

Pimpama State Secondary College

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pimpama State Secondary College** from **4 to 7 September 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Meredith Wenta	Internal Reviewer, SIU (review chair)
Karyn Hart	Internal Reviewer
Lisa Starmer	Internal Reviewer
Tony McGruther	External reviewer



1.2 School context

Location:	Dixon Drive, Pimpama
Education region:	South East Region
Year opened:	2013 (Year 7 and Year 8)
Year levels:	Year 7 to Year 12
Enrolment:	1 375
Indigenous enrolment percentage:	4.2 per cent
Students with disability enrolment percentage:	6.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	July, 2012
Full-time equivalent staff:	102 47 staff members new in 2017 20 classified officers (9 new and/or acting)
Significant partner schools:	Pimpama State Primary College, Pimpama State School, Coomera Rivers State School, Coomera Springs State School, Coomera State School
Significant community partnerships:	Beenleigh Police-Citizens Youth Club (PCYC), Wesley Mission, Act for Kids, South East Region Learning College partnership initiated and funded by four schools to provide alternate learning environment for students in Years 10-12, Griffith University, Southern Cross University (SCU), Coomera TAFE, Asia Pacific Design Library, Active Scooters, Blue Stone Medical – Certificate II & III Health Services
Significant school programs:	Signature programs: STEMd (Science, Technology, Engineering, Mathematic program STEM/Design); CANON (humanities/English program); CODESIGN (design/technology); Aspiring Performers Program (APP - dance, drama and music). Elite Athlete Development Program (EAD), Football Development Program (FDP), Jump Start Project(social entrepreneur program – National Good Design Award 2016) and, Pimpama State Secondary College Health Services Hub



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), 10 Heads of Department (HOD), 70 teachers, three teacher aides, three cleaners, IT manager, industry liaison officer, facilities officer, two guidance officers, canteen convenor, canteen assistant, and 40 students.

Community and business groups:

- Five parents, Parents and Citizens' Association (P&C) president and two P&C members.

Partner schools and other educational providers:

- Four principals of primary feeder schools and one Entrepreneur in Residence (EIR).

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	School Data Profile (Semester 2, 2017)
Headline Indicators (2016 release)	School budget overview
Continuous Data Plan 2017	School newsletters and website
School pedagogical framework	Staff List
Learning Sequence	Improvement Model Data Cycle
Improving Practice – Inquiry Cycle	School Opinion Survey 2016
Professional Learning Calendar Semester 2, 2017	Whole school curriculum and assessment plan
Professional Learning Calendar Term 3 – Semester 2, 2017	



2. Executive summary

2.1 Key findings

Staff members at the school share a genuine desire to see students succeed.

There is an appreciation of the students' varying backgrounds and staff members work hard to meet the diverse needs of students to position them optimally for learning. Many staff members have developed strong and positive collegial relationships based on mutual trust and support. These relationships help to sustain professional growth, particularly amongst the early-career teachers.

A whole-school curriculum and assessment plan is apparent and rigorously enacted.

Each faculty has a sequenced plan for curriculum delivery that teachers understand and implement. HODs, with the support of subject coordinators, are responsible for developing and approving units of work, including assessments and standards matrices. There is evidence within faculties of Quality Assurance (QA) of the Years 7 to 10 curriculum planning process to ensure that all Australian Curriculum (AC) content descriptions are covered and that all students are provided every opportunity to achieve the AC achievement standards.

The school provides a range of curricular and co-curricular programs to cater for the diverse needs and interests of students.

The school offers five signature programs including STEMd, CODESIGN, CANON Academy, Elite Athlete Development (EAD) Program and Aspiring Performers that are valued by students and parents, and highly regarded by the community. The school's signature programs are well resourced with cutting edge equipment and facilities.

There is a strong commitment from the principal who opened the school, other school leaders and staff members to improve outcomes for all students.

The school's demographic has changed considerably in its short history. In regards to these changes, the senior school leaders refer to the decreasing Index of Community Socio-educational Advantage (ICSEA) and the high level of transience. Staff members and students refer to the distraction of behaviour in and outside the classroom. In addition, there has been a substantial increase in new staff members each year, including classified officers.

The majority of staff members articulate that attendance, literacy and numeracy are priority areas for improvement in the school.

Teachers are predominantly aware of the attendance target. All teachers are not yet able to articulate National Assessment Program – Literacy and Numeracy (NAPLAN) reading, writing and numeracy targets. It is not yet clear which staff members are responsible for monitoring the progress of these targets over time. The Levels of Achievement (LOA) targets set by the school are well known and form the agenda for data reflections each term, especially for students who are falling behind year level expectations. Discussion regarding the growth of individual students within the A to C achievement range is less frequent.



School leaders are explicit about their desire to see effective teaching throughout the school.

The Explicit Improvement Agenda EIA is developed from the Annual Implementation Plan (AIP) that focuses on the three priority areas of attendance, reading and writing, and Upper Two Bands (U2B) for Year 7 and Year 9 numeracy. There is an (EIA) and a range of teaching strategies established. A comprehensive process for tracking their impact and sustaining a sharp and narrow focus on their implementation into daily practice is not yet established.

Teachers demonstrate a clear commitment to the full range of learners in their classrooms.

Strategies for differentiated groups within daily lessons are identified in a shared planning template. Teachers express the need to have access to practical demonstrations, observations of effective teaching, highly visible mentoring, and to become skilled in the explicit features of the Art and Science of Teaching (ASoT) aligned, differentiated lesson design.

The school is utilising its Positive Behaviour for Learning (PBL) practices.

Underpinning the PBL program at the school are the pillars of '*Look after yourself*', '*Look after this place*' and '*Look after each other*'. The school is yet to establish a common approach to the implementation of PBL. A shared understanding of the school's PBL process and common language are not yet apparent. Students, staff members and parents agree that an improvement in the management of student behaviour is required. All students are not yet engaged in classroom lessons.

The school has a program of Professional Development (PD) activities to support the EIA.

The leadership team is viewed as supportive of these PD activities. Teachers and Heads of Department (HOD) are engaged in coaching and mentoring arrangements and there is a welcomed feedback process apparent. There is evidence of teachers assuming leadership roles outside the classroom in areas of expertise. Members of the leadership team are not yet always involved in driving the improvement of the day-to-day practice of teachers.

Deliberate and strategic use is made of a range of educational, business and community partnerships to access additional resources to improve student learning and wellbeing opportunities and outcomes.

These partnerships are related to the school's vision for learning and to the needs of the families living in the community. From Year 7, students are engaged in a range of innovative options including Design Thinking, Social Entrepreneurship and specialised high-performance programs.



2.2 Key improvement strategies

Renew the school's mission and systems in response to its rapid growth, the needs of the students and the composition of the staff members.

Establish processes to engage teachers in the setting and monitoring of agreed targets to track student academic progress, attendance and wellbeing.

Review current teaching practices and professional learning to achieve alignment with the ASoT pedagogical framework and establish clarity and coherence.

Continue the strategic roll out of the PBL framework with a focus on consistency of classroom behaviour management, clear follow through and communication regarding referred student behaviour issues.

Provide support for teachers, especially beginning teachers, in planning and scaffolding their lessons for the productive engagement of the range of student needs that present in their mainstream classes.