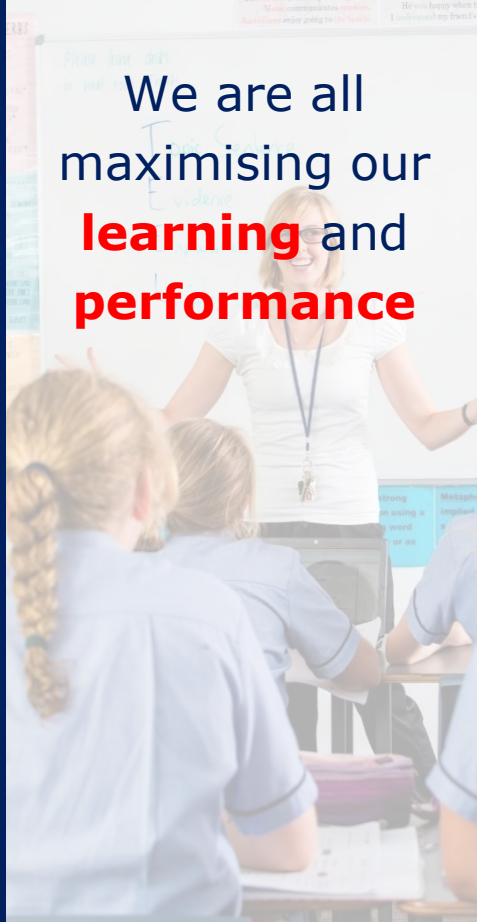



2018 PBC IMPROVEMENT PLAN



Priorities	Explicit Improvement Agendas	Strategies	Success Criteria	Targeted Teacher Behaviour
 <p>We are all maximising our learning and performance</p>	<p>Pedagogical Practices</p> <p>Use coaching and feedback models to quality assure a core approach to pedagogical practices.</p> <p>Led by Principal of Middle School</p>	<ul style="list-style-type: none"> Embed ASOT as the school wide pedagogical framework Develop PBC signature practices centred on ASoT Comprehensively develop capability within the following areas: <ul style="list-style-type: none"> - Literacy - Numeracy - Positive Behaviour Collaboratively develop a coaching and feedback model Effectively implement a coaching and feedback model that engages all teachers 	<ul style="list-style-type: none"> Learning Goals and Learning Objectives are visible for all lessons and units Coaching and feedback model is developed and integrated into PBC Pedagogical Framework 100% of teachers receive written feedback on their pedagogical practice 100% teachers attend professional learning in the relevant key areas 15% teachers undertake coaching with specialist 25% teachers engage in peer coaching or co-teaching 	<ul style="list-style-type: none"> I display the clear Learning Goals for the unit of work and create Learning Objectives in my classroom every lesson I am open to feedback and reflective in my pedagogical practice I track short term and long term progress against the learning goals and share with my students I have a planned approach to celebrating success with my classes I am working on my understanding of the school's approaches to literacy, numeracy and positive behaviour
	<p>Preparing for SATE:</p> <p>Develop opportunities for students at PBC to achieve nothing but their best under the new senior system.</p> <p>Led by Principal of Senior School</p>	<ul style="list-style-type: none"> Review and refine school organisation and systems including timetabling structure and HR strategy Review and refine curriculum programing and delivery including assessment practices Teacher capability is prioritised to enable a highly skilled and prepared workforce. Develop systems that support students to be prepared for the new system Develop a school wide communication plan for parents and the community. 	<ul style="list-style-type: none"> 2019 timetable draft developed by end of Semester 1. All Year 10 General Courses implement an unseen exam with attached Instrument Specific Marking Guide (ISMG) All MS core subjects will include an unseen assessment item with an appropriate ISMG All Senior School Staff participate in the QCAA preparation workshops and are trained as an endorser, confirmer or assessor. Finalise the study skills implementation plan by the end of Semester 1 Implement a renewed SETPlan process for the 2019 Year 11 cohort. Host a Year 10 parent information evening in Term 1, 2018. 	<ul style="list-style-type: none"> I access PD and support to build my capability. I am engaging with changing assessment and moderation practices as needed for unseen exams and the use of ISMG's. I embed study skills into my classroom practices I am developing an awareness of changes with SATE and SETPlanning and will provide appropriate advice to students and parents
 <p>We are all building a relational culture</p>	<p>Whole School:</p> <p>House and CARE</p> <p>Build a culture that supports holistic student in order to make the students feel more connected to the school.</p> <p>Led by Deputy Principal Senior School</p>	<ul style="list-style-type: none"> Consolidate the implementation of the House & CARE system Align positive education with social and emotional wellbeing requirements Increase opportunities for students to participate in extracurricular activities Develop the leadership skills of students and encourage active voice 	<ul style="list-style-type: none"> 100% of students participate in at least 1 extracurricular CARE activity in the year Decrease of 20% in students signing in late 80% of students achieve B or above in 5 or more subjects for effort 85% of students achieve B or above in 5 or more subjects for behaviour Increase across all relevant categories of the student and parent opinion survey 	<ul style="list-style-type: none"> I integrate CARE key concepts where relevant in my classroom. I focus on building relationships with students. As a CARE teacher I engage with the CARE curriculum I monitor individual class attendance. I liaise with CARE teachers in relation to their individual students when needed. I encourage participation in CARE and House initiatives
	<p>Whole School:</p> <p>Parent and Community Engagement</p> <p>Build cross partnerships with students' homes, other schools and organisations in order to provide meaningful educations and vocational opportunities.</p> <p>Led by Executive Principal</p>	<ul style="list-style-type: none"> Continue to leverage mutually beneficial community and business partnerships through PBC Alliance & GCS Chamber of Commerce Enhance existing links with Southern Cross University to improve educational opportunities for students both at school and in preparation for tertiary education Promote and engage with Southern Collegiate opportunities Utilisation of social and direct media platforms to engage parents and the wider community in improving educational outcomes for students 	<ul style="list-style-type: none"> Increase across all categories in the parents' school opinion survey. 2% increase in attendance. Increase in parent and community engagement with the school direct and social media platforms. Increase in the in-kind, financial and pathways, contributions to PBC through the PBC Alliance. 	<ul style="list-style-type: none"> I contact parents when appropriate to update them on specific students work engagement and learning. I attend school functions where appropriate and interact with the parent community. I am working on my understanding of DayMap as a tool to communicate with parents and students from 2018 and beyond. I utilise the PBC and local community to support student learning.