



PBC Improvement Plan 2022



Explicit Improvement Agenda

Pedagogy Providing and communicating clear learning goals	Data & Differentiation Using strategies that appear in all types of lessons	Experience & Wellbeing Implementing rules and procedures
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Learning Goals: All staff will;

<p>Improve classroom practice by collaboratively developing proficiency scales (DA1).</p> <p>Confidently use digital pedagogies relevant to their faculty.</p> <p>Use PBC's common approaches to explicitly teach literacy and numeracy i.e. Numeracy@PBC, TTR and Write That Essay.</p>	<p>Meaningfully engage with data to improve student outcomes.</p> <p>Use strategies that appear in all types of lessons to cater for every learner in the class (DA6).</p>	<p>Value student voice.</p> <p>Improve student and staff experience and wellbeing.</p> <p>Create a school culture that promotes learning (DA8).</p>
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Strategies of our leaders;

<p>Establish and enact protocols for collegial engagement framework.</p> <p>Ensure proficiency scales align to guiding curriculum documents.</p> <p>Engage in 3 learning walks per term.</p> <p>Set faculty goals for digital pedagogies.</p> <p>Promote common approaches and language in relevant subject areas to literacy and numeracy.</p>	<p>Facilitate regular and timely collaboration by staff to analyse data.</p> <p>Lead meetings with a framework for analysis and sharing, such as Selena Fisk's 10 Steps.</p> <p>Consistently align to the school's Data Literacy Framework.</p> <p>Develop staff capacity to support diversity with access to professional learning and resourcing.</p>	<p>Provide a range of opportunities for staff and student agency, experience and leadership.</p> <p>Support and encourage all students to engage with CARE and positive intervention programs.</p> <p>Lead a consistent approach to awarding effort and behaviour grades.</p> <p>Engage staff in developing PBL and ESCM.</p>
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Success Criteria (how learning goals are demonstrated by staff and students)

<ul style="list-style-type: none"> ☑ Proficiency scales displayed in classrooms, TLAPs or lesson resources ☑ Training participation in our common approaches ☑ Response to feedback from collegial engagement ☑ Learning Walk discussion ☑ Common language and approach in TLAPs and listed in general capabilities ☑ Master Online Learning Platform 	<ul style="list-style-type: none"> ☑ Meeting agendas ☑ Action research cycles, PLT's ☑ Informal and formal assessment in TLAPs (DA2) ☑ Assessment results ☑ Differentiation evidence, such as PLPs, in lesson design and delivery ☑ AARAs completed as needed ☑ Class placemats using NCCD data 	<ul style="list-style-type: none"> ☑ PERMAH engagement results of ≥ 9 for all students. ☑ 100% teachers classroom profiled ☑ 85% of students achieve a very good or above in behaviour and effort ☑ Calendared and supported positive intervention programs ☑ Consider student feedback as a regular and targeted practice ☑ Student Opinion Survey Results
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