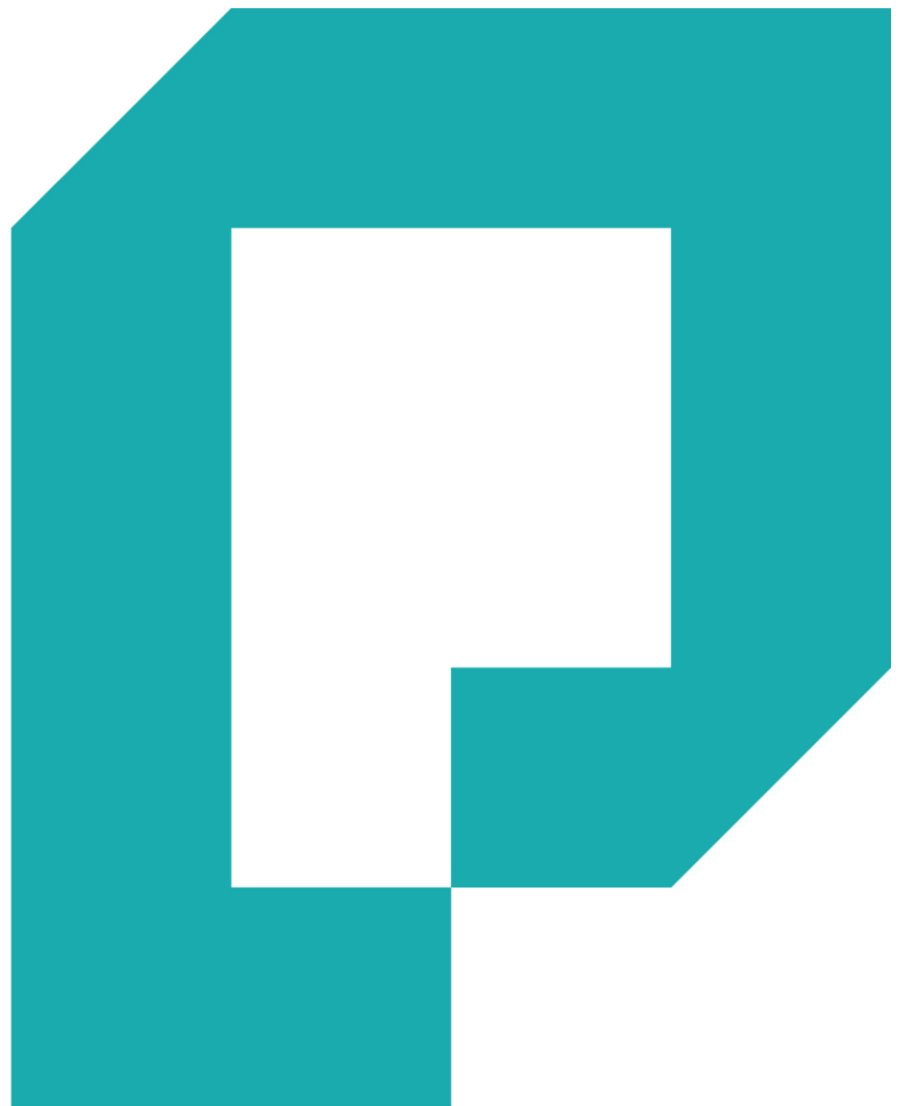


**2020 Annual Implementation Plan**  
for improving student outcomes

Prahran High School (8231)

**PRAHRAN  
HIGH  
SCHOOL**

**MAKE AN IMPACT**



Submitted for review by Nathan Chisholm (School Principal) on 02 December, 2019 at 06:56 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Emerging moving towards Evolving

<b>Enter your reflective comments</b>	<p>We are proud of the position the Foundation Prahran High School is in to step into the future with strength, solid foundation and confidence. It's difficult to reflect on this past year, with clarity, at this point, as it's been a very challenging and intense year. We are still in the midst of the work and while we are in a very good place, with solid foundations laid, we are mindful of this being the very beginning still for us.</p> <p>It has been a wonderful Foundation year and the progress our team, our students and our community have made is exceptional.</p>
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	<p>We now understand our community better than we did before. We now have some initial data which paints a more detailed picture of our school and of the diversity of our cohort of students. We are now have greater clarity to be able to plan effectively for school improvement in 2020 and beyond.</p> <p>We have more students in 2020 than we started out with in 2019, the community are responding positively and while there is such a long way to go, we're on the right track. We have done a good job to pull this community together and the leadership team and staff are clear about what needs to happen in our vital second year to consolidate.</p>
<p><b>Considerations for 2020</b></p>	<p>In 2020 we are focused on accurate induction and re-induction into our school culture. We will now build on the data and information we've collected in our Foundation year. We have recruited a new AP so in 2020 we can now refine the two AP roles for specific FISO responsibility.</p> <ol style="list-style-type: none"> <li>1. Excellence in Teaching and Learning</li> <li>2. Positive Climate for Learning</li> </ol> <p>We have also appointed a new Learning Specialist too who will have some curriculum, pedagogy and MYLNS literacy intervention responsibility. Literacy and Numeracy leaders have been nominated as part of the Lit and Num Strategy and they have begun their PD</p> <p>We know we have considerable work to do as we build a Wellbeing team for our school and really refine our structures and understandings about student management, student engagement and student wellbeing. This is a focus.</p> <p>We now know our students better and we have data. In 2020 we refine and strengthen our approach to literacy and numeracy intervention. This is a focus.</p> <p>We made the decision to migrate to Office 365/OneNote/Teams in the middle of the year due to issues with Google. I have employed two consultants to lead us through this work and the response from teachers and students has been fantastic. We are already well progressed for this technology to support our developing approach to collaborative teaching and learning. This has been significant work, a major change in direction and will continue to be very important for us into the future.</p> <p>As with everything we do at PHS, we must balance the need to do/create everything as we're a start-up school with not overwhelming our staff and staying true to clear priorities. The AIP is important to help us do this and keep us focused as we move toward a Review and development of a SSP.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Target and KIS

<b>Goal 1</b>	To consolidate and embed our unique learning culture that is based on shared values and a strong, clear vision.
<b>Target 1.1</b>	Greater than 25% of students making High Relative Growth as measured by NAPLAN Reading, Writing and Numeracy  Improvement in all variables of the Student Attitudes to School Survey from 2019 - 2020  An on-line Year 7 and 8 curriculum is developed in OneNote and reflects our approach to planning, our learning and teaching framework and our school values
<b>Key Improvement Strategy 1.ay</b> Vision, values and culture	Prioritise teacher professional learning/collaboration to embed our values in all areas of the school, including the curriculum and assessment framework, as part of the PHS Vision for Learning and our instructional model
<b>Goal 2</b>	To optimise the learning growth of every student in literacy numeracy by developing a deep and engaging curriculum, assessment and intervention model that ensures success for all students, regardless of their starting point
<b>Target 2.1</b>	25% of students achieve High Relative Growth as measured by NAPLAN in Reading, Writing and Numeracy  An on-line Year 7 and 8 curriculum is developed and reflects our approach to planning, our learning and teaching framework and our school values  Proficiency scales, pacing guides, term-based learning units, including our Make an Impact task and assessment for learning trackers are used across Year 7 and Year 8  Assessment schedule set for the school, including benchmarking, formative and summative tasks
<b>Key Improvement Strategy 2.ay</b> Curriculum planning and assessment	Implement the MYLNS initiative with a formal, evidence-based approach to literacy intervention in place along with significant professional learning time devoted to building teacher capacity to differentiate for students of all different levels
<b>Goal 3</b>	To establish a safe, positive and inclusive school environment in which students have significant voice and agency
<b>Target 3.1</b>	Students will report improved levels of student voice, agency and leadership, and will demonstrate increased agency in learning  AToSS will demonstrate improved perceptions of student agency and voice  Parent opinion survey data will reflect increased student agency and voice  A clear student leadership structure is in place and students are active participants in regular focus groups and decision-making bodies
<b>Key Improvement Strategy 3.ay</b> Empowering students and building school pride	Development of key structures to promote student voice and agency across the school (e.g. a Student School Improvement Team, leadership roles, after-school clubs)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To consolidate and embed our unique learning culture that is based on shared values and a strong, clear vision.	Yes	<p>Greater than 25% of students making High Relative Growth as measured by NAPLAN Reading, Writing and Numeracy</p> <p>Improvement in all variables of the Student Attitudes to School Survey from 2019 - 2020</p> <p>An on-line Year 7 and 8 curriculum is developed in OneNote and reflects our approach to planning, our learning and teaching framework and our school values</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Greater than 25% of students making High Relative Growth as measured by NAPLAN Reading, Writing and Numeracy</p> <p>Improvement in all variables of the Student Attitudes to School Survey from 2019 - 2020</p> <p>An on-line Year 7 and 8 curriculum is developed in OneNote and reflects our approach to planning, our learning and teaching framework and our school values</p>
To optimise the learning growth of every student in literacy numeracy by developing a deep and engaging curriculum, assessment and intervention model that ensures success for all students, regardless of their starting point	Yes	<p>25% of students achieve High Relative Growth as measured by NAPLAN in Reading, Writing and Numeracy</p> <p>An on-line Year 7 and 8 curriculum is developed and reflects our approach to planning, our learning and teaching framework and our school values</p> <p>Proficiency scales, pacing guides, term-based learning units, including our Make an Impact task and assessment for learning trackers are used across Year 7 and Year 8</p> <p>Assessment schedule set for the school, including benchmarking, formative and summative tasks</p>	<p>25% of students achieve High Relative Growth as measured by NAPLAN in Reading, Writing and Numeracy</p> <p>An on-line Year 7 and 8 curriculum is developed and reflects our approach to planning, our learning and teaching framework and our school values</p> <p>Proficiency scales, pacing guides, term-based learning units, including our Make an Impact task and assessment for learning trackers are used across Year 7 and Year 8</p> <p>Assessment schedule set for the school, including benchmarking, formative and summative tasks</p>
To establish a safe, positive and inclusive school environment in which students have significant voice and agency	Yes	<p>Students will report improved levels of student voice, agency and leadership, and will demonstrate increased agency in learning</p> <p>AToSS will demonstrate improved perceptions of student agency and voice</p> <p>Parent opinion survey data will reflect increased student agency and voice</p> <p>A clear student leadership structure is in place and students are active participants in regular focus groups and decision-making bodies</p>	<p>Students will report improved levels of student voice, agency and leadership, and will demonstrate increased agency in learning</p> <p>AToSS will demonstrate improved perceptions of student agency and voice</p> <p>Parent opinion survey data will reflect increased student agency and voice</p> <p>A clear student leadership structure is in place and students are active participants in regular focus groups and decision-making bodies</p>

<b>Goal 1</b>	To consolidate and embed our unique learning culture that is based on shared values and a strong, clear vision.	
<b>12 Month Target 1.1</b>	<p>Greater than 25% of students making High Relative Growth as measured by NAPLAN Reading, Writing and Numeracy</p> <p>Improvement in all variables of the Student Attitudes to School Survey from 2019 - 2020</p> <p>An on-line Year 7 and 8 curriculum is developed in OneNote and reflects our approach to planning, our learning and teaching framework and our school values</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Vision, values and culture	Prioritise teacher professional learning/collaboration to embed our values in all areas of the school, including the curriculum and assessment framework, as part of the PHS Vision for Learning and our instructional model	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As a start-up school, in our second year, it's vital that we consolidate and strengthen a strong learning culture that helps us work towards our foundation vision - for all students to learn and to develop the intellectual character and rigor required to make an impact on the world. Our core values – Creativity, Curiosity, Challenge and Character - provide a key starting point for this work, and for our values to become a part of the school culture we need to explore, promote, and embed these concepts across the school community.	
<b>Goal 2</b>	To optimise the learning growth of every student in literacy numeracy by developing a deep and engaging curriculum, assessment and intervention model that ensures success for all students, regardless of their starting point	
<b>12 Month Target 2.1</b>	<p>25% of students achieve High Relative Growth as measured by NAPLAN in Reading, Writing and Numeracy</p> <p>An on-line Year 7 and 8 curriculum is developed and reflects our approach to planning, our learning and teaching framework and our school values</p> <p>Proficiency scales, pacing guides, term-based learning units, including our Make an Impact task and assessment for learning trackers are used across Year 7 and Year 8</p> <p>Assessment schedule set for the school, including benchmarking, formative and summative tasks</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Implement the MYLNS initiative with a formal, evidence-based approach to literacy intervention in place along with significant professional learning time devoted to building teacher capacity to differentiate for students of all different levels	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We now understand our community better than we did before. We now have some initial data which paints a more detailed picture of our school and of the diversity of our cohort of students. We are now have greater clarity to be able to plan effectively for school improvement in 2020 and beyond. We are now better able to be more forensic with our approach to intervention and differentiation and we will do that in 2020, building off the back of the MYLNS initiative and a new LS appointment.	

<b>Goal 3</b>	To establish a safe, positive and inclusive school environment in which students have significant voice and agency	
<b>12 Month Target 3.1</b>	<p>Students will report improved levels of student voice, agency and leadership, and will demonstrate increased agency in learning</p> <p>AToSS will demonstrate improved perceptions of student agency and voice</p> <p>Parent opinion survey data will reflect increased student agency and voice</p> <p>A clear student leadership structure is in place and students are active participants in regular focus groups and decision-making bodies</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Development of key structures to promote student voice and agency across the school (e.g. a Student School Improvement Team, leadership roles, after-school clubs)	
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.	A further part of our vision is the development of a school culture grounded in a genuine sense of student voice, agency, kindness and care. It is therefore critical that we embed these values within a positive behavior framework and an approach to student management based on relationships and restorative principles. We have made an adequate beginning in 2019 but we know we have more work to do, and to refine our approach through the development of supportive frameworks in 2020. We also want to promote student voice and agency, offering students the opportunity to continue to 'co-create' their school with us. In doing so, we aim to create a safe and positive learning environment, where students and teachers have a genuine sense of agency and voice, and create an environment that is responsive to the needs of the community and where students can grow both intellectually and emotionally.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To consolidate and embed our unique learning culture that is based on shared values and a strong, clear vision.			
<b>12 Month Target 1.1</b>	<p>Greater than 25% of students making High Relative Growth as measured by NAPLAN Reading, Writing and Numeracy</p> <p>Improvement in all variables of the Student Attitudes to School Survey from 2019 - 2020</p> <p>An on-line Year 7 and 8 curriculum is developed in OneNote and reflects our approach to planning, our learning and teaching framework and our school values</p>			
<b>KIS 1</b> Vision, values and culture	Prioritise teacher professional learning/collaboration to embed our values in all areas of the school, including the curriculum and assessment framework, as part of the PHS Vision for Learning and our instructional model			
<b>Actions</b>	<p>Prioritise high-level professional learning to further develop and embed our unique vision, values and our overarching Vision for Learning</p> <p>Unpack our four key values deeply and develop a set of behaviours which sits within each for all of us</p> <p>Plan an annual professional learning approach which aims to build teacher capacity</p> <p>Plan and implement a system of classroom observations and feedback to build teacher capacity</p> <p>Employ our expert Microsoft partners to work alongside our team to further our knowledge of the technology and how we can use the Technology to support improved pedagogy</p>			
<b>Outcomes</b>	<p>Students, staff and community members can clearly articulate our PHS vision and values</p> <p>Students and staff are proficient in OneNote and MS Teams</p> <p>All staff have participated fully and enthusiastically in our structured approach to professional learning</p>			
<b>Success Indicators</b>	<p>AtoSS data</p> <p>Staff Opinion Data</p> <p>Parent Opinion Data</p> <p>Student and staff feedback as to their comfort/proficiency with the implementation of Office 365</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Prioritise high-level professional learning to further develop and embed our unique vision, values and our overarching Vision for Learning</p> <p>Unpack our four key values deeply and develop a set of behaviours which sits within each for all of us</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Plan and implement a system of classroom observations and feedback to build teacher capacity	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Employ our expert Microsoft partners to work alongside our team to further our knowledge of the technology and how we can use the Technology to support improved pedagogy	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$15,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<b>Goal 2</b>	To optimise the learning growth of every student in literacy numeracy by developing a deep and engaging curriculum, assessment and intervention model that ensures success for all students, regardless of their starting point			
<b>12 Month Target 2.1</b>	25% of students achieve High Relative Growth as measured by NAPLAN in Reading, Writing and Numeracy			



	<p>An on-line Year 7 and 8 curriculum is developed and reflects our approach to planning, our learning and teaching framework and our school values</p> <p>Proficiency scales, pacing guides, term-based learning units, including our Make an Impact task and assessment for learning trackers are used across Year 7 and Year 8</p> <p>Assessment schedule set for the school, including benchmarking, formative and summative tasks</p>			
<b>KIS 1</b> Curriculum planning and assessment	Implement the MYLNS initiative with a formal, evidence-based approach to literacy intervention in place along with significant professional learning time devoted to building teacher capacity to differentiate for students of all different levels			
<b>Actions</b>	<p>Staff to be provided with resources, exemplars, and materials that help them develop curriculum resources in line with our core principles</p> <p>Professional learning and extensive collaborative planning time to be provided to build teacher capacity</p> <p>Implementation of the MYLNS initiative with particular focus on Literacy Intervention</p> <p>Staff collaborative time to be prioritised and supported with team and leadership support</p> <p>Consolidate our approach to assessment and use of Learning Trackers to differentiate learning and ensure high-level intervention and enrichment for all students</p> <p>Develop and implement a data management system across the school to ensure teachers are making evidence-based decisions and students understand where they're at with their learning</p>			
<b>Outcomes</b>	<p>Collective responsibility for all staff to view 'our' students' rather than 'my students' is enhanced</p> <p>Strategic resourcing decisions will directly relate to building the capacity of teaching staff</p> <p>Collaborative planning time operates with a high level of trust that enables teachers to support and challenge each other</p> <p>Student learning data is used regularly and insightfully to guide planning, learning and teaching</p> <p>An evidence-based literacy intervention model has been developed and implemented - students have been identified and have been part of this program throughout the year</p>			
<b>Success Indicators</b>	<p>All teachers pro-actively participate in a range of collaborative activities, which are regularly evaluated in terms of impact on teaching.</p> <p>Data is consistently used by teachers, teaching teams and the school to drive learning and curriculum planning.</p> <p>The school has a data management system that enables teachers to readily access and use data at team, class and individual levels.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff to be provided with resources, exemplars, and materials that help them develop curriculum resources in line with our core principles Professional learning and extensive collaborative planning time to be provided to build teacher capacity Staff collaborative time to be prioritised and supported with team and leadership support	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Implementation of the MYLNS initiative with particular focus on Literacy Intervention	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a data management system across the school to ensure teachers are making evidence-based decisions and students understand where they're at with their learning.  Consolidate our approach to assessment and use of Learning Trackers to differentiate learning and ensure high-level intervention and enrichment for all students	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To establish a safe, positive and inclusive school environment in which students have significant voice and agency			

<b>12 Month Target 3.1</b>	Students will report improved levels of student voice, agency and leadership, and will demonstrate increased agency in learning AToSS will demonstrate improved perceptions of student agency and voice Parent opinion survey data will reflect increased student agency and voice A clear student leadership structure is in place and students are active participants in regular focus groups and decision-making bodies			
<b>KIS 1</b> Empowering students and building school pride	Development of key structures to promote student voice and agency across the school (e.g. a Student School Improvement Team, leadership roles, after-school clubs)			
<b>Actions</b>	Work with the current student leadership group and the whole student body to design and implement an approach./structure to student leadership for our school Formalise structures which promote student voice in planning and implementing school programs Consolidate our approach to after school clubs, building further on the successes of 2019 and seek feedback from the students as to what Life@PHS clubs they'd like to be involved with next Research, collaborate and engage with the whole staff and community to better develop structures around School Wide Positive Behaviour Support across the school. Continue to establish clear and high expectations of all students through improved, shared processes and structures Implement coaching and class observations and school visits to support the implementation of positive behaviours, expectations and consequences Two day off-site professional learning event focused on building a positive, courageous culture of kindness to underpin our approach to student management and connection - this then leads to work back at school with students and families too			
<b>Outcomes</b>	Students will report improved levels of student voice, agency and leadership, and will demonstrate increased agency in learning Student leaders are active in their school, are making a difference and have significant voice in the improvement of their school Staff will have an improved understanding of how to effectively manage student behaviour Staff, students and community report clear understanding of agreed systems and structures which are in place to support effective student management and engagement			
<b>Success Indicators</b>	AtOSS Data Staff Opinion Survey Data Parent Opinion Survey Data Qualitative data from regular student focus groups			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Work with the current student leadership group and the whole student body to design and implement an approach./structure to student leadership for our school  Formalise structures which promote student voice in planning and implementing school programs	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Consolidate our approach to after school clubs, building further on the successes of 2019 and seek feedback from the students as to what Life@PHS clubs they'd like to be involved with next	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Research, collaborate and engage with the whole staff and community to better develop structures around School Wide Positive Behaviour Support across the school.  Continue to establish clear and high expectations of all students through improved, shared processes and structures  Continue to establish clear and high expectations of all students through	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used

<p>improved, shared processes and structures</p> <p>Implement coaching and class observations and school visits to support the implementation of positive behaviours, expectations and consequences</p>				
<p>Two day off-site professional learning event focused on building a positive, courageous culture of kindness to underpin our approach to student management and connection - this then leads to work back at school with students and families too</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$30,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$10,000.00	\$3,692.20
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	\$10,000.00	\$3,692.20

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implementation of the MYLNS initiative with particular focus on Literacy Intervention	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$3,692.20
<b>Totals</b>			\$10,000.00	\$3,692.20

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Prioritise high-level professional learning to further develop and embed our unique vision, values and our overarching Vision for Learning</p> <p>Unpack our four key values deeply and develop a set of behaviours which sits within each for all of us</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Employ our expert Microsoft partners to work alongside our team to further our knowledge of the technology and how we can use the Technology to support improved pedagogy</p>	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Microsoft expert partners	<input checked="" type="checkbox"/> On-site
<p>Implementation of the MYLNS initiative with particular focus on Literacy Intervention</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
<p>Develop and implement a data management system across the school to ensure teachers are making evidence-based decisions and students understand where they're at with their learning.</p> <p>Consolidate our approach to assessment and use of Learning Trackers to differentiate learning and ensure high-level intervention and enrichment for all students</p>	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
<p>Research, collaborate and engage with the whole staff and community to better develop structures around School Wide Positive Behaviour Support across the school.</p> <p>Continue to establish clear and high expectations of all students through improved, shared processes and structures</p> <p>Continue to establish clear and high expectations of all students through improved, shared processes and structures</p>	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources SWPBS Inclusive Schools	<input checked="" type="checkbox"/> On-site

<p>Implement coaching and class observations and school visits to support the implementation of positive behaviours, expectations and consequences</p>						
<p>Two day off-site professional learning event focused on building a positive, courageous culture of kindness to underpin our approach to student management and connection - this then leads to work back at school with students and families too</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning</p>	<p><input checked="" type="checkbox"/> Whole School Pupil Free Day</p>	<p><input checked="" type="checkbox"/> External consultants John Hendry will be leading our work across two days and throughout the year</p>	<p><input checked="" type="checkbox"/> Off-site Function Centre, Chirnside Park (30/04/2020 - 01/05/2020)</p>