

# Pine Rivers State High School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Pine Rivers State High School** from **17 July** to **20 July 2017**.

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

James Baker	Internal reviewer, SIU (review chair)
Judith Fox	Peer reviewer
Ken Rogers	External reviewer



## 1.2 School context

<b>Location:</b>	Gympie Road, Strathpine
<b>Education region:</b>	North Coast Region
<b>The school opened in:</b>	1964
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	1 287
<b>Indigenous enrolments:</b>	7.69 per cent
<b>Students with disability enrolments:</b>	6.45 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	987
<b>Year principal appointed:</b>	2015
<b>Number of teachers:</b>	101.27
<b>Nearby schools:</b>	Strathpine State School, Lawnton State School, Pine Rivers Special School, Bray Park State High School, Bray Park State School, Strathpine West State School
<b>Significant community partnerships:</b>	Queensland Science Technology Engineering Mathematics (QSTEM) Hub Pilot Project, University of Sunshine Coast (USC) Engage Research Lab, FAB LAB Melbourne Institute of Technology (MIT) Global Partnership, Student Leadership Research Project
<b>Unique school programs:</b>	New Pedagogies for Deeper Learning (NPDL), STEM program - IGNITE, STEM program - Humanities Art and Social Sciences (HASS), School Musicals (41 consecutive), REA (Re-Engineering Australia) F1 in Schools and 4x4 in Schools program - <i>Current World Champs</i> , Outdoor Education



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 64 teachers including Heads of Department (HOD), Business Services Manager (BSM), nine administration officers, two schools officers, 11 cleaners, three teacher aides, scientific operations officer, youth support coordinator, Community Education Counsellor (CEC), and guidance officer.

Community and business groups:

- Local Councillor for Division 8 Moreton Bay Regional Council, Parents and Citizens' Association (P&C) president, parents, representative of Harnex and representative of Strathpine Centre.

Partner schools and other educational providers:

- Principal of Strathpine State School, principal of Lawnton State School, Interactive Media Developer - USC.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Whole of School Data Plan
Investing for Success 2017	Literacy Plan
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Draft Curriculum Plan
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Growth and Development Plan	Learning for Life Plan



## 2. Executive summary

### 2.1 Key findings

**The school projects a positive culture and a caring, inclusive and orderly learning environment with respectful relationships amongst staff members, students and the community.**

There is an expectation that every student will learn and achieve positive outcomes. The school is driven by a shared knowledge and commitment by staff to the school's motto '*By different ways to excellence*'. The school embraces the belief that all students are able to learn successfully.

**The school leadership team views reliable and timely data as critical to the school's improvement agenda and to build a culture of self-evaluation and reflection.**

The school has developed and published a comprehensive whole-school data plan. The plan outlines a monthly schedule and assigns responsibilities for administration, the Heads of Department (HOD) and teachers regarding the collection and analysis of relevant data.

**The school leadership team is committed to driving an Explicit Improvement Agenda (EIA) to improve the learning outcomes of all students in the school.**

This commitment is supported by all members of staff who strive to seek further improvement in the quality of learning and teaching. All teachers identify New Pedagogies for Deep Learning (NPDL) as the school's priority and are able to recall a range of general implementation strategies they use in classrooms to enable students to deepen their learning in subjects. Measures directly related to this initiative are not yet fully apparent in the current whole-school data plan.

**A culture that promotes learning within the school and the ongoing improvement in student achievement is developed.**

Students, parents and staff members acknowledge and appreciate this development. Staff morale reflects a strong sense of belonging and pride in the school. The School Opinion Survey (SOS) indicates there has been some decline in staff morale from 2015 to 2016. Staff members attribute this decrease to the significant number of new programs and associated changes. Staff members remain positive and supportive of the need for change.

**Teachers are highly professional and focused on improving their practice to enhance student learning outcomes.**

There is a strong and highly valued collegial engagement process established. Teachers indicate they are open to and appreciative of feedback regarding their performance in their classrooms. Many have accessed feedback from peers and some teachers indicate that HODs conduct walkthroughs and observations on occasion.



**The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.**

Teachers are encouraged to tailor teaching to address individual student needs and capabilities. The school has published a statement on differentiation that outlines areas of pedagogical practice and related research. Identification of teachers using successful differentiation strategies to guide the development of other teachers as a strategy to build staff members' capacity is yet to occur.

**The school has a curriculum plan supported by comprehensive subject work programs, year level curriculum overviews and unit plans developed by teachers in each subject area.**

Each subject area is required to have a literacy plan. Survey Question Read Recall Review (SQ3R) is identified by many teachers as the school's approach to reading. Teachers, in addition, utilise a range of other strategies to aid student comprehension. Teaching staff members implement a range of strategies to assist students to address the writing needs of specific assessment tasks. A whole-school approach to the teaching of literacy is not yet apparent.

**The school has developed a culture of service to the community.**

This is apparent through programs including MATE (Mentoring and Tutoring Enrichment program), a mural project, Queensland Inter-year Project (QIP) and participation in a broad range of community activities and events.

**The school has established and developed partnerships with neighbouring primary schools, universities, local businesses, government agencies, national and international organisations.**

These partnerships provide extended learning opportunities for staff members and students. The school has a reputation for excellence in the Arts and students are engaged in many performances throughout the year. An annual musical and other public displays in areas including music, dance, visual arts and drama enhance the profile of the school and contribute funds to support new programs.



## 2.2 Key improvement strategies

Develop qualitative and quantitative measures to determine the impact and effectiveness of Deep Learning in improving student learning outcomes aligned to the school's targets.

Design and implement future stages of the change agenda giving consideration to the impact on staff wellbeing and their capacity to contribute.

Formalise and resource a whole-school approach to coaching that engages all members of staff.

Build staff members' capacity to differentiate teaching practices that cater for the full range of students.

Implement a whole-school approach to the teaching of reading and writing, with specific emphasis on the teaching of higher order skills to lift the performance of Upper Two Bands (U2B) students.