# PBC IMPROVEMENT PLAN 2024

## Learning

**Evidence-informed planning, assessment & teaching**

## Expectations

**Consistency and equity through embedding PCL**

## Culture

**Shared commitment to an inclusive culture**

## Learning Goals – All staff will:

- Gather evidence about their students to inform planning, practice and assessment
- Collaboratively reflect on my students' outcomes.
- Actively seek and embed feedback from students, teachers and leaders.
- Embed evidence-based, differentiated and inclusive teaching practices into all classrooms.

- Effectively deliver and uphold consistent expectations to ensure PBC students are safe, respectful and successful learners.
- Meaningfully engage with PCL Committee activities.

- Establish a shared understanding of inclusion and associated attitudes, behaviours and practices within the school.
- Contribute to a sense of belonging and welcoming for the full school community.
- Value student, staff and community voice in the continual growth of our inclusive culture.

## Strategies of our Leaders

- Using the whole school data plan, develop and enact a faculty data plan to baseline data sets, inclusive of feedback and evidence-based practices.
- Unpack data sets collaboratively to understand student cohorts and their individual specific needs
- Provide access to targeted PD and resourcing to build capacity to support equity and differentiation in lesson delivery.
- Implement an approved process to plan and provide differentiated support to lift student outcomes.

- Promote, visibly enact and consistently uphold and support staff accountability to professional standards and expectations.
- Provide opportunities for staff to celebrate student achievement and support the explicit teaching of positive behaviours in all contexts, at all times.
- Drive staff engagement with professional development offered across the Essential Skills of Classroom Engagement and Managing Difficult Conversations.

- Define and communicate a shared vision of the culture needed to promote a sense of belonging for the entire PBC community
- Explore Deep Learning and ABLE; determine their potential to deliver awareness of self-identity and strength-based approaches.
- Collaboratively develop and implement an agreed model of differentiated support to provide an accessible curriculum and learning environment.
- Strengthen induction processes and follow ups for staff, students and parents
- Support, develop and promote clubs and communities in line with student interests.

## Success Criteria

- 100% of school leaders are trained in a formal observation and feedback model (classroom profiling, QTR)
- 100% of school leaders are trained in the functionality of TrackEd to be able to request specific data sets
- Faculty and/or program-based data plan, including measurable improvement targets
- Utilise class placemat and other data sets to quarterly review data
- The use of evidence-based differentiation practices as documented in TLAPs, PLPs, AARAs
- All whole-school mark book targets are achieved
- Collectively, school leaders conduct and record 30 learning walks per term

- 10% improvement in PCL-led EBS survey results that reflect behavioural expectations.
- Embed PCL bytes within our CARE curriculum and reflect these within faculty meetings, forums and assemblies.
- Utilise school-wide positive reward systems aligning with the OPTIMA Code and reflecting the focus of the PCL committee.

- 10% improvement in school culture School Opinion Survey responses
- Create and deliver a quarterly formal survey with the school community that tracks improvement in culture.
- Support, develop and promote extra-curricular activities, clubs and communities in-line with student interests.