Pimpama State Secondary College
Queensland State School Reporting
2014 School Annual Report

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
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Principal's foreword

Introduction

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 2014

Implement school wide responsible behaviour framework (SWPBS)
Positive Behaviour for Learning was implemented in 2014 and the college is currently in the 2nd year of this program. A group of staff have been trained and are leading an active team in developing programs, policies and curriculum to support the PBL program.

Implementation of intervention programs for students at/under NMS in literacy & numeracy.
Intervention programs for literacy and numeracy were implemented in 2014. These programs are supported within the classroom by teachers tailoring learning to different levels of student competency. The college has also employed literacy and numeracy coaches to further support the intervention program.

The graph on the following page demonstrates the effectiveness of the intervention programs at the college. The percentage of students under the National Minimum Standard in Years 7 and 9 for both Reading and Numeracy is much lower than at both state and national levels.
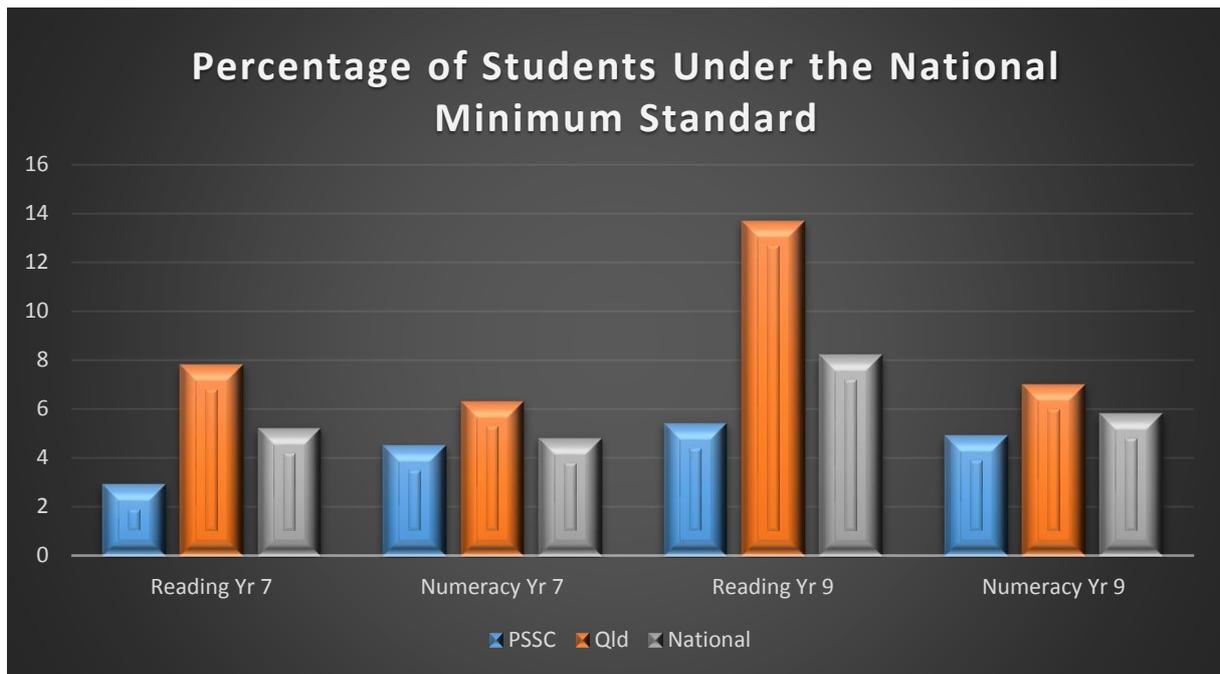
Continued focus on quality teaching in line with college pedagogical framework.
There remains a strong focus on quality teaching aligned with the Art & Science of Teaching. A consistent approach to professional development and collaborative learning has ensured our teaching staff continue to refine and improve their craft.
The college has implemented a process of peer observation and feedback so that teachers receive formal feedback from their peers about ways in which they can continue to improve their teaching practices.

Future outlook

In 2015 the college is focussed on improving academic results with a focus on developing students' skills in reading comprehension and numeracy.
Year 7 Science was identified as the only area that fell under our general 90% pass-rate target in 2014.
We have reviewed our curriculum and assessment for Science in Year 7 and will look to meet this target by the end of 2015.
While the college continues to focus on students who are struggling with literacy and numeracy there is also a need to prioritise resources to push the great many students who occupy the middle bands of NAPLAN.
In 2015 our identified areas for improvement are as follows:

- Improve NAPLAN reading mean to 537 (Year 7) and 579 (Year 9).
- Improve NAPLAN numeracy mean to 536 (Year 7) and 578 (Year 9).
- Improvement of A-C percentage for Year 7 Science from 84% to 90%.
- 5% improvement in U2B in reading, language conventions and numeracy.

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Year 7 - Year 09

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012				
2013	295	155	140	89%
2014	486	247	239	90%

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

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 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 2014 approximately 3.4% 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. In 2014 there was one student from NESB (non-English Speaking Background).

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10		27	22
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days		61	58
Long Suspensions - 6 to 20 days		4	4
Exclusions#		2	1
Cancellations of Enrolment		0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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. Digital literacy is regarded as an important skillset within the college's 21st century curriculum framework

Social Climate

97% of parents and 96% of students said that this was a good school. High standards and high expectations are prioritized in building a safe, supportive and inclusive learning environment.

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 behavior are explicitly taught in home room classes.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)		96%	96%
this is a good school (S2035)		96%	97%
their child likes being at this school* (S2001)		96%	94%
their child feels safe at this school* (S2002)		96%	96%
their child's learning needs are being met at this school* (S2003)		93%	94%
their child is making good progress at this school* (S2004)		81%	96%
teachers at this school expect their child to do his or her best* (S2005)		96%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		92%	95%
teachers at this school motivate their child to learn* (S2007)		92%	95%
teachers at this school treat students fairly* (S2008)		92%	86%
they can talk to their child's teachers about their concerns* (S2009)		96%	95%
this school works with them to support their child's learning* (S2010)		92%	89%
this school takes parents' opinions seriously* (S2011)		95%	87%
student behaviour is well managed at this school* (S2012)		92%	91%
this school looks for ways to improve* (S2013)		100%	94%
this school is well maintained* (S2014)		100%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)		88%	96%
they like being at their school* (S2036)		89%	86%
they feel safe at their school* (S2037)		93%	88%
their teachers motivate them to learn* (S2038)		84%	88%
their teachers expect them to do their best* (S2039)		100%	94%
their teachers provide them with useful feedback about their school work* (S2040)		82%	90%
teachers treat students fairly at their school* (S2041)		73%	69%
they can talk to their teachers about their concerns* (S2042)		63%	78%
their school takes students' opinions seriously* (S2043)		78%	76%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
student behaviour is well managed at their school* (S2044)		58%	71%
their school looks for ways to improve* (S2045)		96%	92%
their school is well maintained* (S2046)		91%	84%
their school gives them opportunities to do interesting things* (S2047)		89%	90%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	94%
they feel that their school is a safe place in which to work (S2070)		100%	96%
they receive useful feedback about their work at their school (S2071)		88%	86%
students are encouraged to do their best at their school (S2072)		97%	98%
students are treated fairly at their school (S2073)		100%	96%
student behaviour is well managed at their school (S2074)		78%	88%Z
staff are well supported at their school (S2075)		94%	92%
their school takes staff opinions seriously (S2076)		90%	92%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		100%	98%
their school gives them opportunities to do interesting things (S2079)		100%	92%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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

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 recently been planted to provide ingredients in hospitaility 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 equipemtn to recycle and re-purpose plastics was purchased and installed in the new manufacuring building to help reduce waste.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	0	0
2012-2013	127,292	0
2013-2014		

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	19	0
Full-time equivalents	40	16	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	9
Masters	7
Doctorate	0
Total	**43**
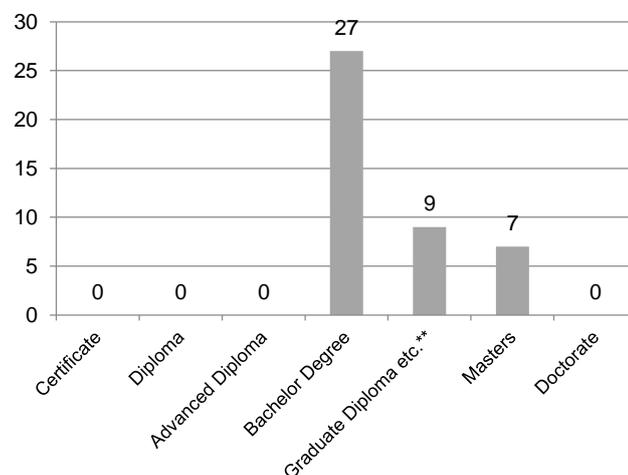
*Teaching staff includes School Leaders

**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 2014 were $30 710

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

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	100%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).		91%	91%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012												
2013							92%	91%				
2014							93%	92%	89%			

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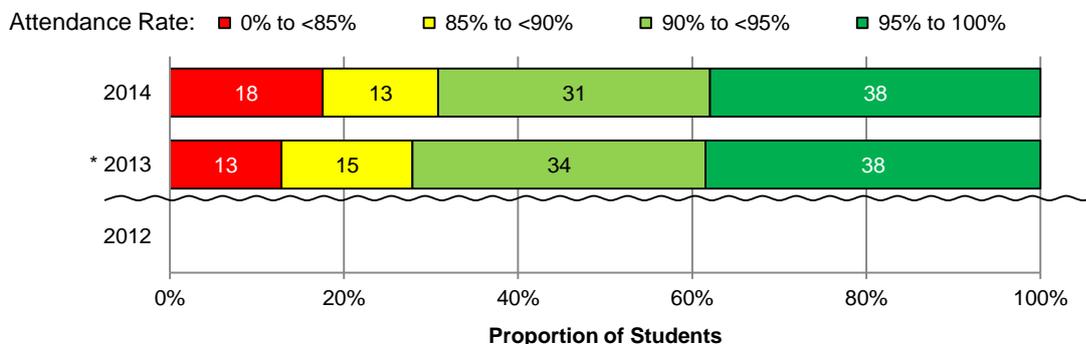
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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 3, 5, 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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Sector ☑ Government
       ☑ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2014 there were 15 students who identified as Aboriginal and/or Torres Strait Islander. These students were in Year 8 and Year 9 only. The gap in attendance for students in Year 8 was 4%. The gap in attendance in Year 9 was higher at 8% but was largely attributed to poor attendance of a small sample of that group that impacted on overall attendance rates. The college continues to work this those families throughout 2015 in an attempt to improve regular school attendance. 2014.

In 2014 the gap in the Year NAPLAN scale scores for reading between indigenous and non-indigenous students was negligible, however it was high for numeracy and language conventions. Due to the low numbers of students much of the difference is attributed to a small number of students. The college continues to work with these students to improve in these areas.

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