



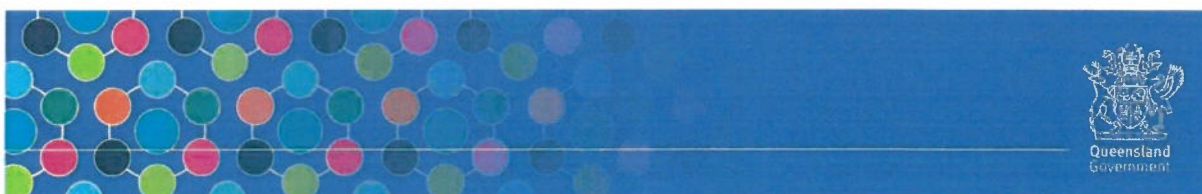
# Pacific Pines State High Annual Implementation Plan 2021



## School Improvement Priorities 2021

*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  | VL HODs                  |
|  | Reading strategies outlined in TLAP's and visible in lessons   | Every unit  |                          |
| Interactive classrooms – visible learning  | Time in classrooms =<br>30% teacher talk<br>70% student talk/interaction   | Ongoing all year  | HODs, DP's, Mark Peggrem |
| Improvement in student learning outcomes through various targeted strategies including case management, third teacher space and co construction. | 85% A-C for all year levels and subjects<br>Year 7 Reading & Numeracy U2B = 25%<br>Year 9 Reading U2B = 25%<br>Year 9 Numeracy U2B = 28% | NAPLAN results = this year<br><br>LOA targets each semester | Teachers, HODs, DP's     |



## Strategy: Data driven decisions, practices and strategies

| <b>Actions</b>  | <b>Targets</b>   | <b>Timelines</b>               | <b>Responsible Officer/s</b> |
|---|--|--------------------------------|------------------------------|
| Regular review of data sets within school – LOA, NAPLAN, attendance, behaviour etc.             | Improvement in all data sets:<br><br>Attendance >92% school wide<br><br>Decrease in major behaviour incidents<br><br>85% A-C for all year levels and subjects<br><br>50%A-B in Core 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

| <b>Actions</b>   | <b>Targets</b>  | <b>Timelines</b>   | <b>Responsible Officer/s</b>        |
|--|---|--------------------|-------------------------------------|
| Familiarisation of Whole School Reading Framework with staff   | All staff familiar with Reading Framework   | Actioned by Term 4 | Literacy committee, Bonnie Sweetser |
| Teachers regularly implementing appropriate reading strategies into their lesson to build student capability | Reading opportunities identified in TLAPs<br><br>Reading strategies actively used and visible in classrooms | Term 4             | HODs, SACs                          |
| Creation of Whole School Writing Framework   | Completed Writing Framework, ready for roll out in 2021   | By end 2021        | Bonnie Sweetser                     |

## Strategy: Collaborative Approach to Pedagogy

| <b>Actions</b>   | <b>Targets</b>                                   | <b>Timelines</b>                                  | <b>Responsible Officer/s</b> |
|--|--|---|------------------------------|
| Clear line of sight from APDP to Instructional Coaching cycles | Every teacher has a relevant and meaningful APDP | All teachers to complete analysis of student data | HODs                         |



|  |  |   |            |
|--|--|---|------------|
| All staff engaged in instructional improvement (reflection, practice, feedback)  | Teachers know their students and review their progress regularly, making adjustments to their own pedagogy as required | for every one of their classes once per term.<br><br>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  |  |                  |   |
|---|--|------------------|---|
| <b>Actions</b>  | <b>Targets</b>   | <b>Timelines</b> | <b>Responsible Officer/s</b>                                      |
| Continued focus on student and staff wellbeing<br>Continuation of staff wellbeing team<br>Increase in Student Voice across school | SOS feedback increases:<br>Increased staff morale = 70%<br><br>Students opinion valued = 70%<br><br>Improving student opinion of school from good to great = 85% | Term 3, 2020     | Students,<br>ECOs<br>Teachers<br>HODs<br>Administration           |
| Strategy: Tiered support system for behaviour   |  |                  |   |
| <b>Actions</b>  | <b>Targets</b>   | <b>Timelines</b> | <b>Responsible Officer/s</b>                                      |
| Support and intervention strategies for 3 tiers of behaviour clearly identified and implemented across the school                 | 30% decrease in Tier 2 behaviour students<br><br>Tiers within recommended percentages  | By end of year   | Justin Clinch,<br>Zach McConnell<br>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,<br>GO's, Justin Clinch, Zach McConnell<br>Phase DP's |






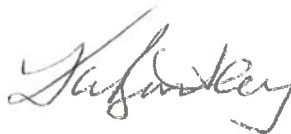
| Strategy: Explicit teaching of expected behaviours and values                                  |   |                  |  |
|--|---|------------------|--|
| <b>Actions</b>   | <b>Targets</b>  | <b>Timelines</b> | <b>Responsible Officer/s</b>                 |
| PBL classes are working effectively to build rapport, engagement and connections               | 100% student engagement in PBL lessons  | Ongoing all year | Bec Lockett<br>Justin Clinch<br>PBL team     |
|  | 98% SET results   | Term 2           |  |
| Focus of the Week lessons explicitly addressing and reinforcing expected behaviours and values | Decrease in major behaviours  | End of 2021      | Justin Clinch,<br>PBL team                   |
| Strategy: School wide acknowledgement system for recognising positive behaviours               |   |                  |  |
| <b>Actions</b>   | <b>Targets</b>  | <b>Timelines</b> | <b>Responsible Officer/s</b>                 |
| Positive recognition for students through multi-levelled acknowledgement system                | Students positively acknowledged in 2020, recorded on One School                        | By end of year   | Justin Clinch,<br>Zach McConnell<br>ECOs     |
| 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,<br>Administration team |

## Endorsement

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



Principal  
Mark Peggrem



Assistant Regional Director  
Kate Bentley



P&C Association President  
Sid Cramp

