



2017 ANNUAL IMPLEMENTATION PLAN

PIMPAMA STATE SECONDARY COLLEGE



«SchoolLogoImage»

Key priorities for 2016

Improvement Agenda

- Attendance above 92%.
- Introduction of whole school strategies to improve reading and writing. >10 point gain Year 9 NAPLAN and >8 point gain Year 7 NAPLAN
- Improvement of 7.5% U2B numeracy Year 9 and 5% U2B numeracy Year 7.

Priority Areas of Development *(Operational or organisational e.g. Behaviour, Pedagogy, Well-being, Partnerships)*

- Embed Habits of a 21st Century Learner framework across curriculum, assessment and reporting.
- Student Engagement & Wellbeing to reduce student disciplinary absences and improve attendance
- Professional collaboration to improve instruction

Documents attached include

- The Annual Financial Report 2017
- The Budget Overview Report 2017
- School Improvement Targets for 2017

Certification

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

Principal

School Council

SCHOOL PERFORMANCE – WHAT ARE OUR VALUES

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Embed Habits of a 21 st Century Learner framework across curriculum, assessment and reporting.	<ul style="list-style-type: none"> ◦ Continue to embed Habits of a 21st Century Learner in curriculum and assessment. ◦ Implementation of Growth Mindset – Learning Pit ◦ Entrepreneur in Residence ◦ Digital pedagogies mentor allocated. 	<ul style="list-style-type: none"> ◦ Evident in curriculum planning, learning activities in the classroom and assessment tasks. ◦ Decline in D-E% as a result of strategies to counter the Learning Pit. ◦ Social Enterprise programs continue to grow with links to community groups and industry. 	Design Thinking evident across all areas of curriculum S2015 >95% S2016 >95%	Ongoing	<ul style="list-style-type: none"> ◦ HoD Creative Industries ◦ EIR – Tom Allen ◦ HoD – Junior School 	<ul style="list-style-type: none"> ◦ I4S funding \$40 000 for EIR ◦ Partnership with James Anderson ◦ Professional Development ◦ 0.3FTE Digital Pedagogies Mentor.
High standards and expectations to create an orderly learning environment where everyone can succeed.	<ul style="list-style-type: none"> ◦ Review behaviour referral team ◦ Commencement of positions in student welfare and engagement (Deputy Principal & Head of Department). ◦ Mentoring beginning teachers ◦ Build community partnerships to address bullying ◦ PBL curriculum and professional development to build teachers' capacity of classroom management practices and student engagement strategies. 	<ul style="list-style-type: none"> ◦ Referral structure and response strategies reviewed to recognise Student welfare and engagement team. ◦ PBL – curriculum developed and extended home room program built into calendar. ◦ Community action group formed and planning in place to tackle bullying within school & community. ◦ College expectations are being upheld and reflected through decrease of minor/major incidents and disciplinary absences. ◦ Students on task and participating in learning in all classrooms. 	Short term suspensions <50/term Exclusions <2/term Incidents of physical misconduct reduced by 50%.	End of each term.	<ul style="list-style-type: none"> ◦ DP Student Engagement & Wellbeing. ◦ PBL Team ◦ Principal 	Workplace Reform – DP Wellbeing & Engagement PBL

SUCCESSFUL LEARNERS – WHO ARE OUR LEARNERS AND HOW DO WE SUPPORT THEM

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Introduction of whole school strategies to improve reading and writing. >10 point gain Year 9 NAPLAN and >8 point gain Year 7 NAPLAN	<ul style="list-style-type: none"> ◦ Introduction of Quick Write sessions in every class each week. ◦ Implementation of Tactical Teaching of Reading ◦ Explicit teaching practices consistently applied in every classroom. ◦ Continued refinement of 'line of sight' structure to provide evidence of expected college practices in classrooms. ◦ Showcase of exemplary practice at staff meetings ◦ Professional learning calendar identifying PL priorities for improving student learning. ◦ Reading mentor in place to assist new and beginning teachers ◦ Curriculum review to check ACARA alignment, vertical alignment 7-12 and academic rigour to explicitly teach CCE's and align with ACARA standards. 	<ul style="list-style-type: none"> ◦ All teachers of year 7-9 Science and Humanities are using TTR strategies in their classrooms each week. ◦ Sharing of Quick Write strategies and exemplars at staff meetings ◦ Regular informal walkthrough (DP & HoD). Peer observation process Term II and IV. 	A-C >85% S2004 ≥ 95% S2016 ≥ 95% Roster of showcase sessions at staff meetings.	End of reporting periods Sept 2017 Fortnightly	Celia Norling – Reading English & Humanities DP's through line management review assessment against ACARA standards	I4S funding – Jane Moran (\$90 000) Paul Herschell – curriculum review
Improvement of 7.5% U2B numeracy Year 9 and 5% U2B numeracy Year 7.	<ul style="list-style-type: none"> ◦ Improve quality of outcomes in maths through the appointment of Lead Teacher – Mathematics to coach/mentor Maths teachers. ◦ Weekly NAPLAN 'style' homework to focus on developing problem solving skills. ◦ Appointment of Mathematics Intervention Teacher. 	<ul style="list-style-type: none"> ◦ Improvement of NAPLAN mean scale scores in numeracy. 	Improvement of 7.5% U2B numeracy Year 9 and 5% U2B numeracy Year 7.	Sept 2017	Principal DP – Nathan HoD Mathematics Numeracy Coach	I4S funding – maths mentor
Attendance above 92%.	<ul style="list-style-type: none"> ◦ Regular review of attendance rates and identification of students under 90% ◦ Early intervention of students with high absenteeism. ◦ Open parent portal on DayMap so parents can view attendance of their child/ren. ◦ Encourage & promote regular attendance as a critical means to academic success. 	<ul style="list-style-type: none"> ◦ Decrease in % of students with attendance rates <85% 	School target of >92% <12% of students with attendance <85%.	Each term. Monitor individual attendance fortnightly	Deputy Principals	Day Map software licencing subscription
Monitor the performance and attendance outcomes for indigenous students.	<ul style="list-style-type: none"> ◦ Appoint A&TSI coordinator to coordinate support programs for A&TSI students. ◦ A&TSI coordinator to liaise with Principal – resources for programs, embedding indigenous perspectives in curriculum, identifying 'at risk' students and providing support. ◦ Work with parents in gaining partnerships to support student learning. 	<ul style="list-style-type: none"> ◦ Decrease the gap between indigenous and non-indigenous students for learning outcomes, attendance and NAPLAN mean scale scores. 	Gap between learning outcomes for indigenous and non-indigenous students ≤5% Gap between attendance for indigenous and	Reporting periods On going	<ul style="list-style-type: none"> ◦ Principal ◦ DP Student Engagement & Wellbeing ◦ A&TSI coordinator 	

			non-indigenous students ≤5%			
Refine strategies for early identification and intervention of students at risk of disengagement.	<ul style="list-style-type: none"> ◦ Use of diagnostic testing tools to identify students requiring intervention strategies. ◦ Student welfare team to support and case manage students at risk or early disengagement. ◦ Restructure of college into 3 sub-schools with DP and HoD leadership team for each. ◦ Review and re-develop data action plan 	<ul style="list-style-type: none"> ◦ Diagnostic tools used to identify learning needs. ◦ Early intervention for students at risk of disengagement. ◦ Students at risk provided with support strategies and case management as appropriate. ◦ Data action plan in place. 	<p>Diagnostic tools for new enrolments beginning and mid-year.</p> <p>Student attendance rate 92%</p> <p>SDA's <50/1000/term</p>	Review each term.	<ul style="list-style-type: none"> ◦ Exec team ◦ Enrolment officer ◦ Nathan – data action plan 	Purchase/subscribe diagnostic tools e.g. PAT Maths, CARS & STARS, Pat Science
Transition programs primary/secondary & school/post-schooling pathways.	<ul style="list-style-type: none"> ◦ Restructure of school management to implement junior school sub-school team to build partnerships and programs with feeder primary schools. ◦ Appointment of Industry Liaison Officer (1.0FTE) to build partnerships with local business and transition students into SBT, work experience & post-schooling pathways. ◦ review senior school data review and response processes to ensure 100% of students on track to obtain post-schooling goals. 	<ul style="list-style-type: none"> ◦ Year 7 students settle well into school. Few incidents re: conflict, refusal to follow directions. Attendance >92% ◦ Partnerships with local business, students engaged in Cert II & III SBT's. ◦ 100% students tracking to QCE, early identification of students at risk. ◦ Review of students on OP pathway 	<p>Year 7 attendance >92%</p> <p>SOS Parent & student satisfaction >95%</p> <p>100% year 11 students tracking towards QCE.</p>	Ongoing	<ul style="list-style-type: none"> ◦ DP – junior school ◦ ILO ◦ HoD Snr School ◦ Teacher mentors 	Employment of Industry Liaison Officer full-time 2017.

TEACHING QUALITY – HOW DO WE BUILD CAPACITY AND EXPERTISE

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Professional collaboration to improve instruction	<ul style="list-style-type: none"> Professional learning program with CLT to examine effective professional learning and professional collaboration. 	<ul style="list-style-type: none"> 				
Implement developing performance framework to build the capacity and expertise of staff. Develop professional learning calendar and promote professional reading through K4T program.	<ul style="list-style-type: none"> Work through AITSL teaching standards and use tool to implement developing performance framework. Use staff meeting as a PD/learning focus. Encourage participation of HoDs in NC HoD clusters. Investigate leadership programs for HoDs. 	<ul style="list-style-type: none"> 100% of teachers and non-teaching staff engaged with developing performance framework to identify individual and group needs for professional learning. 	S2075 90% S2085 90%	October 2017	Principal College Leadership Team	Kindles for Teachers \$2500
Promote a high performance culture to attract, retain and develop a high quality workforce	<ul style="list-style-type: none"> Staff wellbeing framework implemented and supported by school leaders. Wellbeing initiatives implemented – Yoga, sponsorship of staff sporting teams Innovative teaching practice is recognised within region. College vision recognised and attracts innovative and creative teachers. 	<ul style="list-style-type: none"> Staff retention is high Staff attendance is high Low level of work cover claims <ul style="list-style-type: none"> Identification and recruitment of key teachers outside of HR processes. 	Staff retention 95% Staff attendance 95% CLR & CPR equal to or below state average.	November 2017 November 2017 November 2017		\$3000
College leaders support teachers to constantly improve the quality of instruction through professional feedback, recognising high performance and encouraging collaboration	<ul style="list-style-type: none"> Move towards growth coaching model to improve classroom practice. Continue to refine peer observation processes aligned with ASOT. Implement cross-faculty feedback on assessment tasks to enhance 21st century learning. 	<ul style="list-style-type: none"> Regular and meaningful feedback provided to teachers to help continue to refine and improve teaching practice. 	S2071 90%	October 2017		Growth coaching professional learning for DP/HoD's.

PRINCIPAL LEADERSHIP AND PERFORMANCE

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Promote parent/carer engagement as meaningful partners in their child's learning	<ul style="list-style-type: none"> ◦ Examine strategies to host on-line learning modules for families to build literacy and numeracy capacity of parents and carers ◦ Implement learning and assessment tasks that include parents and/or community involvement. ◦ Implementation of DayMap Parent Portal to promote parent engagement in student learning. 	<ul style="list-style-type: none"> ◦ The school keeps families informed of their child's progress, encourages them to take an active role in their child's learning and participate in curriculum and extra-curricular activities. 	S2019 >95% S2026 >95% S2027 >95%	Sept/Oct	Principal	DayMap Licence Agreement
Leading and managing innovation to ensure our common purpose is being actioned in classrooms and evaluate the effectiveness of common classroom practices.	<ul style="list-style-type: none"> ◦ Review and re-development of school data plan ◦ Identification and triangulation of data to create 'line of sight' evidence that the school's goals and mission are being actioned in every classroom. ◦ Implementation of tools to support data collection 	<ul style="list-style-type: none"> ◦ Teachers able to clearly articulate what the school's goals and mission are and what their role is in achieving them. ◦ Students able to articulate what they are learning in class and why ◦ Areas needing support identified and resources targetted towards those classrooms. 	S2060 >95% S2096 >95% S2100 >95% S2103 >95%	End of each term Sept/Oct	Principal	
Leading innovative use of ICT to connect and tranform learning.	<ul style="list-style-type: none"> ◦ Establish professional learning teams to research best practice examples in the use of ICT's to deepen learning. ◦ Professional visits to schools with established quality practice in the use of ICT to enhance learning outcomes. 	<ul style="list-style-type: none"> ◦ Clear evidence that demonstrates the effective use of ICT's leads to deeper learning, improved engagement and learning outcomes. 	All subject areas A-C >90% pass. All subject areas A-B >40% S2016 >95% S2020 >95% S2053 >95% S2088 >95%	End of reporting periods Sept/Oct	Principal	

LOCAL DECISION MAKING

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Promote innovative communication and engagement strategies to improve connections with customers, partners and stakeholders.	<ul style="list-style-type: none"> ◦ Engage meaningfully with parents to include them in the educational journey of their children. ◦ Engage with community partners to support and enhance the educational outcomes of every child. ◦ Engage with community organisations to support students at risk of disengagement. ◦ Implement parent portal of DayMap to ensure parents can be up to date with their child's work and assessment schedule and progress toward assessment completion. ◦ Train School Council to ensure council members make effective and productive contributions to the school. 	<ul style="list-style-type: none"> ◦ The school works with parents to support their child's learning. ◦ Parents understand what their child is learning and how they are being assessed. ◦ Students at risk are referred to external support agencies where appropriate. ◦ At last Principal, SC Chair and P&C president are trained as effective SR representatives. 	<p>S2003 ≥95%</p> <p>S2010 ≥95%</p> <p>Less than 15% of students attend less than <85%</p>	<p>October 2017</p> <p>October 2017</p> <p>Monitor Sem I and II</p>	<ul style="list-style-type: none"> ◦ Principal & HODs ◦ DP & G.O. ◦ Student Welfare Team 	

PARTNERS - WHO WILL HELP US MEET OUR GOALS

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Foster collaborative partnerships across community, industry and other education providers to lift learning outcomes and promote post-schooling pathways.	<ul style="list-style-type: none"> ◦ Identify local industry businesses that will support the college in meeting vision for post-schooling pathways. ◦ Formalise Griffith University Early Start programs to consider for senior curriculum planning. ◦ Implement community/industry breakfast to showcase the college and engage with local partners. ◦ Open Pimpama Health Services Hub and make available to community. 	<ul style="list-style-type: none"> ◦ College partners work with the school to enhance the learning outcomes of students and provide post-schooling educational and career pathways. 	<p>Students in excellence programs engaged with external experts to deepen learning.</p> <p>Most students have the opportunity to engage with community/industry partners to meet goals for 21st century learning</p>	<p>On going</p> <p>November 2017</p> <p>Health Services Hub Sem II 2017</p>	HoDs	