



PINE RIVERS STATE HIGH SCHOOL

"By different ways to excellence"

Annual Implementation Plan

2018



2018 Annual Implementation Plan

Overview

In 2018, Pine Rivers State High School will consolidate our work in pursuing “Deep Learning” as part of the global New Pedagogies for Deep Learning (NPDL) project. The school strategic plan outlines three key objectives for the next four-year strategic cycle:

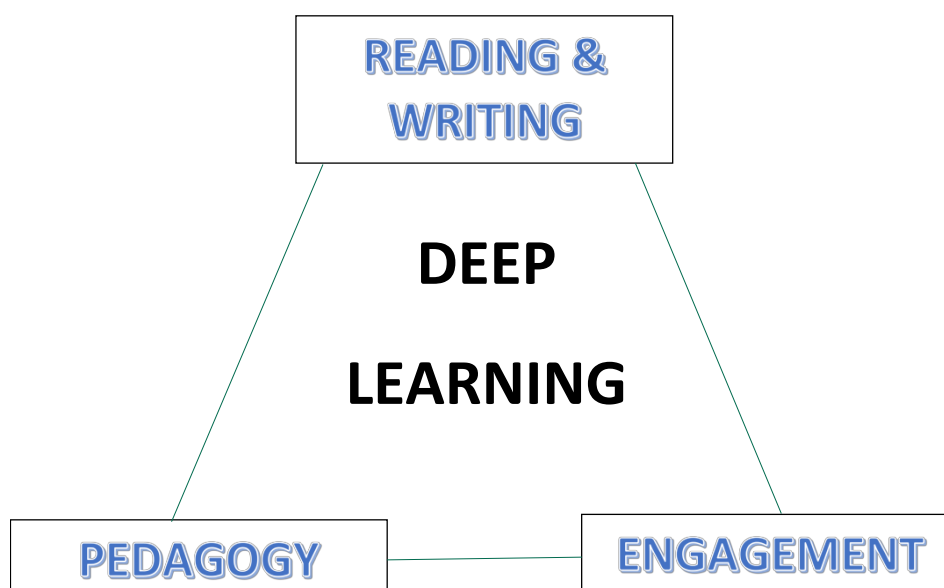
- ASoT – embedding the pedagogical framework of “The New Art & Science of Teaching” (ASoT)
- Reading & Writing – improving literacy standards across the school
- Deep Learning – transforming teaching and learning through the implementation of deep learning projects that allow students and teachers to explore topics and contents in a richer and deeper way through new pedagogies, often leveraging digital to solve problems.

These three key objectives will be actioned through the 2018 school Annual Implementation Plan which informs faculty plans and teacher planning and professional development. In 2018, Pine Rivers State High School will explicitly target **three key elements** of the strategic plan as a focus for school improvement. These three elements are:

- **Pedagogy**
- **Reading & Writing**
- **Engagement**

Deep Learning will continue to be a focus across classrooms, with teachers developing units of work around the philosophies of Deep Learning. The three explicit focus elements for 2018 will support the work being done in classrooms by enhancing teacher practice and pedagogy, engaging students in the learning process, and developing reading and writing skills of students that are vital for successful learners.

Our 2018 school-wide focus





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Five Pillars of Excellence

Pine Rivers State High School recognises that great teachers utilise a range of strategies to enhance their teaching and improve student outcomes. We recognise the Five Pillars of Excellence as a framework to focus planning, implementation and review of a range of processes and practices across the school. The five pillars of excellence are:

- Positive relationships
- Pedagogy
- Feedback
- Growth & Development
- Collegiality

The following pages of this annual implementation plan will outline in more detail the strategies, actions and observable evidence of the work in the three explicit focus areas. Each of the elements has been aligned to the five pillars to provide a common language and focus for future development.

Specific school targets for 2018

Data Set	Target
NMS Reading	>95%
NMS Writing	>80%
NMS Numeracy	100%
U2B Reading	>20%
U2B Writing	>15%
U2B Numeracy	>25%
Attendance	>90%
QCE Attainment	100%
OP 1 to 15	>80%
School Disciplinary Absences	< 175 pa
BYOD uptake	>90%

ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Mr Michael Rogers
Principal

01 / 03 /2018

Evanthia Smith
P and C President

01 / 03 /2018



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2018 AIP - PEDAGOGY

	Strategies	Evidence
<p>Positive Relations ASOT Domain 1 Design Area 8 & 9</p> <p><i>(Building strong respectful relationships)</i></p>	<p>Maintain the focus of Design Area 8 (Implementing Rules and Procedures) & Design Area 9 (Building Relationships) through the schools use of Essential Skills for Classroom Management (ESCM)</p>	<p>75% of staff are profiled in 2018</p>
<p>Teaching and Learning ASOT Domain 1 Design Area 2,7 & 10 Domain 2</p> <p><i>(Embedding pedagogical practices that reflect the needs of the students, encourage the effective use of technology and increase student engagement)</i></p>	<p>Develop capacity of the Leadership team through ASOT focused Leadership meetings, Growth Coaching training and ASOT observations</p> <p>ASOT Domain 1 Focus for Semester 1</p> <ul style="list-style-type: none"> Design Area 2 Assessment and Feedback <p>Focus for semester 2</p> <ul style="list-style-type: none"> Design Area 7 – Engagement Design Area 10 – High Expectations including Planning for students with Special Educational needs. <p>Continued focus on Domain 2</p> <ul style="list-style-type: none"> Planning IT specific practices <ul style="list-style-type: none"> Lesson Plan Templates at focus on Engagement and High Expectations through establishing relationships with students 	<p>At Leadership Retreat and meetings all HODs will have both group and individual Growth Coaching (Semester 1)</p> <p>HODs will use the growth coaching modelled to have their observation pre and post discussions with teachers.</p> <p>Teaching staff will use the growth coaching model to have feedback discussion with students</p> <p>Students will be able to articulate their areas they need to focus on to improve their LOA.</p> <p>HODs will run ‘cognitive verb’ PL during staff meeting</p> <p>Establishing a Toolbox of strategies that will improve engagement, set high expectations and increase the range of informal assessment used in classes.</p> <p>50% of teaching staff can evidence one example of digital learning experiences at the modification level in line with the SAMR Model in semester 2</p> <p>Lesson Plan Placemat available End of Term 1</p> <p>Behaviour data reflects increased engagement</p>



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		Client Opinion Survey data improvement
<p>Feedback ASOT Domain 1 Design Area 2</p> <p><i>(Build feedback practices through the capacity building of staff and students in growth coaching conversations and growth mindset)</i></p>	<p>Coaching and growth conversation training for all Leadership Team in Semester 1 2018 (group and individual training).</p> <p>Feedback to be a focus in Twilight and SFD sessions</p> <p>Coaching conversations in follow-up and feedback from ASOT observations</p> <p>Coaching training to all staff at Twilight session in semester 2.</p> <p>Staff to reflect these conversations in their feedback conversations to students</p>	<p>Feedback is a growth conversation for both staff and then students</p> <p>Growth mindset is reflected in the feedback</p>
<p>Growth and Development ASOT Domain 3</p> <p><i>(Shift practices through the capacity building of staff and students)</i></p>	<p>SMART goals formulated individually with the support of their mentors to reflect the domain, design area and elements of ASOT.</p> <p>PLC and Drop in reflect the areas that the staff wish to focus on</p>	<p>100% complete all THREE phases of the GPD Process</p> <p>The common language of ASOT started to be reflected in SMART goals, mentor/mentee conversations and collegial engagement feedback conversations</p> <p>Mentors will use this model with the mentor meetings</p>
<p>Collegiality ASOT Domain 4</p> <p><i>(Working together to ensure best practice to improve student outcomes)</i></p>	<p>ASot Observations by a member of the Leadership team that focuses on a Domain/Design Area/Element/s of the teacher’s choice with Growth conversations in follow-up and feedback from ASOT observations</p> <p>Growth coaching training to all staff at Twilight session in semester 2.</p> <p>Supporting pedagogical diversity through PLCs & Drop ins</p>	<p>Use of ASOT language in the staff member’s GPD, Observation request sheet</p> <p>Growth conversation between the observer and staff member 90% of staff to have at least TWO growth conversation focusing on an ASOT element of their choice in 2018.</p> <p>Growth conversations used with students to improve their ability to identify areas of growth to focus on and practices that will support this growth.</p> <p>ASOT champions identified and willing to have staff visit their classes</p>



2018 AIP - Targeted Literacy & Numeracy Interventions

	Strategies	Evidence
Teaching and Learning (Build precision in pedagogy accelerated by digital)	<ul style="list-style-type: none"> Collaboratively develop consistent, evidence based processes to identify and communicate student reading and writing skills including strengths and gaps to their classroom teachers Identify appropriate datasets to measure student literacy and numeracy progress, communicate these with staff and gather evidence of their use within classrooms Establish and school wide approach for the teaching of Writing and Reading 	<ul style="list-style-type: none"> Establish the data collection tools to identify student reading and writing skills with HOD English, LC staff, Jnr Sec HOD, DP by the end of term 1 Identify the datasets to be used within TrackED to communicate individual student skills effectively with teachers by the end of term 1 English teachers can articulate the reading and writing skills of the students in their classes and explain the targeted strategies for each students future development by the end of semester 2 Collaboratively establish a whole school approach to the teaching of writing by the end of semester 1 Create explicit strategies for teachers to use across the range of curriculum areas and provide teachers with the professional development required to implement within their classrooms
Feedback (Establish clarity of deep learning goals)	<ul style="list-style-type: none"> NAPLAN marking schemes are understood especially the explicitness of the criteria and how this applies to targeted student feedback 	<ul style="list-style-type: none"> Continue engaging staff with NAPLAN tests and the marking criteria to improve teachers understanding and increase integration of NAPLAN style questions in classes (completed by end of 2018)
Growth and Development (Shift practices through the capacity building of staff and students)	<ul style="list-style-type: none"> Targeted intervention strategies are developed and in place for the range of student needs across the cohort e.g. U2B streamed English classes, LFL and below NMS LFX and Focus classes 	<ul style="list-style-type: none"> Established evidence based processes established for the identification of students requiring intervention (either U2B or <NMS) by end of term 1 Diagnostic tools identified and in place to track student progress and measure effectiveness of semester 2 Review of processes conducted throughout semester 2 to confirm tools selected and allow time to refine before 2019
Collegiality	<ul style="list-style-type: none"> Collaboratively develop the processes and expectations of the use of data-sets/cycles to HODs, teachers and students to create consistency of practice and ensure staff engagement 	<ul style="list-style-type: none"> Updated school data plan with explicit advice as to the timing and use of datasets by the end of March Communication of updated data plan to all HODs and teachers during term 2 for implementation during semester 2.



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2018 AIP – STUDENT ENGAGEMENT

	Strategies	Evidence
Positive Relations	<ul style="list-style-type: none"> • Building ongoing community working relationships to enhance school support delivery. • Building positive and productive relationships between Student Engagement Hub and wider school staff / parents and community. • Student Engagement HOD and GO’s visible at Parades / Year level assemblies. • Proactively engaging with disengaged students and families. • Guide student leaders to reinvigorate positive school culture through finalisation and promotion of ‘Five Pillar of Excellence’ for students 	<ul style="list-style-type: none"> • Increased external service engagement • Increased targeted parental engagement. • Indigenous support services profile recognised across the school setting • Un-explained attendance decrease to 10% from 40%. • School Opinion Survey • Staff contact - Referrals, emails, meeting minutes • Student contact – retrievals, assembly agendas • Parent contact – emails and phone calls logged in OneSchool • Students/staff engaging in five pillar language-assemblies, inclusion in diary 2019, classroom posters
Teaching and Learning (Build precision in pedagogy accelerated by digital)	<ul style="list-style-type: none"> • Provision of improved student service model and processes that allow teaching staff to confidently focus on, curriculum, differentiation and pedagogy. • Building capacity in staff around professional boundaries and creating positive working relationships with students based within a learning context. • Explicit teaching of expected behaviour <ul style="list-style-type: none"> ○ Redefine student and staff behaviour Matrix / curriculum. ○ Analyse OneSchool data to identify trends (big five) ○ Analyse retrieval data to inform practises ○ Create behaviour focus sequence accelerated by digital technologies in collaboration with students. • Accessing regional funds to support the educational access and retention of students: <ul style="list-style-type: none"> ○ Who identify as ATSI ○ Mental Health and Wellbeing difficulties ○ Out of Home Care Students 	<ul style="list-style-type: none"> • Staff Opinion Survey • Hub Staff & student survey • Increased student attendance (ATSI goal 85%; Whole school goal 95%) • Decreased individual subject truancy • Staff following processes re referrals • Clean data entry • Targeted whole school behaviour foci • Reduction in OneSchool behaviour incidents • Retrieval data- repeats, progress tracking and feedback • Mental Health Funding applications • ESFP funding applications • QATSIF scholarships • Flowcharts • Updated matrix publically displayed

Feedback

(Establish clarity of deep learning goals)

- School-wide behaviour Reward Program
 - Audit existing programs
 - Build team around positive behaviour
 - Develop school-wide recognition system with input and feedback from staff, students and parents
 - Gather feedback and data on any programs enacted
 - Process around recording positives in OneSchool (faculty competition?)
 - Gather feedback and data on HUB progress to inform practises
 - Personalised goal tracker (Academic / Social and behavioural)
 - Refine SAIN recording and follow up processes
 - IBSP, SEL plans, ISSP
 - Collect and analyse data to determine student who are at risk of disengagement
 - Discuss and target intervention with SAIN team.
 - Support Plans developed and monitored with key stakeholders. If a student is identified to be
 - Tier 2, ‘case managed’ with an IBSP
 - Tier 3, DIP
 - Data collection and sharing with staff to inform their practice and pedagogy.
- Increased in Positive incidents recorded in OneSchool from 80 to 300
 - 80% staff and student engaged and value reward program (Audit)
 - Survey staff and students to gain feedback on HUB processes and practices
 - Individual support plans and outcomes communicated and reviewed by all parties.
 - Mapping Personal and social growth by staff assessment and Student / Self-assessment using Acara in Hub intervention
 - Number of students on DIP and IBSP
 - Number of students who worked their way off DIP and IBSP
 - Feedback through email and staff meetings

Growth and Development

(Shift practices through the capacity building of staff and students)

- Support differentiated approach to behaviour management through the facilitation of ABC functional behaviour training from Engagement Hub staff.
 - Consistent Student Services messages from year 7-12 reflecting wider School Wellbeing Framework goals.
 - Alignment of student wellbeing activities across the school providing purpose and place within the curricular context.
 - Consistency of practice regarding behavioural processes
 - Re-development of Behaviour Flow Chart
 - Entering incidents in one school
 - Defining behaviour categories
 - Buddy Class OneSchool data capture
 - Invigorate student Leadership program
 - Focus on internal co-ordinator role descriptions and tasks.
 - Define the purpose statements of the student leadership roles.
 - GO+ led case management professional development model.
 - Creation of Student Engagement Hub Intranet
 - supporting clear, stepped intervention options for Hub Staff
 - Staff / Student access to FAQ
 - Professional development including; NVCIT, CBT, IBSP
- Quality of HUB intervention plans will improve and be more specific.
 - Motivation included in OneSchool incident records
 - Period truancy reduction
 - Reduction in Buddy class referrals
 - OneSchool targets
 - Daily incidents from 24 to 12
 - School opinion Survey
 - Observed staff focus from animosity to curiosity as measured by the language of referrals
 - Form / YLC / Character staff feedback re: students knowing the wellbeing framework goals
 - Form / YLC / Character Staff feedback.
 - Increased profile of student leadership within the school and wider community
 - Buddy class referral tracker
 - Working smarter matrix
 - Contact with teachers in developing IBSP



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Collegiality

- Celebrate staff success
 - Data sharing
 - Student thank you process
 - Staff ‘gotcha’
 - Staff member of the week perpetual process
 - Staff thank-you cards
- Sharing good practice and providing opportunities for all student services staff to grow and lead projects in their field of interest that align with wider school planning and goals.
- Whole school sharing of best practices supporting student engagement with a focus on behaviour.
- Development of a working party to review and improve School Behaviour Practices and Policies
- Collegial framework of student services to encompass all non-curricular student services, enhancing SAIN and student service management and provision
- Marketing team of student and staff specifically for Student Engagement Hub
- Positive behaviour team collegially develop:
 - Team norms
 - Vision and mission statement
 - Team roles
- Staff Welfare focus
 - Recognise and celebrate staff engagement with processes
 - Distribute EQ Staff Wellbeing Flyer
 - Investigate Staff Wellbeing programs
- School Opinion Survey
- Staff feedback / HUB survey – whole school and departmental
- Positive Behaviour team minutes (meet the team video)
- Staff sharing at meetings
- Multitier approach to celebrating staff success



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2018 AIP – DEEP LEARNING

	Strategies	Evidence
<p>Positive Relations DQ 7 – Engagement DQ 9 - Relationships</p>	<ul style="list-style-type: none"> • Form teachers working as learning coaches for their students • Promote opportunities to better engage whole school community with & through projects: <ul style="list-style-type: none"> ○ Building industry & University partnerships ○ Building interschool partnerships, focusing on feeder Primary schools & NPDL sister schools ○ Focus on the construction of authentic audience & measuring tools 	<ul style="list-style-type: none"> • Data placemats, LIPs, TrackEd conversations – 90% of teachers • 85% of projects engage industry partnerships throughout the design process of the task • 75% of projects liaise with other NPDL schools throughout the project (ie: pre-moderation / moderation meetings, assessment panels, audience) • Project / inquiry based partnership programs in at least 3 feeder Primary / sister schools • Engagement of a tertiary institution as research partner
<p>Teaching and Learning (Build precision in pedagogy accelerated by digital) DQ 4 – Practising and Deepening Lessons DQ 5 – Knowledge Application Lessons</p>	<ul style="list-style-type: none"> • Students develop deep learning competencies through their engagement – as active learners • Emphasis on project based & enquiry based learning, with a shift of focus from the unit topic to studying the global impact of a topic: <ul style="list-style-type: none"> ○ NPDL action group, PLCs, Drop in sessions, twilight sessions & faculty meetings ○ “Learning for Life” (L4L) program ○ ASoT • Identify U2B / below U2B students, (M/S/E/H) – targeted specific strategies to maintain / move A-C • Expand focus on leveraging digital: <ul style="list-style-type: none"> ○ PLC, On-line / recorded / Drop in sessions ○ Collegial engagement to enhance pedagogical practice with technology to modification level (SAMR) ○ 3D design & virtual creation of models 	<ul style="list-style-type: none"> • Student surveys – improvement >50% • 85% of teaching staff can evidence project based or enquiry based strategies through curriculum or L4L once per term – (term 2 onwards) • A-C & NAPLAN data meeting I4S targets • 100% of teaching staff can evidence one example of digital technology used to enhance & deepen learning • All staff using OneNote for L4L, with all L4L units written & retained in OneNote
<p>Feedback (Establish clarity of deep learning goals) DQ 1 – Providing and Communicating Clear Learning Goals DQ 2 - Assessment</p>	<ul style="list-style-type: none"> • Explicitly teach giving and receiving feedback as an essential tool in the learning cycle • Implement a systematic feedback design process, incorporating moderation & reviews <ul style="list-style-type: none"> ○ feedback on the L4L program from stakeholders • Establish a systematic approach for evaluating progress & success in: • Moving students up the learning progressions / moving students into U2B bands • Building student awareness of specific strategies for improvement • Building teacher capability in NPDL 	<ul style="list-style-type: none"> • Uniform feedback & design process being implemented across all NPDL units of work <ul style="list-style-type: none"> ○ Review & findings used to refine program twice yearly • 85% NPDL unit teachers using NPDL Student Level learning progressions & Teacher Self-Assessment tool • Ignite program student profiles & reflection sheets established



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		to track development of the 6Cs
<p>Growth and Development <i>(Shift practices through the capacity building of staff and students)</i></p>	<ul style="list-style-type: none"> • Further develop the 6 Deep Learning competencies across all year levels – L4L, IGNITE & subject based projects • Develop capacity of middle management, Action Group members & identified staff • Identification of teachers using successful Deep Learning strategies & providing quality feedback to students to guide the development of other teachers 	<ul style="list-style-type: none"> • Develop Deep Learning competency rubrics contextualised to PRSHS • 100% students & teachers engaged in whole of school L4L program • 90% of teachers indicate they understand the 6Cs& their dimensions • 90% teachers using NPDL vocab & / learning progression rubrics with students • No-tosh & other identified PL & school visits – DPs, HODs & Ignite teachers
<p>Collegiality</p>	<ul style="list-style-type: none"> • Representative from each faculty involved in the NPDL action group • Targeted NPDL cluster group meetings • Collaborative projects with local feeder / sister Primary schools • Staff collaboration to further develop & refine programs & resources 	<ul style="list-style-type: none"> • One Southern NPDL cluster meeting for teachers per Term • Combined NPDL cluster unit developed & successfully implemented • Collaborative “Water based” or IEARN project completed with Primary / Sister school/s



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OUR FIVE PILLARS OF EXCELLENCE

TEACHERS:



**BUILD POSITIVE
RELATIONSHIPS WITH
THEIR STUDENTS**
(STANDARDS 1, 3, 4)

Research shows that students engage with the subject matter or the subject teacher, but often with both. Engagement is the key factor in achieving quality student outcomes. Excellent teachers know how to, and take responsibility for, the engagement of every child in their classes. They acknowledge that if a student is not learning in their classroom they must select different strategies to re-engage that student.

Excellent teachers model our expectations around Respect, Pride, Effort and Safety at all times. Firm, fair and consistent practices are the key to building effective relationships. Excellent teachers at Pine Rivers SHS embed the Essential *Skills for Classroom Management (ESCM)* in their daily practice to create positive and supportive learning environments.

Excellent teachers encourage positive student behaviour by focussing on the desirable actions of the student rather than the negative behaviours of the individual. By engaging in our *Learning for Life (L4L)* program and extra-curricular activities with students, teachers are often seen in a more positive light which can be transferred by students into the classroom.



**USE A DIVERSE RANGE
OF PEDAGOGICAL
PRACTICES**
(STANDARDS 1, 3, 4)

Every student deserves to have the best teacher possible. Each student has a diverse range of learning styles and needs that can only be addressed by an excellent teacher who uses a range of pedagogical techniques to engage them in *deep learning* within the classroom.

Our team uses a pedagogical framework based on Robert Mazarno's *The Art and Science of Teaching (ASoT)*. This provides a common approach to planning, teaching, assessing and reporting for students in every classroom. Excellent teachers at Pine Rivers SHS are committed to embedding the language and practices outlined in ASoT.



**USE FEEDBACK AS A
LEARNING TOOL**
(Standard 5)

This includes written feedback to students through evaluation and self-reflection of formative assessment, draft assessments, proficiency scales used for progress against unit success criteria, regular bookwork marking and summative reporting.

Excellent teachers value written evaluation and self-reflection of personal performance through class data analysis, progress against agreed SMART Goals and lesson observations of self and others within our collegial engagement framework.



**TAKE OWNERSHIP OF
THEIR GROWTH AND
DEVELOPMENT**
(STANDARD 6)

Our growth and development process is linked to the Australian Professional Standards (APST). Through self-reflection and goal setting, excellent teachers are equipped to identify in which skills they require further development in order to deliver the school's improvement agenda. This is why our growth and development process is mandated for everyone.

By engaging in sharing and learning with our peers we can continue to improve our teaching performance. To reach excellence, that is our personal best, we must commit to life-long growth and the development of our teaching craft.



**ARE COLLEGIAL AND
ACCEPT THEIR ROLE
AS PART OF A TEAM**
(STANDARD 7)

Research shows high performing schools have a strong consistency of practice. The consistent application of policy and classroom practices are imperative in maintaining the good order and management of a large organisation. By failing to do so, not only do we send mixed messages to our students but it also undermines the authority of our colleagues when they apply policy and classroom practices. Our pedagogical framework is the blueprint of how we teach, assess and report, and our *Responsible Behaviour Plan* outlines our expectations and approach to managing student behaviour. Excellent teachers respect their colleagues and appreciate that consistency and vigilance are the keys to a high functioning team.