

Pimpama Power Pedagogies

your child, our student, their future

At Pimpama State School we support the belief that 'Education changes lives – it lays the foundation and sets the direction for each child's future.' We therefore take our role as educators with the utmost seriousness and endeavour to achieve excellence in all that we do. In line with our region's current agenda we have created a mantra for the next cycle that is reflective of why we do what we do. 'Your child, our student, their future' reflects the commitment of each and every Pimpama State School staff member to each and every one of our students. Our Power Pedagogies lie at the heart of our school Pedagogical Framework and are a foundation for teaching and learning at Pimpama State School.

P Positive relationships through partnerships and a supportive learning environment



Our teachers work to build positive relationships with each learner and have created learning environments that promote our school values and respect for self and others. Our Pimpama Values are embedded across our school community and enhanced through our responsible Behaviour Plan. These values alongside our High-5 Anti-Bullying Program help to provide a learning environment that is safe, respectful, tolerant and inclusive.

We believe that parents, carers and families are the most important influence in a child's life- instilling the attitudes and values that will support young people to participate in schooling and contribute to broader local and global communities. We believe that partnerships between learners, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement. In all that we do we aim for high levels of learner, parent, staff and school community confidence in the school's performance and achievement.

I Intellectual quality



Our teachers use a range of thinking tools to allow students to develop skills in critical thinking and decision making. They encourage focused discussion in their lessons and ensure that lesson content takes note of student learning styles and builds on previous knowledge. Our school performance in NAPLAN has been recognised and awarded throughout our region.

We aim to deliver a curriculum that will allow all students to become successful learners, confident and creative individuals and active and informed citizens. Our curriculum includes a strong focus on literacy and numeracy skills but also enables our learners to build social and emotional intelligence and nurtures learner wellbeing through health and physical activity. Through the systematic delivery of curriculum and the provision of differentiated learning opportunities we aim to provide an intellectually stimulating classroom environment for all of our learners. Our curriculum supports our learners in the development of the skills needed to relate well to one another and aims to foster an understanding of Australian society, citizenship and national values. We aim for consistent curriculum planning and implementation with the goal of improved learning outcomes for all.

M Meaningful learning for 21st century students



Our teachers use strategies and tools that encourage learners to foster imaginative, creative and critical thinking skills. We encourage communication and collaboration and use technology in ways that reflect professional and community practice. Our school uses social media and virtual classrooms to ensure parents and learners are connected to learning opportunities 24:7.

We aim to provide a learning environment allows our learners to be creative and productive users of ICT. We want our learners to be able to think deeply and logically and obtain and evaluate evidence in a disciplined way. We want our learners to be creative, innovative and resourceful and be able to solve problems in ways that draw upon a range of learning areas and disciplines. We want our learners to be able to plan activities independently, collaborate, work in teams and communicate. We want our learners to be able to make sense of their world and be motivated to reach their full potential. We want our learning to be meaningful and relevant to our 21st century learners.

P Purpose, meaning and reflection



Our teachers use teaching strategies that challenge and support learners to question and reflect. We ensure learners recognise learning experiences are purposeful & connected to a wider social/global context. Through our Journaling for Learning Program we encourage learners to evaluate their strengths & limitations in order to set goals, reflect and plan for future learning.

We want our learners to be able to make sense of their world and think about how things have become the way that they are. We want our learners to be motivated to reach their full potential and see the purpose in their learning and life. We want to instill in our learners a sense of self- worth, self-awareness and personal identity that enables them to manage their wellbeing and have a sense of optimism about the future. We want our learners to embrace opportunities, make rational and informed decisions about their own life and to accept responsibility for their own actions.

A Authentic assessment, analysis and use of data to inform teaching and learning



Authentic assessment – for, of and as learning is the foundation of each students learning program. Teachers provide frequent feedback to students to support their further learning and use strategies to encourage learner self-monitoring and self-assessment. Our Whole School Assessment Framework encompasses a range of curriculum based and normed assessments to ensure our learners are on par with their peers at both a state and national level.

We aim to measure learner achievement in meaningful ways. Assessment of progress will reflect our curriculum and draw on a combination of the professional judgement of teachers and testing including national testing. Our assessment data will be used to inform teaching and learning as well as enabling learners to reflect on and monitor their own progress to inform their future learning goals.

M Make expectations explicit and visible



Learning Intentions and Success Criteria are made visible and explicit in all classrooms. We actively encourage and support students to take responsibility for their learning and communicate high expectations for all students.

We aim for learning in all of our classrooms to be visible. The use of learning intentions and success criteria lets our learners in to the 'secret' of what the purpose of the lesson is and how judgements will be made about their work. We value the use of feedback to ensure that students and parents are aware of the next steps in their learning journey and possible strategies to get there.

A All students improve - All student differences are catered for



Pimpama State School is committed to helping all of our students reach their learning potential. Pimpama's award winning Multi-Tier Student Support Model ensures equitable and effective allocation of resources to support all students. Establishment of this inclusive model for student improvement provides equality for students at both ends of the learning spectrum and all that are in-between.

We believe that excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens. Our classroom teachers works in partnership with support teachers to ensure each and every one of our students are provided with the support and encouragement needed to improve. Our specialised Academic Enrichment Programs and GATE Program and our Learning Support and Students with Disabilities programs along with our Intervention of Improvement Program ensure every student is provided with the opportunity to move forward with their learning.