



2025 ANNUAL IMPROVEMENT PLAN

Inclusion

Deliver on a Collaboratively Developed School Wide Vision for Inclusion and Model of Support for Diverse Learners

Pedagogy

Develop a Whole-School Approach to Pedagogy Aligned with Effective Teaching Practices

Culture

Foster a Consistent and Positive School Wide Culture for Learning

Learning Goals - All Staff Will:

- Enact the school's vision for inclusion;
- PBC will be a welcoming community of learners, who respond to diverse needs, deliver accessible curriculum and support effective educational transitions.
- Access the teacher support 'Enhance My Practice' link as required
- Follow guidelines for accessible assessment.

- Develop a Shared Understanding of the Whole School Approach to Pedagogy.
- Enact Whole School Approach to Pedagogy as appropriate in their classroom.
- Collegially engage in purposeful coaching opportunities, classroom observations and feedback loops to enhance pedagogical practices.

- Consistently apply the Standardised Student Behaviour Expectations.
- Consistently utilise the agreed school referral systems for student disengagement.
- Deliver the Targeted CARE Program.

Strategies Of Our Leaders

- Collaboratively develop and publish principles of accessible assessment at PBC.
- Research, develop and trial a universal task sheet that is accessible to all students Years 7-10.
- Develop and enact focused and intensive intervention strategies.

- Actively participate in the audit of pedagogies at PBC and the building of a whole school approach to pedagogy.
- Engage in professional development to become competent and confident in the delivery of the whole school approach and the associated language.
- Collaboratively identify faculty specific pedagogical approaches; lead and observe teams in the enacting of this.

- Collaboratively develop, embed and quality assure key universal expectations.
- Promote a positive and collegial staff culture, coaching individuals with concerns to seek appropriate support.
- Promote, engage with and contribute to CARE to ensure the program is relevant, responsive to emerging needs and evidence-based.

- Coach and mentor staff to identify, refer and access necessary supports through the 'Enhance my practice' Link.
- Utilise relevant teams to deliver purposeful PD and coaching to faculties and individual staff.
- Strategically enact the collegial engagement strategies to enhance pedagogical practices.

Success Criteria

- 10% increase in agreement across all stakeholders with SOS questions relating to teaching & learning, management of behaviour and safety/wellbeing at school.
- 85% of SWD and First Nations students achieve \geq C LOA in English and Mathematics.
- Every student attend \geq 92% of the time.
- Publish a school-wide approach to pedagogy, developed in consultation with all staff by end of Semester 1.
- Each faculty produces a tailored implementation plan informed by the school-wide pedagogical approach.
- By the end of 2025, each faculty will have trialled an accessible assessment item.
- 100% of teaching staff access teacher support self-referrals and report that services enhanced their professional learning.
- Growth in staff confidence in delivering on key elements of the AIP, as evidenced through PD survey outcomes.
- 10% decrease in major behaviour incidents recorded on OneSchool.
- 100% of CARE classes are observed to enact the CARE curriculum as intended.