



PALM BEACH
CURRUMBIN

STATE HIGH

STRATEGIC PLAN 2022-2024

Nil Sed Optima



OUR VISION

Our purpose is to nurture the talents of every student to position them to succeed in their preferred career and thrive in all dimensions of a balanced adult life including relationships, health, creativity, citizenship and recreation.

OUR MOTTO

Nil Sed Optima - Nothing but the best

OUR OUTCOMES

Learning

Implement a learning framework to prepare students for living in complex, multicultural, networked societies.

School Community

Create learning communities that meet diverse student, parent and community needs.

Workforce

Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE-2010.

OUR VALUES

- A broad and diverse curriculum which enables all students to study in areas of their interest at their ability level
- A wide range of extracurricular activities that provide a rounded education beyond the classroom
- Programs which challenge highly capable students to achieve personal excellence
- Literacy and numeracy skills as fundamental to student achievement
- Inclusivity and access to a quality education for all young people
- Developing in students a strong sense of personal responsibility, initiative and commitment to PBC
- Junior secondary schooling philosophy which fosters a distinctly student centred approach
- Parents, community, business, government organisations and university as partners

FOUNDATION PRINCIPLES

Excellence

Palm Beach Currumbin State High is an Independent Public School which has established itself as one of Queensland's leading high schools. PBC as it is known, has a proud record of academic, sporting and artistic achievement. It is co-educational and enrolment is increasingly sought after with over 2650 students enrolled in 2022.

To ensure every student engages with these opportunities our school offers excellence programs in Academic, Sports and Creative Arts which involves over half of the students. The close monitoring of student progression is a feature of the PBC experience and our campus is organised into two smaller schools.

Success

At the heart of our success is our school culture which is woven around our school motto "Nil Sed Optima" which means "nothing but the best." On a day to day basis our culture demands that every student and member of staff, do their best in every lesson, every day.

As a large school we have the distinct advantage of offering a wide range of opportunities that target the interest and ability levels of every student. We have methodically developed cutting edge programs and assembled an expert teaching team which combine to push young people to reach their fullest potential.

Learning

Junior Secondary (Years 7-9) is focused on ensuring that each student has the prerequisite skills and knowledge for Senior School, and gains exposure to a broad range of experiences which positions them to make specialisation decisions in the next phase of their schooling.

Senior Secondary (Years 10-12) is focussed on connecting every student to their preferred post schooling pathway. It features comprehensive curriculum offerings that include ATAR, school based and vocational educational courses.

Corporate Administration

The Corporate and Administrative Services at PBC recognises that a caring, supportive and respectful learning environment is the foundation of success for this high- performing school.

Our strategies, practices and processes engage staff and students while building positive relationships and developing character strengths. It is acknowledged that a commitment to student outcomes and wellbeing from all staff is a key component in creating and maintaining a culture of mutual respect while building the capability of all staff in the school



STRATEGIC DIRECTION

Review Recommendation	Strategies
<p>Collaboratively document and implement a school-wide universal pedagogical framework, incorporating the range of agreed-upon pedagogical practices that includes high-yield teaching practices and processes guided by instructional leadership to quality assure implementation.</p>	<ul style="list-style-type: none"> • Implementation of the New Art and Science of Teaching (NASoT) based on the research of Marzano to improve staff capability • Design and implementation of the School Numeracy Plan • Application of the 'Write That Essay' program as the school's signature writing pedagogy
<p>Review the collegial engagement framework and formalise support structures to ensure a school-wide process for systematic feedback, coaching, modelling and mentoring for all staff, including the sharing of best practice with greatest impact on student performance.</p>	<ul style="list-style-type: none"> • Review and document the changes to the collegial engagement framework • Consistently implement the school-based model of 'Walk Throughs' to generate global feedback on teaching and learning across the school • Instil 'Classroom Profiling' as the schools signature feedback model to collectively build staff capability on classroom management practices, with a target 100% of teachers engaging by 2023.
<p>Review the PBC Improvement Plan to collaboratively develop a shared vision for the future, guaranteeing a line of sight and the implementation of feedback processes to maximise engagement across the improvement agendas.</p>	<ul style="list-style-type: none"> • Collaboratively create clear processes for HOD involvement and staff engagement in the development of the Annual PBC Improvement Plan • Redevelop the leadership matrix and publish the document with clear lines of accountability.
<p>Collaboratively develop and implement practices for embedding differentiated and inclusive teaching strategies across the school.</p>	<ul style="list-style-type: none"> • Heads of Department to lead intentional collaborative planning process to ensure differentiation is documented, monitored and reviewed • Heads of Department work with teachers on the implementation of NASoT to ensure alignment and best practise • Continuous review and improvement of inclusive practises to ensure all students with diverse needs are succeeding
<p>Collaboratively revise, refine and strengthen staff commitment to the implementation of school-wide expectations for students in terms of PBL and Positive Education by providing precise communication, interrogation of data and strategic planning to implement the School Code of Conduct to be timely and responsive to the needs of all stakeholders.</p>	<ul style="list-style-type: none"> • Review and renew the membership, actions and impact of the PBL committee. • Provide ongoing opportunities for staff to collaborate to ensure shared understanding, engagement and consistent application of the Student Code of Conduct.

SCHOOL TARGETS

Senior Secondary School Targets

- 100% QCE attainment
- 92% attendance rate
- 20% of ATAR-eligible students achieve an ATAR of 90.0
- 80% of ATAR-eligible students achieve an ATAR of 65.0
- 100% of University Pathway students receive a QTAC offer of university placement
- 75% of Year 12 students are ATAR-eligible or graduate with a Certificate III or higher
- 30% of Year 12 students graduate with either a completed traineeship or having commenced an apprenticeship
- 90% of Year 10 students passing their core subjects of Maths, English and Science
- 90% of all Senior students achieving a B ('very good') or above in effort and behaviour
- 90% of Year 12 completers engaged in education, training or employment at the time of the next step survey

Junior Secondary Targets

- In each of the 5 domains of NAPLAN, 25% of Year 9 students achieving Upper 2 Bands
- In each of the 5 domains of NAPLAN, 30% of Year 7 students achieving Upper 2 Bands
- PBC Mean Scores above National Mean Scores in all 5 domains of NAPLAN
- 100% of PBC students achieve above National Minimum Standards benchmarks in all 5 domains of NAPLAN
- 90% of PBC students achieve a similar or higher relative gain compared to the State
- 15% of students achieving a GPA of 5 in core programs
- 95% of students achieve GPA of 3 or better in all subjects
- 92% student attendance rate



TRADITION OF EXCELLENCE

PBC has a proud history of high performance across academic, creative and sporting pursuits. It is our intent to continuously improve through developing quality relationships with local stakeholders to identify opportunities and priorities and to use educational research to guide professional practice.

OUR KEY DOCUMENTS

- Whole School Curriculum and Assessment Plan
- Student Code of Conduct
- Critical Incident Response Plan
- Workplace Health, Safety and Wellbeing
- Enrolment Management Plan
- Collegial Engagement Framework
- School Strategic Infrastructure Plan



Explicit Improvement Agenda	Focus	Strategies	2022	2023	2024
Embed ASOT into classroom practices to improve the quality of teaching and learning experiences. NSIT Dimension 8 – Effective Pedagogical Practices	Use coaching and feedback models to qualify assure a core approach to pedagogical practices.	Embed ASOT as the school wide pedagogical framework: Design Area 1: Providing and Communicating Clear Learning Goals Design Area 2: Using Assessments (Informal and Formal Assessment Strategies) Design Area 6: Using Strategies that Appear in all Types of Lessons Design Area 8: Implement Rules and Procedures Comprehensively develop staff capability in Positive Behaviour for Learning (PBL) Comprehensively develop capability within the following four areas: - Digital Learning - Writing (Write this Essay) - Numeracy (PBC signature Strategies) - Study Skills Evaluate the impact of the current Reading Program (The Tactical Teaching of Reading). Embed a Collegial Engagement process to allow staff to receive coaching and feedback (i.e. Profiling) on their teaching practice. Review and implement the school's Data Plan to allow for regular and timely collaboration to formally analyse and share data to inform teaching practices for all learners. Effectively use data to differentiate teaching and learning to inform teaching practices for all learners. Extending high performing students beyond structural differentiation. Build staff capability to support diverse learners and their needs. Develop and implement innovative strategies to allow PBC to be a breakthrough school in the area of enterprise.			
Meaningfully engage with data to improve student outcomes. NSIT Dimension 2 – Analysis and Discussion of Data	Develop opportunities for students to achieve nothing but their best	Renew the Staff Aspiring Leaders program to meet the needs of future leaders. Create opportunities for student leadership development beyond formal leadership positions to enhance student agency. Consolidate and renew the implementation of the House & CARE system. Collaboratively design and implement a staff wellbeing framework. Continue to leverage mutually beneficial community and business partnerships. Strengthen opportunities for parents to engage with the school. Provide parents with timely access to students' commitments, routines and performance information. Refine systems for the delivery of high-quality customer service. Identify and create opportunities to support professional development in cluster and collegiate schools.			
Improve student and staff experience and engagement with school. NSIT Dimension 3 – A School Culture that Promotes Learning	Build a culture that supports holistic student and staff wellbeing Build cross partnerships with students' homes, other schools and organizations in order to provide meaningful educational and vocational opportunities.	Create a facilities Master Plan. Collaborative partnership with the P&C to create a state-of-the-art Library Precinct and associated facilities which will become a learning and social focal point of the school for students, staff and community. Build a community sports and allied health precinct to support the Sports Excellence, HPE and community sports programs.			
Infrastructure & Design NSIT Dimension 4 – Targeted use of School Resources	To design and create 21st Century Learning spaces and community hubs to facilitate meaningful student outcomes.				

* GOLD = Level 1 Focus * BLUE = Level 2 Focus * RED = Level 3 Focus



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