

Pimpama State Secondary College

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Pimpama State Secondary College** from **11 to 14 October 2021**.

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

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

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 regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Brett Burgess	Peer reviewer
Julie Pozzoli	Peer reviewer
Jo Diessel	External reviewer



1.2 School context

Location:	Dixon Drive, Pimpama	
Education region:	South East Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1752 (Day 8)	
Indigenous enrolment percentage:	6.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10.19 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	981	
Year principal appointed:	2012	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, 14 Heads of Department (HOD), Business Manager (BM), 65 teachers, two guidance officers, eight teacher aides, three administration officers, finance officer, industry liaison officer, Information and Communication Technology (ICT) manager, schools officer – facilities and grounds, two science technicians, two cleaners, 46 students and seven parents.

Community and business groups:

- President, secretary and treasurer of Parents and Citizens' Association (P&C), representative of Traction program, representative of Healing Hooves, school-based liaison officer from Business Success Group and entrepreneur-in-residence.

Partner schools and other educational providers:

- Principal Coombabah State High School, principal Gainsborough State School, principal Picnic Creek State School, principal Pimpama State School, principal Pimpama State Primary College and representative of Gold Coast Trades College.

Government and departmental representatives:

- State Member for Coomera, Division 1 Councillor for City of Gold Coast and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Collegial Engagement Model
Investing for Success 2021	Strategic Plan 2017-2021
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
School pedagogical framework	Headline Indicators (October 2020 release)
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School Data Profile (Semester 1, 2021)	School Online Reporting Dashboard
Student Learning and Wellbeing Framework	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

Since opening in 2013 with 295 students, the college has experienced rapid and significant growth.

The current enrolment is now in excess of 1700. The locale of the college is reputed to be the fastest growing area in Queensland. The principal articulates that completion of the fourth and final stage of the master plan represents a \$100 million investment in this state-of-the-art school. Staff members are committed to the development of the entrepreneurial skills of creativity and innovation. A broad co-curricular and extracurricular program is provided, with many students speaking positively of the pathways, opportunities and support afforded them.

Staff members understand the importance of positive and caring relationships for successful engagement of students in learning.

The college places a high priority on student wellbeing and has established processes for academic, social, emotional, mental health, and pathway supports to address individual needs. College staff actively seek to establish an understanding of students' backgrounds. They appreciate, acknowledge and embrace the rich variety of cultural backgrounds that are integral to the college.

College leaders and staff members share a common belief regarding the discussion and analysis of student data.

They express the belief that this is essential to improving student learning and wellbeing outcomes. Leaders and teachers view reliable and timely data as necessary in informing the school's improvement priorities and school-wide processes. Widespread use of data is apparent across the college.

Leaders view the development of staff into an expert teaching team as central to improving outcomes for all students.

A range of opportunities is provided by the college to build teacher capability and leadership density, including masterclasses, aspiring leaders, networks, Professional Development (PD), and the highly-valued 'Learning Lounge' initiative. Teachers describe strong collegial support within the college.

Leaders articulate a commitment to embedding inclusion in all aspects of school life that is supported by culture, policies and everyday practices.

Teachers acknowledge the importance of facilitating equitable access to learning for all students. A range of student support staff, intervention and extension programs is available to support students with diverse learning needs across the college.



The college's Explicit Improvement Agenda (EIA) is inclusion, quality teaching, and writing, and is well known to teachers.

Consideration of research and analysis of data are informing the EIA, with this information shared with staff members. Executive leaders articulate the importance of instructional leadership and identify the need for ongoing capability development across the College Leadership Team (CLT) to ensure the successful implementation of all college priorities.

The principal identifies the importance of building a culture of high standards and expectations.

Staff members recognise that students come from a range of cultural and socio-economic backgrounds. Staff articulate a commitment to ensuring all students are able to participate in a range of academic, cultural, sporting and civic pursuits. A shared belief, understanding of, and commitment to a culture of high expectations are yet to be apparent amongst all staff members.

Teachers articulate that curriculum development has been a significant focus at the college for several years.

The Curriculum, Assessment and Reporting Framework (CARF) outlines how it teaches, assesses and reports on all eight learning areas of the Australian Curriculum (AC) in Year 7 to Year 10, and delivers a senior school curriculum that supports students to achieve their Queensland Certificate of Education (QCE). Leaders identify the importance of moderation. A consistent and systematic use of an agreed moderation process across the college is yet to be apparent.

College leaders demonstrate a strong conviction that improved teaching is the key to improved student learning.

A high priority is placed on evidence-based teaching strategies that have been demonstrated through research and practice to be highly effective. A diagrammatical representation of quality teaching at the college is arranged around the key aspects of context, content, and feedback. It references Positive Behaviour for Learning (PBL); inclusion; trauma informed practices; design thinking; Universal Design for Learning (UDL); 21st Century learning; feed-up, back and forward; and collegial engagement with the Design Areas (DA) of the New Art and Science of Teaching (NASOT) respectively ascribed. A systematic process to provide all teachers with the opportunity to be observed and receive feedback from college leaders on the implementation of agreed pedagogical practices is yet to be embedded.

Leaders are committed to the establishment of an orderly learning community that focuses on the wellbeing of students and staff.

The college's Student Code of Conduct is built upon the research-based PBL framework and sets out the expectations and responsibilities of students and teachers in addition to the processes used in the college to promote a productive and effective whole-school approach to discipline. The principal articulates that all members of the school community are expected to embrace and model behaviours that encourage all students to develop three central values of 'look after yourself', 'look after each other', and 'look after this place'. Staff



describe perceived inconsistencies in the way in which student behaviour is managed, and actions and consequences are put in place.

Parents speak highly of the range of student support services and the opportunities on offer at the college.

Parents acknowledge the willingness of staff to engage students in the range of support services and the array of opportunities on offer. These include the Student Transition to External Pathways (STEP) program and programs of excellence on offer through the Science, Technology, Engineering, Mathematics and Design (STEMd), Canon, aspiring performers, elite athlete development, and co-design academies. The establishment of an enterprise academy from 2022 is described as being a welcomed addition to the college.

Well-established partnerships provide a range of pathways for students into further education and work.

The college has well established partnerships with local businesses, community support agencies, sporting organisations, partner schools, and universities. These partnerships serve to enhance student learning, engagement, and wellbeing. Parents speak highly of the range of student support services and the willingness of staff to engage students in the array of opportunities on offer at the college. Community, business and education partners speak positively of their interactions with teaching staff and the college leadership team.

The college actively promotes and participates in key events throughout the school calendar.

Key events undertaken by the college include Reconciliation Week and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. A special Acknowledgement of Country has been developed recognising the Bulongin peoples as Traditional Custodians of the country on which the college is built. A recording of the Acknowledgement of Country by a Year 9 Indigenous student is used as the bell for the start of the day and for key celebrations including NAIDOC. Connection with Elders has been instigated through mural paintings across the college and the planting of a Bush Tucker garden.

Staff acknowledge that as a new and modern site, the college provides a wide variety of curriculum options and innovative learning experiences for students.

Staff identify state-of-the-art equipment utilised for innovative learning experiences. This includes 3D printers, laser cutters, industrial ovens for powder coating, and fabric laser printers, all of which provide access to current industry standard equipment enabling 21st Century learning skills and real-world learning opportunities. A feature of the college curriculum is the range of subjects that lay at the crossroads of design, entrepreneurialism, technology, and industrial practices.



2.2 Key improvement strategies

Further develop the instructional leadership skills of all members of the CLT to support their teams to systematically and consistently enact college improvement strategies.

Strengthen staff commitment to the college vision and improvement agenda, leading to a culture of high expectations in academic outcomes, engagement, attendance and behaviour.

Collaboratively develop and systematically enact agreed and consistent moderation processes across Year 7 to Year 10.

Quality assure the use of observation and feedback to promote consistency and rigour in the implementation of the college's agreed pedagogical approaches and practices.

Clarify roles, responsibilities and accountabilities of all stakeholders, and quality assure the consistent enactment of agreed student management practices and policies across the college.