2016 School Annual Report

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School Overview

Pimpama State Secondary College opened in 2013 with students in Years 7 and 8. The college currently has 500 students from year 7 to year 9. The college motto 'Together We Succeed' and our logo represent the importance we place on the partnership between the college, our staff, your child and their family. We believe that this partnership is a strong predictor of success for our students.

Our Shared Beliefs about Quality TeachingAs a professional learning community we are guided by the following beliefs:

- Teachers take responsibility for their own learning, they re-think and challenge their current practices and are comfortable being uncomfortable.
- Teachers take responsibility for student learning and believe that every child can achieve high standards. They plan well and know that 90% of differentiation happens before the students enter the classroom.
- Teachers work together to improve student learning outcomes and know competition will not beat collaboration.
- Teachers know that purposeful and directed feedback is a strong predictor of success.
- Teachers believe that excellence is an attitude, not an outcome.

The focus of our curriculum is on the development of three clusters of skills;

Digital Literacy: An understanding about how technology can be used to achieve a specific purpose or goal and the ability to find, access, evaluate and use information.

Effective Communicator: The ability to communicate with both individuals and groups in a positive manner.

21st Century Learner: Creative thinking encourages students to imagine, question and take risks. It is the means of producing something new or original that is either personally or culturally significant. Independent inquiry and reflective learning encourage students to explore, evaluate, challenge, seek feedback and share their learning.

Principal's foreword

All Queensland schools are required to publish a minimum set of information for parents and the community. The College Annual Report provides parents, staff, students and the community with meaningful information about our school. The *Annual Reporting Policy for all Queensland Schools* will ensure that all schools report similar information that complies with Government requirements in a clear and comprehensive manner. I invite all members of our college community to read our annual report. Please contact the college principal if you have any questions or would like further information.

School progress towards its goals in 2016

In 2016 the college's explicit improvement agenda identified the following goals:
- Improve NAPLAN reading mean to 545 (Year 7) and 579 (Year 9).
- Improve NAPLAN numeracy mean to 536 (Year 7) and 578 (Year 9).
- Target A-B percentage of 45% for all subjects.
- Students above NMS writing >95%

Intervention programs for literacy and numeracy continued throughout 2016. These programs are supported within the classroom by teachers tailoring learning to different levels of student competency. The college has used Investing for Success (I4S) funding to employ literacy and numeracy coaches to further support the intervention program.

While the reading mean in 2016 fell short of the aspirational target of 579, the improvement in the mean scale score from Year 7 (2014) to Year 9 (2016) was over 36 points, compared with the improvement nationally of just 28.

Similarly, the numeracy mean scale score improved from Year 7 (2014) to Year 9 (2016) by 41 points. Nationally, the improvement was 31 points.

The success of intervention programs is also evident by the number of students exceeding the National Minimum Standards that exceeded similar Queensland schools in literacy and numeracy in both cohorts and exceeded all schools nationally in all but one area.

Percentage of Students Above National Minimum Standard.
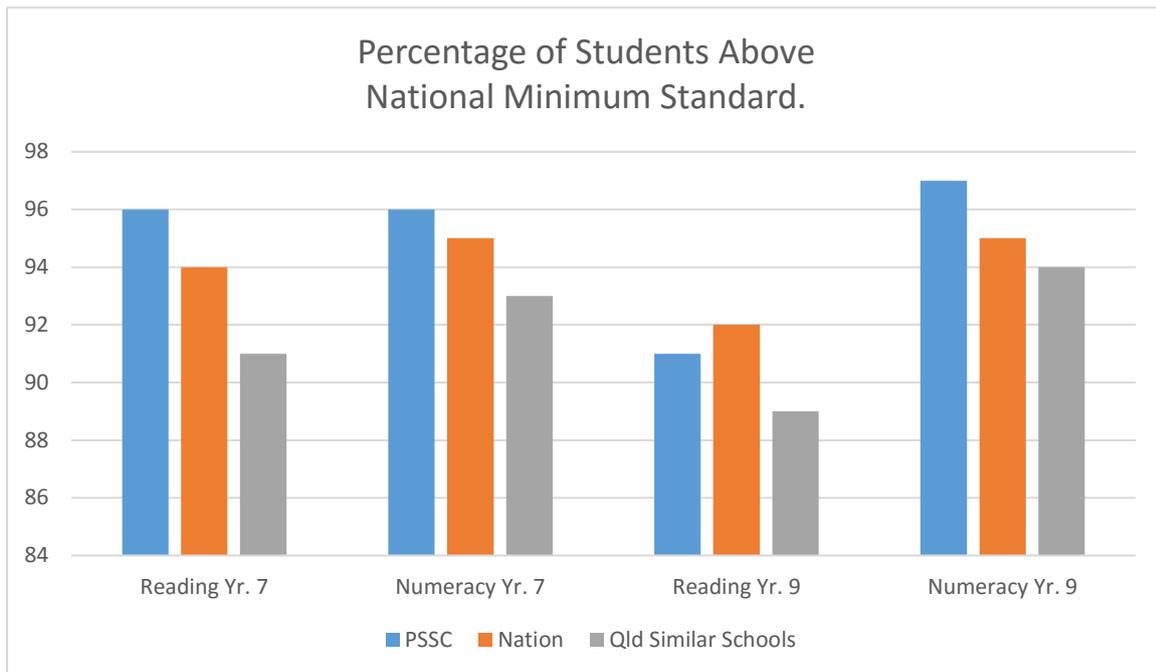
The college has had a long-standing target of 85% pass rates in all subject areas. In an effort to increase academic rigour, a target of 45% A-B was set for 2016.

Many core subject areas across all cohorts met and exceeded this target, most notably Year 7 Maths (51%) and Science (48%), Year 10 Maths (52%), Year 11 Maths B (52%)

Future outlook

Reading and numeracy continue to be a priority in 2017 with a focus on improving mean scale scores. The college has also introduced the Seven Steps to Writing framework to improve a two year decline in writing outcomes.

A major focus for the 2017 school year will be to improve attendance which dropped below 90% for the first time since the college opened in 2013.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2016:   Year 7 - Year 11

Total student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	486	247	239	15	90%
2015*	764	385	379	28	92%
2016	1059	496	563	35	90%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the Student Body:

Within the Coomera/Pimpama community the percentage of people engaged in full-time employment is just under 60%. Unemployment is slightly higher than the state unemployment rate at approximately 6.5%.

The students at Pimpama State Secondary College largely come from backgrounds of average socio-economic advantage. There is a small percentage of students from backgrounds of socio-economic disadvantage.

Much of the catchment lies within the Ormeau-Oxenford corridor which is recognised as the fastest growing population centre in Queensland (29% annual growth) and one of the fastest in the country. The large growth in population brings exciting opportunities for the college as well as challenges in maintaining a strong school culture with an ever changing population.

A high percentage of families within the area are renting meaning there is a significant level of transience within the college.

In 2016 approximately 3.3% (35) of students identified as Aboriginal or Torres Strait Islander.

The largest cultural group within the college community were students born in New Zealand, followed by the UK.

Average class sizes

	Average Class Size		
Phase	2014	2015	2016
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	23	24
Year 11 – Year 12			18

Curriculum Delivery

Our distinctive approach to curriculum delivery

The curriculum is structured around the framework of 21st century learning. At Pimpama State Secondary College we believe the skills of literacy and numeracy provide an important foundation for secondary and post-schooling learning. However, we also believe that to ensure our students can continue to lead successful and meaningful lives beyond their formal schooling years they need to be creative and reflective thinkers, be entrepreneurial, be good communicators and team workers and have strong skills in digital literacy. Our 21st century curriculum framework aims to develop those skills.

Underpinning our curriculum and the vehicle through which we expose students to 21st century learning skills is the concept of Design Thinking. Design Thinking is taught explicitly in years 7 and 8 and is a common theme within the elective courses on offer at the college. Design Thinking is also embedded within the core curriculum in the junior secondary phase.

A range of elective subjects aligned with our philosophy of 21st century learning were introduced in 2014. Some elective subjects such as Playmakers, a subject focusing on the coding behind game and mobile app development are unique to the college.

Extra curricula activities

Pimpama State Secondary College offers a range of extra-curricular activities for students. The college inter-school sporting program is very strong and students in the junior secondary phase compete in the Broadwater sporting cluster. In addition to the sporting programs the college offers a wide range of clubs that provide extra-curricular learning in areas such as robotics and technology, photography, film-making, music, dance and singing.

How Information and Communication Technologies are used to assist learning

Pimpama SSC is a 1:1 laptop school. All students use laptops to enrich and enhance the learning experience. The college has a blend of BYO laptops and a school laptop program.

In 2016 the college introduced the online learning management software DayMap. This enables students to access homework and class resources online 24/7. Students can also submit assessment tasks and receive feedback through DayMap. In 2017 the college will open a parent portal so parents can access information about their child's learning, attendance and assessment.

Social Climate

Student welfare is supported through a welfare team made up of college administration, guidance officer, head of junior secondary and the college chaplain. The Positive Behaviour for Learning Program has introduced a framework and a language for student wellbeing. The college has invested heavily in a number of proactive welfare problems to build resilience, tolerance and responsibility. Expected behaviour is explicitly taught in home room classes.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	96%	93%	92%
this is a good school (S2035)	97%	91%	87%
their child likes being at this school* (S2001)	94%	92%	92%
their child feels safe at this school* (S2002)	96%	88%	88%
their child's learning needs are being met at this school* (S2003)	94%	92%	83%
their child is making good progress at this school* (S2004)	96%	89%	89%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	88%
teachers at this school motivate their child to learn* (S2007)	95%	89%	83%
teachers at this school treat students fairly* (S2008)	86%	86%	85%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	90%
this school works with them to support their child's learning* (S2010)	89%	88%	87%
this school takes parents' opinions seriously* (S2011)	87%	86%	80%
student behaviour is well managed at this school* (S2012)	91%	77%	72%
this school looks for ways to improve* (S2013)	94%	95%	89%
this school is well maintained* (S2014)	98%	95%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	96%	93%	96%
they like being at their school* (S2036)	86%	78%	89%
they feel safe at their school* (S2037)	88%	87%	89%
their teachers motivate them to learn* (S2038)	88%	82%	85%
their teachers expect them to do their best* (S2039)	94%	96%	92%
their teachers provide them with useful feedback about their school work* (S2040)	90%	87%	84%
teachers treat students fairly at their school* (S2041)	69%	67%	72%
they can talk to their teachers about their concerns* (S2042)	78%	70%	65%
their school takes students' opinions seriously* (S2043)	76%	74%	72%
student behaviour is well managed at their school* (S2044)	71%	64%	58%
their school looks for ways to improve* (S2045)	92%	90%	89%
their school is well maintained* (S2046)	84%	88%	83%
their school gives them opportunities to do interesting things* (S2047)	90%	87%	79%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	92%
they feel that their school is a safe place in which to work (S2070)	96%	92%	90%
they receive useful feedback about their work at their school (S2071)	86%	89%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	91%	85%
students are encouraged to do their best at their school (S2072)	98%	98%	95%
students are treated fairly at their school (S2073)	96%	100%	85%
student behaviour is well managed at their school (S2074)	88%	80%	56%
staff are well supported at their school (S2075)	92%	89%	69%
their school takes staff opinions seriously (S2076)	92%	94%	75%
their school looks for ways to improve (S2077)	96%	98%	95%
their school is well maintained (S2078)	98%	98%	95%
their school gives them opportunities to do interesting things (S2079)	92%	98%	93%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

There is a strong belief that the partnership between the college, the family and the child is fundamental in determining successful educational outcomes for our students. To this end our teachers communicate regularly with families on the progress of students.

Families are kept well informed of curriculum and assessment tasks through the assessment calendar issued to each individual student. Our digital medium for assessment allows parents & guardians to view assessment feedback provided by teachers on rough drafts of assignments.

Each class is supported by various virtual classrooms (blackboard and ed studio) that enables parents to access the teaching resources and homework tasks for each child. The learning management platform DayMap provides 24/7 access to class resources and teacher notes.

The college provides numerous parent workshops throughout the year designed to assist parents in supporting their adolescent academically and socially.

Adjustments made to support to students with diverse needs are developed in consultation with teachers, support staff and the family. Where applicable external organisations are accessed to provide further support to students and/or families.

Respectful relationships programs
The college has a strong program based on the Positive Behaviour for Learning framework. The team guiding this program developed a curriculum that explicitly teaches appropriate behaviours and expectations for all members of the school community when interacting with peers, teachers and members of the community. This extends to communication online.

Throughout 2016 the referral process for reporting and responding to inappropriate and unsafe behavior was refined. This system now includes an online program 'Stymie' that enables abusive and violent behavior to be reported 24/7 via any internet enabled device.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	58	137	220
Long Suspensions – 6 to 20 days	4	6	41
Exclusions	1	4	9
Cancellations of Enrolment	0	1	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Reducing the school's environmental footprint

The college has installed underground rainwater tanks 500kl to irrigate gardens and the oval. Solar panels have been installed on the roof of the administration building. The college continues to monitor water and power consumption and looks for ways to reduce our environmental footprint.
Market gardens have been planted to provide ingredients in hospitality subjects. Wherever possible the college is using recycled wood in design and technology classes. We have also built a chicken coop so that fresh eggs can be supplied to the kitchens and canteen.
In 2014 equipment to recycle and re-purpose plastics was purchased and installed in the new manufacturing building to help reduce waste. Several units have been implemented in the school curriculum that investigate sustainability.

ENVIRONMENTAL FOOTPRINT INDICATORS

| Years	Electricity kWh	Water kL
2013-2014		
2014-2015		
2015-2016	458,403	11,052

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2016 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	83	35	0
Full-time equivalents	79	27	0

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	57
Graduate Diploma etc.**	15
Masters	12
Doctorate	0
Total	**84**
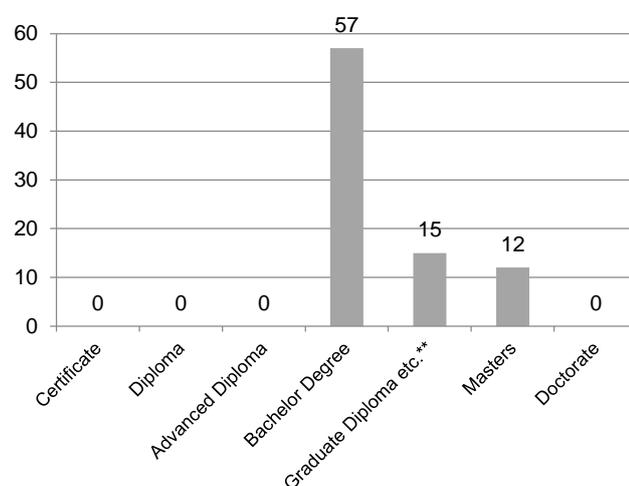
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2016 were $45 800
The major professional development initiatives are as follows:
- Literacy: teaching of reading, reciprocal reading and the college writing strategy.
- Art & Science of Teaching
- Understanding the Adolescent Brain, student and staff welfare
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Average staff attendance	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	91%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	82%	85%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.
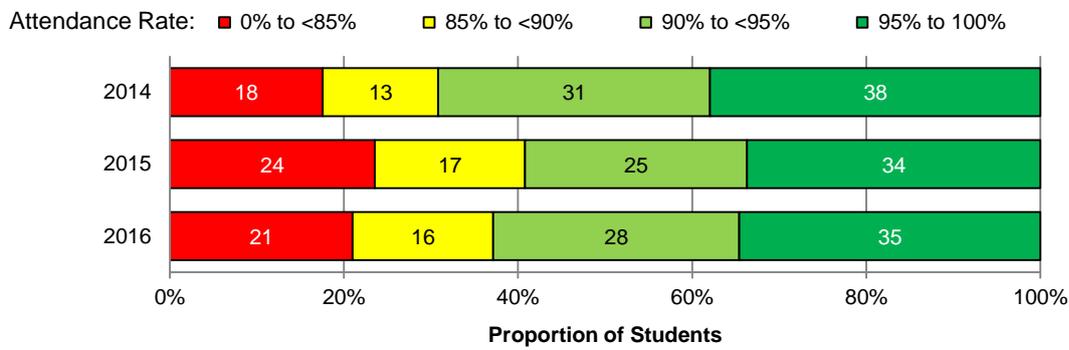
Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014							93%	92%	89%			
2015							91%	90%	89%	85%		
2016							91%	89%	89%	90%	90%	

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% □ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	18	13	31	38
2015	24	17	25	34
2016	21	16	28	35

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked electronically each lesson. Families of absent students are notified mid-morning with a request to contact the college to notify us of the reason for the absence.

Where there have been three or more consecutive absences the college will contact the parent/guardian by phone to discuss the absence and provide an offer to support the student with schoolwork where applicable if the absence is likely to continue.

Students who have less than 90% attendance are case managed by the year level Deputy Principal. Where families have not provided a reasonable excuse for the student's absence the college commences the attendance enforcement process.

Where families identify their children suffering anxiety around attending school the college works with parents on a range of strategies to re-engage the child back into regular attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

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Achievement – Closing the Gap

In 2016 there were 35 students who identified as Aboriginal and/or Torres Strait Islander. The gap in attendance for students in Year 8 was 4%. The gap in was 5.2% which has improved from the 8% in 2014. The college continues to work this those families throughout 2017 in an attempt to improve regular school attendance.

In 2016 the gap in the Year 7 NAPLAN scale scores for reading between indigenous (9 students) and non-indigenous students was 11 points, however there was no gap for numeracy. In Year 9 (4 students) the gap for reading was significantly higher at 20 points although in numeracy it was negligible at 4 points. Intervention strategies are in place for those students in the lower two bands for reading and numeracy.