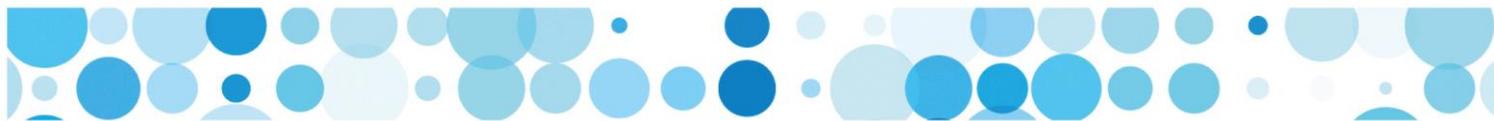


Pioneer State High School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

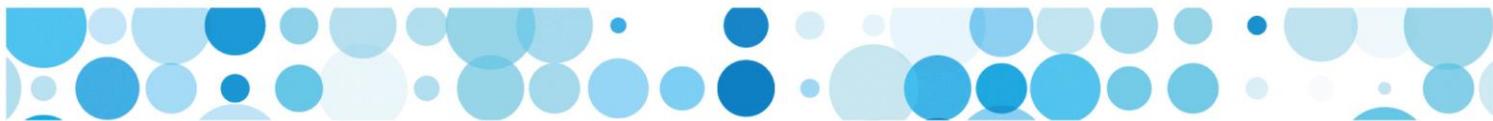




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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pioneer State High School** from **21 to 23 August 2019**.

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 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

Wayne Troyahn	Internal reviewer, SIU (review chair)
Ian Miller	Peer reviewer
Raelene Fysh	External reviewer

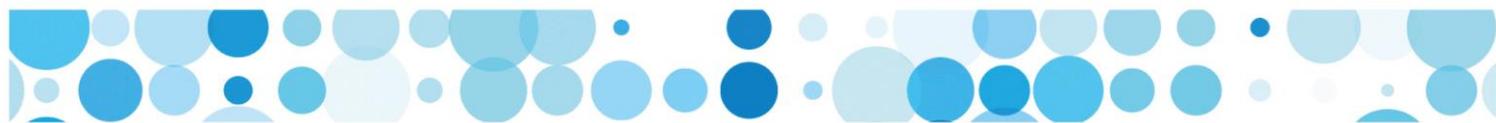




1.2 School context

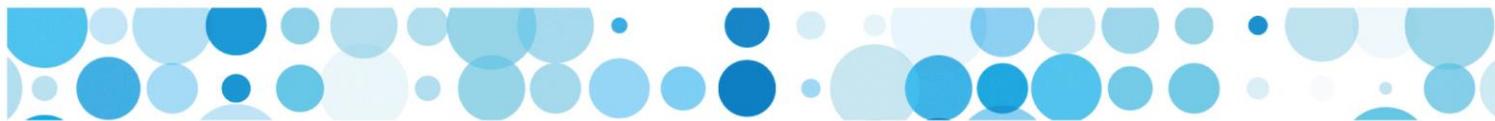
Location:	Bedford Road, Andergrove
Education region:	Central Queensland Region
Year opened:	1986
Year levels:	Year 7 to Year 12
Enrolment:	586
Indigenous enrolment percentage:	23.8 per cent
Students with disability enrolment percentage:	8.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	912
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	52.66 – teaching 25.4 – non-teaching
Significant partner schools:	Andergrove State School, Beaconsfield State School, Slade Point State School
Significant community partnerships:	<p>CQUniversity (CQUni)</p> <ul style="list-style-type: none"> • Preservice teachers • Learning Excellence at Pioneer (LEAP) • CQUni Connect Program • CQUni Business Challenge <p>Department of Child Safety, Youth and Women</p> <ul style="list-style-type: none"> • Mackay Youth Engagement Hub and supporting students <p>Indigenous support programs</p> <ul style="list-style-type: none"> • Australian Indigenous Mentoring Experiences (AIME) – Indigenous mentoring and tutoring • Aboriginal and Torres Strait Islander Community Health Service (ATSICHS) – health/wellbeing and referrals





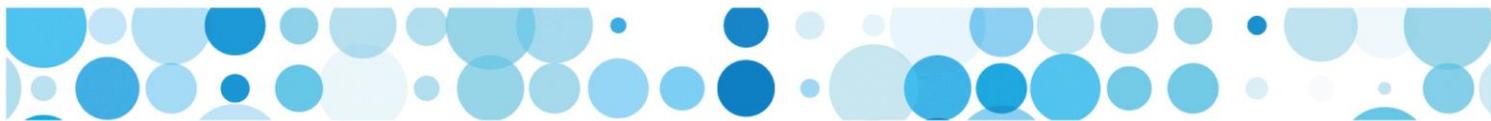
	<ul style="list-style-type: none"> • Department of Aboriginal and Torres Strait Islander Partnerships (DATSIP) – youth employment program, Year 13 tracking and support • Deadly Choices – Indigenous role models, promoting positive life and health choices • Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) – senior student scholarships <p>Little Athletics, North Mackay – base school for North Mackay</p> <p>Makerspaces Mackay Inc – host site</p> <p>Queensland Minerals and Energy Academy (QMEA) – partner school – student workshops, staff Professional Development (PD), industry tours</p> <p>Students with disability:</p> <p>Transition of students with disability</p> <ul style="list-style-type: none"> • Endeavour Foundation • Work Connections • Ideal Placements <p>Disability Support</p> <ul style="list-style-type: none"> • Autism Queensland • Hearing Australia • Sporting Wheelies • Headspace • Child and Youth Mental Health Service (CYMHS) <p>Uniting Care – one-on-one support and consultation with students facing extreme hardship/disadvantage</p> <p>Vocational Education and Training (VET)</p> <ul style="list-style-type: none"> • Axiom Training – Certificate II Horticulture • Binnacle – Certificate III Fitness • Club Training Australia – Certificate II Hospitality • Tallebudgera Outdoor and Environmental Education Centre – Certificate II Foundational Skills • CQUni – Certificate II Engineering, Certificate II Hairdressing, Certificate II Beauty
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	<p>Whitsunday Science, Technology, Engineering and Mathematics (STEM) Challenge – founding committee membership</p> <p>Youth Information Referral Service (YIRS) – one-on-one support programs for students at high risk</p>
<p>Significant school programs:</p>	<p>QMEA membership, LEAP, Asian Learning Centre, Centre of Excellence in the Arts, Centre of Excellence in Science</p>





1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), eight Heads of Department (HOD), 20 teachers, guidance officer, pedagogy coach, literacy coordinator, Community Education Counsellor (CEC), Youth Support Coordinator (YSC), student council coordinator, Business Manager (BM), six teacher aides, four cleaners, two office staff, Information Technology (IT) support staff, six student leaders, 41 students, eight parents and Parents and Citizens' Association (P&C) president.

Community and business groups:

- CQUni and Mackay Youth Justice.

Partner schools and other educational providers:

- Principal Andergrove State School and principal Mackay North State High School.

Government and departmental representatives:

- State Member for Mackay and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan for Students
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey 2018	Pioneer SIU Reflection Tool





2. Executive summary

2.1 Key findings

The school's commitment to success for all students is clearly apparent.

There is an expectation that teachers know their students and are able to identify where each student is in their learning. Teachers are able to describe their practice in differentiating in the classroom as tailored, early and sustained intervention for all students. Differentiation at the unit planning stage is apparent and consistent across faculties.

The school has developed a scope and sequence for delivery of the intended and enacted curriculum.

Consistent teaching and learning expectations provide a reference for quality student learning across the year levels. There is a collaborative approach to curriculum planning across the school to deliver a guaranteed and viable curriculum (GVC).

Parents, carers and case managers are viewed as integral members of the school community and partners in supporting student outcomes and pathways.

The principal is continuing to lead the building of school culture with consistent messages regarding high expectations for learning, founded on high standards of behaviour, effort and engagement, in addition to a strong commitment to every student succeeding. Staff and students are yet to consistently articulate the vision and values of the school clearly.

The school leadership has collaboratively developed and is leading a detailed Explicit Improvement Agenda (EIA).

The EIA focuses the school on its learning priorities. The Annual Improvement Plan (AIP) provides the direction for the EIA. The key improvement priorities in the AIP are reading and writing, conditions for learning, teaching capacity, transitions and partnerships, and inclusivity. These have been narrowed down by the school leadership for focused implementation and include improved attendance, consistency in managing student behaviour, high expectations for students and improved teaching of reading – Whole Class Reading Activity (WCRA). All teachers are yet to be clear regarding the identification of the school's EIA.

The school embraces a shared responsibility to ensure every student succeeds.

School-wide structures are established to support staff development and their collective capabilities. Some teachers comment that the principal is visible across the school and in classrooms and would welcome an enacted instructional leadership model to drive school improvement. The development of an instructional leadership framework to further strengthen the capability of senior leaders and Heads of Department (HOD) is yet to occur.





The principal and staff of the school demonstrate an understanding of the importance of positive relationships for successful learning.

Students and staff comment on the positive and caring school learning environment that is supported by a collegial culture of mutual trust and respect across the school. The school's Responsible Behaviour Plan for Students (RBPS) was reviewed in November 2018. Staff members express a degree of concern regarding the consistent management of student behaviour.

In recent years the school has implemented several digital learning strategies.

A Bring your Own Device (BYOD) program has been trialled. Evidence to indicate the program is optimising quality student outcomes is as yet limited. Currently the school provides 277 student desktop computers, 29 student laptops, 56 iPads and 53 teacher laptops. Some teachers and students indicate a degree of concern in regards to the current Information and Communication Technology (ICT) facilities.

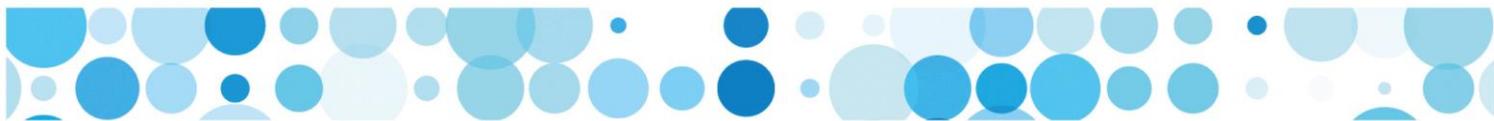
Deliberate and strategic use is being made of partnerships with families, local businesses and community organisations.

The school has invested in staff to facilitate pathway programs, community partnerships and improved communication with parents and the community. The school continues working with existing and potential community partners based on their capacity to contribute to improved student achievement and/or wellbeing.

The school has a well organised coaching and mentoring process.

This process is reliant on intentional collaboration and teamwork with peers and includes classroom observation and feedback of peers, observations of students on Individual Curriculum Plans (ICP), observation of reading activities, and Essential Skills for Classroom Management (ESCM) profiling. Staff are empowered with the knowledge and provided professional support to continuously seek self-improvement.





2.2 Key improvement strategies

Collaboratively align the school vision, values and behaviour expectations to communicate the school's identity.

Develop the EIA with a narrow and sharp focus on school-identified key issues from the AIP.

Strengthen the capability of senior leaders and HODs in providing quality instructional leadership.

Collaboratively continue to implement the whole-school approach for managing student behaviour and embed a consistent implementation of agreed strategies to further enhance the school's safe, supportive and disciplined learning environment.

Design and implement a pedagogy that includes digital learning to meet the expectations of a 21st Century curriculum.

