



# Pine State High School Annual Implementation Plan 2021



**Improvement priority: Effective Teaching and Learning**

Teacher Pedagogy			
Strategy – Actions	Targets	Timelines	Responsible Officer/s
<b>Deeper Learning;</b> focus on collaboration, creativity, critical thinking, citizenship, character and communication	<ul style="list-style-type: none"> <li>Explicit teaching of Cs embedded within curriculum subjects</li> <li>A focus on high quality pedagogy in Character and Citizenship lessons years 7-12</li> <li>Increase in students moving from B-&gt;A</li> <li>Increase in students moving from C-&gt; B</li> <li>100% of teachers engage in formal Deep Learning observations and reflection of practice</li> </ul>	Ongoing through 2021	P, DP, HoDs – DL, Science, Maths, English, School Culture
<b>Art and Science of Teaching;</b> Link to Literacy	<ul style="list-style-type: none"> <li>ASoT language evident in classrooms and learning/feedback conversations</li> <li>Students can identify success criteria and proficiency scales for tasks</li> <li>100% of unit plans have embedded differentiation</li> </ul>		P, DP, HoDs – T and L, School Culture
<b>Coaching and Mentoring;</b> focus on building staff capacity and capability through peer coaching and mentoring, professional learning communities, annual performance review and the beginning teacher program.	<ul style="list-style-type: none"> <li>100% of teachers engage in school collegial engagement process that involves observations / goal setting &amp; written feedback</li> <li>100% of staff engage in collaboration</li> <li>Opportunities exist for teachers to engage in Open Classrooms, Coaching and Mentoring programs</li> <li>Comprehensive aspirants program in place</li> <li>A full program that supports beginning teachers through induction, mentoring, supervision and professional development</li> </ul>		P, DPs, HoDs

Literacy			
Actions	Targets	Timelines	Responsible Officer/s
<b>School Junior Literacy Initiatives;</b> Develop, implement and embed literacy strategies which emphasises reading, comprehension, spelling and writing, through exemplars, SQ3R, graphic organisers, explicit teaching of specific writing demands.	<ul style="list-style-type: none"> <li>Tactical writing and SQ3R explicitly taught and used in all classrooms.</li> <li>Increasing students achieving A-C</li> </ul>	Ongoing through 2021	P, DP, HoDs

Positive Relations

Teaching and Learning

Feedback

Growth and Development

Collegiality

**Improvement priority: Engagement**

Positive Learning Culture			
Strategy – Actions	Targets	Timelines	Responsible Officer/s
<p><b>Positive Behaviour Learning</b> – Focus on a whole-school approach, school leadership, effective teaching, Essential Skills for Classroom Management, clear and consistent expectations for behaviour, using data to inform decisions and parent and community engagement.</p>	<p>Reduction in average daily behaviour referrals, Increase in the A-C achievement data - whole of school, increase in school based profilers and functional behaviour assessors, increase in SOS data relating to learning, behaviour and school culture and an increase in the number of students reengaging in mainstream schooling.</p>	Ongoing through 2021	P, DP, GOs, HoDs – Engagement, School Culture
<p><b>Student Support Services (Hub):</b> Focus on supporting, PACE Years 7 – 9 and case management of students' physical, emotional, social and mental health to enable success.</p>	<p>Additional key data targets to be included Removing all gaps for indigenous and Torres Strait Islanders students Targeted support programs for Pacifica students Increase in engagement and connectedness – attendance. 90% all year levels</p>		P, DP, HoSES
<p><b>Inclusive Education:</b> Focus on leadership and direction to strengthen the capacity of staff about evidence-based inclusive practices focused on improving outcomes for students.</p>	<p>Increase in inclusive practices across the school. Short term suspensions <math>\leq 250</math> Average behaviour incident rate <math>\leq 3.0</math> / year level / day Reduction in exclusions and cancellations of enrolment.</p>		
<p><b>Community Partnerships:</b> focus on improved student learning opportunities, deliver high achievement and promote community confidence and pride in Pine Rivers SHS.</p>	<p>Increased links and connections with primary schools, universities, community organisations, Indigenous culture and employers</p>		P, DP, HoDS

Pathways			
Strategy – Actions	Targets	Timelines	Responsible Officer/s
<p><b>Whole-school curriculum plan and faculty curriculum plan</b> – Continue to use the Inquiry Cycle to refine the school curriculum plan, Queensland Curriculum Assessment and Reporting Framework and Australian curriculum to maximise tertiary, vocational, work ready pathways for students. New Senior Assessment and Tertiary Entrance (SATE) systems and a focus on professional development, the establishment of teaching teams and the development of curriculum material.</p>	<p>100% (183 students) QCE and QCIA 100% A-C Year 11 and 12 Increase in Yr 11-12 SBA or SBT 65% Certificate II+ 25% Certificate III+ Reduction in Senior Subject changes English 85% A-C, 50% A-B Mathematics 85% A-C, 50% A-B Science 85% A-C, 50% A-B</p>	Ongoing through 2021	P, DP, HoDS
<p><b>Signature Programs – Ignite (STEM, HASS and Music)</b> Focus on a culture of learning, high outcomes, digital literacy, collaboration, creativity, critical thinking, communication, industry links and future pathways.</p>	<p>Increase in U2B NAPLAN across all strands; increase in A standard achievement data – English, Mathematics, Science, Humanities, Music</p>		P, DP, HoD - Science

**Endorsement**

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

  
Doug Watson  
Principal

  
Carol-Ann Morel  
School Council Chair

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