Pimpama State Primary College

Executive Summary

Education Improvement Branch

Queensland Government

Contents

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 Primary College** from **20** to **22 April 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the college receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Anthony Palmer   Internal reviewer, EIB (review chair)

Leah Mullane   Internal reviewer

Bradley Clark   Peer reviewer

John Wessel   External reviewer

1.2 School context

Location:	Cunningham Drive North, Pimpama
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	817
Indigenous enrolment percentage:	8 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 13 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	968
Year principal appointed:	2021 – acting

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Head of Inclusive Practices (HIP), Business Manager (BM), three acting deputy principals, three Support Teachers – Literacy and Numeracy (STLaN), two Positive Behaviour for Learning (PBL) coaches, 38 teachers, 12 teacher aides, two administration officers, guidance officer, tuckshop convenor, 56 parents and 89 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, secretary and treasurer, and school council chair/secretary.

Partner schools and other educational providers:

- Pimpama State Secondary College principal and Edge Early Learning Centre educator.

Government and departmental representatives:

- Regional Indigenous representative – Principal Project Officer and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Strategic Plan 2020-2023
Investing for Success 2021	School Data Profile (Semester 2 2020)
Curriculum planning documents	School budget overview
OneSchool	Student Code of Conduct
Staff Development Plan 2021	School Agreed Practices 2021
Staff Meeting Schedule Term 2 2021	Student absence flowchart
School pedagogical framework	Coaching cycle
School Opinion Survey	Complex Case Management (CCM) flowchart
School assessment overview (in CARF)	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting framework (CARF)	Student Support and Case Management matrix
School newsletters, Facebook page and website	Student Support Services (SSS) referral flowchart

2. Executive summary

2.1 Key findings

Staff members express a strong commitment to students, colleagues and the college.

Staff members demonstrate care for students and work hard to create a nurturing learning environment. A strong sense of collegiality is apparent amongst staff members at the college. Teachers speak highly of their year level teams for building collective capability and maintaining collegial support. Staff have a distinct culture of supporting others within their team and display enthusiasm regarding opportunities for change in college practices. A strong level of professional commitment by staff members exists and high levels of professional energy are apparent across the college. The principal proudly discusses the high levels of dedication and commitment of staff members.

Students and parents appreciate and value the efforts of staff members.

Parents speak highly of the college staff and their level of care for students, and appreciate the dedication to cater for the range of needs of their child. Strong relationships are apparent between students and staff across the college. Students express that teachers care about them and their learning. Staff members articulate their belief in strong links between student wellbeing and achievement and are dedicated to the success of students.

The principal articulates the importance of a united and committed approach to leading and supporting student learning and wellbeing.

Some college leaders and staff members identify the need to strengthen this approach through clarifying and communicating the leadership roles and responsibilities of key staff members driving improvement agendas. Some staff members express a desire for clarity, unity, organisation and follow through from all college leaders to advance college priorities and agendas. The principal identifies the importance of all leaders being united in purpose, clear in communication and consistent in high standards and levels of practice. The development and sharing of roles, responsibilities and accountabilities for all college leaders and staff members, aligned to the delivery of the improvement agenda, are acknowledged as a priority.

College leaders acknowledge the importance of quality curriculum understanding, planning and delivery to achieve consistency in teaching and learning.

Teaching staff positively acknowledge the appointment of a Head of Department – Curriculum (HOD-C) to strengthen curriculum delivery across the college. Teachers value the opportunity to plan curriculum collaboratively as a year level team, and acknowledge the leadership and support provided by the HOD-C during this planning session. Teachers articulate a strong desire for this process to become a regular aspect of the college's curriculum journey. Staff members express the desire to further develop their knowledge and understanding of all aspects of the Australian Curriculum (AC), including content descriptions, achievement standards, general capabilities and cross-curriculum priorities.

College leaders recognise the importance of inclusive practices to support the needs of all students.

Staff members express dedication to students and their continuous academic improvement. Some staff members articulate a vision for inclusion. Staff have differing definitions of inclusion and what it means within the college. They articulate their definitions for inclusion and the enactment of these practices within classrooms. Some college documentation outlines the college's inclusion model. College leaders acknowledge the need to develop a shared understanding and vision regarding college-wide inclusion practices and expectations.

A strong desire by staff members for continual improvement and professional growth is apparent.

Staff members express interest in receiving feedback and engaging in observations, mentoring, modelling and coaching processes. College leaders discuss the importance of formal and informal structures to support capability development of all staff members and quality assure implementation of college priorities. College leaders articulate a desire to collaboratively develop and deliver further opportunities for all staff members to work with and learn from each other. Some staff members discuss the opportunity to collaboratively develop and enact a collegial engagement framework.

The principal and staff members recognise that highly effective teaching is the key to improving student learning across the college.

A wide range of pedagogical approaches, practices and programs is identified at the college. The college's pedagogical framework, introduced in 2016, is based on Marzano's[1] Art and Science of Teaching (ASoT). The college's 2021 'Agreed Practices' document references the use of Archer and Hughes'[2] Explicit Instruction (EI), guided by Marzano's[3] New Art and Science of Teaching (NASoT). Additionally, some staff members discuss the use of Age-appropriate pedagogies (AAP) as a key pedagogical practice in their classrooms. Some staff members express a desire for clarification regarding pedagogical expectations. College leaders acknowledge the need to collaboratively identify, review, refine and communicate the college's key pedagogical approaches.

Positive Behaviour for Learning (PBL) has been implemented in the college for a number of years.

The three school behaviour expectations of *'We Are Safe, We Are Kind, We Are Active Learners'* are known and discussed by students, staff members and parents. These

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[1] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Association for Supervision and Curriculum Development (ASCD).

[2] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* Guilford Press.

[3] Marzano, R. J. (2017). *The new art and science of teaching.* Solution Tree Press.

expectations are visible throughout the college and contribute to the development of a supportive environment. Staff members articulate a shift to a focus on engagement, rather than behaviour. A renewed focus on attendance and behaviour is being undertaken through the '95-0 The Celebration of Greatness'. Many staff and students comment favourably on this initiative and its early positive impact.

Parents and staff members express positivity and optimism regarding the future direction of the college.

Staff and parents express admiration for the positivity, dedication, energy and approach the principal brings to the college. Staff members share their excitement for recent changes in the college, and express appreciation for the increased focus on collaboration. They speak enthusiastically of involvement in consultation and discussion, and the honouring and valuing of their voice, opinions and contributions. Staff members comment positively on the value and trust they feel is placed in them by the principal, and each other.

2.2 Key improvement strategies

Develop and communicate the roles, responsibilities and accountabilities of college leaders and staff members leading college improvement priorities.

Build from recently commenced curriculum planning processes to further strengthen staff knowledge of the AC and provide consistency in curriculum understanding and delivery.

Collaboratively develop and communicate a shared understanding and vision regarding school-wide inclusion practices and expectations.

Collaboratively develop and deliver further opportunities for all staff members to work with and learn from each other, including through a collegial engagement framework.

Collaboratively identify, review, refine and communicate the college's key pedagogical approaches.