Pimpama State Secondary College
Queensland State School Reporting
2013 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 2013

- Improvement of reading in Year 7 and 8.
- Improvement of Numeracy in Year 7 and 8
- Improvement of student attendance

In 2013 the college implemented a reading program supported by the tracking of student progress through diagnostic testing at 15 week intervals. Teachers were supported in the explicit teaching of reading through a comprehensive program of professional development and mentoring.

A college literacy committee has been working throughout 2013 to continue the trajectory of improvement in reading and address other literacy skills.

The development of numeracy skills was supported by having Year 7 teachers with specific skills and a passion for mathematics and numeracy allocated to each class. Numeracy blocks were implemented within the curriculum and numeracy skills were supported with the school-wide licence to Mathletics.

A college numeracy action plan is currently being developed.

Future outlook

- Implement school wide responsible behaviour framework (SWPBS)
- Implementation of intervention programs for students at/under NMS in literacy & numeracy.
- Continued focus on quality teaching in line with college pedagogical framework

The college has allocated significant resources and funding to the implementation of the Positive Behaviour in Learning Framework. A program of explicit teaching of expected behaviour has begun in 2014.

The college has allocated significant resources to literacy and numeracy intervention programs targeted at students on or under the national minimum standards. In 2014 there is a full-time position for both literacy and numeracy intervention supported by teacher aides.

The focus on quality teaching has continued with a program of professional development supported by peer coaching & mentoring. Teachers have begun working in professional learning teams to identify quality teaching and provide a program of peer support.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Year 7 - Year 8

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011				
2012				
2013	295	155	140	89%

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.

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

In 2013 approximately 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 2013 there was one student from NESB (non-English Speaking Background).

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			27
Year 11 – Year 12			

School Disciplinary Absences

Note that the SDA figures below count those students <u>recommended</u> for an SDA, and not just the actual SDA. The college overturned the recommendation of one student and continued to work with and support the child so that they continued their education at the college in 2014.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5			61
Long Suspensions - 6 to 20			4
Exclusions			2
Cancellations of Enrolment			0

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.

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

96% of parents and 93% of students indicated that they felt safe at the college and liked being at the 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 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

Overall satisfaction with the school is very high. Students as well as parents and care givers have an affirming belief that their child is getting a good education and is making good progress at the college. In particular 100% of students believe that their teachers

Performance measure *(Nationally agreed items shown*)*

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

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)		88%
they like being at their school* (S2036)		89%
they feel safe at their school* (S2037)		93%

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their teachers motivate them to learn* (S2038)	84%
their teachers expect them to do their best* (S2039)	100%
their teachers provide them with useful feedback about their school work* (S2040)	82%
teachers treat students fairly at their school* (S2041)	73%
they can talk to their teachers about their concerns* (S2042)	63%
their school takes students' opinions seriously* (S2043)	78%
student behaviour is well managed at their school* (S2044)	58%
their school looks for ways to improve* (S2045)	96%
their school is well maintained* (S2046)	91%
their school gives them opportunities to do interesting things* (S2047)	89%

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

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

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 our families on student progress in class.

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011		
2011-2012	0	0
2012-2013	127,292	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	25	15	0
Full-time equivalents	23	12	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.	4
Masters	6
Doctorate	0
Total	**43**
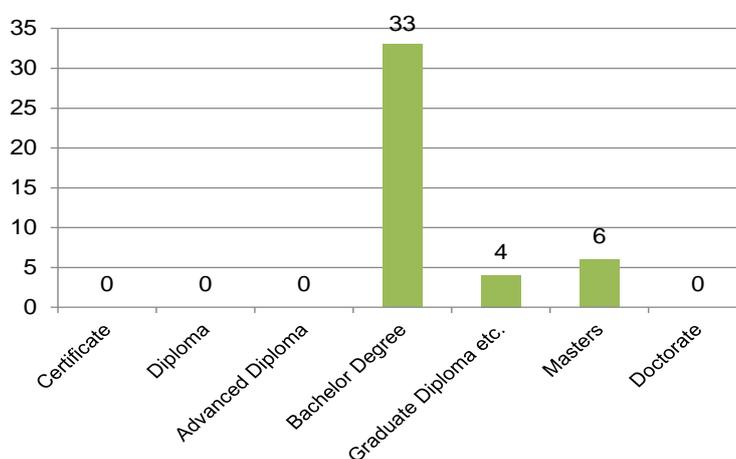
* Teaching Staff includes School Leaders

** 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 2013 were $ 16000

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 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.		100%	97%

Our staff profile

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 2013 school year.

School income broken down by funding source

School finance data for the college is currently not available on the My School website.

Key student outcomes

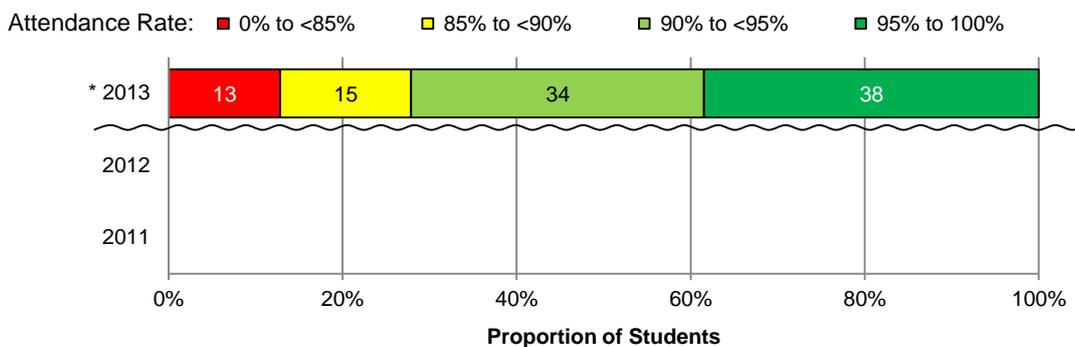| Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage)			91%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

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
2011												
2012												
2013							92%	91%				

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%

* 2013	13	15	34	38

2012

2011

0%   20%   40%   60%   80%   100%

Proportion of Students

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

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Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 will be case managed by the year level Deputy Principal. Where families have not provided a reasonable excuse for the student's absence the college will commence the attendance enforcement process.

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.**

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.

School					All Students							
					Like Schools				State Schools		National	
Year	n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
Reading												
2013	119	520	**530**	540	514	**519**	524	↔	526	↔	540	↔
Writing												
2013	120	498	**512**	526	490	**496**	503	↔	506	↔	517	↔
Spelling												
2013	120	535	**545**	555	530	**535**	540	↔	536	↔	549	↔
Grammar and Punctuation												
2013	120	514	**526**	539	507	**513**	520	↔	524	↔	535	↔
Numeracy												
2013	121	520	**529**	539	517	**522**	526	↔	534	↔	542	↓

Achievement – Closing the Gap

In 2013 there were 9 students who identified as Aboriginal and/or Torres Strait Islander. Only 2 students were enrolled in Year 7 in 2013 which did not provide sufficient data to determine whether a gap exists between indigenous and non-indigenous students relative to NAPLAN performance. The college continues to closely monitor the academic performance of indigenous students and provides a range of support resources where required.

The gap between indigenous and non-indigenous attendance rates was 10% largely due to a small number of indigenous students having a significant impact on the average attendance rate of the group. The college continued to work this those families throughout 2013 and there has been a significant improvement in attendance in 2014.

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