

Pacific Pines 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 **Pacific Pines State High School** from **21 to 24 August 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

Valerie Hadgelias	Senior reviewer, SIU (review chair)
Darrin Edwards	Peer reviewer
Julie Pozzoli	Peer reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Archipelago Street, Pacific Pines
Education region:	South East Region
Year opened:	2000
Year levels:	Year 7 to Year 12
Enrolment:	1 422
Indigenous enrolment percentage:	3.4 per cent
Students with disability enrolment percentage:	6.26 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1006
Year principal appointed:	2016
Full-time equivalent staff:	91.68
Significant partner schools:	Northern Collegiate High Schools, Pacific Pines Primary School, Gaven State School, Park Lake State School
Significant community partnerships:	Griffith University, Gold Coast Technical and Further Education (TAFE), LJ Hooker Pacific Pines
Significant school programs:	Centre of Excellence Programs, Kokoda Challenge, Men of Business (MOB), Drumline



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 12 Heads of Department (HOD), 52 teachers, past teacher, Support Teacher Literacy and Numeracy (STLaN), six deans of students, Business Manager, computer technician, computer assistant, guidance officer, two student services officers, events coordinator, five teacher aides, 56 students, Parents and Citizens' Association (P&C) president and 12 parents.

Community and business groups:

- Indigenous community representative, representative from Pacific Pines Panthers (Basketball), representative from Pac Power - Australian Football League (AFL) and representative from Aurora Training Institute.

Partner schools and other educational providers:

- Principal of Pacific Pines Primary School, principal of Park Lake State School, principal of Gaven State School and principal of Highland Reserve State School.

Government and departmental representatives:

- Councillor for Division 5 City of Gold Coast, State Member for Gaven and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Differentiation Strategy
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016)	School Data Profile (Semester 2, 2017)
OneSchool	School budget documents
Responsible Behaviour Plan	Curriculum planning documents
Teacher Expectations 2017	Data Placemat
School pedagogical framework	School data plan
Role description documentation	School newsletters and website
Annual Developing Performance Plan documentation	School Opinion Survey
The Instructional Improvement @ Pacific Pines (II@PP) documentation	



2. Executive summary

2.1 Key findings

The school projects a positive learning culture with caring and orderly learning environments.

Staff members demonstrate an understanding of the importance of positive and caring relationships for successful learning, and work actively to build partnerships with students, parents and the community. There are high expectations that all students will learn successfully and students state that their teachers care for them. Interactions across the school and community are reported as being polite and respectful.

The school enjoys a strong reputation in the local community.

The principal and other leaders describe the concerted effort to improve the public perception of the school. A number of strategies have contributed to the success of this initiative and these include a focus on student behaviour, introduction of extensive Excellence Programs, strategies to clarify the expectations of professional practice and the building of strong relationships with partner primary schools. Enrolment data and comments from parents, primary school principals and other community members indicate that the work in this area has been successful in enhancing the school's reputation.

There is strong interest in collaboratively developing a sharp vision for the school's future to inform and drive the strategic agenda.

It is widely recognised that considerable changes have been implemented at the school in the past 18 months. Many staff members view these changes positively. Several staff members and other school community members express concern regarding the pace of change and wish for greater clarity about the reasons for change. Some members of the school community would like more opportunity to engage in collaborative decision making regarding the school's direction.

School leaders understand the value of developing detailed implementation plans to support the improvement agenda.

The school has been focusing on several initiatives to drive improvement. The collaborative development of detailed implementation plans is not always apparent. Some staff members indicate that this has contributed to a level of uncertainty regarding processes and expectations.



Reliable data on student outcomes is viewed as crucial to the school's improvement agenda.

All teaching staff members have access to student data from OneSchool and the school's data placemat. Faculties and individual teachers are able to demonstrate the systematic collection of a range of student outcomes data, including test data and quality classroom assessments that are utilised as a starting point for improvement. Many staff members utilise this data to analyse, study and implement strategies to meet individual student needs. There is evidence that some staff members are utilising data as a self-reflection tool to evaluate their own teaching practices. There is some variation across the school in the level of teachers' data literacy and confidence in utilising data to inform their practice.

The leadership team is driving a strong agenda to develop a culture of continuous professional improvement.

School leaders recognise the need to build teacher capacity and support their professional growth in order to improve student outcomes. There is collegial participation in the Instructional Improvement @ Pacific Pines (II@P) and Instructional Coaching. At this stage, not all staff members are engaged. Teachers express a strong interest in being involved in regular observation and formal feedback processes. A whole-school professional learning plan, aligned to the improvement agenda has yet to be developed.

Highly effective teaching is widely viewed as the key to improving student learning.

There has been a recent decision to introduce John Hattie's¹ *Visible Learning* as the basis for a new pedagogical framework. This will replace the Five Pillars framework that has been in place for several years. Under the Five Pillars approach, Quality Assurance (QA) processes were implemented with varying degrees of rigour across faculties. The recruitment of additional coaches, including a Visible Learning facilitator is planned to support the implementation of the new model.

A range of differentiation practices is established to support the diverse needs of students.

Structural differentiation is well established with processes including the excellence classes and 'dynamic streaming'. Teachers are encouraged to tailor teaching to students' needs and readiness within classrooms. There are examples of strong practice in this area across the school. Some variation exists in the level of expertise in utilising differentiation strategies. Clear expectations for teacher practice have not yet been developed or promoted.

¹ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.



The school is developing innovative and challenging curriculum offerings.

A number of Excellence Programs have recently been introduced in Years 7 to 10. The Science, Technology, Engineering, Mathematics (STEM) focus is one example. The Centre of Excellence for Mathematics, Engineering and Applied Science is a program that has been endorsed as the Griffith University Academy, Pacific Pines Campus. It is one of only two such entities in Queensland. In Years 7 to 9 students in the STEM program study mathematics, science and Launchpad, a subject focused on problem solving and applied Higher Order Thinking Skills (HOTS).

The school has implemented a highly inclusive approach to support students with disability.

Students with disability are integrated into mainstream classes. Students are taught by the Special Education Program (SEP) teachers working closely with mainstream teachers to deliver the curriculum via differentiated approaches for all students within the 'red' classes. Interventions to support students are planned and implemented by a team of key stakeholders, including parents and carers. The team of staff working in the special education area has developed a cohesive and professional approach that results in high quality support and case management for all students with disability or support needs.



2.2 Key improvement strategies

Collaboratively develop a sharp vision for school's future to provide a framework for aligning and driving the school's improvement agenda.

Undertake strategic planning processes to develop detailed implementation plans to support the school's improvement priorities, ensuring that expectations, accountabilities, timelines and QA processes are included.

Provide Professional Development (PD) and dedicated time to improve staff skills in data literacy. Build a school-wide approach to the use of data to expand and deepen the extent that data is utilised to inform pedagogy and influence teaching practice.

Strengthen the alignment of the Instructional Coaching to the new pedagogical framework and implement a systematic process to provide staff members with regular formal feedback on their implementation of the Visible Learning pedagogical practices.

Develop a professional learning plan that clearly articulates how ongoing PD opportunities are strategically planned to align with and support the school's Explicit Improvement Agenda (EIA).

Develop clear expectations for teachers regarding the inclusion of differentiation strategies in their planning and in their classroom practice, and support teachers to build their expertise in this area.