

Pioneer State High School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Pioneer State High School** from **6 to 8 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#).

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

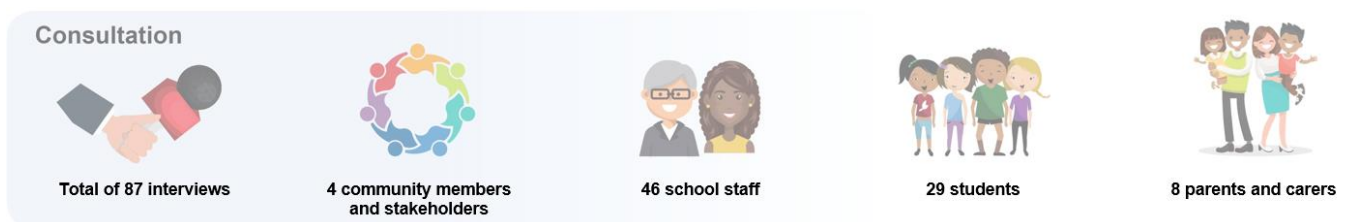
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Julie Pozzoli	Internal reviewer, SRR
Brad Clark	Internal reviewer, SRR

### 1.3 Contributing stakeholders



## 1.4 School Context

<b>Indigenous land name:</b>	Yuwi
<b>Education region:</b>	Central Queensland Region
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	602
<b>Indigenous enrolment percentage:</b>	27%
<b>Students with disability percentage:</b>	30.2%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	906

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **21 to 23 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 912 and the school enrolment was 586 with an Indigenous enrolment of 23.8% and a student with disability enrolment of 8.5%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively align the school vision, values and behaviour expectations to communicate the school's identity. (Domain 3)
- Develop the Explicit Improvement Agenda (EIA) with a narrow and sharp focus on school-identified key issues from the Annual Implementation Plan (AIP). (Domain 1)
- Strengthen the capability of senior leaders and Heads of Department (HOD) in providing quality instructional leadership. (Domain 5)
- 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. (Domain 3)
- Design and implement a pedagogy that includes digital learning to meet the expectations of a 21<sup>st</sup> century curriculum. (Domain 4)

## 2. Executive summary

### 2.1 Key affirmations

#### **Staff members are committed to providing a quality education in a positive, caring environment.**

The importance of contributing to students' learning and development is identified by staff, with many speaking of 'doing whatever it takes'. There is a strong collective culture of genuine care for students' wellbeing, engagement and success in learning. Staff outline that this is led by the Executive Leadership Team (ELT) who promotes a strong moral imperative to ensure every student is safe, supported and engaged in meaningful learning opportunities.

#### **Staff convey appreciation for the high level of collegiality and trust that exists within the school.**

The school is described by staff as a great place to work, and they articulate high levels of job satisfaction. Staff members describe the school's greatest asset as the people within it. Many staff convey that the school is a family, consisting of strong positive relationships and genuine care for each other.

#### **The principal recognises that continuing to build staff capability is crucial to improving student outcomes.**

A professional learning plan is documented and shows a strong commitment to building an expert teaching team. Most teachers express an eagerness to continue to expand their curriculum knowledge and to build on their classroom expertise. Many teachers comment on the dedication and know-how of their colleagues in their subject areas and describe a strong team ethos across the school. Parents and students speak highly of staff, referencing their commitment to improving student learning.

#### **Staff express pride that the school will accept all students and that all students are welcome.**

Staff members articulate that everyone has a right to learn, achieve and succeed. Inclusion is viewed as a driver in the school and a whole-school approach. A feature described by staff, students and parents is that the school is welcoming to all. Parents discuss being valued as partners in their child's education and express appreciation for the responsive communication from the Leadership Team (LT), teachers and support staff. They outline that staff are approachable and work collaboratively to support the individual needs of their child. The school's lion mascot reflects the value of 'pride' and the importance of working, learning and playing together. Staff, students and parents describe the school as having a family feel that emanates a strong sense of belonging.

#### **The Community Education Counsellor (CEC) plays an active role in supporting First Nations students and their families.**

Twenty-seven per cent of the student population identify as Aboriginal or Torres Strait Islander. Prior to students enrolling, the CEC visits primary schools to provide information about the school, the supports available, and to build strong relationships. The CEC supports staff to develop and implement culturally safe practices, and assists First Nations families to connect to services and the school. The CEC has been instrumental in engaging traditional owners to co-design initiatives that aim to increase outcomes for First Nations students, including participation in lunchtime activities, National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations, and raising the cultural capability of staff.

## 2.2 Key improvement strategies

### **Domain 5:** An expert teaching team

Support the development of all members of the LT to be instructional leaders, and drive and support quality implementation of the school's curriculum and pedagogy.

### **Domain 1:** An explicit improvement agenda

Sharpen the EIA to increase staff understanding of, and commitment to, the particular improvements being sought.

Further develop and systematically implement mechanisms to quality assure the successful enactment of the school's improvement priorities.

### **Domain 3:** A culture that promotes learning

Sharpen and promote higher expectations for engagement in learning and academic rigour, leveraging off the collective whole school approach to supporting behaviour and attendance.

### **Domain 8:** Effective pedagogical practices

Collaboratively devise and implement a systematic approach to observation and feedback by school leaders to teachers regarding their pedagogical practices.