## Improvement priority: Effective Teaching and Learning Framework

### Teacher Pedagogy

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<th>Strategy – Actions</th>
<th>Targets</th>
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| **Deep Learning:** focus on collaboration, creativity, critical thinking, citizenship, character and communication | • High Resolves - Years 7-10: 83% students moving at least 1 increment along the progression rubric for Character, Citizenship, Collaboration  
• Explicit teaching of Cs embedded within curriculum subjects – 81% students moving at least 1 increment along the progression rubric for Communication, Creativity and Critical Thinking  
• 16% increase in B to A for IGNITE students in English, Maths, Science and Humanities  
• 16% increase in C to B for IGNITE students in English, Maths, Science and Humanities  
• 100% of teachers engage in formal DL observations/feedback  
• 85% of teachers observed are explicitly teaching/embedding Cs into their lessons | Ongoing through 2019 | P, DP, HoD - DL |
| **Art and Science of Teaching:** forms the roadmap for curriculum delivery. The THREE mental states and processes of Feedback, Content and Context are explicitly planned and visible through the implementation of the TEN Design Areas of Domain 1  
Planning and evidence of IT and differentiation in all unit plans (Domain 2) | • ASoT language evident in classrooms and learning/feedback conversations  
• Students can identify success criteria and proficiency scales for formative tasks  
• 100% of staff give feedback that provides information on the learner's performance, is relative to learning goals, and based on evidence  
• 100% of Year 7-9 unit plans have embedded IT and differentiation | Ongoing through 2019 | P, DP, HoD T and L |
| **Coaching and Mentoring:** focus on building staff capacity and capability through peer coaching and mentoring, professional learning communities, annual performance review and the beginning teacher program. | • 100% of teachers engage in formal observations/feedback  
• 100% of staff engage in PLCs twice per term  
• Opportunities exist for teachers to engage in Open Classrooms, Coaching and Instructional Rounds  
• Comprehensive aspirants program in place  
• A full program that supports beginning teachers through induction, mentoring, supervision and professional development | | P, DPs, HoDs |

### Literacy

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| **School Junior Literacy Initiatives:** Develop, implement and embed literacy strategies Years 7 – 9 which emphasises reading, comprehension, spelling and writing through writing feedback codes, exemplars, TEEL paragraph structure, graphic organisers, explicit teaching of specific writing demands. | **Year 7 National Minimum Standard (NMS)**  
Reading 92%  
Writing 86%  
Spelling 90%  
Grammar and Punctuation 90%  
**Year 9 National Minimum Standard (NMS)**  
Reading 95%  
Writing 85%  
Spelling 95%  
Grammar and Punctuation 94%  
**Year 7 Upper Two bands (U2B)**  
Reading 20%  
Writing 15%  
Spelling 24%  
Grammar and Punctuation 35%  
**Year 9 Upper Two bands (U2B)**  
Reading 20%  
Writing 15%  
Spelling 35%  
Grammar and Punctuation 35% | Ongoing through 2019 | P, DP, HoDs |
## Numeracy

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| **School Junior Numeracy Initiatives:** Develop, implement and embed numeracy strategies Years 7 - 9 through FISH. | Numeracy National Minimum Standard (NMS)  
Year 7 97%  
Year 9 97%  
Upper Two bands (U2B)  
Year 7 20%  
Year 9 20% | Ongoing through 2019 | P, DP, HoDs |

## Improvement priority: Engagement

### Positive Learning Culture

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| **Positive Behaviour Learning** – Focus on a whole-school approach, school leadership, effective teaching, Essential Skills for Classroom Management, clear and consistent expectations for behaviour, using data to inform decisions and parent and community engagement. | Reduction in average daily behaviour referrals, Increase in the A-C achievement data - whole of school increase in school based profilers, increase in SOS data relating to learning, behaviour and school culture, increase in the number of students reengaging in mainstream schooling, reduction in SDAs. Removing all gaps for indigenous and Torres Strait Islanders students. Increase in inclusive practices across the school. Short term suspensions ≤ 250  
Average behaviour incident rate ≤ 4 / year level / day  
Reduction in exclusions and cancelations of enrolment. | Ongoing through 2019 | P, DP, GOs, HoD - Engagement |

| **Student Support Services (Hub):** Focus on supporting, PACE Years 7 – 9 and case management of students physical, emotional, social and mental health to enable success. | | | |

| **Inclusive Education:** Focus on leadership and direction to strengthen the capacity of staff about evidence-based inclusive practices focused on improving outcomes for students. | | | |

| **Community Partnerships:** focus on improved student learning opportunities, deliver high achievement and promote community confidence and pride in Pine Rivers SHS. | Increased links and connections with primary schools, universities, community organisations, Indigenous culture and employers | | |

## Pathways

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| **Whole-school curriculum plan and faculty curriculum plan** – Continue to use the Inquiry Cycle to align the school curriculum plan, Queensland Curriculum Assessment and Reporting Framework and Australian curriculum to maximise tertiary, vocational, work ready pathways for students. New Senior Assessment and Tertiary Entrance (SATE) systems and a focus on professional development, the establishment of teaching teams and the development of curriculum material. | 100% (142 students) QCE  
90% OP 1-15  
Increase in Yr 11-12 SBA or SBT  
Increase 2-3 % (20-30 students) Year 7-10 A-B  
English Maths Science  
Increase 2-3 (20-30 students) % Year 11-12 A-C  
Increase Cert III or higher participation and completion rates. Seamless Year 11 transition for 2019  
Yr 10 structure and subject selections for 2019 finalised Semester 1 | Ongoing through 2019 | P, DP, HoDs |

| **Signature Programs – Ignite (STEM, HASS and Music)** Focus on a culture of learning, high outcomes, digital literacy, collaboration, creativity, critical thinking, communication, industry links and future pathways. | Increase in U2B NAPLAN across all strands; Increase in percent A standard achievement data – English, Mathematics, Science, Humanities, Music | | |

## Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

[Signatures]

Doug Watson  
Principal

Carol-Ann Morel  
School Council Chair