



Annual Implementation Plan 2023

Megan Roderick
Principal

Sara Syme
P&C President

Darren Wallwork
Assistant Regional Director



Preamble

The 2023 Annual Implementation Plan (AIP) outlines the second year of the college's Strategic Plan 2022-2025. 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.

Underlying Principles

Underpinning the strategic work that we do at Pimpama State Secondary College are a number of principles. These principles guide our ways of working and our decisions regarding future directions for the college, including human capital and resourcing. These include:

- The core business of the college is quality teaching and learning and the engagement and wellbeing of staff and students.
- College Leadership has an intentional focus on the quality of teaching and learning that occurs in that school, having a greater positive impact on student learning outcomes.
- All students can achieve success given the right time and the right support.
- All teachers can teach to high standards given the right time and the right assistance.
- In order for all students to achieve success, teachers and leaders must work collaboratively and take collective responsibility for the success of each student.
- It is important that all staff and students feel safe and welcome in our school.
- All College Leaders have responsibility for delivering on the school improvement agenda. This document outlines who leads each initiative. However, all leaders are responsible for delivering that initiative within their portfolio area.

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

We know that...

- knowing each student's learning progression is essential to making sure they are on track for positive educational outcomes.
- a proactive, preventative approach to establish and maintain a positive, safe and productive classroom environment set all students up for success.
- a key role for all of our staff is to set high expectations for behaviour, teaching and learning across the whole school community.
- it is essential that schools take an instructional approach to behaviour in order to teach the behaviours needed for success at school and beyond.

Priority 1 Targets

- Every student achieves at least one year of learning growth each year in core subjects Maths, English (7-12) and Science (7-10).
- 85% A-C target for all classes; 50% A-B LOA target for all classes
- A-B% in General and Applied subjects consistent with state %
- 100% QCE attainment

Parent perception (SOS):

- >99% agree Teachers at this school expect my child to do his or her best.
- upward trajectory >5%
 - My child is making good progress at this school.
 - Teachers provide me with useful feedback about my child's progress.
 - My child's learning needs are being met.

Student perception (SOS):

- upward trajectory >5%
 - My teachers expect me to do my best.
 - My teachers help me with school work when I need it.
 - My teachers provide me with useful feedback about my school work.

Priority 1 Actions

Actions	Initiative led by
A culture of high expectations	
Strengthen DA10 'Communicating High Expectations' to drive high expectations of learning and engagement in the classroom.	DP Engagement & Wellbeing Quality Teaching Team
Strengthen PBL to drive high expectations of behaviour and engagement inside and outside the classroom.	HoD Engagement & Wellbeing; Deans (I4S); PBL Team
Develop staff ways of working to deliver on culture of high expectations.	Principal; College Leadership Team
Using data to inform practice	
Refine data plan to ensure alignment with strategic priorities and roles and responsibilities.	DP Junior School
Implement Inquiry Cycle process with ELT and CLT to monitor progress of strategic priorities.	Executive Leadership Team
Build capability of all staff to use data to inform practice.	Executive Leadership Team

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.
- when school leaders focus their efforts on the implementation of practices that will positively impact student learning outcomes improve.

Priority 2 Targets

- Student measures (attendance, school disciplinary absences, academic results) for students in out of home care, First Nations students and students with a disability is the same/similar to other students.
- Percentage of students with a disability achieving A-C is 80%
- >5% improvement of students with <85% attendance

Teacher perception (SOS):

- >90% agree:
 - I receive useful feedback about my work.
 - My school encourages coaching and mentoring activities.
 - I have access to relevant professional development.

Priority 2 Actions

Actions	Initiative led by
High quality teaching and learning	
Develop and implement a process to quality assure curriculum and assessment	DP Engagement & Wellbeing Specialist Leader Pedagogy (I4S)
Further develop teacher capability to embed indigenous perspectives in curriculum.	DP Inclusive Practices First Nations Coordinator
Further develop the instructional leadership skills of all members of the CLT to support their teams to systematically and consistently enact college improvement strategies.	Executive Leadership Team
Provide ongoing professional learning opportunities for teachers to build their capability in all NASOT Design Areas, Universal Design for Learning (UDL) and Digital Pedagogy.	DP Engagement & Wellbeing DP Inclusive Practices Specialist Leader Pedagogy (I4S) Specialist Leader Digital Pedagogy (I4S)

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.
- students' literacy and numeracy levels impact on their ability to access all curriculum and achieve in all subjects.

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.
- Upward trajectory >5% in Upper Two Band (U2B) NAPLAN measures.
- 90% of students agree that "My English skills are being developed at this school" (SOS).
- 50% A-B in subjects years 7 – 10
- A-B% in General and Applied subjects consistent with state %

Priority 3 Actions

Actions	Initiative led by
Literacy	
Continue the professional learning and implementation of strategies to explicitly teach reading comprehension and writing. Ensure strategies are evident in planning and practice.	DP Middle School HOD English Specialist Leader Literacy (I4S)
Good practice in teaching literacy is shared at staff and faculty meetings.	DP Middle School HOD English Specialist Leader Literacy (I4S)
Develop a whole school approach to numeracy.	DP Junior School HOD Maths HOD Junior School

Improvement Priority 4: Prioritising the wellbeing and engagement of staff and students.

We know that...

- In our community some young people require intervention to support them to remain engaged in their education.
- Positive relationships between a teacher and student is important to engagement and success.
- 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.

Priority 4 Targets

- Student measures (attendance, school disciplinary absences, academic results) for students in out of home care, First Nations students and students with a disability is the same/similar to other students.
- Students identified as requiring targeted intervention and support demonstrate improved engagement in schooling and/or viable alternate education or training pathways.
- Upward trajectory >5% of Staff Wellbeing indicators (School Opinion Survey)

Priority 4 Actions

Actions	Initiative led by
Wellbeing & Engagement: Student	
Deepen partnerships with external organisations to support and enhance learning, wellbeing, engagement and post-schooling pathways.	DP Engagement & Wellbeing Engagement & Wellbeing team (I4S)
Refine and document programs, resourcing and processes which identify and support students with complex behaviour and wellbeing needs.	
Refine the use of data to track progress, achievement, engagement and wellbeing of First Nations students.	DP Inclusive Practices Indigenous Coordinator
Wellbeing & Engagement: Staff	
Adopt the Department of Education Five Step Process to implement the Staff Wellbeing Framework.	DP Engagement & Wellbeing HOD Engagement & Wellbeing
Develop a Staff Wellbeing Action Plan	
Engagement: Parent & Community	
Develop a Parent and Community Engagement 2023 strategy	DP Middle School