

Pine Rivers State High 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 Education Improvement Branch (EIB) at **Pine Rivers State High School** from **26 to 29 July 2021**.

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 implement 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 lead principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

| | |
|----------------|---------------------------------------|
| Alan Smith | Internal reviewer, EIB (review chair) |
| Ross Robertson | Peer reviewer |
| Jo Soothill | Peer reviewer |
| Raelene Fysh | External reviewer |



1.2 School context

| | | |
|--|--|--------------|
| Location: | Gympie Road, Strathpine | |
| Education region: | North Coast Region | |
| Year levels: | Year 7 to Year 12 | |
| Enrolment: | 1313 | |
| Indigenous enrolment percentage: | 7.6 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 8.5 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 30 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 985 | |
| Year principal appointed: | Term 2 2018 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 12 Heads of Department (HOD), two guidance officers, Business Manager (BM), 54 teachers, five teacher aides, seven administration officers, tuckshop convenor, 10 cleaners, two schools officers, scientific operations officer, 96 students and six parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and The ARTIE Academy representative.

Partner schools and other educational providers:

- Strathpine State School principal, Dayboro State School principal and deputy principal, Lawnton State School principal and University of the Sunshine Coast (USC) representative.

Government and departmental representatives:

- Lead principal, North Coast Regional Office senior guidance officer and Department of Children, Youth Justice and Multicultural Affairs – Strathpine Child Safety Service Centre senior team leader.

1.4 Supporting documentary evidence

| | |
|--|---|
| Annual Implementation Plan 2021 | Investing for Success 2021 |
| Student Code of Conduct | School Data Profile (Semester 1 2020) |
| OneSchool | School budget overview |
| Professional learning plan | Curriculum planning documents |
| School pedagogical framework | Growth and development plans |
| School data plan | School newsletters and website |
| School Opinion Survey | School Online Reporting Dashboard |
| Headline Indicators (October 2020 release) | School based curriculum, assessment and reporting framework |



2. Executive summary

2.1 Key findings

The school has a proud history of providing a quality public education since 1964.

Generational involvement with the school is apparent. Staff members demonstrate a commitment to providing a wealth of opportunities that lead to improved learning and wellbeing outcomes for all students. The principal articulates that the school's vision, '*Informed citizens building harmonious communities*', guides the school's focus in curriculum, teaching and learning and works in partnership with the core values of '*respect, pride, effort and safety*'.

School leaders and teachers articulate that curriculum development has been a significant focus at the school for several years.

Leaders and staff are proud of their work in developing a coherent, sequenced curriculum aligned to Australian Curriculum (AC) and Queensland Curriculum and Assessment Authority (QCAA) syllabuses. The principal articulates that the school's motto, '*By different ways to excellence*', outlines the school's commitment to providing a range of pathways for students. A shared understanding of the importance of educating the whole student, including their academic, emotional and social development is apparent.

Parents and families are viewed as important members of the school community.

Parents are invited to a range of events designed to enhance their understanding of their child's learning journey and to celebrate their successes. These include informal and formal parent teacher interviews, information nights, graduation and valedictory ceremonies, and a wide range of performing arts events. Parents speak highly of the school.

The principal indicates that the Explicit Improvement Agenda (EIA) in 2021 is effective teaching and learning, and engagement.

This is achieved through literacy, pedagogy, positive learning culture, and inclusive practices. Staff members are yet to demonstrate a shared understanding of the EIA. Teachers express the belief that there is a lack of clarity regarding what is expected of them in relation to implementing the EIA. Executive leaders acknowledge that in hindsight, a reduced number of priority areas would assist with achieving a sustained focus on effectively embedding the EIA.

Positive Behaviour for Learning (PBL) has operated in the school for three years.

The school's PBL code of '*respect, pride, effort and safety*' is clearly displayed in most classrooms. Linked to the PBL code, a 'fortnightly focus' is designed to respond to short-term data trends. Many staff articulate that PBL is yet to be consistently implemented across the school.



The principal and teachers articulate that improving student learning is the main goal of the school.

A shared understanding of the importance of selecting pedagogy that engages all students is apparent. Teachers are committed to pursuing the best possible outcomes for students. Art and Science of Teaching¹ (ASoT) and New Pedagogies for Deep Learning² (NPDL) are referenced in the school's pedagogical framework. Teachers describe a lack of clarity regarding expected practices and routines consistent with these approaches. Staff members acknowledge the importance of literacy, with a current focus on the teaching of writing apparent. Leaders identify the need to quality assure the implementation of preferred pedagogical approaches. They acknowledge that observation, feedback, mentoring and coaching processes will assist to develop capability and consistency in embedding agreed school-wide pedagogies.

School leaders and teachers are committed to the success of all students.

The school's statement of purpose, 'staff and students working together towards all achieving their personal best' underpins the belief that every member of the school community works collaboratively, to ensure students can access and participate in all aspects of school life. The school is developing systems and structures in the area of inclusion including delivery of Professional Development (PD) on evidenced-based strategies, and to adjust teaching to student learning needs.

School leaders are committed to fostering a culture of professional learning to benefit students.

Leaders recognise the need to individually and collectively engage in a process of continuous improvement. A core belief is that personal growth will be enhanced by sharing and modelling best practices. Many staff express the need to manage meeting time to include intentional collaboration time to improve curriculum planning and pedagogy.

The leadership team and teachers clearly articulate the belief that reliable data on student outcomes is crucial to the school's improvement agenda.

Key performance targets have been set and communicated to the school community in relation to academic performance, attendance, behaviour and Year 12 outcomes. Staff members describe participation in faculty data monitoring processes. Many teachers reference the collection of benchmark data including attendance, disability, student academic outcomes and National Assessment Program – Literacy and Numeracy (NAPLAN) to determine the starting point for planning teaching programs.

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 New Pedagogies for Deep Learning. (2019). *New pedagogies for deep learning: A global partnership*. <https://deep-learning.global/>



The school has built an extensive range of partnerships that enhance student learning and wellbeing.

This has been achieved through access to local industry, social and emotional support, and intellectual and physical resources not available within the school. These partnerships support career planning and training, school to work transition, transitions to tertiary study, health and wellbeing, and student learning enrichment. Each partnership has been developed on the basis of its capacity to contribute to improved student achievement and wellbeing.



2.2 Key improvement strategies

Refine the EIA to promote increased clarity, shared understanding, systematic application, and rigorous and successful implementation.

Collaboratively review current procedures for student management and attendance to support clarity of understanding and consistent enactment of agreed processes and practices by all staff members across the school.

Identify signature pedagogical practices related to focus areas for improvement, and systematically enact a formalised approach for observation and feedback from school leaders to teachers regarding their use of these.

Further develop staff members' understanding of, and commitment to, a culture of inclusion.

Provide formal and regular opportunities for intentional collaboration that support staff members to build capability in the areas of curriculum planning, pedagogical delivery, and the precise use of data.