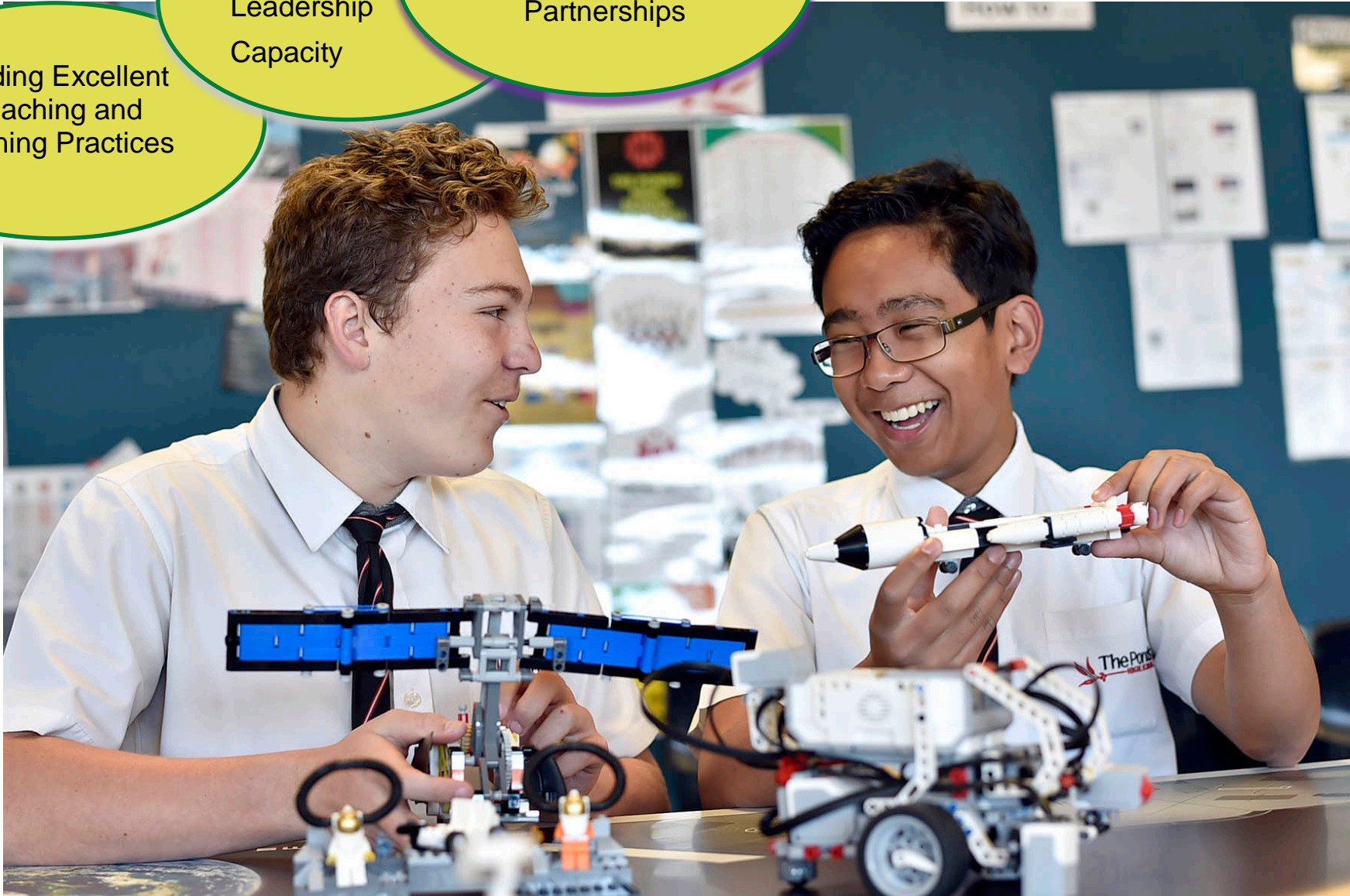


# School Plan

Building Excellent  
Teaching and  
Learning Practices

Building  
Leadership  
Capacity

Building Productive  
and Positive  
Partnerships



## **School Vision**

*The Ponds High School is continuing to 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 and inspired learners, willing to face challenges in a range of contexts, including a dynamic future. To achieve this, staff are trained and work together to develop opportunities to allow them to best inspire learning.*

## **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 expertise, from beginning teachers to experienced staff. Forty-two per cent of students are from a languages background other than English and currently there are approximately 35 languages represented. The gender representation is relatively even and only a small percentage of students 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. Pastoral care is built around a house system and an environment that rewards contribution effort and excellence. The 5 Ps: Be Positive, Prepared, Productive, Prompt and Polite reinforce values of successful learners that are important at The Ponds High School. The Bring Your Own Device Program is designed to assist student learning and connect them with information and skills needed in their future. The semesterised Stage 5 elective system allows a wide range of choices to engage students in their learning.*

*The school has strong positive links with the community and there is enthusiasm to build this into a school recognized for excellence in sporting, academic, cultural pursuits and one where students are supportive of others and the wider community. The Ponds High School has established links and relationships with local primary and high schools, reinforcing the commitment to being a positive learning community which embraces the values of public education and the opportunities this 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 NSW Department of Education. Industry links with universities and cultural links with Japanese schools have also been initiated.*

*The school plan has continued with the theme of "building". This is essential in a new school where the features, policies, procedures and educational, cultural and social landscape and personnel are evolving annually.*

Strategic Direction 1	Strategic Direction 2	Strategic Direction 3
<p><b><i>Building excellent teaching and learning practices where all students are supported, engaged, creative, innovative and develop their skills and abilities.</i></b></p>	<p><b><i>Building leadership capacity of students and staff to build positive professional and collaborative relationships that enable growth, commitment and an active contribution to the school community and society in which we live.</i></b></p>	<p><b><i>Building Positive cohesive and collaborative partnerships which establish, nurture and sustain ongoing positive values and a culture of success for all stakeholders.</i></b></p>
<p><b>PURPOSE:</b></p> <ul style="list-style-type: none"> <li>➤ Building excellent teaching and learning practices across the 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.</li> <li>➤ Preparing for implementation of the Senior Stage 6 curriculum.</li> <li>➤ Continued preparation for the implementation of the Australian Curriculum 7-12 to support teachers to modify programs and learning experiences that develop engagement, creativity and innovation.</li> <li>➤ Supporting teachers to be able to: diagnose entry points; effectively use data and evidence; develop scope and sequences; plan and regularly review effective programs and assessment strategies and develop effective remedial and enrichment programs for all students all of which will ensure effective teaching and learning.</li> <li>➤ A commitment to innovative programs eg STEM, Literacy and Numeracy, Flipped Classroom approach, Genius Hour and cross-curricula projects supporting innovation and development of creative thinking and problem-solving ability.</li> </ul>	<p><b>PURPOSE:</b></p> <ul style="list-style-type: none"> <li>➤ To build leadership capacity of students and staff to enable them to be confident and reflective learners prepared for dynamic futures. Programs include student mentoring, Genius Hour, implementation of a school leadership structure and assemblies program where all students have a school responsibility, opportunities in a variety of teams and transition programs, the school welfare program and sporting opportunities.</li> <li>➤ 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.</li> <li>➤ Building teacher capacity to develop and lead staff and student initiatives linked to the school plan and vision, through the team structure, assembly program, beginning and new staff induction, staff meetings, teams and the professional development plan will enable a school wide commitment to continued growth, expectations and improvement.</li> </ul>	<p><b>PURPOSE:</b></p> <ul style="list-style-type: none"> <li>➤ Building strong links with our communities enables a collaborative approach and contributes 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 schools especially in preparation for senior students, participation in local creative and performing arts, developing sporting links through competitions and coaching programs. This also includes community links: a strong P&amp;C program, the school website, newsletter, workshops and parent portal, school Facebook page and 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 while also enabling opportunities for students post Year 12.</li> </ul>

**Strategic Direction 1** *Building excellent teaching and learning practices where all students are supported, engaged, creative, innovative and develop their skills and abilities.*

**Purpose:** *To build excellent teaching and learning practices across a school that are engaging, innovative, challenging and inclusive, and build upon students previous skills and knowledge to promote a positive learning culture within a school.*

*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.*

**Improvement measures:**

- Projection data collected 2019 for Year 11 students and compared with RAP data analysis of 2020 HSC results.
- Monitoring of STEM participation Stage 5 to 6.
- Parent evaluation of “Inspired Learning” outcome.
- Data collected on differentiation techniques 2019-2020
- Value added data for reading and comprehension testing results and NAPLAN (in 2017-) after implementation of literacy strategies.

Products and practices	Processes	People
<p><b>Product</b> Preliminary and HSC curriculums are effectively prepared organised and implemented (2019) for expected classes 2019-2021 in all faculties.</p> <p><b>Practice</b> Teachers are supported to prepare and upskill for new and senior curriculums.</p>	<p>A faculty plan is designed and implemented to align with relevant aspects of the school plan.</p> <p>A professional learning plan allows for planning time and integration of aspects of engagement, innovative and effective curriculum options in senior programs.</p> <p>Develop proformas for Preliminary and HSC monitoring folders to ensure thorough preparation of senior curriculum</p>	<p><b>Staff and leaders</b> Executive team and Faculty teachers work with external agencies, colleagues (both within and between other schools) to develop high quality learning programs and experiences for Stage 6.</p> <p><b>Students</b> Actively participate in a range of planned programs and activities</p> <p><b>NESA</b> consultant invited to confirm processes and share procedures for Senior Years eg compliance data, work samples and best practice examples, etc.</p> <p><b>Senior Executive plus non KLA Head Teachers.</b></p>
<p><b>Product</b> Teachers produce effective programs in line with Australian Curriculum implementation and guidelines documenting examples of engaging creative and innovative practices with Literacy and Numeracy strategies added (Literacy 2018). In particular, programs implement Super Six Literacy strategies and/or ALARM matrixes.</p> <p><b>Product</b> Executives share mini review processes and practices with each other.</p> <p><b>Practice</b> Teachers actively explore and research differing contemporary methodologies and strategies to creatively engage students to cater for a wide range of abilities.</p>	<p>A Staff Professional Learning plan includes time for curriculum planning and implementation.</p> <p>A rollout of ALARM/ Supersix is devised and implemented by the Literacy Team.</p> <p>A showcase of literacy strategies implemented in faculty plan is showcased in Term 4.</p> <p>Conduct mini KLA reviews to assist with professional development, with criteria devised by a team of Head Teachers in preparation for D of E Registration.</p>	<p><b>Staff and leaders</b> Develop shared professional understanding of excellent teaching and learning practices, pre and post testing, effective assessment strategies. KLA leaders review each other’s KLA?</p> <p><b>Cross KLA, STEM, PEEL ALARM or Super Six teams</b> working together to increase opportunities for literary understanding.</p> <p><b>Students</b> 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><b>In 2019 create a differentiation team</b></p>
<p><b>Product</b> Students effectively use their BYOD device in a range of ways; effectively organising work, including</p>	<p>Evaluate the use of technology and BYOD in specific subjects and share effective practices at staff and KLA meetings.</p>	<p><b>Staff and leaders</b> 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>

developing skills to present learning experiences in innovative ways.

**Practice** Teachers experiment with technology and different ways of creating, organising and presenting work to maximise learning outcomes and engagement

Provide breakfast or after school workshop opportunities for learning new skills.

Celebrate creativity and innovation with the wider community.  
Model organisational and study skills using the BYOD device.  
Investigate new learning platforms.

**Students** Develop enhanced organisational skills  
Learn and practise technology techniques including experimenting.

**Parents** Assist students with organisation skills for students through P&C workshop attendance, use of the parent portal and accessing information supplied on the school website and Facebook.

**Strategic Direction 2: *Building leadership capacity* which enable growth, commitment and an active contribution to the school community and society.**

**Purpose:** *To build leadership capacity of students to enable them to be confident and reflective learners prepared for a range of academic and social situations. To provide opportunities and experiences for staff to further develop a range of leadership skills.*

*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:**

- Increased opportunities for student project leadership and management including staff and students.
- More staff leading professional learning through the TEAMS approach and sharing classroom ideas.
- Evaluate assemblies program and open night program in relation to student leadership.

Products and practices	Processes	People
<p><b>Product for students</b> Plans and structures are developed to build student capacity and resilience eg wellbeing, portfolio groups, assemblies program, leadership rewards program, school service program.</p> <p>Student involvement in literacy, numeracy and social skills programs.</p> <p><b>Practice for students</b> Students are self-aware and demonstrate positive relationships, citizenship and contribute actively to the school and the community.</p>	<p>Development of supportive structures for student participation eg Assemblies, muster, TEAMS.</p> <p>Develop 'positive' letters and school regularly promotes positive experiences.</p> <p>Promote collection of school and community service hours.</p> <p>Continued links with local primary schools: social justice, GATS, child studies, literacy, work experience, sports studies etc.</p>	<p><b>Welfare team</b> review including evaluating pastoral care content and format and use website as a vehicle for parent communication.</p> <p><b>Tell Them From Me</b> team analyse data to inform future programs.</p> <p><b>Portfolio leaders</b> elect students with responsibility within teams eg Social Justice, Environment, Promotions, CAIT and Multicultural.</p> <p><b>Welfare HT review merit system and House points</b> - monitor to encourage participation.</p>
<p><b>Product for staff</b> PDP integrates opportunities for sharing and leadership development.</p> <p><b>Product for staff</b> Mentoring system devised to support teachers at all career levels.</p> <p><b>Practice for staff</b> are engaged and valued for their team and individual contribution.</p>	<p>PDP process articulated.</p> <p>PDP goals with ISMART goal which is collected and evaluated by Professional Development group.</p> <p>Executive support and monitoring plus twilight program for aspirant HTs and DPs.</p>	<p><b>Professional Learning group</b> devise schedule of learning and sharing opportunities.</p> <p><b>Principal</b> to develop Executive support and monitoring plus twilight program for aspirant HTs and Dps.</p> <p>HT LOTE/Mentor: Ongoing support for beginning teachers.</p>

**Strategic Direction 3: Building Positive cohesive and collaborative partnerships** which establish, nurture and sustain ongoing positive values and a culture of success for all stakeholders.

**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 new website and social network sites that are updated regularly
- More positive responses are recorded on Sentral than negative responses
- Tell Them from Me survey are fed back into Student Well Being plans and reflect positive and successful partnerships
- Students mapped on Literacy continuum
- External agency contributions are evaluated in the Annual Report

Products and practices	Processes	People
<p><b>Product</b> A strong and informative website and newsletters that showcases achievement and provides effective communication for parents.</p> <p><b>Practice</b> the school is recognised as responsive and supportive. Parents feel they can effectively contribute and know what happens in the school.</p>	<p>Communication strategies are shared with the community</p> <p>Plan devised for sharing positive student experiences and rewarding excellence, cooperation, group work etc</p> <p>Use of Muster to focus on school 5Ps.</p>	<p>Website development team led by <b>TAS</b>. Learning support officer posts parent information packs for all parents.</p> <p>P&amp;C meetings showcase school activities and systems, business of P&amp;C kept to P&amp;C executive.</p> <p>Welfare team</p> <p><b>Promotions team</b> to promote positive publicity</p>
<p><b>Product</b> Middle school's literacy mapping across the 2 schools- 2019.</p> <p><b>Practice</b> 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 ( 2018-2019) including cooperative workshops and classroom observations.</p>	<p><b>Literacy team and senior Executive</b> develop literacy links with Riverbank Public school and roll out to other partner primary schools</p> <p>GATS team develop GATS activities for feeder primary schools.</p>
<p><b>Product</b> Projects designed with Universities, local organisations and businesses.</p> <p><b>Practice</b> 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>Audit current links and how these are used to see areas of strength or possible areas for development.</p>	<p><b>Staff and leaders</b> establish links and devise benchmarks for progress eg practicum teachers, TAFE and University links formalised</p> <p><b>Careers Teacher</b> to start process.</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
<p>1. A faculty plan is designed to align with relevant aspects of the school plan.</p> <p>2. A professional learning plan allows for planning time and integration of aspects of engagement, innovative and effective curriculum options in senior programs.</p>	<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. Develop proformas for Preliminary and HSC monitoring folders to ensure thorough preparation of senior curriculum			Set criteria for monitoring folder				Trial criteria with Year 10 curriculum	
7. Conduct mini KLA reviews	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Devise review criteria in terms of Validation and Registration. Present to executive.	Begin review 1.	Begin review 2.	Feedback at Exec conferenced back on process of review and future directions.		Effective programs in line with Aust Curriculum and documented evidence of creative and innovative practice. Staff and student can clearly articulate their engagement levels.
8. Evaluate the use of technology and BYOD in specific subjects and share effective practices at staff and KLA meetings	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Investigation of new learning platform. (CANVAS)	Trial platform Audit of the way technology is used-survey	2 hour session on Technology SDD? Tech team make suggestions about use of technology	Share survey results at exec and planning for 2019.		Online Platform Review



<b>Evaluation</b>								
Evaluation processes and impact assessment					Survey students on use of technology in classes.	Evaluate Executive Plan to date	Professional Learning Plan evaluated	Revising plan processes for 2019-20
	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □
<b>Resources</b>								
Monitoring efficient and effective use of resources			Invite guests from NESAP Purchase learning platform for trial.		Survey written (could be added to TTFM?).			
	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □	□ □ □

## 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	
<p>1.Development of supportive structures for student participation eg Assemblies, muster, TEAMS</p> <p>2.Develop positive letters and school promotion positive experiences</p> <p>3.Promote collection of school and community service hours</p> <p>4.Continued links with primary schools – social justice, GATS, child studies, literacy, work experience, sports studies etc</p>		Year 10 portfolios established.	<p>Leadership Induction.</p> <p>Premiers Volunteering-share ideas at Year assembly.</p> <p>Promotions and CAIT teams to promote Inspired Learning motto for school.</p> <p>Leadership camp.</p>	<p>Analysis of TTFM student data and action plan after investigation of positive approaches.</p> <p>Positive letters and recognition assembly completed.</p>		Week 5 positive letters sent out.		Evaluate student portfolio teams and changes for 2019.	Recognition assembly.
	<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"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>5.PDP process articulated and PDP goals with ISMART goal which is collected and evaluated by Professional Development group.</p> <p>7.Exec support and monitoring plus twilight program for aspirant HTs DPs.</p>	WOW buddies established.	Develop PD plan to involve more teachers in TEAMS leadership.	<p>Meetings and observations.</p> <p>Plan shared with Head Teachers regular meetings scheduled.</p>					Finalisation of PDP process with evaluation.	TEAMS sharing successes at staff meeting.
	<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"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Evaluation</b>									
Evaluation processes and impact assessment								Leadership evaluation- by student leaders.	HT program evaluated.
	<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"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Resources</b>									
Monitoring efficient and effective use of resources				Camp organisation. Guest speakers.				Teams evaluation.	
	<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"/>	<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
<p>1.Communication strategies are shared with the community</p> <p>2.Plan devised for sharing positive student experiences and rewarding excellence, cooperating excellence, cooperation, group work etc</p> <p>3.Use of Muster to focus on school 5P's</p>	<p>Introduction of Tuesday Muster.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Rollout of communication policy to staff and parents.</p> <p>Set up procedures for showcasing student achievement via the school website, Facebook page and local newspapers.</p> <p>Use of Muster to promote 5Ps weekly focus.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Promotions team shares positive communication.</p> <p>New website running effectively with information updated.</p> <p>Recognition assembly formalised.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Use of student leaders in muster to promote portfolios.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Presentation Night and recognition assembly formalised.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Parents report improved and positive communication with the school.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. 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>Establish Literacy and Numeracy team.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Professional Learning on Literacy,</p> <p>Acquaint staff with current NAPLAN data.</p> <p>Introduce staff to Super 6 Comprehension Strategies and ALARM.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Parent workshop on Literacy.</p> <p>Middle School meeting to discuss student mapping.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Audit of Numeracy strategies to begin planning for 2019.</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>Executive conference and staff meeting share Literacy progress and integration.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Literacy and Numeracy Team</p> <p>Common Literacy and Numeracy strategies used in all KLA Long term to have programs across TPHS and Riverbank PS.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. Established Links with Universities, Organisations and Businesses</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>Audit of university business links/ community links.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>How we can use them.</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>
<b>Evaluation</b>								
<p>Evaluation processes and impact assessment</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>NAPLAN</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>PAC literacy and numeracy analysis</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>
<b>Resources</b>								

Monitoring efficient and effective use of resources			Meeting time with Primary colleagues	Time allocated for literacy growth				
								