PIMPAMA
STATE SECONDARY COLLEGE

TOGETHER WE SUCCEED

Pimpama State Secondary College

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Pimpama State Secondary College opened on 29 January 2013 with 295 students across Year 7 and 8. It has quickly grown to a large and vibrant school with enrolments expected to approach 1800 in 2020.

Our primary focus is on personalising the learning experience for each child. This means focussing on the relationship between the teacher and the student, using technologies to engage and enrich learning and making innovative use of our learning spaces. To achieve a personalised approach to learning we will have the following five goals:

1. High expectations and early intervention so that every child can achieve their dream.

2. A belief that every child can learn and their learning will be tailored to their individual level.

3. Our teachers will be learners. They will be able to articulate what they do, why they do it and how effective it is.

4. Teachers will develop a deep understanding and insight into each student's learning needs and preferences and adapt teaching, learning and assessment to maximise individual potential for success.

5. The use of technology will enrich and personalise learning experiences for students, make learning accessible 24/7, and develop 21st century learning and communication skills.

While being innovative and 'cutting edge' are important aspects of creating a relevant 21st century learning environment there are many traditional values that cannot be overlooked in ensuring our learning environment is supportive and positive and nurtures the aspirations of all students, regardless of background and culture.

We will invest in our young people by:

1. Providing a positive school culture – ensuring a safe, supportive learning environment for all students.

2. Having high expectations for learning, participation, dress and behaviour. Implementing a Junior secondary program.

3. High levels of family & community participation in supporting student learning, and strategic decision making.

4. Global citizenship and leadership programs Years 7 – 10.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1362	1589	1695
Girls	648	767	836
Boys	714	822	859
Indigenous	58	83	89
Enrolment continuity (Feb. – Nov.)	87%	92%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	25	24
Year 11 – Year 12	20	19	18

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

Extra-curricular 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. Some of the many co-curricular programs on offer include:

- Dance Troupe
- Theatre Company
- Glee Club
- Instrumental Music Program and Guitar Ensemble
- Elite Athlete Development Program
- Brisbane Roar Football Development Program
- Extra-Curricular Sport Program
- Academic Programs (STEM[D], CANON and CODESIGN)
- Fix Ed

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 released a parent portal so parents can access information about their child's learning, attendance and assessment.

The college is regarded as cutting edge in the use of technology to support learning. In 2019, the school will begin using virtual reality technology to better engage students.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	81%	77%	85%
• this is a good school (S2035)	71%	74%	73%
• their child likes being at this school* (S2001)	85%	76%	75%
• their child feels safe at this school* (S2002)	75%	73%	77%
• their child's learning needs are being met at this school* (S2003)	78%	72%	79%
• their child is making good progress at this school* (S2004)	81%	79%	83%
• teachers at this school expect their child to do his or her best* (S2005)	92%	86%	87%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	73%	78%
• teachers at this school motivate their child to learn* (S2007)	80%	71%	74%
• teachers at this school treat students fairly* (S2008)	75%	58%	68%
• they can talk to their child's teachers about their concerns* (S2009)	81%	80%	86%
• this school works with them to support their child's learning* (S2010)	80%	77%	71%
• this school takes parents' opinions seriously* (S2011)	63%	61%	62%
• student behaviour is well managed at this school* (S2012)	47%	49%	53%
• this school looks for ways to improve* (S2013)	78%	69%	74%
• this school is well maintained* (S2014)	82%	84%	73%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	92%	88%	97%
• they like being at their school* (S2036)	83%	74%	85%
• they feel safe at their school* (S2037)	85%	76%	86%
• their teachers motivate them to learn* (S2038)	92%	76%	80%
• their teachers expect them to do their best* (S2039)	96%	94%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	83%	84%
• teachers treat students fairly at their school* (S2041)	77%	59%	76%
• they can talk to their teachers about their concerns* (S2042)	67%	69%	66%
• their school takes students' opinions seriously* (S2043)	72%	55%	64%
• student behaviour is well managed at their school* (S2044)	47%	44%	57%
• their school looks for ways to improve* (S2045)	86%	79%	87%
• their school is well maintained* (S2046)	67%	61%	73%
• their school gives them opportunities to do interesting things* (S2047)	82%	75%	79%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	78%	77%	90%
• they feel that their school is a safe place in which to work (S2070)	81%	76%	86%
• they receive useful feedback about their work at their school (S2071)	76%	66%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	72%	73%	87%
• students are encouraged to do their best at their school (S2072)	93%	84%	87%
• students are treated fairly at their school (S2073)	80%	80%	84%
• student behaviour is well managed at their school (S2074)	38%	57%	56%
• staff are well supported at their school (S2075)	64%	56%	61%
• their school takes staff opinions seriously (S2076)	67%	59%	66%
• their school looks for ways to improve (S2077)	82%	79%	87%
• their school is well maintained (S2078)	78%	79%	90%
• their school gives them opportunities to do interesting things (S2079)	84%	75%	83%

* 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 education 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 2019 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. Data has shown that Stymie has significantly reduced the number of incidents categorized as bullying and harassment.

A range of programs provided by external agencies and other government departments e.g. Queensland Police provided programs for students around cyber safety, alcohol and drug education.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	204	285	365
Long suspensions – 11 to 20 days	14	28	30
Exclusions	2	7	14
Cancellations of enrolment	1	2	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	606,024	585,064	725,757
Water (kL)	5,406	5,436	2,580

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	School sector ⌄	School type ⌄	State ⌄	🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN ⌄	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	127	54	5
Full-time equivalents	123	43	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

The total funds expended on teacher professional development in 2019 exceeded $50 000

The major professional development initiatives are as follows:

- Tactical Teaching of Reading
- Positive Behaviour for Learning
- Growth Coaching
- Growth Mindset
- Berry Street Educational Model

The proportion of the teaching staff involved in professional development activities during 2019 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	88%	88%	87%
Attendance rate for Indigenous** students at this school	83%	83%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019		Year level	2017	2018	2019
Prep					Year 7	91%	89%	90%
Year 1					Year 8	88%	89%	85%
Year 2					Year 9	85%	86%	85%
Year 3					Year 10	86%	86%	87%
Year 4					Year 11	85%	89%	86%
Year 5					Year 12	88%	90%	91%
Year 6								

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2017	32	16	24	27
2018	29	17	23	31
2019	31	15	25	28

Proportion of Students (0% to 100%)
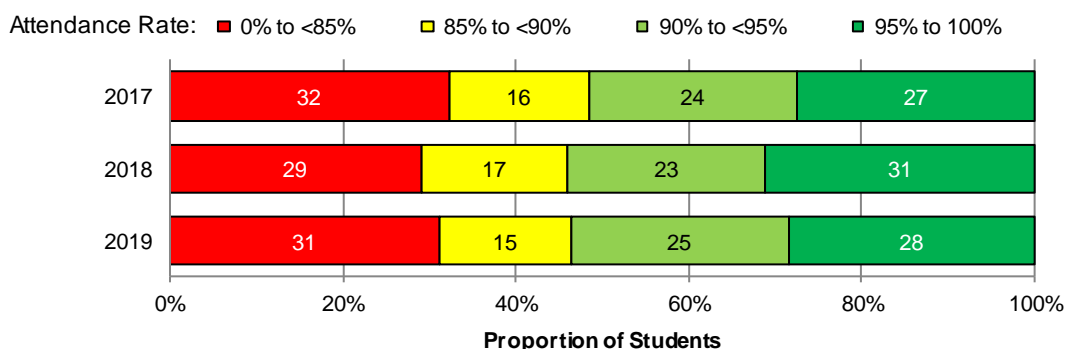
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 are suffering anxiety around attending school the college works with parents on a range of strategies to re-engage the child back into regular attendance. The college has provided psychologists for students to access on-site psychologists.

The school has invested in the recruitment of a Deputy Principal and Head of Department to oversee student engagement and wellbeing. This team supports students accessing tier 3 support strategies and those with home circumstances that prohibit regular attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	School sector ˅	School type ˅	State ˅	🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	122	157	151
Number of students awarded a QCIA	0	0	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	122	157	148
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	55	59	53
Percentage of Indigenous students who received an OP	25%	33%	25%
Number of students awarded one or more VET qualifications (including SbAT)	73	112	147
Number of students awarded a VET Certificate II or above	70	109	110
Number of students who were completing/continuing a SbAT	23	39	34
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	58%	71%	75%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	94%	98%	98%

Notes:

- The values above:
  - are as at 05 February 2020
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	7	7	4
6-10	8	16	13
11-15	17	19	23
16-20	21	16	12
21-25	2	1	1

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	26	10	136
Certificate II	63	94	99
Certificate III or above	16	49	64

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	74%	86%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	175%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://pimpamassc.eq.edu.au.