

PGHS 2018-20 Strategic Action Plan

Vision: All students have the dispositions and ability to design, manage and lead for the futures they want

Mission: To implement a more cultural approach to school improvement.

Underpinning research & data		Element	Sub Element	2017	2018 SIP	2019 SIP	2020 SIP	Appendices index
Lucas.B Dweck.C Claxton.G, ACEL 'E Teaching' June 2017 Westwell. M Sharratt OECD docs	<ul style="list-style-type: none"> PGHS NAPLAN/ PAT results 2017 PGHS AC grades, attendance & SACE data State employment data 	A. Build the capacity of our students to learn better: Develop Dispositions & Capabilities (Literacy, Numeracy, Critical & Creative Thinking)	1. Develop student capabilities focusing on Lit/Num, Critical & Creative Thinking & develop positive learning dispositions 2. Well being & Self managing; goals (inc careers) focused 3. Increased Student Voice	----->	Literacy ----->	Numeracy ----->	----->	A1 A2 A3
Fullan Sharratt APST TfEL Graton Inst	<ul style="list-style-type: none"> PGHS NAPLAN/ PAT results 2017 PGHS AC grades, attendance & SACE data State employment data 	B. Build the capacity of our staff : -Professional Knowledge -Professional Practice -Professional Engagement	1. Improved teaching practice: a. More effective pedagogical practices: surface capabilities b. Better curriculum/task design/assessment; Differentiated c. Improved teacher practice knowledge: PGD, feedback and research focus, know how to use data to improve learning 2. Skilled support staff, increased leadership capacity	----->	----->	----->	----->	B1a,b B1c B2
Hopkins Fullan.M Collarbone.P Robinson.V Breakspere, S DECD SEA's		C. Build a Culture of Systemness to achieve and sustain improvement	1. Collaborative practices are dominant and our agreed practices are summarised in Site Agreements 2. Improvement cycles, analysis & monitoring, enables evidence based interventions & resource allocations, with clarity of the role of teachers and leaders in leading school improvement.	----->	----->	----->		C1 C2
DECD		D. Develop our Systems	1. Review our policies and our use of time, resources, space (assets), HR processes and community engagement	----->	----->	----->		D1

What the research, data, DECD priorities and staff input, tells us in terms of what to focus on to improve our school;

1. Student achievement will not improve unless and until teaching improves. Higher standards, more testing, greater local management, etc. do not, by themselves, improve teaching. (McKinsey, Fullan)
2. Teachers, working alone, with little or no feedback on their teaching, will not be able to improve significantly—no matter how much professional development they receive.(Grattan, William, Cole
3. Instructional improvement cannot move forward until each school has defined very clearly what good teaching looks like and has developed both collaborative and more formal strategies for providing feedback on improving and developing this teaching practice. (Grattan, Dinham, Wagner)
4. Across the world education systems that have achieved significant gains in student performance over time have developed a coherent school improvement framework that describes excellent practice and how all levels of the system have supported sites with an integrated approach to implementation. (McKinsey, Elmore, Fullan)
5. The concept of a growth mindset can also be applied to the work of school improvement. In this context, a “growth” mindset is a belief in the ability of a school to make continual improvements in how well it is meeting the needs of the students it serves. (Jeff Masters)

Our improvement work is informed by:

1. DECD Priorities
2. Partnership foci
3. NASSSA strategic directions
4. PGHS achievement and wellbeing data
5. PGHS community