2022 PRSHS Annual Implementation Plan
Aligned to 21st Century Leap

6C's 2022
Collaboration
Communication

umbrellaed by a commitment to
Student Agency
consistent opportunities for
Student Voice and Student Choice

Whole School TARGETS: 2022
100% QCE/QCIA and QTAC –
>92% Attendance - >85% Pass Rate - >25% A/B
2% increase in NAPLAN Reading, Numeracy and upper 2 Bands

Focus	Strategy	Targets	Term1	Term2	Term3	Term4
6 C's: Focus for 2022						
Collaboration -Working in teams and growing from the ideas of others is highly valued by our students. They demonstrate the skill of collaboration through their ability to communicate clearly, actively listen to others, and respecting the diversity of the group. -A culture of risk taking and making mistakes as spart of the learning experience is embraced. Our students understand that experimenting and growing from mistakes is a significant part of the journey toward new knowledge	• Audit current collaboration practices: how does this look in every faculty? Who are our current innovators? • Survey or interview students and broader community to gauge understanding and input (student voice/choice) • From data collected, establish a team of pedagogical experts (including student voice) to support staff/students to build consistent strategies • Vision and collaborate across faculties, utilising HOD as leader: why is it important to explicitly teach collaboration? what can a planned approach to collaboration look like in our faculty? Project – how will this enhance student learning? What does the research say? • Include professional development targeted at building collaboration strategies in PD Plan • Source outside PD opportunities and inclusion on SER initiatives (continued involvement with Deep Learning Initiative) • Develop PRSHS Learner Profile including mapping collaboration skills across subjects/ year levels (ASM), connect with Logan TIAG and Logan Round Table to link to outside agencies • Include development of collaboration skills in reporting and as part of assessment criterion • Establish focus through PLT • Set targets of 'every subject explicitly teaching collaboration in every unit by the end of 2022', including focus at SLT/ line management • Grow partnership with Griffith University – identified teachers to engage with Griffith Collaboration Course • Align teaching and non-teaching vision, values, and structures to build a culture of collaboration. Targeted PD for non-teaching staff	• Classroom environments reflect a culture of collaboration utilising research-based layouts, resources & visual stimulus • Collaboration explicitly taught in every unit • Students provided multiple opportunities to work collaboratively at a learning and assessment level in every subject • Collaboration reported on termly and recorded on PRSHS Learner Profile • Learner Profile supported by business and further study institutes • Student directing parent teacher conferencing • Formalised assessment and reporting of collaboration efficacy • Digital Badging of teacher accreditation (Griffith University) • Whole school community feel confident that 'together we are better' (SOS data, surveys, and focus groups) • Collaboration strategies impact on student achievement: >85% pass rate - >25% A/B • Our non-teaching team feel connected to the improvement agenda, working in effective teams	Pockets of Practice	Beginning whole school practice		
Communication -Utilising multiple technological platforms to connect ideas and messages, our students are confident digital communicators. They drive many of the communication channels in our school, reaching out to our broader community – a desirable skill set in the 21st Century workplace -Our students also converse effectively in public settings, when addressing their peers, teachers, families, and broader community members. They understand audience and the need to vary the communication style to suit the situation. They are articulate and self-assured, embracing opportunities to engage with others	• Review current communication platforms delivered in the classroom and broader school context: delineate between digital and traditional: how does it currently look? how can we build on recent innovation? • Audit staff and student confidence in working with identified platforms: where are the gaps? where to next? • Build role of IT HOD as Coach and Mentor, identify support teams, and provide targeted PD opportunities: what courses are available? Who are the leading schools in communication platforms, what can this look like in our school? Do we have experts in our broader community? • Set targets and incentives for improved skills development in Microsoft Teams and OneNote • Identify staffroom champions as mentors • Grow whole school approach to delivering messages on varied platforms and as part of a promotional plan: focus on TEAM's and SharePoint • Targeted PD on innovative approaches to communication and communication systems • Provide real-world opportunities for students to grow confidence and present across a range of mediums to a range of audiences • Connect with IMPACT Centre through their IT and Media courses • Establish process where faculties are responsible for mapping and tracking communication skills delivery across the curriculum • Research community events/platforms to allow students to present and develop presentational skills beyond our school environment • Establish a PRSHS public speaking forum, focused on the 'United Nations Global Issues Platform' • Identify and support growth of non-teaching staff to interact with and build on their current suit of communication strategies, identifying newly appointed A04 Marketing/Events Managers as strategic resource	• Dynamic, confident learners who have experience communicating both within and outside of the school environment • Skilled digital learners who drive divers and innovative communication platforms • Exciting classrooms with multi-layered communication opportunities • A culture of students gaining communication skills through IT and media industries • Assessments reflect innovative and multi-layered approaches to communication • All students receive accreditation in certificate II IT by completion for year 10 • Community members act as 'knowledgeable others' and mentors to improved communication systems • Teaching and non-teaching staff feel confident to deliver across a range of traditional and non-traditional communication platforms, digital communication is innovative and commonplace • Our non-teaching staff feel well communicated with and confident to use a range of communication platforms • 10% increase in SOS data, we communicate well to the school community				
Learning Design/Learning Together: Responsive – Aligned – Precise - Researched						
audit current approaches/frameworks: focus on alignment	• Utilise PRSHS coaches and HOD's to identify: what do models of practice look like in every faculty? who are our experts and innovators? who needs targeted support? what can we celebrate?	• >85% pass rate >25% A/B core subjects • >100% embedded Learning Design, Learning Together and Learning Life Models of practice • Students use sophisticated literacy strategies and analysis techniques to unpack texts, utilising DRTA • Students and families can identify models of practice and their purpose, aligned to our purpose, vision, expectations and key question • >50% reduction in behavioural referrals • Evidence of the use of 10 essential skills and positive engagement strategies through Learning Design and Learning Together • Teachers feel confident/ supported to deliver 'must haves' at proficient/highly proficient				
creation/ refining of measurement tools: focus on the precise work	• Review current ways of measuring: strengths, weaknesses, routines in relation to measuring tools: are we doing it? what are we doing with it? • build precise measuring tools with identified responsibilities and non-negotiable timelines • Review consistent practice in how we recognise and celebrate success					
targeted professional development: Building Expert Teaching Team	• Develop differentiated faculty plan to support staff to grow expertise with specific teacher targets • Quality assure support and PD for Beginning and New Staff: how do we support their growth in the PRSHS 'must haves'? How do we gauge success? what is the quality of our mentor processes? how do we know? when do we know? • Commit to utilising experts to act as mentors share 'best practice models' • Develop sophisticated vignettes and resources to support the learning classroom, building on the foundation created during SPEL				Embedded	
systematic curriculum delivery aligned to Australian Curriculum/QCAA focus on mapping skills development and explicit teaching of general capabilities	Review of PRSHS 7-12 CARP and ASM, whole school unit and assessment design and monitoring processes • Quality assure coherent, sequenced plan for curriculum delivery through audit cycles • Provide targeted, faculty and year level specific PD to grow leader and teacher confidence in developing plan and creating units in accordance with school-wide processes and approved curriculum • Audit and provide support for the creation of a comprehensive, developmental, and targeted mapping of skills progression and delivery of general capabilities through ASM in all faculties • Quality assure, through line management, alignment of ASM to unit plans and delivery in classroom • Build whole-school systems and practices for Student Agency: what choices do our students have to negotiate the curriculum in every unit?	• CARP is embedded, demonstrating a clear unit progression to cater to learner needs at key developmental junctures – value of skills over content is evident in unit planning • faculty ASM supports a balanced and skills focused approach to teaching and learning aligned to the Australian Curriculum and QCAA Syllabuses • students, parents, and community members understand the purpose of the CARP and have opportunities to review and guide curriculum development routinely • pathway and authentic learning opportunities support a relevant curriculum that prepares students for further studies or the workforce of the 21st Century	Ongoing toward embedded practice			
Professional Leaning Teams focus on differentiated faculty approach	• Audit PLT's use of PLT tools, focus on use of PRSHS *Data Conversation* and collective strategies built from data informed analysis • Train coach specifically in PLT routines to support struggling teams - build on current facilitator training	• 100% of PLT's teams use PRSHS PLT tools • Staff feel confident that PLT's value add to their practice and adopt appropriate adaptions				
School Wide Numeracy Plan	• Review existing Numeracy Plan and staff delivery of numeracy in all subjects • Revise Numeracy Plan, providing time for Junior secondary HOD and Numeracy Team to work with faculties • Embed numeracy moments into faculty unit planning: simple whole school 'must haves'	• >85% pass rate in both junior secondary math subjects • >95% pass rate in senior mathematics subjects or transition plan • >25% A/B across all mathematic subjects – 2% increase in NAPLAN numeracy				
Engagement: Cognitive – Emotional - Behavioural						
3 Dimensions of Engagement -engaged cognitively, emotionally, and behaviourally, our students enjoy being a part of the learning environment -our students negotiate their learning with their peers and their teacher.	• Reinvigoration of SLT Engagement PLT to explore what engagement can look like in every faculty • Conduct research review of the dimensions of student engagement: Thinking Models/Mental Models • Develop school wide engagement matrix: how do you measure engagement? • Provide time to workshop engagement strategies within faculties, supporting sharing of best practiced models across disciplines • Source knowledgeable others from within and outside of the school to deliver targeted PD • Continue to engage in SER Deep Learning Project	• >92% attendance • >85% pass rate - >25% A/B • Students feel confident to cope with the demands of their subjects and excited to be in class • Students negotiate their learning environment, and it is clear to see consistent approaches to providing student voice and choice				