




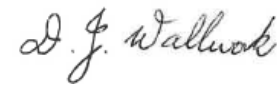
Annual Implementation Plan 2022



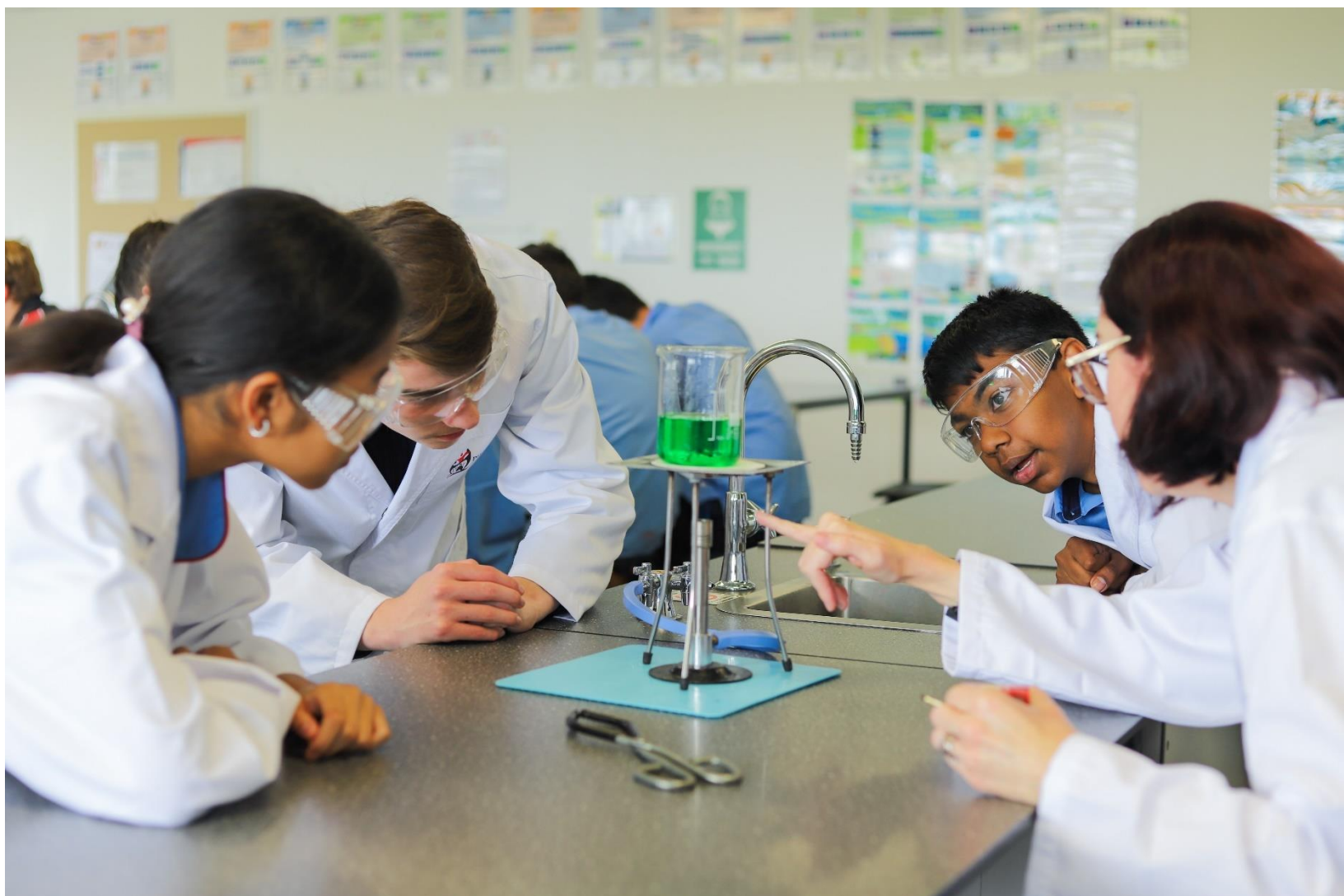
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Preamble

The 2022 Annual Implementation Plan (AIP) outlines the commencement of our new School Plan 2022-2025. In 2021 our school underwent the Education Improvement Branch Quadrennial Review process. The executive summary of this review can be found on the college website <https://pimpamassc.eq.edu.au/> Our Strategic Plan 2022-2025 identifies the following priorities as important work over the next four years:

- High expectations for every student with teachers using data to inform practice and measure impact
- A broad and diverse curriculum underpinned by high quality teaching, making learning accessible for all young people
- Building strong foundational skills of literacy and numeracy to improve student outcomes.

In addition to these strategic initiatives we have identified that the health and wellbeing of our staff and students is critical in ensuring their successful futures. This will be an ongoing aspect of our work and a priority for resource allocation.

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:

High levels of expectation and efficacy

- High levels of staff collegiality and mutual support, with active professional learning teams and a clear expectation that teaching and learning programs will be moderated and shared.
- A broad and diverse curriculum underpinned by high quality teaching, making learning accessible for all young people
- Teachers reinforce the belief that all of their students can learn.

A safe, welcoming and orderly learning environment

- The health and wellbeing of our students is critical in ensuring their successful futures.
- Every student feels welcome and safe in our school.
- Classroom routines and expectations are explicitly taught and positively reinforced in every classroom.

Strong leadership that is shared

- All school leaders provide the support and resources to their teams that enables them to systematically and consistently enact college improvement strategies.
- All staff understand their role as leaders of learning and ambassadors for school culture and understand that their responsibilities don't end at the classroom door

Improvement Priority 1. High expectations for every student with teachers using data to inform practice and measure impact

We know that...

- having clear expectations for behaviour allows us to provide consistency in what we teach, acknowledge and correct in terms of student behaviour.
- a key role for all of our staff is to set high expectations for behaviour and learning across the whole school community.
- when students engage in a structured program and are shown that they can learn and be successful they out-perform students who believe their intelligence is fixed.

Priority 1 Targets

- 100% of teachers understand their role in providing equitable access to successful learning outcomes for every student.
- 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

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 80%

Priority 1 Actions

Actions	Responsible Officers
Clarify roles, responsibilities and accountabilities of all stakeholders, and quality assure the consistent enactment of agreed student management practices and policies across the college.	Principal All staff
Strengthen staff commitment to the college vision and improvement agenda to help drive a culture of high expectations in academic outcomes, engagement, attendance and behaviour.	Principal All staff
Implement DA10 'Communicating High Expectations' to help reluctant students feel valued when interacting in the learning environment.	Anna Aldridge QT Team Curriculum HoD's
Refine data plan to ensure alignment with strategic priorities	Camilla White Anthea Daniels All HoDs

Embed Inquiry Cycle process to review, prioritise and action responses to strategic priorities	Camilla White Anthea Daniels All HoDs
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Improvement Priority 2. A broad and diverse curriculum underpinned by high quality teaching, making learning accessible for all young people

We know that...

- providing a safe, supportive and inclusive school with high quality curriculum and pedagogy are key to ensuring all of our students have the chance to reach their full potential.
- the barriers to learning for many students are not visible and often not understood.
- inclusive classroom can have a positive effect on the academic performance of all students regardless of ability.

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
- No difference between the attendance rates of indigenous and non-indigenous students.
- The percentage of disciplinary absences for indigenous students is the same or better than the percentage of non-indigenous students.
- Percentage of students with a disability achieving A-C is 80%
- Percentage of students who respond satisfactorily to School Opinion Survey question S2056: I feel accepted by other students at my school is 95%.

Priority 2 Actions

Actions	Responsible Officers
High levels of staff collegiality and mutual support, with active professional learning teams and a clear expectation that teaching and learning programs will be moderated and shared.	All HoDs
Quality assure the use of observation and feedback to promote consistency and rigour in the implementation of the college's agreed pedagogical approaches and practices.	Principal Anthea Daniels DP's All HoDs
Implementation of Universal Design for Learning (UDL) Framework to optimize teaching and learning for every student.	Deb Redshaw IP Team Curriculum HoDs
Timely and effective intervention that provides different support, not different expectations	Deb Redshaw IP Team Curriculum HoDs Anna Aldridge Dan Dryburgh

Curriculum, pedagogy and assessment ensure equitable access to successful outcomes for every student.	DP's Curriculum HoDs
Collaboratively develop and systematically enact agreed and consistent moderation processes across Year 7 to Year 10.	DP's Curriculum HoDs
Further develop the instructional leadership skills of all members of the CLT to support their teams to systematically and consistently enact college improvement strategies.	Curriculum HoDs Principal DP's

Improvement Priority 3. Building strong foundational skills of literacy and numeracy to improve student outcomes.

We know that...

- Our students are not developing their reading and writing skills at the same rate as their peers between years 7 and 9.
- Writing directly influences how effectively we will be able to interact with our social and cultural world.

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 consistent with state %

Priority 3 Actions

Actions	Responsible Officers
Continue the implementation of strategies to explicitly teach reading comprehension and writing. Ensure strategies are evident in planning and practice.	Steve Zischke Anna Alarcon Literacy Team
Writing strategies remains a priority on the professional development calendar	Camilla White Anna Alarcon Anthea Daniels
Good practice in teaching literacy and numeracy is shared at staff and faculty meetings.	Curriculum HoDs

Ongoing Improvement Strategy.

The health and wellbeing of our staff and students is critical in ensuring their successful futures.

We know that...

- In our community some young people require intervention to support them to remain engaged in their education.
- Targeted, timely and sustained interventions play an important role in maximising engagement and outcomes.
- In our school everyone plays a role in supporting young people in need of intervention.
- A healthier workforce will positively influence student engagement leading to better learning outcomes.

Actions	Measures of Success
<p>Partnership to support our community</p> <ul style="list-style-type: none"> • Partnerships with external organisations to support and enhance learning, wellbeing and post-schooling pathways. <p>Providing the right support that works</p> <ul style="list-style-type: none"> • Providing resources and processes to identify and support students who with complex behaviour and wellbeing needs. • Using data to measure the effectiveness of our intervention strategies <p>Adopt the Department of Education Five Step Process to implement the Staff Wellbeing Framework.</p> <ul style="list-style-type: none"> • Engage representatives across the school to develop wellbeing strategies and systems • Conduct a needs assessment to determine needs of staff that suit our environment. • Develop a wellbeing action plan 	<p>Student wellbeing measures (attendance, behaviour incidents, academic results) for children in care is the same/similar to other students.</p> <p>Students identified as requiring targeted intervention and support demonstrate improved engagement in schooling and/or viable alternate education or training pathways.</p> <p>Staff wellbeing indicators (School opinion Survey) are 80% and above in agreement.</p>