

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



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 ●

Our priority support measures

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

- 80% 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:

- 80% 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:

- 80% 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

Department of Education



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.

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 through the Explicit Teaching of Reading
Empowering teachers and leaders to monitor student improvement in reading using a systematic approach, supporting effective pedagogical practices and student growth.

Actions include:

Introduction of the PSPC Monitoring and Goal Setting tool to identify the right strategy at the right time and to track and monitor student progress. *

- Effectively implement and consistently use the PSPC Monitoring and Goal Setting tool for reading as an agreed method for tracking student reading behaviours and driving effective pedagogical practices and student improvement.

Develop consistent understanding and practice in modelled and shared reading. *

- Develop and implement consistent whole school instructional routines and best practice for shared and modelled reading.
- Continue to build teacher capability in modelled and shared reading practices.
- Continue to implement our Collegial Engagement Framework, encompassing Learning Walks & Talks, Observation and Feedback, and Data Conversations.

Response to Intervention

Implementing a Response to Intervention approach to the teaching and learning of writing, supporting effective pedagogical practices and student growth.

Actions include:

Introduction of a rigorous approach to writing intervention

- Use the proficiency scales to guide and assess targeted writing lessons.
- Meet as Professional Learning Teams to discuss and plan for explicit writing lessons.
- Monitor and track data aligned to the proficiency scales to regroup students for the Tier 2 phase.

Valuing inclusive teaching environments

Setting system priorities and clear expectations for schools with differentiated support targeted to each school's context and needs.

Actions include:

Building staff capability of quality inclusive and differentiated teaching practices.

- Transition from SSC model into SSWAN model.
- Build capability through inclusion café.
- Use PLP's as a tool to document personalised learning and individual strategies.
- Engagement through differentiation.

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 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 lighthouse PBL school within South East Region.
- Embed regular reviews of engagement, behaviour and academic data to support targeted and effective wellbeing, engagement and social skill intervention programs.
- Modification of the 95-0 engagement program, moving from an incentive activity towards an artefact of recognition for students that achieve 95% attendance and record 0 suspensions each term.