



Pacific Pines State High Annual Implementation Plan 2020



School Improvement Priorities 2020

Improvement priority: MAKING LEARNING VISIBLE

Strategy: Implementation and embedding of Pedagogical Framework			
Actions	Targets	Timelines	Responsible Officer/s
Systematic upskilling of staff in Visible Learning Framework via in-school PD sessions (II@PP), staff & faculty meetings	Pacific Pines Signature Practices identified and consistently visible every lesson every day	By end Term 2	DP's & HODs
Embedding of explicit teaching of Cognitive Verbs and Reading skills (framework)	Cognitive verbs explicitly identified on every assessment task school wide	Every term	Jodie Lotz, Kristie Mackle, Helen McCulloch, SACs
	Reading strategies outlined in TLAP's and visible in lessons	Every unit	
Interactive classrooms – visible learning	Time in classrooms = 30% teacher talk 70% student talk/interaction	Ongoing all year	HODs, DPs, Mark Peggrem
Improvement in student learning outcomes through various targeted strategies	85% A-C for all year levels and subjects Year 7 Reading & Numeracy U2B = 25% Year 9 Reading U2B = 25% Year 9 Numeracy U2B = 28%	NAPLAN results = this year LOA targets each semester	Teachers, HODs, DP's

Strategy: Data driven decisions, practices and strategies

<i>Actions</i>	<i>Targets</i>	<i>Timelines</i>	<i>Responsible Officer/s</i>
Regular review of data sets within school – LOA, NAPLAN, attendance, behaviour etc.	Improvement in all data sets: Attendance >90% school wide Decrease in major behaviour incidents 85% A-C for all year levels and subjects	Every meeting begins with data	All staff
Teachers use data to inform teaching practices and intervention strategies within the classroom	Teachers can identify and implement appropriate strategies to support student growth (+1)	By end term 2	All teaching staff, HODs

Strategy: Whole school reading and writing framework

<i>Actions</i>	<i>Targets</i>	<i>Timelines</i>	<i>Responsible Officer/s</i>
Familiarisation of Whole School Reading Framework with staff	All staff familiar with Reading Framework	By end term 1	Kristie Mackle, Helen McCulloch, HODs
Teachers regularly implementing appropriate reading strategies into their lesson to build student capability	Reading opportunities identified in TLAPs Reading strategies actively used and visible in classrooms	By end term 2, all faculties	HODs, SACs
Creation of Whole School Writing Framework	Completed Writing Framework, ready for roll out in 2021	By end 2020	Kristie Mackle, Helen McCulloch

Strategy: Collaborative Approach to Pedagogy

<i>Actions</i>	<i>Targets</i>	<i>Timelines</i>	<i>Responsible Officer/s</i>
Clear line of sight from APDP to Instructional Coaching cycles All staff engaged in instructional improvement (reflection, practice, feedback)	Every teacher has a relevant and meaningful APDP	All teachers to complete analysis of student data for every one	HODs

	Teachers know their students and review their progress regularly, making adjustments to their own pedagogy as required	of their classes once per term. APDP's completed	
Quality assure instructional improvement process – observed pedagogical practices	HODs instructionally support each teacher	Every teacher instructionally supported once per semester	DP's, HODs
Curriculum teams work together to build capability and ensure consistency between classrooms and pedagogical practices	Consistent pedagogical practices observed during Learning Walks	Every unit	SACs, HODs

Improvement priority: Positive Behaviour for Learning (PBL)

Strategy: Student and staff well-being			
Actions	Targets	Timelines	Responsible Officer/s
Continued focus on student and staff wellbeing Continuation of staff wellbeing team Increase in Student Voice across school	SOS feedback increases: Increased staff morale = 70% Students opinion valued = 70% Improving student opinion of school from good to great = 85%	Term 3, 2020	Students, Deans, Teachers HODs Administration
Strategy: Tiered support system for behaviour			
Actions	Targets	Timelines	Responsible Officer/s
Support and intervention strategies for 3 tiers of behaviour clearly identified and implemented across the school	30% decrease in Tier 2 behaviour students Tiers within recommended percentages	By end of year	Justin Clinch, DP's
Case management approach effectively supporting Tier 3 behaviour students	Case management meetings implemented for all tier 3 students	By end term 2	Anne Walker, GO's, Justin Clinch, Phase DP's

Strategy: Explicit teaching of expected behaviours and values


Actions	Targets	Timelines	Responsible Officer/s
Vertical PBL classes are working effectively to build rapport, engagement and connections	100% student engagement in PBL lessons 98% SET results	Ongoing all year Term 2	Rachel Vickers, Justin Clinch PBL team
Focus of the Week lessons explicitly addressing and reinforcing expected behaviours and values	20% decrease in major behaviours	End of 2020	Justin Clinch, PBL team

Strategy: School wide acknowledgement system for recognising positive behaviours

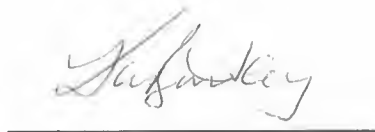
Actions	Targets	Timelines	Responsible Officer/s
Positive recognition for students through multi-levelled acknowledgement system	75% of students positively acknowledged in 2020, recorded on One School	By end of year	Justin Clinch, Deans
Positive recognition for staff	In 2020, every staff member to be publicly acknowledged for their efforts at least once	By end of year	Staff Wellbeing Team, Administration team

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal
Mark Pegrem



Assistant Regional Director
Kate Bentley



P&C Association President
Sid Cramp

