

Pimpama State School

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 School** from **27 to 31 July 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 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Gregory Brand	Internal reviewer, SIU (review chair)
Vincent Burke	Peer reviewer
Glynnis Gartside	External reviewer



1.2 School context

Location:	Hotham Creek Road, North Pimpama
Education region:	South East Region
Year opened:	1872
Year levels:	Prep to Year 6
Enrolment:	650
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2011
Full-time equivalent staff:	37
Significant partner schools:	Pimpama State Secondary College, Coomera Rivers State School, Highlands Reserve State School, Coomera Springs State School
Significant community partnerships:	Japanese Sister School (Hesaka Elementary School), Japanese Homestay Program (Ritsumeikan School), Solid Pathways, Student Teacher Placement (Griffith University), University of Southern Queensland (USQ), Central Queensland University (CQU), Curtin University, Deakin University, Sporting Schools, Helping Hands Network Out of School Hours Care, Wakakirri, Pimpama Men's Shed, Journal For Learning, The Music Bus, Queensland Health, Early Years Networking Cluster (CPOW), Adopt-a-Cop, Beenleigh Fire Service, Rural Fire Brigade, World Vision Australia, Christmas Box Appeal, Gold Coast City Council Mobile Library, Gold Coast City Council Active School Travel (AST), Religious Instruction (Highway Church), ANZAC Day (Pimpama Uniting Church)
Significant school programs:	Intervention for Improvement (I4I) Model (Diamond of Inclusivity), Speech Sounds Pics (SSP), Seven Steps to Writing Success, The Big Six reading program



1.3 Contributing stakeholders

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Learning (HOL), Support Teacher - Literacy and Numeracy (STLaN), coding and robotics teacher, science teacher, gifted and talented mentor, Language Other Than English (LOTE) Japanese teacher, music teacher, 46 teachers, 15 teacher aides, Business Manager (BM), four administration officers, chaplain, Parents and Citizens' Association (P&C) president and executive, guidance officer, 32 parents, and 18 students.

Community and business groups:

- Helping Hands Network Out of School Hours Care (OSHC) representative, Chair of School Council, Pimpama Men's Shed vice president, and Indigenous parent representative.

Partner schools and other educational providers:

- Principal of Pimpama State Secondary College.

Government and departmental representatives:

- Deputy Mayor and Division 1 Councillor of the Gold Coast City Council, State Member of Parliament for Albert, and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013-2016
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Support and Enrichment programs
School improvement targets	Differentiation policy
School pedagogical framework	Professional development plans
Moderation policy	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	School Based Assessment Framework and Standards



2. Executive summary

2.1 Key findings

The school leadership team is united and demonstrates a commitment to the success of every student and to continuous school improvement.

This commitment to every student succeeding and to school improvement is articulated by all staff members who speak positively regarding the school and the support provided to them. The principal is strategic in utilising the skills and talents of school leaders and delegates responsibility for different operational aspects of the school. A clearly articulated organisational structure including roles and responsibilities is aligned to the priorities of the school.

The overall tone of the school is calm, positive and friendly.

The school offers a welcoming environment that melds heritage buildings with modern facilities and testifies to the school's 145 years of serving the local community. Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build rapport with students, colleagues, parents and the community. Students, staff members and parents speak highly of the school. Parents and community members hold the leadership team and staff members in high regard and speak positively of the school.

A broad range of strategies for school improvement is articulated in the school's Explicit Improvement Agenda (EIA) for 2017.

The EIA reflects two primary improvement priorities focused on writing and reading, and a range of secondary and supplementary improvement priorities relating to ensuring successful learners, great people, engaged partners and high standards. Staff members articulate a belief in the future direction of the school and identify the current EIA as a pathway to future success for students and the school community. Teachers clearly identify the primary improvement priorities of writing and reading and demonstrate this within their daily teaching practice. Teaching staff members talk more broadly in regards to different aspects of the secondary and supplementary improvement strategies.

The school leadership team clearly expresses their obligation and commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

The school has a coherent and sequenced whole-school curriculum, assessment and reporting framework that defines planning for AC curriculum delivery, assessment, data collection, moderation and reporting. Class teachers' depth of understanding of all the elements of the AC varies across the school. The leadership team recognises the need to continually build the knowledge, understanding and capacity of classroom teachers to construct and adapt curriculum units and assessments aligned to the AC.



School leaders give high priority to the school-wide analysis and discussion of systematically collected data to support school improvement.

School leaders articulate their belief that reliable data on student outcomes is crucial to the school's improvement agenda. There is a comprehensive school-based assessment and standards framework for the collection of a range of diagnostic, formative and summative assessments that clearly outlines for class teachers what is collected, how it is collected, how it is reported, and how it is used to improve student learning. School leaders understand the need to regularly monitor student reporting processes to ensure consistency in reporting across the school.

Teachers have an overt and shared commitment to the improvement of teaching, and an openness to critique by colleagues and administration.

Teaching staff members are committed to a culture of collegial observation and feedback, demonstrated by a genuine de-privatisation of practice and performance. School leaders are frequently in classrooms. A systematic observation and feedback process aligned to the school's primary improvement priorities of writing and reading is an emerging practice.

All staff members articulate their belief that all students can learn successfully.

There is an understanding of the importance of identifying the appropriate level of learning for individuals and groups of students, and the need for timely support to guide them. High expectations exist across the school for student learning growth. Teachers are encouraged and supported to closely monitor individual student performance and tailor classroom activities to the varying levels of readiness and need. All students are involved in the Intervention for Improvement (I4I) differentiated support program.

The school leadership team articulates clear expectations for the use of effective teaching strategies throughout the school.

The school's documented pedagogical framework is presented as a visual representation of a house and each of the five elements of the pedagogical framework is intended to represent an important aspect of the structure of a home. School leaders articulate a belief that the implementation of the school's pedagogical framework ensures all students are achieving to their potential in every classroom, every day.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other education institutions, local businesses and community organisations.

Many of the school's partnerships have become an accepted part of the culture of the school community and partner organisations. Special events are designed to attract parents and care givers to the school for them to actively participate in their child's learning. The local businesses and key community members speak positively of the school's status within the local community.



2.2 Key improvement strategies

Refine the current improvement agenda to ensure a narrow and deep focus that is manageable and sustainable.

Continue to strengthen the knowledge, understanding and capacity of classroom teachers to deliver the AC.

Build staff capacity in understanding the purpose of and relationship between summative, systemic and school-wide assessment data to ensure consistency of student reporting.

Utilise formalised and agreed observations and feedback processes to enable school leaders to monitor the implementation of the current improvement agenda.