Annual Implementation Plan

2021

Pimpama State Secondary College

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Preamble

The 2021 Annual Implementation Plan (AIP) pre-empts the commencement of our new School Plan 2021-2024. In 2020 we finalised our Strategic Plan 2017 – 2020. As a result of significant growth and changes within the school and broader community, the college shifted focus from some of the strategic priorities identified in 2017. There were still many notable achievements which include:

- The implementation of the School Learning and Wellbeing Framework,
- The construction and implementation of the Community Wellbeing Hub enabling the school to host a wide range of community support agencies who work daily with our students.
- On-going focus to ensure our school and our classrooms provide a safe, supportive and inclusive learning environment for all students.
- The introduction of a Student Support Team including Student Advisors to provide better support for students at risk of disengagement and build strong partnerships with their families to ensure that achieve success at school.
- Implementation of the Deeper Learning Project underpinned by the New Art & Science of Teaching.
- The implementation of the Cycle of Inquiry across all faculties to encourage self-reflection and professional collaboration.
- An on-going focus on literacy and numeracy that has resulted in upward trends in reading, writing and numeracy over the past three years.
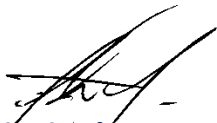
In addition to these strategic initiatives I would like to acknowledge the hard work and dedication of teachers and curriculum leaders for the successful implementation of the new senior curriculum that commenced in 2019 and culminated in our 2020 senior cohort obtain their Australian Tertiary Admission Rank (ATAR) scores.

Professional Values

Underpinning the work that we do at Pimpama State Secondary College are the values we hold ourselves to as professionals. These professional values guide our decisions regarding future directions for the college, including human capital and resourcing. Our professional values include:

- The priority we place on the development of capability and expertise that enables our staff to meet their obligations in achieving the school's goals.
- The health and wellbeing of staff and students.
- The foundation skills of literacy and numeracy and the belief that they are a critical determinant for future success.
- The habits of 21st century learners: inquisitive, persistent, imaginative, collaborative and disciplined.

- Our partners (families, community, local industry, and tertiary partners) who are critical to the successful outcomes of our students.

Principal name   **School council chair name**
Principal   **School council chair**
School name   **School name**

Improvement Priority 1. Inclusion is embedded in all aspects of school life and is supported by culture, policies and everyday practices.

Priority 1 Targets

- No difference between the attendance rates of indigenous and non-indigenous students – [2020: gap in attendance was 4%].
- The percentage of disciplinary absences for indigenous students (18.5% in 2020) is the same or better than the percentage of non-indigenous students (12.8% in 2020).
- Percentage of students with a disability achieving A-C in age appropriate curriculum is similar to the achievement of students without disabilities.
- Percentage of students who respond satisfactorily to School Opinion Survey question S2056: I feel accepted by other students at my school is 95%.
- 100% of teachers understand their role in providing equitable access to successful learning outcomes for every student.
- The majority of staff are able to access and use disaggregated student engagement and achievement data to intentionally plan for all students.
- The majority of staff feel confident in providing equitable access to learning for every student.
- >90% of parents agree that "My child's learning needs are being met" S2003

Priority 1 Strategy

Continue to promote and develop policies, practices and programs that remove barriers and ensure equitable access to curriculum and learning within our school community.

Priority 1 Actions

Actions	Responsible Officers
Continue to develop the capability of staff to provide equitable access to learning for every student.	DP – Inclusive Practices Inclusion Working Party
Implementation of Universal Design for Learning (UDL) Framework to optimize teaching and learning for every student.	DP – Inclusive Practices DP – Positive Pedagogies Inclusion Working Party HoDs
Individual case management of indigenous students and students with a disability	DP – Inclusive Practices Indigenous student coordinator
Build the capability of staff to access relevant disaggregated data for their classes that informs curriculum planning and	DP – Positive Pedagogies (college data strategy)

classroom practices that caters for the needs of every student.	HoD Positive Pedagogies (TrackEd training) Faculty HoDs (class profiles from Track Ed, differentiation strategies) DP – Inclusive Practices (differentiation strategies)
Continuous professional learning and mentoring is encouraged within and between faculties. Good practice, based on evidence is shared both formally and informally to build cultural capability.	Faculty HoDs *School Leadership Team (SLT)
Inclusion working party identifies school policies and learning environments that prevent equitable access to learning for all students and implements measures to rectify.	DP – Inclusive Practices Inclusion working party

*School Leadership Team includes Principal and Deputy Principals.

Improvement Priority 2. Improving student engagement and academic performance using consistent practices for direct instruction, practicing and deepening knowledge and knowledge application.

Priority 2 Targets

90% of teachers agree:

- I receive useful feedback about my work
- My school encourages coaching and mentoring activities.
- Staff at my school are actively involved in the APDP

90% of parents agree:

- My child is making good progress at this school
- Teachers provide me with useful feedback about my child's progress.
- Teachers at this school motivate my child to learn

90% of students agree:

- My teachers challenge me to think.
- My teachers clearly explain what is required in my school work.
- My teachers help me with school work when I need it
- My teachers use a variety of resources to help me learn
- A-C percentage target for all classes is 85%

Priority 2 Strategy

Build teacher understanding of Design Area 6 (DA6) strategies to ensure consistent practices that encourage students to assimilate new content to existing knowledge and apply new knowledge to unfamiliar contexts.

Priority 2 Actions

Actions	Responsible Officers
Provide professional learning opportunities through workshops, observation and feedback and intentional collaboration to build teacher capability to consistently implement strategies from (DA6).	DP Positive Pedagogies NASOT Team Ped Practices Coach Faculty HoDs
Strengthen faculty collaboration to provide mentoring and collaborative expertise that builds teacher capability to consistently implement NASOT pedagogical framework.	Principal Faculty HoDs
Continue use of GROWTH coaching framework to build teacher capability following lesson observation & feedback.	College Leadership Team

Improvement Priority 3. Improving student ability to effectively communicate through the mediums of written text, oral and visual language and self-expression.

Priority 3 Targets

- Year 7 reading mean scale score improves to 540 and writing to 510.
- Year 9 reading mean scale score improves to 565 and writing to 520.
- 90% of students agree that my English skills are being developed at this school (S2049).
- 35% A-B in subjects years 7 – 10
- A-B% in general and applied subjects similar to state A-B%

Priority 3 Strategy

Continue to implement explicit teaching of reading comprehension and genre specific communication strategies to drive academic performance.

Priority 3 Actions

Actions	Responsible Officers
Continue the implementation of strategies to explicitly teach reading comprehension and writing. Ensure they are evident in planning and practice.	DP MS HoD English Literacy Committee HoDs and DP's through line management.
Identify text genres across curriculum and implement genre templates that provide clear and explicit understanding of the communication requirements of the task.	Curriculum HoDs DP's
Explicit teaching of cognitive verbs to reinforce higher order thinking skills and identify correct communication features of tasks.	DP SS HoD SS HoD's
Best practice is shared at staff and faculty meetings.	Literacy Committee

Ongoing Improvement Strategy. Encourage and build collective efficacy among students and staff through positive relationships, respect and collegial support.

Targets	Actions
• Classrooms provide safe and orderly learning environments for all students. • Positive relationships between teachers and students are evident through classroom practice and language. • A high level of professional efficacy has been achieved through a strong culture of respect and support for each other, and behaviours that reinforce the school's vision and expectations.	• Strategies are in place to build partnerships with families. • Teachers look for opportunities within the curriculum to address social & emotional skills and values. • School policies and expectations are supported and reinforced by all teachers in every classroom and during lunch breaks? • The language and behaviour of staff is reflective of a respectful and collegial professional organisation?