



Pacific Pines State High Annual Implementation Plan 2022

| Explicit Improvement Agenda | Actions | Performance Indicators | Quality Assuring: Accountable Officers |
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| Our Curriculum – Provide a curriculum that is engaging, future focused with an emphasis on thinking for understanding and learning | | | |
| Curriculum | 1.1 Deliver systematically high-quality curriculum and assessment aligned to ACARA and QCAA to achieve successful student outcomes school wide 1.2 Collaborate across whole school to determine subject offerings and curriculum pathways 1.3 Review and deliver a Quality assurance process to ensure accountability I the implementation of high – quality curriculum, assessment and reporting (CARF) | <ul style="list-style-type: none"> • 100% of curriculum is clearly aligned to the Australian Curriculum 7 – 10 inclusive of literacy throughout the curriculum and QCAA Senior Syllabus and documented in three levels of planning • Whole school curriculum plan agreed to • Clear curriculum pathways 7 – 12 developed • Moderation processes are consistent across the school | Camilla Nichols |
| Our Pedagogy – Develop systems and processes that support our students to be independent, creative and critical thinkers and learners using assessment and reporting data to determine, select and employ a repertoire of effective pedagogical practices that are responsive and inclusive. | | | |
| Pedagogy | 2.1 Collaboratively develop and implement a research based pedagogical approach to ensure consistent and agreed use of agreed practices 2.2 Continue to grow, develop and build staff capability in pedagogical knowledge and understanding so all students receive the same standard of education | <ul style="list-style-type: none"> • Review of current pedagogical framework complete. • PPSH Pedagogical Approach document is developed • 100% of staff can identify PPSH Pedagogical Approach and can implement at least one strategy confidently in their classrooms | Robyn Hutchins |
| Our People – Provide equal opportunity for all staff to develop and grow. Regularly engage and consult with students and community around school priorities. | | | |
| Staff | 4.1 Develop and implement a Collegial Engagement Framework 4.2 Consistent implementation of processes across the school, e.g. APDP, collegial engagement | <ul style="list-style-type: none"> • Review of instructional coaching processes complete • Development of Collegial Engagement framework • Review of APDP processes complete | Janelle Dickman |
| Community | | | |
| Students | 4.4 Establish a strong student voice and agency process to influence school priorities and student outcomes | <ul style="list-style-type: none"> • Each phase formally and informally engaging with students to hear their ‘voice’ • Provide opportunity for the development of student led clubs • Student representation in what ‘our values’ mean to us • Address student wellbeing through student voice through the facilitation of the ‘Queensland Engagement and Wellbeing survey’ | Troy Olsen |



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| <p align="center">Our Culture – A positive, respectful and inclusive culture that supports the wellbeing of all members of the community which, is achieved through the use of regular data analysis and evidence-based practices.</p> | | | |
| PBL | 3.1 Develop and implement program to professionally develop all staff in PBL Ways of working 3.2 Continue to grow and develop PBL team to build a group of invested passionate members from a cross section of the school 3.3 Continue to develop and refine systemic supports for identified students aligned to PBL intervention tiers and support provisions 7-12 | <ul style="list-style-type: none"> • All staff have opportunity to engage in regular professional learning opportunities. • 100% of staff exposed to professional development around trauma informed practice and understanding mental health, to support our tier 1 ways of working. • Identify and capture PBL best practice as a staff development tool. • All faculties represented on PBL team with senior leadership engagement. • PBL faculty reps engaged in formal opportunities to grow the profile of PBL. • Continued implementation of tiered intervention through effective data tracking to improve engagement outcomes for our students. <ul style="list-style-type: none"> • SDA rate no greater than 47.2% • Attendance rate at or above 90%, 92% in Year 7 • Decrease < 85% attendance by no less than 3% (24.9% in 2021) | Troy Olsen |
| Inclusion | 3.4 Develop a school wide philosophy of inclusion and supportive intervention processes to ensure there is a zero tolerance for students 'falling through the cracks' 3.5 Collaboratively develop practices for embedding differentiated and inclusive teaching practises and strategies across the whole school. 3.6 Deepen teachers' understanding, learning and engagement in ICPs and ISP's, and constructively collaborate with teachers and parents to establish these goals and plans | <ul style="list-style-type: none"> • A 'living' Inclusion Policy completed with initial implementation. • Inclusive strategies included in the School's Pedagogical Approach and curriculum planning documents. • Demonstrated use of ICP and ISP strategies at classroom level as evidenced via walkthroughs. | Janelle Dickman |
| Data | 3.7 Consistent implementation and monitoring of documented school-wide practices and expectations regarding the use of data 3.8 Embed consistent data literacy professional learning for staff to effectively use data to inform teaching practice | <ul style="list-style-type: none"> • Develop and implement school-wide data plan • All staff using data to inform planning, pedagogy, differentiation and feedback | Marg Tonge |