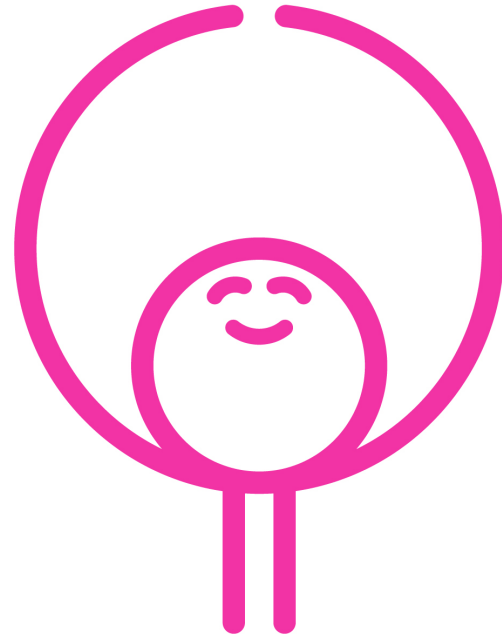


# School plan 2018-2020

Liverpool Hospital School 5556



**Liverpool  
Hospital  
School**  
Learning is wellbeing

# School background 2018–2020

## School vision statement

Liverpool Hospital School provides continuity of education by delivering learning that is transferrable to students' regular schools and/or their future. We engage in innovative, current, evidence-based teaching practices and build sustainable partnerships with neighbouring schools and industries to expose students to local careers of the future. At Liverpool Hospital School we believe learning is wellbeing.

## School context

Liverpool Hospital School is a School for Specific Purposes located in the Children's Ward of Liverpool Hospital. The school caters for students from Kindergarten to Year 12 including students with a broad range of disabilities. The purpose of the school is continuity of education whilst students are hospitalised.

Liverpool Hospital School works closely with students' home schools, staff from allied health services and families on a daily basis to provide high quality care and education. The school promotes the love of life-long learning and provides highly individualised and differentiated education.

## School planning process

Liverpool Hospital School has consulted widely with our community to contribute to the planning process of this improvement plan. We have surveyed students, parents/carers and health staff to identify our strategic directions

In term 3 2017, the school staff used the "logics modelling" process to identify school needs and areas for improvement. We networked closely with a Community of NSW Hospital Schools to share ideas and gather feedback.

On 19th March 2018, Liverpool Hospital School led a community consultation dinner to share our draft School Plan with representatives from all key stakeholders in the community: mainstream schools, Allied Health Services, Local Aboriginal Educational Consultative Group and parents/carers).

Liverpool Hospital School will continue to attend Local Aboriginal Educational Consultative Group meetings to consult with our Aboriginal community.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Accessible, Rigorous Learning

### Purpose:

To provide learning that is both accessible and rigorous for Kindergarten to Year 12 students that is transferrable to their regular school and/or future.

*SEF.2 Transitions and continuity of learning. (The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment).*

*SEF.2 Formative Assessment (Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers).*

## STRATEGIC DIRECTION 2

Current, Future-Ready Practice

### Purpose:

To increase the frequency of STEAM (Science, Technology, Engineering, Arts and Mathematics) learning through integrated curriculum delivery and connect the learning to future local career pathways in health research and technologies (based on the recommendations of the Liverpool Health, Education, Research and Innovation Precinct Committee).

*SEF.2 Professional learning (The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice).*

*SEF.2 High expectations culture (The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning).*

## STRATEGIC DIRECTION 3

Connect, Promote, Expand

### Purpose:

To raise the profile of Liverpool Hospital School in the broader community to enable valuable networking that impacts student learning and wellbeing.

*SEF.2 Community engagement (The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in schools).*

# Strategic Direction 1: Accessible, Rigorous Learning

## Purpose

To provide learning that is both accessible and rigorous for Kindergarten to Year 12 students that is transferrable to their regular school and/or future.

*SEF.2 Transitions and continuity of learning. (The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment).*

*SEF.2 Formative Assessment (Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers).*

## Improvement Measures

Individual Learning Records measure the percentage of students (including Aboriginal students) where the use of formative assessment (assessment for learning) has clearly identified individual learning needs in literacy and numeracy and informed explicit teaching.

Individual Learning Records measure the percentage of secondary students who have accessed a specialist teacher in response to their individual continuity of education needs.

Student feedback forms demonstrate an incremental increase in the proportion of students (including Aboriginal students) who can identify learning at the Hospital School that is transferrable to their regular school and/or their future.

## People

### Staff

Build capacity to implement research-based formative assessment practices to inform explicit teaching in literacy and numeracy.

### Leaders

Research, trial and evaluate systems for accessing specialist teachers in the hospital setting at short notice.

### Students

Build their capacity to self-identify learning that is transferrable to their regular school setting or their future.

## Processes

Develop formative assessment (assessment for learning) and intervention practices to identify, implement and evaluate high impact literacy and numeracy practices that meet the very individualised needs of our learners.

Establish responsive system/s to increase student access to specialist subject teachers when it is required to meet the individual learning needs of secondary students.

## Evaluation Plan

- Use the Individual Learning Record to measure the percentage of times formative assessment has identified the explicit teaching necessary to meet individual student needs.
- Use the Individual Learning Record to measure the number of times a student has been able to access a specialist subject teacher in response to their individual continuity of education needs.
- Use the student feedback form to measure the percentage of students that are able to self-identify learning that is transferrable to their regular school and/or their future.

## Practices and Products

### Practices

Formative assessment strategies identify individual learning needs in literacy and numeracy to inform explicit teaching and evaluate teaching practices.

Students self-identify learning that is transferrable to their regular school/future.

### Products

Secondary students have increased access to specialist subject teachers to enable responsive and meaningful continuity of education.

# Strategic Direction 2: Current, Future–Ready Practice

## Purpose

To increase the frequency of STEAM (Science, Technology, Engineering, Arts and Mathematics) learning through integrated curriculum delivery and connect the learning to future local career pathways in health research and technologies (based on the recommendations of the Liverpool Health, Education, Research and Innovation Precinct Committee).

*SEF.2 Professional learning (The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice).*

*SEF.2 High expectations culture (The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning).*

## Improvement Measures

Individual Learning Records capture an increase in the delivery of STEAM (Science, Technology, Engineering, Arts and Mathematics) learning from 1% to at least 20% of the total integrated curriculum delivery: (5% in 2018; 12% in 2019; and 20% in 2020).

Individual Learning Records capture an incremental increase in the delivery of lessons that expose students to future local career options through health and industry partnerships: (once a term in 2018; twice a term in 2019; and three times a term in 2020).

## People

### Staff

Build capacity to implement high quality STEAM curriculum and integrated learning.

### Leaders

- Build partnerships between school and health industries/services.
- Strategically resource the school to enable delivery of high quality STEAM curriculum.

### Community Partners

Partner with the school to provide volunteer lessons that expose students to future health/technologies career options and pathways.

## Processes

Build the capacity of staff and strategically resource the school to deliver high quality STEAM (Science, Technology, Engineering, Arts and Mathematics) learning through an integrated curriculum.

Develop partnerships between the school and health industries/services to deliver lessons that expose students to health research and technology career options.

## Evaluation Plan

- Measure the percentage of STEAM curriculum being taught in the Individual Learning Record.
- Measure the frequency of lessons delivered to promote future career options through our partnerships with health and industry in the Individual Learning Record.

## Practices and Products

### Practices

Staff deliver high quality STEAM (Science, Technology, Engineering, Arts and Mathematics) learning as part of an integrated curriculum.

Students explore future career pathways in health industries/services.

### Products

Students have access to STEAM curriculum that prepares them for future local careers.

# Strategic Direction 3: Connect, Promote, Expand

## Purpose

To raise the profile of Liverpool Hospital School in the broader community to enable valuable networking that impacts student learning and wellbeing.

*SEF.2 Community engagement (The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in schools).*

## Improvement Measures

Qualitative feedback acknowledges that the broader community (parents/carers, schools and allied health services) values the high quality educational service provided by Liverpool Hospital School.

## People

### Staff

- Collaborate with our community on a design and motto for re-branding purposes.
- Promote the high quality services of the school through an ever-increasing variety of means.
- Engage in networking opportunities to implement and promote responsive, individual student learning and wellbeing practices.

### Community Partners

Provide qualitative feedback to the school about the quality and value of our educational services.

## Processes

Re-brand and promote the school's services to the broader community through an increasing variety of channels.

Engage in networking opportunities to positively impact on responsive, individualised learning and wellbeing practices.

## Evaluation Plan

Gather qualitative feedback from parents/carers; other schools and allied health services through surveys and feedback opportunities.

## Practices and Products

### Practices

The school engages in networking that positively impacts on, and is responsive to, individual student learning and wellbeing needs.

### Products

The community values the high quality service provided by Liverpool Hospital School.

























# Strategic Direction 1: Accessible, Rigorous Learning

2018













Project Leader/s: Principal, Classroom Teacher

Off track  Implementation Delayed  On track 
















**Process 1:** Develop formative assessment (assessment for learning) and intervention practices to identify, implement and evaluate high impact literacy and numeracy practices that meet the very individualised needs of our learners.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Research evidence-based formative assessment practices.	Nil • (\$0.00)	
   END TERM 1	Attend formative assessment Professional Learning at Marsden Road Public School.	Nil	
   MID TERM 2	Add a column to the Individual Learning Record to capture formative assessment strategies in use to inform explicit individualised learning.	Nil	
   END TERM 2 <b>MID-YEAR REFLECTION</b>	The Individual learning Record will begin to capture data on the use of formative assessment to inform explicit teaching		
   MID TERM 3	Identify and trial a variety of formative assessment strategies in the classroom to inform explicit and individualised learning. Record formative assessment strategies in the Individual Learning Record.	Nil	
   END TERM 3			
   MID TERM 4	Collate data from the Individual Learning Record on percentage of times formative assessment has informed explicit and individualised learning.		
   END TERM 4 <b>ANNUAL MILESTONE</b>	By the end of 2018, the school will have data on the percentage of times formative assessment was used to inform explicit and individualised learning.		

**Process 2:** Establish responsive system/s to increase student access to specialist subject teachers when it is required to meet the individual learning needs of secondary students.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Consult the broader community on ways Liverpool Hospital School can connect secondary students with specialist teachers when needed.	Community Consultation Dinner.	
   END TERM 1			
   MID TERM 2	Include a column in the Individual Learning Record that will identify when a student needs to be connected to a specialist teacher and how this was achieved at the time.	Nil	
   END TERM 2 <b>MID-YEAR REFLECTION</b>	The school will have data on the amount of times a secondary student has needed contact with a specialist teacher and how we have problem solved to meet those needs.	Leadership time	

# Strategic Direction 1: Accessible, Rigorous Learning




2018		Project Leader/s: Principal, Classroom Teacher		Off track 	Implementation Delayed 	On track 
  	MID TERM 3					
  	END TERM 3	The school begins to identify and trial methods to connect secondary students with specialist teachers in response to individual student needs.				
  	MID TERM 4	Research the use of technology to connect secondary students to specialist teachers.				
  	END TERM 4 <b>ANNUAL MILESTONE</b>	By the end of 2018 the school will have trialed different methods to connect secondary students with specialist teachers. Staff will be able to review practices and make suggestions for 2019.				



























# Strategic Direction 2: Current, Future–Ready Practice

2018
















Project Leader/s: Principal, Classroom Teacher

Off track  Implementation Delayed  On track 













**Process 1:** Build the capacity of staff and strategically resource the school to deliver high quality STEAM (Science, Technology, Engineering, Arts and Mathematics) learning through an integrated curriculum.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Study the Science and Digital Technology curriculum and prioritise student outcomes for the hospital setting.		
   END TERM 1	Staff will attend professional learning in STEAM delivery to inform evidence based practice.	\$2000	
   MID TERM 2	Include a column in the Individual Learning Record that captures STEAM delivery.	Nil	
   END TERM 2 <b>MID-YEAR REFLECTION</b>	The Individual Learning Record will measure the percentage of STEAM delivery out of total curriculum delivery.		
   MID TERM 3	Implement and review STEAM delivery		
   END TERM 3			
   MID TERM 4	Purchase resources to allow implementation of Science and Digital Technology curriculum in the hospital setting.	\$3000 to purchase resources to deliver Science and Digital Technology curriculum. • Socio-economic background (\$3,000.00)	
   END TERM 4 <b>ANNUAL MILESTONE</b>	By the end of 2018 the Individual Learning Record will demonstrate that STEAM delivery is at least 5% of total curriculum delivery.		

**Process 2:** Develop partnerships between the school and health industries/services to deliver lessons that expose students to health research and technology career options.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2	Develop partnerships with health services and industries in our local area to deliver volunteer lessons in our classrooms.		
   END TERM 2 <b>MID-YEAR REFLECTION</b>	The school will have identified and contacted several health services and industries to invite them into our classroom.		
   MID TERM 3			




## Strategic Direction 2: Current, Future–Ready Practice

2018		Project Leader/s: Principal, Classroom Teacher		Off track 	Implementation Delayed 	On track 
  	END TERM 3	Timetable visitors to deliver health industry/service education in our classroom.				
  	MID TERM 4					
  	END TERM 4 <b>ANNUAL MILESTONE</b>	By the end of 2018 the Individual Learning Record will demonstrate that Local Health and Technology Industries have delivered lessons in the school at least once a term.				

























# Strategic Direction 3: Connect, Promote, Expand

2018






















Project Leader/s: Principal, Classroom Teacher, School Administrative Manager

Off track  Implementation Delayed  On track 

**Process 1:** Re-brand and promote the school's services to the broader community through an increasing variety of channels.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Survey community awareness of the hospital school to gather base-line data.		
   END TERM 1	Consult with our community on a new logo design and motto		
   MID TERM 2	Research the design of a new logo		
   END TERM 2 <b>MID-YEAR REFLECTION</b>	The school is gathering qualitative feedback to measure how the broader community perceives and values our work.		
   MID TERM 3			
   END TERM 3	Begin to use the new logo and motto to advertise the school to the broader community.		
   MID TERM 4	Re-survey community awareness of the hospital school to review our strategies.		
   END TERM 4 <b>ANNUAL MILESTONE</b>	By the end of 2018 the school will be able to use the new logo and motto to advertise our work to the broader community.		

**Process 2:** Engage in networking opportunities to positively impact on responsive, individualised learning and wellbeing practices.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>	Collaborative reflection on the school's new partnerships and how they are impacting learning and wellbeing for students.		
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

# Strategic Direction 3: Connect, Promote, Expand

2018		Project Leader/s: Principal, Classroom Teacher, School Administrative Manager		Off track <span style="color: red;">○</span>	Implementation Delayed <span style="color: orange;">○</span>	On track <span style="color: green;">○</span>
<span style="color: green;">○</span> <span style="color: orange;">○</span> <span style="color: red;">○</span>	<b>END TERM 4 ANNUAL MILESTONE</b>	Collaborative reflection on the school's new partnerships and how they are impacting learning and wellbeing for students. Review of practice to inform strategies for 2019.				

























# Strategic Direction 1: Accessible, Rigorous Learning

2019

























Project Leader/s: Principal, Classroom Teacher

Off track  Implementation Delayed  On track 

**Process 1:** Develop formative assessment (assessment for learning) and intervention practices to identify, implement and evaluate high impact literacy and numeracy practices that meet the very individualised needs of our learners.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			




**Process 2:** Establish responsive system/s to increase student access to specialist subject teachers when it is required to meet the individual learning needs of secondary students.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 2: Current, Future–Ready Practice

2019


Project Leader/s: Principal, Classroom Teacher

Off track  Implementation Delayed  On track 

**Process 1:** Build the capacity of staff and strategically resource the school to deliver high quality STEAM (Science, Technology, Engineering, Arts and Mathematics) learning through an integrated curriculum.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			


**Process 2:** Develop partnerships between the school and health industries/services to deliver lessons that expose students to health research and technology career options.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			



# Strategic Direction 3: Connect, Promote, Expand

2019

Project Leader/s: Principal, Classroom Teacher, School Administrative Manager

Off track  Implementation Delayed  On track 

**Process 1:** Re-brand and promote the school's services to the broader community through an increasing variety of channels.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 2:** Engage in networking opportunities to positively impact on responsive, individualised learning and wellbeing practices.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			






















# Strategic Direction 1: Accessible, Rigorous Learning

2020

















Project Leader/s: Principal, Classroom Teacher

Off track  Implementation Delayed  On track 

**Process 1:** Develop formative assessment (assessment for learning) and intervention practices to identify, implement and evaluate high impact literacy and numeracy practices that meet the very individualised needs of our learners.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 2:** Establish responsive system/s to increase student access to specialist subject teachers when it is required to meet the individual learning needs of secondary students.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			




# Strategic Direction 2: Current, Future–Ready Practice

2020







Project Leader/s: Principal, Classroom Teacher

Off track  Implementation Delayed  On track 

**Process 1:** Build the capacity of staff and strategically resource the school to deliver high quality STEAM (Science, Technology, Engineering, Arts and Mathematics) learning through an integrated curriculum.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 2:** Develop partnerships between the school and health industries/services to deliver lessons that expose students to health research and technology career options.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			








# Strategic Direction 3: Connect, Promote, Expand

2020


Project Leader/s: Principal, Classroom Teacher, School Administrative Manager

Off track  Implementation Delayed  On track 

**Process 1:** Re-brand and promote the school's services to the broader community through an increasing variety of channels.




Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 2:** Engage in networking opportunities to positively impact on responsive, individualised learning and wellbeing practices.

























Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Key funding initiatives: progress monitoring of initiatives, resources and impact






















2018

Off track  Implementation Delayed  On track 







## 1. Quality Teaching, Successful Students (QTSS)

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1	Use QTSS funding to allow teaching staff to attend dem lessons at Marsden Road Public School and Liverpool Girl's High School in Numeracy and STEAM		
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>	Review the impact of QTSS funding to achieve Strategic Directions 1,2 and 3.		
   MID TERM 3	Use QTSS funding to allow teaching staff to attend dem lessons at Marsden Road Public School and Liverpool Girl's High School in Numeracy and STEAM	• Socio-economic background (\$7,913.00)	
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>	Review the impact of QTSS funding to achieve Strategic Directions 1,2 and 3.		

## 2. Socio-economic background


Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>	Review the Strategic resourcing of the school to meet SD 1 and 2.	• Socio-economic background (\$2,124.00)	
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

# Key funding initiatives: progress monitoring of initiatives, resources and impact







2018		Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE	Review the Strategic resourcing of the school to meet SD 1 and 2.		

# Key funding initiatives: progress monitoring of initiatives, resources and impact

2019

Off track  Implementation Delayed  On track 

## 1. Quality Teaching, Successful Students (QTSS)




Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 2. Socio-economic background


Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

# Key funding initiatives: progress monitoring of initiatives, resources and impact

2020

Off track  Implementation Delayed  On track 

## 1. Quality Teaching, Successful Students (QTSS)

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			

## 2. Socio-economic background

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 <b>MID-YEAR REFLECTION</b>			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 <b>ANNUAL MILESTONE</b>			