



# PACIFIC PINES STATE HIGH

## INSPIRING EXCELLENCE TO EMPOWER SUCCESS

### 2024 Annual Implementation Plan



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

#### Inspiring excellence through inclusive pedagogy

<b>Strategies:</b> <ol style="list-style-type: none"><li>Collaboratively implement a research based pedagogical approach to ensure consistent and agreed use of endorsed practices</li><li>Collaboratively grow, develop and build staff capability in pedagogical knowledge and data informed practice so all students achieve at least one year of learning growth each year</li><li>Continue to promote a school wide philosophy of inclusion</li><li>Implement supportive intervention processes to ensure all students are on track to achieve positive educational outcomes</li></ol>	<b>Actions and outcomes:</b> <ol style="list-style-type: none"><li>All teaching staff can identify and interact with the PPSH Pedagogical Approach and Toolkit and can confidently implement appropriate strategies for their learners</li><li>Use of Collegial Engagement Framework, Professional Learning Schedule (PLS) and pedagogical coaches to develop and build staff capability in inclusive pedagogical approaches</li><li>All teaching staff using data (e.g. OneSchool, TrackEd, formative, summative) to inform their practice</li><li>All teaching staff recording NCCD adjustments for students at the Supplementary, Substantial, and Extensive levels</li><li>All teaching staff can identify and implement appropriate Quality Differentiated Teaching Practice (QDTP) and reasonable adjustments for all students</li><li>Intervention processes and practices are consistent across the school</li></ol>
<b>Responsible officers:</b> <ul style="list-style-type: none"><li>Directors, Head of Departments and Pedagogy/ Artificial Intelligence Coaches</li></ul>	

#### Inspiring excellence through inclusive curriculum

<b>Strategies:</b> <ol style="list-style-type: none"><li>Systematically deliver high-quality curriculum and assessment aligned to Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA)</li><li>Refine the moderation process to ensure accountability of the curriculum, assessment and reporting framework (CARF)</li><li>Review and deliver high quality vocational education and training (VET) courses</li><li>Refine the process and implementation of ICPs, support provisions, and QCIA goals and work collaboratively to establish goals and plans</li><li>Enhance the capability and confidence of teachers in digital teaching and learning using artificial intelligence and QLearn to connect all students to digital learning opportunities</li></ol>	<b>Actions and outcomes:</b> <ol style="list-style-type: none"><li>Build expert teaching teams who have a deep knowledge of the V9 Australian Curriculum and QCAA syllabuses</li><li>Implement V9 Years 7-8 in English, Mathematics, Humanities, and Science</li><li>Plan V9 Years 9-10 in English, Mathematics, Humanities, and Science</li><li>Implement new QCAA applied syllabuses</li><li>Plan new QCAA general syllabuses</li><li>Embed cross curricular priorities and general capabilities</li><li>Develop and align our Reading Framework and Writing Framework to the department's approach</li><li>Implement whole school curriculum and assessment processes (Marking guides, Curriculum and Assessment Plan, Teaching, Learning, and Assessment Plans)</li><li>Heads of Department review and deliver moderation processes</li><li>Build capacity of teachers delivering vocational education courses</li><li>Develop consistent Individual Curriculum Plan (ICP) processes</li><li>Ensure ICPs are tracked and mapped each semester to ensure students are progressing</li><li>All staff able to utilise OneSchool to access relevant supports (e.g. Support provisions, Personalised Learning Plans)</li><li>QCIA process review and support for staff</li><li>Build capacity of teachers in the use of artificial intelligence and QLearn</li><li>Whole school implementation of a new and agreed learning management system (QLearn)</li></ol>	<b>Targets:</b> <p><b>Whole School</b> N Rating &lt; 20 English A – C &gt; 90% Mathematics A – C &gt; 85%</p> <p><b>ICPs</b> ICP English C and above &gt; 100% ICP Maths C and above &gt; 100% Progress to the next level ICP after 12 months &gt; 85%</p> <p><b>Year 7 – 9</b> English C and above &gt; 85% English A or B &gt; 50% Maths C and above &gt; 85% Maths A or B &gt; 48%</p> <p><b>Year 12</b> QCE attainment 100% QCIA attainment 100% Post school destinations &gt; 85% All flexible pathway students achieve a Certificate I, II or higher</p>
<b>Responsible officers:</b> <ul style="list-style-type: none"><li>Directors, Head of Departments, Subject Area Coordinators, Artificial Intelligence Coaches, Inclusion Coaches and Access Advocates</li></ul>		

#### Inspiring excellence through our people and culture

<b>Strategies:</b> <ol style="list-style-type: none"><li>Continue to professionally develop all staff in building positive relationships with students and colleagues</li><li>Continue to grow and develop Positive Behaviour for Learning (PBL) team to build a group of invested passionate members from a cross section of the school</li><li>Continue to develop and refine systemic supports for identified students aligned to PBL intervention tiers and support provisions 7-12 through a case management approach</li><li>Implement a community engagement plan</li><li>Encourage and respond to student voice</li><li>Implement our agreed approach to Collegial Engagement to support staff development and capability</li><li>Enhance a sense of belonging and a positive environment for teaching and working</li></ol>	<b>Actions and outcomes:</b> <ol style="list-style-type: none"><li>All staff are exposed to positive relationships professional development opportunities (e.g. Restorative Practices)</li><li>All staffrooms and faculties represented on the PBL team</li><li>Consistent phase appropriate systems of intervention from years 7-12</li><li>Consistent norms across the school for PBL tier 1</li><li>Strengthen community partnerships to support students through connections and sponsorship</li><li>Each Homebase class has a representative that provides student voice feedback to the Student Engagement and Success Team</li><li>Acknowledging students through two new awards: Academic Effort (gold, silver, and bronze) and PBL awards and badges (gold, silver, and bronze)</li><li>Develop and implement a systematic approach to gathering and responding to student voice</li><li>All staff complete a full Annual Performance Review process including an Annual Performance Development Plan on MyHR</li><li>All staff have access to individualised development and support</li><li>All teaching staff receiving feedback from a lesson observation</li><li>Continue to develop data literacy to ensure data informed strategies are employed to influence student performance, provide appropriate support/interventions to identified students with the goal of all students succeeding in their chosen pathway</li><li>Re-establishing a staff wellbeing team with at least one representative from each staffroom that meets at least once each term</li><li>Provide an open feedback mechanism for staff to provide input on wellbeing and culture</li><li>Develop and implement a plan for staff wellbeing and culture based on staff feedback</li><li>Formalise our methods of recognising and appreciating staff achievement and contributions</li></ol>	<b>Targets:</b> <p>Unexplained absences &lt; 10% Less than 25% of students have &lt; 85% attendance School Opinion Survey:<ul style="list-style-type: none"><li>Staff: 'I feel that staff morale is positive at this school' - increase by 5% on 2023</li><li>Parents: 'This school works with me to support my child's learning' – maintain 85% or above</li></ul>Students: 'My school takes my opinion seriously' – increase by 5% on 2023</p>
<b>Responsible officers:</b> <ul style="list-style-type: none"><li>All Staff, Staff and Student Wellbeing Team, PBL Team, Home Base Student Representatives and Student Leadership Phase Teams</li></ul>		

#### Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal Mark Peggrem

School Supervisor *Shirley Cook* 23/02/2024

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