



Pine State High School Annual Implementation Plan 2022



Improvement priority: Pedagogy

Students, Staff and Parents/ Carers			
Strategy – Actions	Targets	Timelines	Responsible Officer/s
<p>Whole School Pedagogy Framework: focus on Domain 2 Planning and Preparing through lesson design; scaffolding, content standards, targeted differentiation and use of resources</p>	<p>Increasing students achieving A-C Increase in students moving from B->A Increase in students moving from C-> B Reduction in students receiving a D, E or N rating. Mazanro language evident in classrooms planning and preparation conversations 100% of unit plans have embedded differentiation Tactical writing explicitly taught and used in all classrooms. 100% of teachers engage in school collegial engagement process that involves observations, goal setting, feedback and professional development 100% of staff engage in collaboration; staff, faculty, whole school, twilights, student free day activities. Opportunities for staff to engage in Coaching, Mentoring, Aspirants and Induction programs Increase in inclusive initiatives across the school. Data informed practice is evident in all facilities Established industry links and future pathways.</p>	Ongoing through 2022	All Staff
<p>Writing Initiatives; Develop, implement and embed strategies which emphasise; How to Write Matters (1), What to Write Matters (2) and When Writing Matters (3) through explicit teaching of specific writing demands, use of exemplars and targeted feedback.</p>			
<p>Technology Initiatives: focus on enhancement and transformation of learning in the classroom through Substitution, Augmentation, Modification, and/or Redefinition (SAMR) strategies.</p>			
<p>Knowing Your Students: focus on building staff capacity and capability through peer coaching, mentoring, evidence-based inclusive practices, professional learning communities, Growth and Development Plans to improving outcomes for all students.</p>			
<p>Whole-school curriculum plan and faculty curriculum plan – 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% (172 students) QCE and QCIA. 100% A-C Year 11 and 12. 100% QCE - Literacy and Numeracy. 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 2022	Principal, DP, HoDS
<p>Signature Programs – Ignite, Sport – Volleyball and Touch Football, The Bridge and Duke of Edinburgh Award) Focus on a high-quality learning, digital literacy and outcomes utilising Dr Michael Fullan's 6C's; collaboration, creativity, critical thinking, communication, culture and citizenship.</p>	<p>Increase in U2B NAPLAN across all strands Increase in A standard achievement data – English, Mathematics, Science, Humanities. Flexibility access to electives. Establishment of Sport – Volleyball and Touch Football Development of The Bridge and Duke of Edinburgh Award programs for 2023 and beyond.</p>		

Positive Relations

Teaching and Learning

Feedback

Growth and Development

Collegiality

Improvement priority: Wellbeing

Students, Staff and Parents/Carers			
Strategy – Actions	Targets	Timelines	Responsible Officer/s
<p>Positive Behaviour Learning – Focus on a whole-school approach, school leadership, effective teaching, Essential Skills for Classroom Management, clear and consistent non-negotiables, using data to inform decisions and parent and community engagement.</p>	<p>Reduction in average daily behaviour referrals, increase in school-based profilers and functional behaviour assessors. Increase in engagement and connectedness – attendance - 90% all year levels. Short term suspensions ≤250. Average behaviour incident rate ≤3.0 / year level / day. Reduction in exclusions and cancelations of enrolment. Removing all gaps for indigenous and Torres Strait Islanders students. A focus on high quality pedagogy in Character and Citizenship lessons years 7-12. Targeted support services and programs for all students.</p>	<p>Ongoing through 2022</p>	<p>All Staff</p>
<p>Student Support Services: Focus on supporting, and case management of students' physical, emotional, social and mental health to enable success.</p>			
<p>Community Partnerships: 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>Supporting students, staff and parents/carers health and wellbeing through a focus on strategies that target Psychological, Occupational, Physical, Social, Financial Wellbeing.</p>	<p>Positive increase in SOS data relating to learning, behaviour and school culture. Implementation Parent and Community Code of Conduct. Refine the Student Code of Conduct Ongoing development, implementation and delivery of targeted programs to develop the capability and capacity of students, staff and parents/carers to support their own and others health and wellbeing.</p>		

Key Documents

- QSR 2022 -2025
- School Improvement Review 2021
- Scan and Review – Inclusion 2020
- Health, Safety and Wellbeing Framework
- Student Learning and Wellbeing Framework

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