

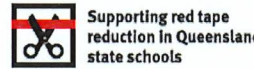


<p>School profile</p> <p>The Pimpama State Secondary College motto 'Together We Succeed' and our logo represent the importance we place on the partnership between the college, our staff, our students and their family. We believe that this partnership is a strong predictor of success for our students.</p> <p>As a professional learning community we are guided by the following beliefs:</p> <ul style="list-style-type: none"> Teachers take responsibility for their own learning, they re-think and challenge their current practices and are comfortable being uncomfortable. Teachers take responsibility for student learning and believe that every child can achieve high standards. They plan well and know that 90% of differentiation happens before the students enter the classroom. Teachers work together to improve student learning outcomes and know competition will not beat collaboration. Teachers know that purposeful and directed feedback is a strong predictor of success. Teachers believe that excellence is an attitude, not an outcome. <p>The focus of our curriculum is on the development of three clusters of skills;</p> <ul style="list-style-type: none"> Digital Literacy: An understanding about how technology can be used to achieve a specific purpose or goal and the ability to find, access, evaluate and use information. Effective Communicator: The ability to communicate with both individuals and groups in a positive manner. 21st Century Learner: Creative thinking encourages students to imagine, question and take risks. It is the means of producing something new or original that is either personally or culturally significant. Independent inquiry and reflective learning encourage students to explore, evaluate, challenge, seek feedback and share their learning. 	<p>Vision and values</p> <p>Our Vision</p> <ul style="list-style-type: none"> Develop persistent and resilient learners who thrive and realise their full potential. <p>Our Motto</p> <ul style="list-style-type: none"> Together we succeed <p>Our Values</p> <ul style="list-style-type: none"> PRIDE: Perseverance, Respect, Integrity, Dedication, Empathy <p>Our Rules</p> <ul style="list-style-type: none"> Look after yourself Look after each other Look after this place
  <p>Educational achievement Belonging and engagement</p>	
<p>School improvement strategies</p> <ul style="list-style-type: none"> Collaboratively review the college vision and values to support a culture of high expectations, sense of belonging, pride and connection to the college. Collaboratively review current behaviour support processes to provide clarity and consistency in the implementation of agreed strategies. Develop the capability of leaders and teachers in using the 3 principles of pedagogy to support deliberate and responsive pedagogical decisions that meet all students' learning needs. Strengthen teachers' and leaders' capability in implementing effective, college-wide differentiation practices to support teaching staff in identifying, implementing and monitoring agreed strategies. Strengthen moderation practices, with a focus on the planning stage, to deepen teachers' knowledge of the Australian Curriculum (AC), enhance teachers' assessment literacy and plan for differentiation that caters for all learners. 	<p>Reduction of red tape in day-to-day work, planning and processes include:</p> <ul style="list-style-type: none"> School Policy, Procedure, Operational and Teaching and Learning information centralised in digital Staff Handbook EOI process for short term (less than a semester) Relieve Above Level positions centralised to reduce individual EOI processes. Key procedures for staff (eg. behaviour referrals) readily available in staffrooms for ease of access. 
<p>School priority 1: Exceptional Teaching and Learning</p> <p>Strategies</p> <p>Curriculum</p> <ul style="list-style-type: none"> Deepen Australian Curriculum knowledge and assessment literacy of all teachers to ensure teachers deliver curriculum effectively and plan for differentiation that caters to all learners. <p>Pedagogy</p> <ul style="list-style-type: none"> Develop the capability of leaders and teachers to use the three principles of pedagogy (curriculum, learner, learning) to ensure deliberate and responsive decisions that impact student learning. <p>Inclusion and Differentiation</p> <ul style="list-style-type: none"> Further refine and embed a shared vision and language for inclusion and differentiation to build collective understanding, commitment and responsibility in supporting all students' learning. <p>Moderation</p> <ul style="list-style-type: none"> Align all faculties to enact the agreed moderation cycle to develop a shared understanding of assessment requirements and ensure consistency and clarity in teacher judgement. <p>Measures</p> <p>Performance</p> <p>Academic Performance</p> <ul style="list-style-type: none"> LOA Data: 85% A-C; 50% A-B Comparative achievement of target groups, relative performance and Inter-Assessment Agreement QCE/QCIA Attainment 100% <p>Engagement</p> <ul style="list-style-type: none"> Attendance >85% Decrease in attendance <85% Upward trajectory of School Opinion Survey data (Teaching and Learning category) across staff, students and parents. 	<p>School priority 2: A culture of belonging and wellbeing</p> <p>Strategies</p> <p>Behavioural Engagement</p> <ul style="list-style-type: none"> Strengthen Positive Behaviour for Learning systems supported by school wide documented approaches to responding to behaviour to ensure clarity, consistency and effectiveness. <p>Belonging and School Culture</p> <ul style="list-style-type: none"> Strengthen a culture of belonging that values high expectations, pride and connection to the college so that all members of the school feel part of a strong community. <p>Wellbeing</p> <ul style="list-style-type: none"> Prioritise a connected and inclusive community which foregrounds wellbeing* to empower every individual to thrive and achieve excellence. <p>Measures</p> <p>Performance</p> <p>Attendance and Behaviour</p> <ul style="list-style-type: none"> Attendance >85% Decrease in attendance <85% Decrease in One School Minor and Major behaviour data, decrease in School Disciplinary Absences. <p>Wellbeing and Belonging</p> <ul style="list-style-type: none"> Upward trajectory in Queensland Engagement and Wellbeing (QEW) survey. Upward trajectory of School Opinion Survey data (School Culture category) across staff, students and parents. Upward trajectory of School Opinion Survey Staff Wellbeing category

School priority 1: Exceptional Teaching and Learning

Behaviour

Students can/will:

- Demonstrate sustained progress and achievement across all learning areas, showing clear growth against AC v9 expectations.
- Clearly articulate their learning, including what they are learning, why it matters, and how they will know they are successful.
- Actively seek and apply feedback to refine thinking, revise work and set goals showing evidence of growth over time and ownership of their learning
- Engage confidently and inclusively in learning, participating fully in classrooms where they can access the curriculum at their year level and overcome barriers to learning.

Teachers can/will:

- Demonstrate mastery of curriculum and pedagogy, consistently designing engaging and effective lessons.
- Use assessment data to inform instruction, adapting teaching to scaffold and extend learning, improving outcomes for every student.
- Differentiate and personalise learning to meet diverse student needs, ensuring equitable access to learning for everyone.
- Collaborate as a reflective professional by sharing insights and engaging in building collective efficacy to strengthen teaching practices and improving school wide achievement.

Non-teaching staff can/will:

- Consistently implement agreed support strategies during instruction, practice, and assessment to enhance student learning and engagement.
- Collaborate proactively with teachers to understand lesson intentions, student needs, and effective approaches for supporting learning.
- Confidently apply literacy, numeracy, and behaviour-support strategies that align with whole-school pedagogical expectations.
- Actively support student engagement with the Australian Curriculum (AC) and work alongside teachers using the three principles of pedagogy—curriculum, learner, and learning—to strengthen lesson delivery.

Leadership team can/will:

- Lead high-quality curriculum, assessment and pedagogy by monitoring AC v9 implementation, modelling the three principles of pedagogy, and providing targeted professional learning that builds teacher expertise and confidence.
- Drive a strong culture of collaboration and instructional improvement through structured collaboration routines, evidence-informed conversations, and capability building of middle leaders.
- Champion inclusion and equitable access by upholding the school's shared vision for differentiation, ensuring supportive systems and resources, and using data to inform targeted interventions.
- Ensure rigorous, consistent moderation practices by leading the school-wide moderation cycle and monitoring assessment quality, alignment, and comparability.

Resourcing

- Allocation of time for collaborative engagement time for teachers
- Professional Learning budget
- Specialist teachers support leaders to build teacher capability through mentoring, coaching and delivering professional learning
- Northern Collegiate and Gold Coast Secondary Principal's Alliance
- P-12 CARF; ACARA and QCAA curriculum documents

School priority 2: A culture of belonging and wellbeing

Behaviour

Students can/will:

- Demonstrate positive relationships and connectedness by engaging respectfully with peers and staff, seeking help when needed, and contributing to an inclusive culturally safe school community.
- Show a strong sense of belonging and cultural safety, reporting that they feel known, valued, and included in all aspects of school life.
- Apply self-regulation and emotional resilience tools taught through school programs to manage challenges effectively and sustain positive engagement.
- Understand and consistently demonstrate expected behaviours and shared values, by actively contributing to a safe, respectful, and inclusive environment, showcasing responsibility across all contexts.

Teachers can/will:

- Consistently implement the school's PBL framework by modelling, teaching and acknowledging positive behaviour and applying multi-tiered systems of support to create safe, predictable, trauma informed learning environments.
- Use proactive, data driven decision-making to guide behaviour and classroom responsiveness, wellbeing supports and targeted interventions, ensuring practices are equitable and adaptive to student needs.
- Build inclusive, culturally responsive classroom environments by fostering respectful relationships, celebrating identity and student voice, and strengthening connections with students and families.
- Embed wellbeing practices into daily routines by participating in whole-school wellbeing initiatives and contributing to a collaborative, team-based approach to supporting student wellbeing and belonging.

Non-teaching staff can/will:

- Consistently reinforce school behaviour expectations by using PBL-aligned language, modelling and acknowledging expected behaviours, and applying proactive strategies in all learning and unstructured settings to promote safety and predictability.
- Support student engagement and success by collaborating with teachers to implement purposeful adjustments, structured routines, and multi-tiered support strategies that meet individual learning and wellbeing needs.
- Create safe, inclusive, and respectful environments by fostering positive relationships that enhance student and staff sense of belonging and wellbeing.
- Celebrate and promote school culture by actively participating in PBL practices, recognising achievements, and modelling commitment to shared routines and expectations.

Leadership team can/will:

- Lead consistent and effective PBL implementation by monitoring data, modelling, coaching staff, and ensuring behaviour processes are visible and enacted with fidelity.
- Drive improvement in behaviour and engagement through proactive, data informed approaches that identify trends, refine teaching practices, apply multi-tiered supports at a whole school, targeted and intensive levels.
- Promote a culture of belonging, inclusion and connection by embedding culturally responsive practices, celebrating diversity, amplifying staff and student voice, and fostering supportive relationships school-wide.
- Prioritise and strengthen wellbeing leadership by guiding staff capability, monitoring wellbeing indicators, and developing partnerships with families and community agencies to enhance engagement and improve student outcomes.

Resourcing

- Professional Learning budget
- RAR Funding
- PBL Coach
- Allocation of time for collaborative engagement time for teachers


*Wellbeing encompasses the 3 pillars of the Student Learning and Wellbeing Framework and the 5 dimensions of the Staff Wellbeing Framework.


Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029
Developing	Inclusion and Differentiation				Developing	Belonging and School Culture			
Implementing	Pedagogy	Inclusion and Differentiation			Implementing	Behavioural Engagement, Wellbeing	Belonging and School Culture		
Embedding	Curriculum, Moderation	Pedagogy, Curriculum, Moderation	Inclusion and Differentiation		Embedding		Behavioural Engagement, Wellbeing	Belonging and School Culture	
Reviewing				All	Reviewing			Behavioural Engagement, Wellbeing	All

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.


Megan Roderick
Principal


Melanie Parkinson
P&C President


Joel Buchholz
School Supervisor
05/03/2026