

Pimpama State School

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 School** from **19 to 21 April 2021**.

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

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Michael Zeuschner	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Hotham Creek Road North, Pimpama	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	850	
Indigenous enrolment percentage:	6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	996	
Year principal appointed:	2011	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, guidance officer, Business Manager (BM), director of inclusive learning, director of learning, head of learning support and data, head of conduct and events, 30 teachers, three administration officers, 18 teacher aides, schools officer, cleaner, 68 students and 18 parents.

Community and business groups:

- School council representative, Parents and Citizens' Association (P&C) representatives, Pimpama Men's Shed and Helping Hands Network Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal Pimpama State Secondary College and regional music coordinator.

Government and departmental representatives:

- State Member for Coomera and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
School assessment schedule	School Data Profile (Semester 2 2020)
School differentiation policy	School budget overview
School professional learning plan 2021	School inclusive education policy
School improvement targets	School newsletters and website
School pedagogical framework	Student Code of Conduct
School Opinion Survey	Parent and Community Engagement
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting plan



2. Executive summary

2.1 Key findings

The principal, leadership team, staff and community have a collective mission of *'Your child, our student, their future'*.

Staff are united, committed to and explicit regarding improving learning outcomes for all students. Staff articulate their ethos of providing an inclusive environment in which students feel safe and supported. The school demonstrates that students are truly placed at the forefront of learning. The team is united and committed to driving an improvement agenda across the school, with evidence from research and measurable student outcomes.

Teachers demonstrate a deep belief that every student is capable of successful learning.

The school tone reflects a campus-wide commitment to the vision *'Be the Best You Can Be'*. Mutually respectful relationships are apparent amongst staff members, between students and staff, between students and between parents and staff. Staff members indicate highlights of the school include the overall feeling of positivity and the level of collegial support available. Staff members and parents articulate that the school retains a warm, country school feel, despite its rapid growth in recent years. A strong ethos of mutual trust and support exists.

Teachers work with their classes to establish and document learning goals.

Individual goals for the beginning of the year in literacy and numeracy are developed from each student's report card from the previous year. Subsequent goals are informed by more recent work. Some student goals can be either one term or one semester in duration. A number of class goals are renegotiated frequently once evidence is provided that goals are achieved. A number of teachers articulate they are interested in further involving individual students in the negotiation of their own goals to develop ownership of their learning and progress. How the school intends to deepen student capability as assessment-literate learners is yet to be apparent.

The school has a comprehensive P-6 Curriculum, Assessment and Reporting Plan (CARP).

The plan is referred to as the 'What in a Nutshell'. This document, based on the Australian Curriculum (AC), provides a clear and targeted plan for collaborative planning, teaching and learning. The Annual Implementation Plan (AIP) identifies a strategy to continue to build staff capability in relation to curriculum knowledge. Conversations with staff members indicate that knowledge of AC and its elements varies across the school. Some teachers speak with confidence regarding how they refer to AC achievement standards as part of their planning process.



Staff are able to access coaching, mentoring and Watching Others Work (WOW) through the directors of learning and the leadership team.

These activities frequently focus on the implementation of strategies to ensure the delivery of the goals of the AIP. Feedback is provided by the leadership team through verbal or written means. Staff members who have participated in these opportunities express appreciation for the feedback and view it as an important part of improving their teaching. Some staff indicate that participation in these developmental opportunities varies. A systematic approach to monitoring the impact of this suite of opportunities is yet to be apparent.

School structures are designed to build opportunities for teachers to work in teams and collaborate in decision making.

Staff, year level and juncture meetings occur regularly. The purpose and intent of these meetings are to facilitate the constant understanding and direction of the EIA priority areas. These meetings provide avenues for consistency of practice through moderation, pedagogical understanding and application, and student learning and wellbeing discussions. Members of the leadership team, together with some staff, identify that an opportunity exists to explore and build networked relationships external to the school.

The leadership team analyses school data to identify trends in student learning, behaviour and attendance.

Leaders and teaching staff are aware of the value of data to inform the planning and delivery of student supports, interventions, class groupings, access to school programs such as Unify, and teaching practices across the school. The data is used to inform staff, students and parents of individual and school achievements. The leadership team views the use of data as an important aspect to initiate change to school practices and strategic direction setting.

The Diamond of Inclusivity illustrates how student learning and wellbeing are supported through a multi-tiered approach.

The school has documented an Inclusive Education Policy aligned with its mission that has informed the approach to differentiation. The school undertakes Professional Development (PD) to support teachers in undertaking differentiation in their classrooms. Teachers discuss and share differentiation strategies in unit planning and cohort meetings. 'Magic Mondays' meetings provide teachers with additional opportunities to share approaches. Intervention for Improvement (I4I) and Raising Academic Performance (RAP) are reflective of tiered interventions.



2.2 Key improvement strategies

Strengthen opportunities for students to become assessment-literate learners through classroom practices and approaches, including student ownership and monitoring of learning goals.

Deepen opportunity to provide capability building experiences that support teacher understanding of the requirements of the AC, including general capabilities and cross-curriculum priorities.

Monitor the impact of coaching, mentoring, feedback and WOW as strategies to support the implementation of school priorities in improving outcomes for students.

Identify similar learning journey schools with a view to undertaking collaborative approaches, shared practices and celebrations.