PIMPAMA STATE
PRIMARY COLLEGE

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 for 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.

Actions include:

Improving student outcomes in writing by creating assessment literate learners

Implementing a consistent approach to the explicit teaching and moderation of student writing.

Actions include:

Introduction of a consistent approach to writing moderation . *

- Support teachers to align curriculum, pedagogy, assessment and reporting to ensure consistency of teacher judgements.
- Meet as Professional Learning Teams to engage in moderation processes every term.
- Use data collected through moderation processes to inform an intentional approach to improvement.
- Develop and implement consistent whole school strategies to improve student's achievement in writing.

Introduction of Visible Learning in Writing through The Third Teacher (Sharratt). *

- Support teachers to understand the writing demands of the Australian Curriculum.
- Meet as Professional Learning Teams to construct the learning intentions and deconstruct the success criteria in student-friendly language.
- Co-construct modelled exemplars with annotations which highlight the learning intention and success criteria, displayed on the Teacher Learning Wall.

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.

Our school initiatives

An inclusive and supportive learning environment through the introduction of assistive technology

Introduce assistive technology in stages and continuously evaluate its impact to best meet the needs of all students.

Actions include:

Building staff capability of quality inclusive and differentiated teaching practices with assistive technologies

- Develop a roadmap for the gradual implementation process and ensures that the integration is purposeful and well-structured.

A revised focus on EAL/D Learners

Value student cultural backgrounds and create inclusive learning environments where diversity is celebrated.

Actions include:

Implementation of deliberate practices to accurately capture language background information.

- Using data to inform support and differentiation for EAL/D learners
- Deploying staff to maximise the learning and wellbeing of EAL/D students
- Building a sense of belonging in the classroom and school environment
- Building relationships with families and communities

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.

PBL and positive student self-identity

Empowering teachers to teach and students to learn through clear behavioural expectations, with differentiated, explicit lessons targeted to address student needs.

Actions include:

Incorporate explicit teaching of expected behaviours with social and emotional learning objectives. *

- Incorporate the explicit teaching of expected behaviours with the additional lens of the Virtues project along with the embedded Australian Curriculum: Social and Emotional Learning (SEL) objectives.
- Embed the Positive Behaviour for Learning (PBL) framework in all learning environments, working toward Phase 3 of implementation, becoming a demonstration PBL school within South East Region.

English B+
38.5%

Starting strong (Prep-Year 2)

English B+
32.3%

Building on foundations (Year 3-6)

Equity and Excellence in action

Queensland
Good jobs
Better services
Great lifestyle

Our school priorities

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

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

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

Our priority support measures

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

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.

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

Underpinned by curriculum, teaching and learning

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.

Department of Education
- Educational achievement
- Wellbeing and engagement
- Culture and inclusion

PIMPAMA STATE PRIMARY COLLEGE

Endorsed by:

[signature] School Supervisor

[signature] Principal

[signature] P&C President

13 / 2 / 24 Date