

# Pacific Pines State School

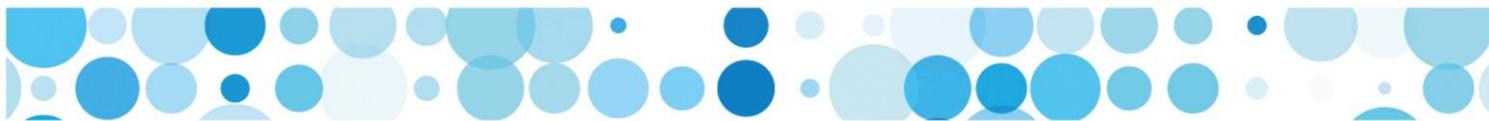
## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pacific Pines State School** from **16 to 18 June, 2018**.

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

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Anthony Palmer	Peer reviewer
Stephen McGoldrick	Peer reviewer
Chris Tom	External reviewer



## 1.2 School context

<b>Location:</b>	Santa Isobel Boulevard, Pacific Pines
<b>Education region:</b>	South East Region
<b>Year opened:</b>	2002
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	972
<b>Indigenous enrolment percentage:</b>	1.3 per cent
<b>Students with disability enrolment percentage:</b>	7.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1028
<b>Year principal appointed:</b>	2016
<b>Full-time equivalent staff:</b>	86.6
<b>Significant partner schools:</b>	Pacific Pines State High School
<b>Significant community partnerships:</b>	Pacific Pines State High School, local early learning centres, Act for Kids, The Music Bus, Nerang Returned and Services League of Australia (RSL), Division 5 Councillor for Gold Coast City Council, State Member for Gaven, Kiwanis Club Pacific Pines, Walsh Taekwondo, Helping Hands
<b>Significant school programs:</b>	Speech Sound Pics (SSP) program, electives program, robotics, MyPad program, iSTEAM Space, Playgroup Queensland



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Student Services (HOSS), Head of Curriculum (HOC), guidance officer, 35 classroom teachers, five Teaching and Learning Mentors (TLM), student services program teacher, Japanese language teacher, 16 teacher aides, Business Manager (BM), two administration officers, five ancillary staff members, 87 students and 34 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and representative Kiwanis club.

Partner schools and other educational providers:

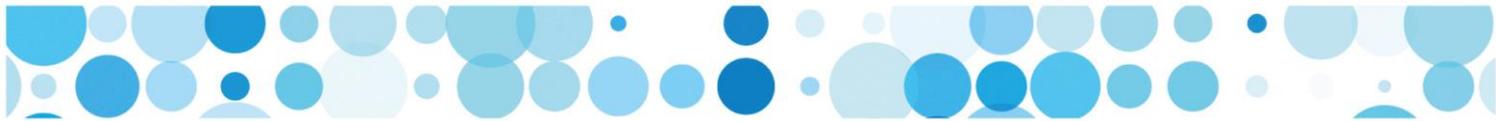
- Principal local high school and coordinator Goodstart Early Learning centre.

Government and departmental representatives:

- Councillor for Gold Coast City Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2018-2021
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan
School pedagogical framework	School Opinion Survey
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**A collegial culture of mutual trust and support is readily apparent amongst staff members.**

Strong professional and personal bonds exist within and beyond many of the staff team structures. A willingness of staff members to engage in professional dialogue aligned to improved student learning and wellbeing is apparent. Staff members display high levels of professional energy in the work they do in the school and are highly student-focused in their actions.

**There is high level of commitment from school staff members to the implementation of the school's improvement agenda.**

Teachers are able to clearly describe the strategies they are utilising in their classrooms to engage their students in teaching and learning and the processes they are undertaking to improve their professional practice. Members of the teaching team are dedicated to improving learning for students with strong support being given to achieving the school's vision '*whatever it takes*'. Classroom teachers are ably supported by a range of support staff, including teacher aides, who are equally committed to the learning of students and the school's improvement agenda.

**The school presents with a positive feel and a welcoming environment that reflects a commitment to purposeful and successful learning.**

Strong, positive and respectful relationships exist between staff members and students. Staff members demonstrate a clear understanding of the importance of positive and caring relationships to facilitate successful learning. Staff members work hard to build partnerships with students, colleagues, parents and the community. Students and staff members have an obvious sense of belonging and pride in the school and visitors are made to feel welcome.

**The school's Explicit Improvement Agenda (EIA) document articulates three focus areas for improvement in 2018.**

These include implementing a consistent whole-school reading framework, continually improving student learning outcomes and professional practice through cycles of inquiry, and implementing a consistent whole-school pedagogical framework with a focus on explicit teaching. There is strong commitment from the teaching team to implementing the various elements of the EIA. It is apparent that some teachers would value further time and ongoing support to embed expected practices into their repertoire. The leadership team acknowledges continued monitoring of practices relating to the EIA is required to foster stronger consistency of practice, understand issues relating to effective implementation and enable appropriate levels of support.



**The school team expresses a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).**

A new planning process commenced this year for the planning of curriculum units in English. Teachers begin the planning process by considering the assessment task, modelled response and Guide to Making Judgements (GTMJ) from Curriculum into the Classroom (C2C). The achievement standard and content descriptions from the AC are used to guide the teaching and learning process. The planning of a 'know and do' table that details the key learning experiences for students is undertaken. The leadership team acknowledges the need to utilise the model for planning curriculum units in English in other learning areas to enable a consistency of curriculum planning and greater alignment to the AC.

**The school leadership team is focused on research-based pedagogical models that support effective teaching and learning.**

A pedagogical framework, recently developed by the leadership team, is based on the Australian Institute for Teaching and School Leadership (AITSL) standards. This incorporates the seven key domains that are exemplified in the three structures of the framework – professional knowledge, professional practice and professional engagement. This innovative and comprehensive approach to developing a pedagogical framework is yet to be presented to staff members for consultation and implementation.

**The leadership team demonstrates a commitment to developing staff members into an expert teaching team and articulates this as being central to achieving improved outcomes for all students.**

Weekly staff meetings provide opportunities to develop staff knowledge and skills aligned to EIA priorities. Some teachers are able to discuss their Annual Performance Development Plans (APDP) from previous years. A current APDP process aligned to and supporting the school's EIA is not yet readily apparent. The school employs a number of Teaching and Learning Mentors (TLM) to provide coaching and mentoring opportunities and to develop teacher expertise and growth. The leadership team is committed to ensuring all staff members have opportunities to engage in a broad range of capability development activities, including APDP plans aligned to the school's EIA priorities, and peer coaching and mentoring processes and models of feedback.

**There is a shared belief in the school that, although students are of different abilities and at various stages in their learning, all students can learn and achieve success.**

The education and support of students with disability and other students with diverse needs are considered as part of the work of the student services team. Currently, students on Individual Curriculum Plans (ICP) receive the majority of their learning in the student services centre. A need to strategically plan inclusive education practices to genuinely support a whole-school approach for students with disability and other students with diverse needs, aligned to current policies and practices is apparent.



**Members of the community, parents, staff members and students display great pride in the school.**

Parents indicate they are extremely happy with the education their child receives at the school and the opportunities that are provided. Parents express appreciation regarding the visibility and accessibility of the principal and leadership team throughout the school and express the view that the professionalism and dedication of staff members are strongly valued within the community.

**The school's leadership team gives a high priority to the collection and analysis of systemic and school-based achievement data.**

Teachers regularly engage with school leaders and colleagues from their Professional Learning Team (PLT) to discuss data, particularly in reading. These data conversations are informing aspects of the cycles of inquiry being used to improve learning outcomes in reading and the professional practice of teachers. Classroom teachers meet with their sector deputy principal and TLM each term to discuss student reading data. Teachers report these conversations are valuable and are providing opportunities to discuss any concerns and explore strategies for further improvement. Consideration of student wellbeing, behaviour and attendance data is an emerging practice in these conversations.



## 2.2 Key improvement strategies

Provide further time and support for teachers to embed collaboratively agreed approaches relating to the EIA and regularly monitor implementation to build consistency of practice across the school.

Use the model for planning curriculum units in English in other learning areas to enable a consistency of curriculum planning and alignment to the AC.

Ensure the school's newly developed pedagogical framework is considered in curriculum planning processes and is consistently implemented across the school.

Ensure all staff members have opportunities to engage in a broad range of capability development activities, including APDP plans aligned to the school's EIA priorities, and peer coaching and mentoring processes and models of feedback.

Strategically plan inclusive education practices to genuinely support a whole-school approach for students with disability and other students with diverse needs.