

# Pimpama State Secondary College

## Queensland State School Reporting

### 2015 School Annual Report



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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 2015

In 2015 the college set the following targets for the school improvement agenda:

Improvement Agenda	Outcome
Improving the Year 7 NAPLAN reading mean from 524 to 537 and Year 9 to 579.	Year 7 reading mean improved by 11 to 535 against the national trend which dropped by 0.1.  The target for Year 9 was not achieved with the mean remaining at 560. Improving reading in Year 9 remains a priority for 2016.
Improve NAPLAN numeracy mean to 536 (Year 7) and 578 (Year 9).	Year 7 numeracy mean improved by 5 to 529 against a national decline in the numeracy mean by 3.  Year 9 numeracy also improved by 9 to 567, again a larger improvement relative to the nation.
Improvement of A-C % in Year 7 Science to 90%	This target was not met with 82% of students achieving a pass in Science compared with 90% in other year levels.  A 90% pass rate has been achieved in Semester I 2016 after further refinement of Year 7 science curriculum and assessment.
5% improvement in U2B reading, language conventions and numeracy.	There were improvements of greater than 5% in Year 7 and 9 language conventions. There was a 3% improvement in U2B for Year 7 reading and 1.5% in year 9.

Year 7 numeracy was static, while Year 9 recorded a 0.6% improvement.
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### Future outlook

In 2016 reading and numeracy continue to be a focus for the college. We believe that high levels of literacy and numeracy in the foundation years of schooling establish a strong base for academic success in senior curriculum pathways and are strong predictors for success in post-schooling years.

Establishing a strong academic culture at the school as well as ensuring every student achieves at least the benchmark for literacy and numeracy provides the opportunity for every student to achieve successful outcomes.

The college has allocated significant resources in 2016 to provide lead teachers in the areas of numeracy and reading that have carriage over intervention programs for students and professional learning for teachers.

- Improve NAPLAN reading mean to 545 (Decile 7: Year 7) and 579 (Decile 6: Year 9).
- Improve NAPLAN numeracy mean to 536 (Decile 6: Year 7) and 578 (Decile 6: Year 9).
- Target A-B percentage of 45% for all subjects.
- Students above NMS writing >95%.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 10

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	295	155	140	9	89%
2014	486	247	239	15	90%
2015	764	385	379	28	92%

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.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

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. Local population is growing at around 20% and while many are younger families with primary school aged children, there is still considerable growth in the number of secondary students arriving at the school.

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 a broad spectrum of socio-economic backgrounds.

The high percentage of rental accommodation in the school catchment means a high level of transience which presents challenges around continuity of curriculum and intervention for students requiring extra support for learning.

In 2015 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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	27	22	24
Year 11 – Year 12			

\*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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	61	58	137
Long Suspensions - 6 to 20 days	4	4	6
Exclusions	2	1	4
Cancellations of Enrolment	0	0	1

\* 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.

## Curriculum delivery

### Our approach to curriculum delivery

The curriculum is structured around the framework of Habits of a 21<sup>st</sup> Century Learner. 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 21<sup>st</sup> century curriculum framework aims to develop those skills.

Underpinning our curriculum and the vehicle through which we expose students to 21<sup>st</sup> 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 21<sup>st</sup> 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 Years 7 - 10 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 Dance Troupes, Theatre Company, Glee Club, Robotics and Technology.

The College added a number of sporting and cultural development programs in 2016 which include Football Development, Pimpama Sport Academy, Dance, Drama and Music Development from Year 7.

### How Information and Communication Technologies are used to improve 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 21<sup>st</sup> century curriculum framework.

Considerable time and resources are allocated to further the learning of teachers in the use of ICT's to engage students and enhance learning.

### Social Climate

91% of parents said that this was a good school and 93% of students felt they were getting a good education. High standards and high expectations are prioritized in building a safe, supportive and inclusive learning environment.

Positive Behaviour for Learning has been a focus throughout 2015 and into 2016. Programs and processes are well established to support PBL. 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 programs to build resilience, tolerance and responsibility. Expected behavior are explicitly taught in home room classes.

The school management structure has been developed to provide leadership and support across junior, middle and senior years.

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	96%	93%
this is a good school (S2035)	96%	97%	91%
their child likes being at this school (S2001)	96%	94%	92%
their child feels safe at this school (S2002)	96%	96%	88%
their child's learning needs are being met at this school (S2003)	93%	94%	92%
their child is making good progress at this school (S2004)	81%	96%	89%
teachers at this school expect their child to do his or her best (S2005)	96%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	95%	93%
teachers at this school motivate their child to learn (S2007)	92%	95%	89%
teachers at this school treat students fairly (S2008)	92%	86%	86%
they can talk to their child's teachers about their concerns (S2009)	96%	95%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	92%	89%	88%
this school takes parents' opinions seriously (S2011)	95%	87%	86%
student behaviour is well managed at this school (S2012)	92%	91%	77%
this school looks for ways to improve (S2013)	100%	94%	95%
this school is well maintained (S2014)	100%	98%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	88%	96%	93%
they like being at their school (S2036)	89%	86%	78%
they feel safe at their school (S2037)	93%	88%	87%
their teachers motivate them to learn (S2038)	84%	88%	82%
their teachers expect them to do their best (S2039)	100%	94%	96%
their teachers provide them with useful feedback about their school work (S2040)	82%	90%	87%
teachers treat students fairly at their school (S2041)	73%	69%	67%
they can talk to their teachers about their concerns (S2042)	63%	78%	70%
their school takes students' opinions seriously (S2043)	78%	76%	74%
student behaviour is well managed at their school (S2044)	58%	71%	64%
their school looks for ways to improve (S2045)	96%	92%	90%
their school is well maintained (S2046)	91%	84%	88%
their school gives them opportunities to do interesting things (S2047)	89%	90%	87%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	94%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	92%
they receive useful feedback about their work at their school (S2071)	88%	86%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	91%
students are encouraged to do their best at their school (S2072)	97%	98%	98%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	78%	88%	80%
staff are well supported at their school (S2075)	94%	92%	89%
their school takes staff opinions seriously (S2076)	90%	92%	94%
their school looks for ways to improve (S2077)	100%	96%	98%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	100%	92%	98%

# '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.

The college has invested heavily in the software Daymap which provides students and families 24/7 access to learning resources through the class portals.

The college has an active social media presence with over 1400 followers on Facebook. There is also more than 40% of families signed on for QParents – far greater than the state sign-up around 25%.

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 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.

Recycling and sustainability are an important part of the school's curriculum and are included within the Design Futures curriculum in Year 7 and 8 as well as Year 7 Science.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	127,292	0
2013-2014		
2014-2015		

\*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.

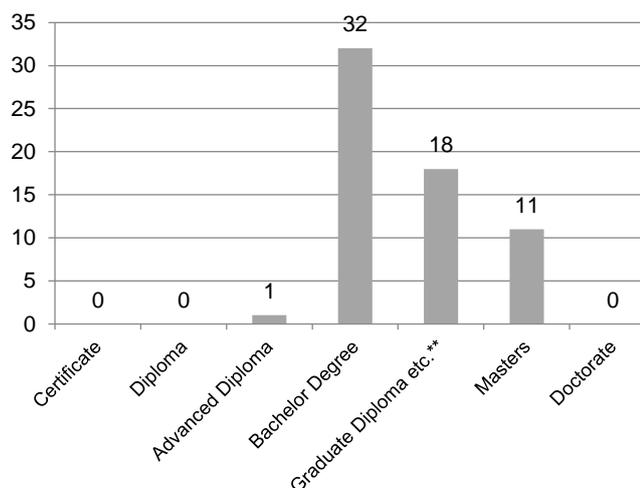
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	62	31	0
Full-time equivalents	59	23	0

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	32
Graduate Diploma etc.**	18
Masters	11
Doctorate	0
<b>Total</b>	<b>62</b>



\*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 2015 were \$42 580

The major professional development initiatives are as follows:

- Literacy, including reading, spelling and writing
- 21<sup>st</sup> Century Learning
- Positive Behaviour for Learning
- Art & Science of Teaching

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

GO

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Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	84%	82%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

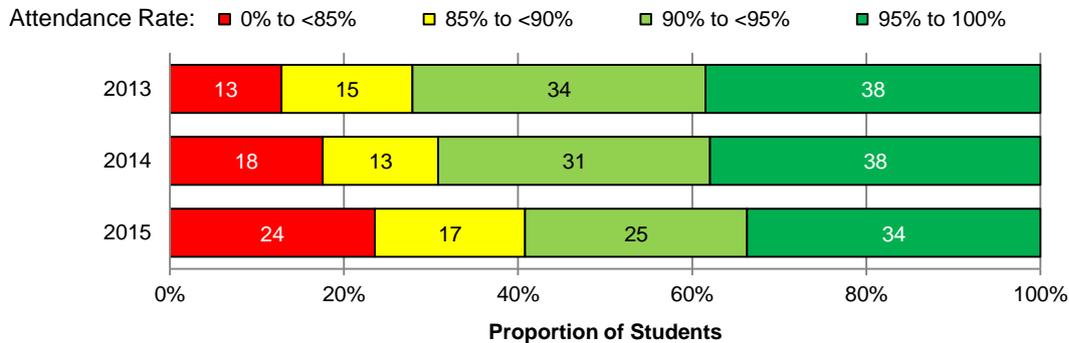
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								92%	91%				
2014								93%	92%	89%			
2015								91%	90%	89%	85%		

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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:

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Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.