their future.

The Ponds High School has established links and relationships with local primary schools and high schools, reinforcing the commitment to being a positive learning community, embracing the values of public education and the opportunities it affords. Academic, sporting cultural and transitional links have been established with educational institutions cultural bodies and the wider community. These include professional learning links with the neighbouring schools, STEM and STEAM (Science Technology, Engineering (Art) and Mathematics programs within the DofE and Industry, Links with university and cultural links with an overseas school have also been initiated.

The plan is initially devised with the theme of building effective products and practices which are essential in a new environment.

Strategic Direction 1	Strategic Direction 2	Strategic Direction 3
<p><i>Building excellent teaching and learning practices where all students can be engaged, creative, innovative and develop their skills and ability.</i></p>	<p><i>Building leadership capacity of students and staff to build positive relationships enabling growth and commitment and an active contribution to the school community and society in which they live.</i></p>	<p><i>Building Positive Partnerships which establish, nurture and sustain ongoing positive values and a culture of success which inspires a culture of collaboration.</i></p>
<p>PURPOSE:</p> <ul style="list-style-type: none"> ➤ Building excellent teaching and learning practices across a school that are engaging, challenging and inclusive and build upon students’ previous skills, knowledge and understandings which is underpinned by a positive learning culture within the school. Parents and teachers working collaboratively to support students in their development is also essential. ➤ The implementation of the Australian Curriculum affords teachers to modify programs and learning experiences that develop engagement, creativity and innovation. ➤ Supporting teachers to be able to: diagnose entry points; effectively use data; develop scope and sequences; plan and regularly review effective programs and assessment strategies; develop effective remedial and enrichment programs for all students, will ensure effective teaching and learning. ➤ A commitment to innovative programs eg STEM, Flipped classroom approach, genius hour and cross-curricula projects afford opportunities for engagement, innovation and development of creative thinking and problem-solving ability 	<p>PURPOSE:</p> <ul style="list-style-type: none"> ➤ To build leadership capacity of students and staff to enable them to be confident and reflective learners prepared for a range of academic and social situations. Programs include student mentoring a genius hour program, the school leadership structure and assemblies program where all students have a school responsibility, opportunities in social justice teams and transition programs, the school welfare program and sporting opportunities. ➤ Development of a middle-years program and forging links with Riverbank Public School and our other local feeder primary schools will offer more opportunities for student and teacher leadership and contribution to the school and wider community. ➤ Building teacher capacity to develop and lead staff or student initiatives linked to the school plan and vision, through the home group structure, house competitions activities, assembly program, beginning and new staff induction, staff meetings, teams and the professional development plans will enable a school wide commitment to continued growth, expectations and improvement. 	<p>PURPOSE:</p> <ul style="list-style-type: none"> ➤ Building strong links with our communities enables a collaborative approach and contribute to the planning process and the development of practices within our school. This will be done through: middle years programs with partner public schools, GATS programs, sharing professional learning opportunities, cross curricula projects, links with other high school- esp in preparation for senior students, participation in local creative and performing arts, developing sporting links through competitions and coaching programs. <p>This also includes community links: a strong P&C program, the school website, newsletter, workshops and parent portal, school facebook page and developing parent workshops.</p> <p>This also includes partnerships: developing cultural and social justice links in the community and abroad. Partnerships with industry and university programs will also contribute to school excellence in terms of building a wider and more successful community partnership.</p>

Strategic direction 1: Building excellent teaching and learning practices where all students can be engaged, creative, innovative and develop their skills and ability		
<p>Purpose: <i>To build excellent teaching and learning practices across a school that are engaging, challenging and inclusive, and build upon student's previous skills and knowledge to promote a positive learning culture within a school.</i></p> <p><i>To increase teacher capacity to diagnose entry points, effectively analyse data, develop scope and sequences; plan and regularly review effective programs and assessment strategies, develop effective remedial and enrichment programs for all students to ensure effective teaching.</i></p>		
<p>Improvement measures:</p> <ul style="list-style-type: none"> • Positive evaluation of the beginning and new staff induction program • Increase in cross KLA creative and STEM projects • Student evaluation of genius hour and BYOD skills • Parent surveys on assessment practices show increased understanding and satisfaction of them • Value added data for reading and comprehension testing results and NAPLAN (in 2017-) 		
Products and practices	Processes	People
<p>Product Beginning and new teachers have the capacity to produce and evaluate teaching and learning experiences that are engaging, challenging innovative and effectively differentiate.</p> <p>Practice Beginning and new teachers are supported to develop skills to meet the school purpose.</p>	<p>A beginning and new teacher program is developed and refined that aligns with school directions and whole school professional learning.</p> <p>All staff engage in developing goals in PDP reflecting SD1 (Strategic direction 1)</p>	<p>Staff and leaders Executive team and all staff through PDPs</p> <p>Beginning teacher supervision program</p> <p>Learning Support Team and GATS (GERRIC trained) professionally develop staff (programs and IEPs)</p> <p>Students</p> <p>Actively participate in a range of programs and activities provided</p>
<p>Product Teachers produce effective programs in line with Australian Curriculum implementation and documenting examples of engaging creative and innovative practice Literacy and Numeracy added</p> <p>Practice Teachers actively explore and research differing methodologies and strategies to creatively engage students to cater for a wide range of abilities.</p>	<p>A plan for Staff Professional learning, sharing and collaboration is devised to allow joint development of programs and activities.</p> <p>Devise and develop a range of strategies and feedback models to measure feedback, engagement and creativity.</p>	<p>Staff and leaders Develop shared professional understanding of excellent Teaching and learning practices, pre and post testing, effective assessment strategies etc</p> <p>Cross KLA, STEM and PEEL teams working together to increase opportunities for creative, innovative and real world activities</p> <p>Students Actively participate and contribute to learning evaluation and opportunities to share their learning and findings with peers, other students, parents and the wider community.</p>
<p>Product Students effectively use the BYOD device in a range of ways; effectively organising work, including developing skills to present learning experiences in innovative ways, to develop technology strategies that assist them to learn and develop.</p> <p>Practice Teachers and teachers experiment with technology and different ways of creating, organising and presenting work to maximise learning outcomes and engagement</p>	<p>Needs a plan... now in Milestones</p> <p>Evaluate the use of technology and BYOD in specific subjects and share effective practices at staff and KLA meetings.</p> <p>Provide breakfast or afterschool workshop opportunities for learning new skills</p>	<p>Staff and leaders Model and share existing and new technology practices to develop skills of their peers in creative methodologies, ways to differentiate using technology effectively to support teaching and learning.</p> <p>Celebrate creativity and Innovation with the wider community</p> <p>Model organisational and study skills using the BYOD device.</p> <p>Students Learn and practise technology techniques including experimenting.</p> <p>Parents Assist students with organisation through P&C workshop attendance, use of the parent portal and accessing information supplied on the school website and facebook.</p>

Strategic Direction 2 Building leadership capacity of students and staff to build positive relationships enabling growth and commitment and an active contribution to the school community and society in which they live.

Purpose: *To build leadership capacity of students and staff to enable them to be confident and reflective learners prepared for a range of academic and social situations. A confident and inclusive team is established when people are given the capacity to share and contribute to the community they are in.*

Improvement measures:

- Mentoring program for staff results in staff accepting new positions of responsibility. Evaluated and reviewed.
- Increased opportunities for student project leadership and management
- More staff leading professional learning in the community of schools
- Evaluate assemblies program and open night program in relation to student leadership
- Collection of initial well-being data through 'Tell them from me' survey and Mindmatters surveys (for later comparisons)

Products and practices	Processes	People
<p>Product Beginning and new teachers have a plan to develop their knowledge and skills in effective classroom practice, using data and collaborating to meet professional standards and to give them purposeful leadership roles based on professional expertise.</p> <p>PDPs are used to develop capacity of whole staff.</p> <p>Leadership opportunities for staff in higher duties.</p> <p>Practice Beginning and new teachers are supported to develop their capacity.</p> <p>Peer teacher observations to increase dialogue</p>	<p>A beginning and new teacher program is developed and refined that aligns with school directions and whole school professional learning takes place around the teaching elements</p> <p>All staff engage in developing goals in PDPs reflecting SD1 (Strategic direction 1)</p> <p>Observation protocols developed, implemented and evaluated</p>	<p>Staff and leaders Executive team and all staff through PDP's</p> <p>Beginning teacher supervision program</p> <p>Learning Support Team and GATS (GERRIC trained) professionally develop staff (programs and IEPs)</p> <p>Professional learning team</p>
<p>Product Plans and structures are developed to build student capacity and resilience eg wellbeing, social justice, assemblies program, leadership rewards program, school service program</p> <p>Practice Students are self-aware and have positive relationships with others and contribute actively to the school and the community</p>	<p>Increased assembly opportunities for student participation.</p> <p>Introduction of supportive structures for student success eg scaffolds, FAIL language; first attempt in learning</p> <p>Student involvement in literacy, numeracy and social skills programs</p> <p>Collection of school and community service hours.</p>	<p>Homeroom teachers work with students on leadership opportunities and pastoral care program</p> <p>Welfare team write pastoral care program and provide support on website, Facebook and in P&C meetings for parents. Using Mindmatters framework.</p> <p>Tell them from me team analyse data to inform future programs</p> <p>Club leaders elect students with responsibility within clubs eg social justice, band, Environment</p> <p>Merit system and House points - monitor to encourage participation</p>

Strategic direction 3: Building Positive Partnerships which establish, nurture and sustain ongoing positive values and inspires a culture of success and collaboration.

Purpose:

➤ *Building strong links with our communities enables a collaborative approach and contributes to the planning process and the development of responsive practices within our school. The partnerships are between primary and high schools, with parents, between teachers, with external agencies, with Universities, with cultural and charitable organisations. This also includes community links: a strong P&C program, the school website, newsletter, workshops and parent portal, developing parent workshops. This also includes partnerships: developing cultural and social justice links in the community and abroad. Partnerships with industry and university programs will also contribute to school excellence in terms of building a wider and more successful community partnership. In schools that excel there is a strategic use of community input and resources to achieve improved student outcomes.*

Improvement measures:

- Establishment of a website and social network sites that are updated regularly
- Tell Them from Me survey and Mindmatters survey results are fed back into Well Being plans and reflect positive and successful partnerships
- Students mapped on Literacy continuum
- Evaluation of cross KLA projects
- External agency contributions are evaluated in the Annual Report

Products and practices	Processes	People
<p>Product A strong and informative website, newsletter that showcases achievement, effective communication with parents.</p> <p>Practice the school is recognised as responsive and supportive. Parents feel they can effectively contribute and know what happens in the school.</p>	<p>Team planning of communication stream – devise a timeline for implementation and dissemination of information.</p> <p>Welfare feedback and learning support feedback is delivered.</p>	<p>Website development team led by DP. Learning support officer posts parent information packs for all parents.</p> <p>Newsletter team and plan of reporting clubs and KLA's to parents led by principal.</p> <p>P&C meetings showcase school activities and systems, business of P&C kept to P&C executive.</p> <p>Welfare team.</p>
<p>Product Middle school's literacy mapping across the 2 schools. Cross KLA projects devised, implemented and evaluated. STEM project established and extended from Stage 4 to Stage 5.</p> <p>Practice Teachers collaborate within and across KLAs and schools to develop effective programs, continuums and practices.</p>	<p>Devise plan to track students in literacy in Stage 4, then work with primary school on Stage 3 crossover, including cooperative workshops and classroom observations.</p> <p>Curriculum map the cross KLA projects and devise a team to evaluate.</p>	<p>Literacy team and senior Executive develop literacy links with Riverbank Public school and roll out to other partner primary schools</p> <p>Teachers develop, implement and evaluate cross -KLA projects in STEAM and other areas</p> <p>GATS team develop GATS activities for feeder primary schools.</p>
<p>Product Projects designed with Universities, local organisations and businesses</p> <p>Practice The school makes deliberate use of external partnerships to enrich the educational environment</p>	<p>Establish links with Universities, sister school in Japan, Business links for STEM, Social justice links, Multicultural communities, Environmental groups</p>	<p>Staff and leaders establish links and devise benchmarks for progress eg Permaculture partnership.</p>

Strategic direction 1: Implementation and progress monitoring

Project leaders: [enter names of project leaders]

Off track

Implementation delayed

On track

2017	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
1. Beginning Teacher Induction program - formalised weekly program for mentors and New scheme teachers		Amanda and Jenny to review program to see if modifications needed to program				Revise program for 2018		Annual Milestone
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Staff Teaching and Professional Learning including establishing new Teams structure and cycle for recording /reporting	Establish a weekly professional learning timeframe and teams structure around school priority areas. Lit/ Numeracy, Engagement, growth, teams	Develop student feedback form	Staff meetings showcasing teaching and learning activities around engagement	Mid-year review		Devise PL mapping for 2018		Effective programs in line with Aust Curriculum and documented evidence of creative and innovative practice. Staff and student can clearly articulate their engagement levels
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. BYOD	Year 7 Orientation Establishment of Technology Team	Moodle TPL for staff	2 hour session on Technology SDD	Establish ongoing TPL				Infrastructure Review Online Platform Review
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evaluation								
Evaluation processes and impact assessment		Evaluate term 1 beginning teacher program		Evaluate term 2 program	Survey students on use of technology in classes.	Evaluate team structure		Generate Moodle Data reports to review if there is increased utilisation of eLearning resources and Moodle usage
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Resources								
Monitoring efficient and effective use of resources	Allocation for Amanda as mentor Coordinator							Connection with Aussip for student leaders on work experience. Investment in TSO
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Strategic direction 2: Implementation and progress monitoring

Project leaders: [enter names of project leaders]

Off track

Implementation delayed

On track

2017	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
1. PDP Cycle	Refine school focus for one PDP goal....Engagement? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Initial PDP goal setting WOW buddies established (Watching Others Work) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teacher observations <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Second observations and meeting with supervising HT <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Executive conference-discussion around process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Student Leadership	Welfare team established in line with Learning and Support <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Year Advisors' roles analysed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Regular welfare meeting established <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Year advisor academic reviews of students Year 7 to 9 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Annual Mileston <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Roll out of new "O" week Year 7 Program Use 'Tell them from me' data to inform the revision of pastoral care program for Years 7-8. New Year 9 program <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Deliver meaningful wellbeing programs to promote engagement for Year 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Implement program for at risk Year 8 students. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Implement program for at risk Year 9 students. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Peer support training of Year 8 students <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Develop, maintain and deliver targeted and meaningful social / wellbeing programs to promote engagement. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Develop and promote the leadership model Social justice training program - Leadership <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Students and staff are informed of the leadership model. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Develop a support network for aspiring student leaders to facilitate involvement in school and community initiatives Social Justice training – Event Planning <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Develop opportunities for staff to engage in Professional learning to increase capacity Social Justice training – Public Speaking Training <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Students engage in leadership and well-being programs targeting social responsibility, resilience, confidence and self-esteem Social justice, student led team <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evaluation								
Evaluation processes and impact assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	TTFM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	TTFM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Data harvest of students involved in Social justice events? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Annual Milestone <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Resources								
Monitoring efficient and effective use of resources <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Annual Milestone <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Strategic direction 3: Building Positive Partnerships which establish, nurture and sustain ongoing positive values and a culture of success which inspires a culture of collaboration.

Project leaders: [enter names of project leaders]

Off track Implementation delayed On track

2017	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
1. Communication eg Newsletter / Website / showcasing achievement	<p>Form a team for school website and app implementation.</p> <p>Series of quotes for an outsourced website selected for Exec / P&C to approve.</p> <p>Information to populate website selected for approval for Exec.</p> <p>Survey of students, staff and parents conducted to select sections for the school app.</p> <p>Set up procedures for showcasing student achievement via the school website, Facebook page and local newspapers.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Website provider selected and information to populate website given to provider.</p> <p>Options for an appropriate app selected to communicate with students, parents and staff.</p> <p>Develop template to send to the local paper for school news.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>App provider selected and information to populate app and link to school website given to provider.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Form a team for school newsletter evaluation.</p> <p>Form a team for school Facebook site evaluation.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Survey of students, staff and parents relating to sections needed in the school newsletter and the schools Facebook site. Eg, format, info.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>School newsletter format changed relating to community needs.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Set up procedures to evaluate / re evaluate the school website, app, Facebook page and use of local newspapers.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Annual Milestone</p> <p>New website up and running.</p> <p>Appropriate app selected to communicate with students, parents and staff.</p> <p>School newsletter format changed relating to community needs.</p> <p>The schools use of the Facebook site formalised.</p> <p>Links with local newspapers to promote the school.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
2. Literacy and Numeracy strategies with a Middle School focus and cross-KLA projects/units	<p>Establish Literacy and Numeracy team.</p> <p>Professional Learning on Lit and Num Cont.</p> <p>Acquaint staff with current NAPLAN data.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Devise Middle School team and decide on common approach to Literacy and Numeracy</p> <p>Map Cross KLA projects/units</p> <p>Introduce staff to Super 6 Comprehension Strategies.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Targeted students (ESL, Learning and Support and GATS) along Literacy and Numeracy Continuum.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Parent workshop on Lit and Num Continuum and Super 6.</p> <p>Middle School meeting to evaluate common Literacy and Numeracy</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>GATS partner primary school activities.</p> <p>F1 in Schools program (STEM).</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy/ Numeracy Team to analyse and present NAPLAN data to staff.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Map target students long Literacy and Numeracy Continuum to show growth.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Annual Milestone</p> <p>Effective Literacy and Numeracy Team</p> <p>Common Literacy and Numeracy strategies used in all KLA programs across TPHS and Riverbank PS.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
3. Established Links with Universities, Organisations and Businesses	<p>Plan established???</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Annual Milestone</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

Evaluation

Evaluation processes and impact assessment					NAPLAN	PAC literacy and numeracy analysis		Annual Milestone
	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

Resources

Monitoring efficient and effective use of resources	Posters for Literacy and Numeracy Continuums	Orange comprehension book for each KLA	Meeting time with Primary colleagues		STEM grant?			Annual Milestone
	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □