

# Equity and Excellence

A progressive, high performing school, realising the potential of every student.



## Acknowledgement of Country

Pimpama State Primary College acknowledges the Traditional Owners of the lands, seas, skies and waterways of Pimpama, the Bullongin people.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

### Educational achievement

Knowing each student's learning progression is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student in every classroom supports them to achieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year.
- have clear expectations for staff and help them to differentiate support so every student realises their potential.



### Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

- know each student and understand what works best for them.
- recognise the importance of engagement and wellbeing for staff and students in achieving learning outcomes.



### Culture and inclusion

The diversity of our staff, students and community is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every classroom.

This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings.
- value our student, community and stakeholder voice in our approach to teaching and learning.



## Our school initiatives

### Improving student outcomes in literacy by creating assessment literate learners

Empowers teachers to deepen their curriculum knowledge and be responsive to students in order to improve their academic outcome in English.

Actions include:

Develop explicit and consistent instructional routines in the teaching and learning of literacy

Implement DoE Reading Position Statement.

Implement a coherent whole school approach to a literacy block that ensures consistency of practice.

Build knowledge and understanding of the elements of an effective literacy block which improves student outcomes in literacy.

Improve pedagogical practices that increase student engagement and learning outcomes through targeted collegial coaching.

### Building consistency in English moderation

- Support teachers to align curriculum, pedagogy, assessment and reporting to ensure consistency of teacher judgements.
- Use data collected through moderation processes to inform an intentional approach to improvement.

### Embedding Visible Learning in Writing through The Third Teacher

- Support teachers to understand the writing demands of the Australian Curriculum and the learning progressions from Prep to Year 6.
- Create assessment literate learners through 'Bump it Up Walls' that fosters self-awareness and active engagement in students' own learning journey.
- Build collective capacity and synergy of action in Professional Learning Teams that empowers teachers to monitor and meet

### Embedding PBL, School-wide Wellbeing and Attendance

Empowers staff and students through the Student Learning and Wellbeing Framework, fostering academic growth, attendance, and emotional health. Provides explicit behaviour lessons, targeted and intensive interventions, and consistent routines to create a stable, supportive school environment.

Actions include:

Embed daily delivery of the explicit teaching of expected behaviour lessons. \*

- Embed the Positive Behaviour for Learning (PBL) framework in all learning environments.
- Build capability of staff through regular Professional Development opportunities, Professional Learning Team discussions and coaching.
- Maintain PBL demonstration school status. Extend face to face and online professional development opportunities that build the capability of schools across QLD.

### Implement a consistent School-wide wellbeing program \*

- Invest in, and implement a school-wide wellbeing program supporting the needs of our students, staff and community.
- Implement targeted and intensive interventions addressing the social, emotional and wellbeing needs of students.
- Implement a wellbeing referral system for staff, students and parents.

### Develop and implement school-wide routines to address chronic student attendance

- Co-create a supportive approach to teacher management of chronic student absence providing time and support.
- Implement an attendance request for support referral.

### Building staff capability of quality inclusive and differentiated teaching practices

Empower teachers to further develop their differentiation skills to best support the diverse needs of their students

Actions include:

Strengthening teacher capability in differentiating the curriculum learning to the range of student needs within the class, with consistency in documentation and clear links to pedagogical practice.

- Develop skills in assessment and data interpretation
- Engage in differentiated instruction in Professional Learning Teams.
- Organise classroom observations where teachers can watch others work (WOW) and provide feedback and support around differentiated strategies being utilised

### Revise and tighten referral process – SSS Student Support Services

- Revise the process that Teachers can use to refer students who are experiencing academic, behavioural or social emotional needs
- Use academic and behaviour data to determine interventions
- Ensure the referral leads to actionable recommendations such as strategies, observations, interventions, monitoring or assessments
- Implement an attendance request for support referral.





# Equity and Excellence in action

Queensland  
Great jobs  
Better services  
Great lifestyle

## Our school priorities

Department of Education



### Starting strong

Supporting every student to make positive transitions from kindergarten through to primary school.

Students who attend school regularly, are engaged in the classroom and progress in their learning are more likely to have better outcomes across their schooling journey.

Our school priorities from Prep to Year 2 are:

- knowing each child and student's needs to support positive and confident transitions into and through school
- achievement in English and Mathematics
- maximising learning days.
- acknowledging students achieving 95% attendance



### Building on foundations

Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.

Early learning experiences shape young minds and inspire them to become lifelong learners. Building on the foundational literacy skills established in early primary is critical for learning success.

Our school priorities as students transition through primary school are:

- knowing each student's needs to support positive transitions into and through primary school
- achievement in English and Mathematics
- maximising learning days.
- acknowledging students achieving 95% attendance



### Ready for the future

Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through to high school.

Effectively planning and monitoring every student's learning pathway through their senior years of primary school and their high school destination keeps students on track to achieve successful outcomes.

Our school priorities in senior primary are:

- supporting every student with a plan to stay on track and developing community pathways
- acknowledging students achieving 95% attendance
- positive transitions and knowing the high school destination of every student.

Underpinned by curriculum, teaching and learning



Educational achievement



Wellbeing and engagement



Culture and inclusion

Realising the potential of every Aboriginal and Torres Strait Islander student.

Embedded in our school priorities are outcomes for every Aboriginal and Torres Strait Islander student.

Valuing First Nations cultures and voice in our approach to engagement and learning is essential.

Connections to culture enrich the learning of every student and strengthens all of our work. Working together, we can realise the potential of every student.

## Our priority support measures

For every student in the junior primary school years (Prep to Year 2), we will work towards:

- 85% of students achieving C or above in English
- 50% of students achieving A or B in English
- less than 80 School Disciplinary Absences.
- 95% attendance rate

For every student in the middle primary school years (Years 3 and 4), we will work towards:

- 85% of students achieving C or above in English
- 50% of students achieving A or B in English
- less than 80 School Disciplinary Absences.
- 95% attendance rate

For every student in the senior primary school years (Years 5 and 6), we will work towards:

- 85% of students achieving C or above in English
- 50% of students achieving A or B in English
- less than 80 School Disciplinary Absences.
- 95% attendance rate
- 100% early enrolment and transition to high school