PGHS, a partnership of students, staff, parents and the community encourages, every student to be the best they can be now and for the future, providing a caring and supportive environment with a culture of high expectations.
Our VISION
Quality Learning   Quality Futures

Our MORAL PURPOSE
PGHS, a partnership of students, staff, parents and the community, encourages every student to be the best they can be now and for the future, providing a caring and supportive environment with a culture of high expectations.

Our VALUES
RESPECT
WELLBEING
Safe caring environment
Positive relationships and belonging
Global awareness

DETERMINATION
VISIBLE LEARNING
A challenging curriculum that meets the needs of every student

ACHIEVEMENT
PATHWAYS
Every student has a pathway and aspirations are developed and nurtured

Our MISSION
WELLBEING
Safe caring environment
Positive relationships and belonging
Global awareness

VISIBLE LEARNING
A challenging curriculum that meets the needs of every student

PATHWAYS
Every student has a pathway and aspirations are developed and nurtured

Our PRIORITIES
Conditions for Learning
Comprehension and Application
Transition

Goals
1. The provision of Student Support and Enrichment Programs to enhance the learning and physical, social and emotional environment for every student (ATSI, Gifted, NEP, STAR, NESB)

2. International Mindedness: Embedding an enacting school values, promoting intercultural and international awareness and civics and citizenship

Transition
1. Pathways Preparation: focus on successful year level progression and pathway planning

2. Strengthening External Partnerships with Primary Schools, Universities, TAFE, NASSSA, Industry, Community

Our OUTCOMES
Our students will experience an environment that gives every student the opportunity to identify and cultivate individual talents and passions to become active citizens

Our students will be literate, numerate, critical thinkers, who can work collaboratively and independently using meta-cognitive strategies for life long learning

Our students will have the confidence to transfer and further develop knowledge in tertiary education, employment and global community

Our INDICATORS
Student measures
Attendance rates
Retention rates
Behaviour Management data (internal use only)
NAPLAN improvement and achievement
SACE completion rates and grade distributions
Student achievement in Literacy and Numeracy
Student achievement for identified groups of students
Post School Destinations / Opinion Data

CONTINUOUS IMPROVEMENT
Underpinned by: CIS Accreditation: Standards and Recommendations
Using data, evidence and current Researched Based Strategies to inform and drive collective action and resourcing
## GOAL 1  Provide quality Professional Learning and Teacher Appraisal and Feedback, developing staff as **Highly Accomplished Teachers** to improve student engagement

### Reference
- Section D: Staff Rec 1&2
- Section B: Curriculum 8-12 Rec 3 & 4

### Planned Actions
- Implement the PD&A process incorporating the three agreed elements, using the DECD Performance Development Framework
- Collaboratively develop a rubric to identify and promote teacher quality, incorporating the TfEL and National Professional Standards for Teachers framework
- Provide PD for senior leaders and coordinators to build their capacity to work with their staff to promote good performance and challenge underperformance
- Develop a structured whole school Professional Development program linked to school priorities
- Promote a structured approach for teachers to share best practice and expertise in a range of forums, networks and through Professional Learning Communities

### Indicators / outcomes
- All staff are actively engaged in professional learning and teacher appraisal to improve classroom practice and student engagement
- Staff will have a clear understanding of teacher quality and be able to demonstrate improvement in practice
- All staff feel confident in being able to provide and receive constructive feedback to enhance the quality of teaching and learning
- Staff are acknowledged and recognised for exemplary teaching practice and teacher growth is encouraged

### Leadership
- Deputy Principal & Line Managers
- Principal
- Principal & Improvement Planning Team
- Admin Team

### Timeline
- 2012
- End S1 2012
- First Plan 2012 then reviewed annually
- 2012

## GOAL 2  Literacy: consistent and coherent implementation of **Curriculum and Pedagogy** across all year levels and content areas to improve instructional quality and student achievement

### Reference
- Section B: Curriculum 8-12 Rec 5 & 11
- Section B: ESL Rec 2
- Section E: Rec 2
- Section F: Rec 2
- Section G: Rec 5

### Planned Actions
- Map comprehension skills across all learning areas to strengthen the consistency, coherence and delivery of the curriculum
- Implement the strategies as outlined in the Improvement in the PGHS Literacy Achievement Plan 2011 – 2013
- Provide structures and resources for staff to integrate Australian Curriculum requirements within their relevant curriculum area
- Identify and apply high yield strategies utilising current research and through professional learning conversations, to incorporate a range of pedagogical practices
- Improve all classroom and learning environments to include visual references and exemplars to support student learning

### Indicators / outcomes
- A qualitative, coherent and consistent curriculum is delivered by all teachers
- Staff have a shared understanding, commitment and language for literacy assessment and instruction
- The Australian Curriculum is successfully implemented
- Teachers use a range of pedagogical practices e.g. differentiation, higher order thinking skills, range of current technologies to meet the needs of the diverse range of students (ATSI, Gifted, NEP, STAR, NESB)
- High level of student engagement and achievement
- Classroom environments are conducive to effective learning which acknowledges student achievement

### Leadership
- Deputy Principal & Literacy PLC
- Admin Team
- Literacy PLC
- Principal & Improvement Planning Team
- AOS Coordinators / Leadership Team

### Timeline
- 2012 – 2013
- 2012 – 2013
- 2012 preparation for 2013,14,15
- 2012 - 2013
- ongoing
- 2012 - 2013
GOAL 3: **Assessment for Learning**: ongoing process of gathering, analysing and reflecting on evidence, using formative and summative assessment to make informed and consistent judgments to provide timely feedback to improve student learning and application.

<table>
<thead>
<tr>
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</table>
| Section B : Curriculum 8-12 Rec 2, 3 & 9 | • Review and redevelop current assessment reporting processes and procedures  
• Provide quality PD for teachers in Assessment for Learning  
• Increase the use of formative assessment to inform students and teachers of individual learning growth  
• Update assessment templates to incorporate assessment plans and assessment rubrics for both formative and summative work, consistent across all learning areas and are available online e.g. Moodle  
• Every Area of Study develops and implements common assessment tasks to measure student performance, curriculum relevance and teacher effectiveness across each year level  
• Embed clarification and moderation processes to ensure consistency of assessment across Yrs 8 -12 in each learning area  
• Regularly reviewed improvement and achievement data provided to all teachers to inform improvement in practice | • Improved assessment and reporting processes are in place to support quality and timely feedback to students and parents  
• Students and parents have increased access to the assessment requirements ‘anytime’, any place’  
• Students are aware of the curriculum content for each unit of work and the performance standards for each assessment  
• Consistency of assessment across each year level and within learning area  
• Staff use the moderation process to analyse and reflect to enable them to make adjustments to the learning program to better meet the needs of the students  
• The Leadership Team is able to make informed decisions for whole school planning  
• Teachers have accurate achievement data to inform the effectiveness of their teaching and to support them to make informed and consistent judgements and plan accordingly | AP – Daily Org & Human Resources  
All staff  
Deputy Principal  
AOS Coordinators | By end of 2012  
ongoing  
2012 - 2013  
2012 - 2013  
2012  
Minimum once per semester |
## GOAL 1
The provision of **Student Support** and **Enrichment Programs** to enhance the learning and physical, social and emotional environment for every student (ATSI, Gifted, NEP, STAR, NESB)

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<tbody>
<tr>
<td>Section B: Curriculum Rec 2 &amp; 7</td>
<td>• Improve teacher access to information regarding identified groups of students via the Learner Management System (Daymap)</td>
<td>• Staff will have immediate and accurate information on the identified needs of the students in their classes, to support differentiation of the curriculum</td>
<td>Coordinator DAYMAP</td>
<td>Semester 1 2012</td>
</tr>
<tr>
<td>Section B: Pathways Rec 3</td>
<td>• Improve identification processes for our gifted students</td>
<td>• An increased number of students will be accurately identified for the acceleration program</td>
<td>AP – Student Aspirations</td>
<td>End of 2012</td>
</tr>
<tr>
<td>Section B: Special Needs Rec 1</td>
<td>• Support staff to develop and implement curriculum appropriate to the wide range of students, NEP though to Gifted</td>
<td>• Acknowledgment of and for Gifted and Talented students</td>
<td>Deputy Principal Special Needs Manager</td>
<td>2013</td>
</tr>
<tr>
<td>Section E: Rec 1 &amp; 4</td>
<td>• Review current student support and enrichment programs to monitor effectiveness and possible expansion</td>
<td>• Staff will expand their repertoire of differentiated curriculum to meet and extend the full range of students</td>
<td>AP- Middle School &amp; Student Support Services</td>
<td>2012-2013</td>
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<tr>
<td></td>
<td>• Action Peer Leadership / Mentoring as a strategy to improve student achievement and wellbeing e.g. TUTE centre</td>
<td>• Enable strategic resourcing for programs to be delivered that support the full range of students</td>
<td></td>
<td>2012 - 2013</td>
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<td>• Investigate support programs which promote positive thinking and resilience for students</td>
<td>• Supporting high yield strategies to improve student success, aspirations and achievement</td>
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## GOAL 2
**International Mindedness**: Embedding and enacting school values, promoting intercultural and international awareness, civics and citizenship.

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<tbody>
<tr>
<td>Section A: P&amp;O Rec 3 &amp; 4</td>
<td>• Continuing to embed our shared vision and values to support a positive school environment and review its effectiveness</td>
<td>• Sustain and promote our positive school culture / tone, and positive reputation in the community</td>
<td>Principal &amp; Governing Council</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Section B: Curriculum 8-12 Rec 1 &amp; 8</td>
<td>• Increase the international and intercultural experiences for our school community e.g. World Challenge</td>
<td>• Students will increase their international and intercultural awareness and civics and citizenship as a member of the global community</td>
<td>AP – Daily Org and Human resources Multi-Cultural Committee AOS Coordinators</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Section B: Standard 5 Multicultural plan</td>
<td>• Embed international perspectives across the curriculum</td>
<td>• Students will have access to and awareness of intercultural and international perspectives in the curriculum including our indigenous culture</td>
<td>AP – Student Support Services</td>
<td>2013 – 2014</td>
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<tr>
<td></td>
<td>• Promote and celebrate our indigenous culture</td>
<td>• Students empowered in the decision making processes to support the schools vision and values and inform school improvement</td>
<td>Principal</td>
<td>Ongoing</td>
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<td>• Increased student voice in decision making processes</td>
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*Continue compliance with DECD OHS&W regulations*
### GOAL 1: Pathways Preparation
**focus on successful year level progression and pathway planning**

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<tr>
<td>Section B: Curriculum Pathways</td>
<td>• Refine and expand Panel Presentations within the Middle School</td>
<td>• Sequential Pastoral Care program Years 8-12 effectively delivered with a focus on Visible Learning, Wellbeing and Pathways</td>
<td>AP – Student Aspirations</td>
<td>Semester 1 2012</td>
</tr>
<tr>
<td></td>
<td>• Review and develop Year 11 – 12 Pastoral Care Program</td>
<td>• Students are able to confidently articulate the progression of their learning</td>
<td></td>
<td>2012 - 2013</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with staff to promote the expansion of our House System</td>
<td>• Students are aware and prepared in relation to their Pathway aspirations</td>
<td>AP – Middle School / Student Support Services</td>
<td>End of 2012</td>
</tr>
<tr>
<td></td>
<td>• Providing professional development for staff in relation to the range of career options within their area of study</td>
<td>• Students will have an improved sense of belonging with an acknowledgement of student academic achievement and community involvement</td>
<td>Improvement Planning Team</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>• Continue to review and affect our curriculum offerings in the Senior School informed by post school destination and achievement data</td>
<td>• Staff are more confident in articulating career options within their learning area</td>
<td>AP – Senior School and Quality Assurance</td>
<td>Term 2 each annually</td>
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<td>• Increase the percentage of SACE achievement</td>
<td>• Students become more aware of the diverse range of opportunities in relation to their career options</td>
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<td>• Upon exiting PGHS students are on a pathway to learning or earning</td>
<td>• Students have access to more relevant post school courses and employment locally, nationally and internationally</td>
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<td>• Students have a greater sense of belonging with an acknowledgement of student academic achievement and community involvement</td>
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<td>• Staff are more confident in articulating career options within their learning area</td>
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### GOAL 2: Strengthening External Partnerships
**Primary Schools, Universities, TAFE, NASSSA, Industry, Community**

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<tr>
<td>Section B: Curriculum 8-12 Rec 8</td>
<td>• Strengthening links with Primary Schools in relation to curriculum content and delivery to support the transition process</td>
<td>• Staff have an increased awareness of the skills and abilities of incoming Year 8 students</td>
<td>AP - Middle School / Student Support Services</td>
<td>2012 - ongoing</td>
</tr>
<tr>
<td>Section G: Rec 1</td>
<td>• Ensure that students have continued access to regional VET courses and ASBAs with the view to expansion</td>
<td>• Students will continue to grow socially, emotionally and intellectually</td>
<td>Trade School Coordinator – Apprenticeship Broker</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Section C: Rec 6</td>
<td>• Continue to promote University as a viable option</td>
<td>• Students have access to more relevant post school courses and employment locally, nationally and internationally</td>
<td>Principal</td>
<td>Ongoing</td>
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<td>• Continue to promote parent and family involvement in school life.</td>
<td>• Promoting the school culture of academic rigor and student aspirations</td>
<td>Multi- Cultural Team</td>
<td>Ongoing</td>
</tr>
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<td>• Increase the international and intercultural experiences for our students school community</td>
<td>• Increase the parental involvement in school life</td>
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<td>• Re-establish links with sister school - Mobara</td>
<td>• Students will increase their international and intercultural awareness</td>
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<td></td>
<td>• Inter-Cultural exchange visits</td>
<td>• Opportunities for students to experience life in another culture</td>
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</table>