PIMPAMA STATE SECONDARY COLLEGE

Strategic Plan 2022-2025

Endorsement

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STRATEGIC PLAN

2022-2025

The Strategic Plan 2022 - 2025 provides a coherent map for Pimpama State Secondary College to achieve its vision over the next four years. To build belief in our purpose and turn our vision into reality, all leaders within our school must work collaboratively with staff to build engagement, capability and alignment with our Strategic Plan. We must consistently communicate the vision to all members of our school community and engage them in the process of shaping the future direction of our school.

MOTTO

Together We Succeed

VISION

Developing persistent and resilient learners, who can innovate and create; who will define and pursue their futures and thrive as valued members of their community.

OUR VALUES AS EDUCATORS

01

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.

02

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.

03

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.

STRATEGIC DIRECTION 2022-2025

> 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.

BUILDING A CULTURE OF HIGH EXPECTATIONS
- Clarify roles, responsibilities and accountabilities of all stakeholders, and quality assure the consistent enactment of agreed student management practices and policies across the college.
- 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.

LEAD LEARNER Principal, All staff

QUALITY TEACHING IN EVERY CLASSROOM LEADING TO IMPROVED STUDENT OUTCOMES
- Implement DA8 to ensure explicit teaching of agreed classroom routines and procedures is applied consistently in every classroom and reinforced positively.
- Implement DA10 'Communicating High Expectations' to help reluctant students feel valued when interacting in the learning environment.

LEAD LEARNER DP Engagement, QT Team, Curriculum HoDs

USING DATA TO DRIVE IMPROVEMENT
- Refine data plan to ensure alignment with strategic priorities.
- Build the capability of staff to access relevant disaggregated data for their classes that informs curriculum planning and classroom practices that caters for the needs of every student.
- Embed Inquiry Cycle process to review, prioritise and action responses to strategic priorities.
- Quality assure programs through alignment of AIP with Faculty Action Plans, APDP and line management.

LEAD LEARNER DP Junior School, All HoDs

GOALS
- 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

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%.

STRATEGIC DIRECTION 2022-2025

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.

A CULTURE OF SHARING AND RESPONSIBILITY
- 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.
- Develop structures for intentional collaboration to build teacher capability for our agreed pedagogical approach that ensures teachers know what they are doing, why they are doing it and how effective it is.
- 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.
- Implementation of DA9 to encourage effective communication that build trusting partnerships with students and their families.

LEAD LEARNER Principal, DPs, All HoDs, QT team, PBL team

STRUCTURE TEACHING TO ENSURE ALL STUDENTS SUCCEED
- The use of observation and feedback to promote consistency and rigour in the implementation of the college's agreed pedagogical approaches and practices.
- Implementation of Universal Design for Learning (UDL) Framework to optimize teaching and learning for every student.
- Timely and effective intervention that provides different support, not different expectations.

LEAD LEARNER Principal, DPs, All Hods, IP Team

REFINE CURRICULUM TO ENSURE ACCESSIBILITY AND CHALLENGE SO THAT ANNUALLY ALL LEARNERS ACHIEVE AT LEAST ONE YEAR OF ACADEMIC GROWTH
- Curriculum, pedagogy and assessment ensure equitable access to successful outcomes for every student.
- Curriculum is ambitious, rigorous and innovative.
- Collaboratively develop and systematically enact agreed and consistent moderation processes across Year 7 to Year 10.

LEAD LEARNER DPs, Curriculum HoDs, Principal

BUILDING CAPABILITY OF INSTRUCTIONAL LEADERS.
- Further develop the instructional leadership skills of all members of the CLT to support their teams to systematically and consistently enact college improvement strategies.

LEAD LEARNER DPs, Curriculum HoDs, Principal

GOALS

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%.

STRATEGIC DIRECTION 2022-2025

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.

BUILDING OUR CAPABILITY

- Continue the implementation of strategies to explicitly teach reading comprehension and writing. Ensure strategies are evident in planning and practice.
- Identify text genres across curriculum and implement genre templates that provide clear and explicit understanding of the communication requirements of the task.
- Explicit teaching of cognitive verbs to reinforce higher order thinking skills and identify correct communication features of tasks.
- Writing strategies remains a priority on the professional development calendar.
- Embed the explicit teaching of numeracy skills into the Mathematics curriculum and gradually expand the capability of teachers to teach the numeracy skills required for their subject areas.
- Good practice in teaching literacy and numeracy is shared at staff and faculty meetings.

LEAD LEARNER Principal, DPs, All HoDs, QT team, PBL team

GOALS

- 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 %.

OUR ONGOING WORK
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.
- Many roles within Queensland schools entail cognitively and emotionally challenging work. Research has shown that a healthier workforce will positively influence student engagement leading to better learning outcomes.

PARTNERSHIP TO SUPPORT OUR COMMUNITY
- Partnerships with external organisations to support and enhance learning, wellbeing and post-schooling pathways.

PROVIDING THE RIGHT SUPPORT THAT WORKS
- 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.
- Adopt the Department of Education Five Step Process to implement the Staff Wellbeing Framework. Staff Wellbeing Resource: link.
- 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.

LEAD LEARNER DP Engagement, HoD Wellbeing, Guidance officers, Youth Support Coordinators, Youth Worker

GOALS
- Student wellbeing measures (attendance, behaviour incidents, academic results) for children in care 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.
- Improvement of 10% for each question from staff wellbeing section in the School Opinion Survey.