

# Queensland State School Reporting – 2011

## Pialba State School (0419)



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## Principal's foreword

### Introduction

This report tells the story of our achievements for 2011 as well as setting out our strategic directions for 2012. Enrolment growth is static and disciplinary absences are steady. Whilst the school performs below the nation in NAPLAN results, it performs well above its Like Schools cohort. School survey results show an improvement in all student and parent domains in 2011.

### School progress towards its goals in 2011

Enrolments continue to be static with some higher degree of transience. The school has around 125 indigenous students and 70 in Special Education programs. Disciplinary absences were steady in 2011, which reflects the school's lack of tolerance for those who bully or those who choose to behave badly.

50 teachers and 24 non-teaching staff are employed by the school. Staffing is stable with no requested transfers in 2011. Professional development and learning continues to be a high school priority and is supported with significant funding. Work Cover claims have reduced and most have now been resolved and finalised.

Student attendance is steady at 90% across all year levels. NAPLAN data was consistent with our socio-economic standing and Like Schools.

School Opinion data continues to show that parent and staff opinion is similar to State, with student and parent opinion continuing to be at Like Schools.

Late in 2011 the school was successful in applying for a \$295 000 grant to support indigenous students.

### Future outlook

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1. Implementation of the National Curriculum and C2C.
2. Plans well informed by analysis of NAPLAN data and school-wide standardised testing
3. Implement a multi-pronged attack on 'Closing the Gap' and 'Next Steps' in educational outcomes for our Indigenous students.
4. Better resource the priority areas of Reading, Spelling, Mathematics and Science – particularly in Early Childhood.
5. Improve the educational outcomes for disadvantaged students.
6. Support the holistic development of each student within a safe and positive learning environment.
7. Review our behaviour management processes to strengthen the positive progress already made.
8. Focus more on catering to the needs of our G&T students.
9. Improve the transition of students from one year level to the next, particularly the transition to High School.
10. Commence discussion with local high school regarding the transition of year 7 to high school in 2015.
11. Completion of the BER project including the Resource Centre and The Pavilion .
12. Improve the feedback culture within the school.
13. Using Facebook as a powerful marketing tool.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
601	290	311	87%

## Characteristics of the student body:

The enrolment of the school is typified by a lower socio-economic clientele. With an ICSEA rating in the 7.6th percentile, the school is well below the National average of 1000. The Index of Community Socio-Educational Advantage (ICSEA) is a scale that enables meaningful comparisons to be made across schools. Some 24% of the enrolment identifies as indigenous. 10% of the students are Special Needs students and as such are supported in our Special Education Program.

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 7	26.2
All Classes	24.7

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	159
Long Suspensions - 6 to 20 days	15
Exclusions	0
Cancellations of Enrolment	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

School Choir

Instrumental groups

Drama group

Sporting teams across many disciplines

SEP Boys & Girls clubs

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### Extra curricula activities

Year 7 Camp

Year 6 Leadership Camp

Concert Band

Recorder Band

Choir

Toastmasters Public Speaking

Breakfast Club

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### How Information and Communication Technologies are used to assist learning

Computers are deployed in every classroom and a computer laboratory has some 30 computers. Across the school 20 interactive whiteboards are used in classrooms, SEP, Resource Centre and the computer lab. 2011 has seen the installation of more wireless networks in the SEP. Across the school are a number of GPS, video and digital cameras for student and teacher use. 40 teachers have access to their own laptop computer that can be used at school or at home. The school is currently purchasing iPhones and iPads for classroom and administration use.

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## Social climate

The school has in place a number of support programs to cater for the needs of our students. We have a School Chaplain who is paid 3 days a week and volunteers for 2 days a week. One of his paid days is sponsored by a local church. The Chaplain also runs a breakfast program that is also funded by the church and a local supermarket. Two Behaviour Management teachers work in the school on an as needed basis, supporting students with behavioural challenges. A school nurse visits regularly.

The school accesses a number of community organisation to provide support to students including Bay Safety Mates, Piersons Trust and the Neighbourhood Centre to name a few. The school's Responsible Behaviour Plan for Students reflects a zero tolerance for bullying.

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## Parent, student and teacher satisfaction with the school

## Our school at a glance

The 2011 surveys show an increase in opinion in all student and parent domains. This is good news and attests to the hard work of the school's teachers and administration staff.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	65%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	73%

### Involving parents in their child's education

Parents and caregivers are involved in many areas of the school. Our healthy P&C Association supports the school by providing some \$20 000 to \$30 000 per year to support school activities. Fund raising events included a large Mother's and Father's Day activities. A number of parents and volunteers are involved in our formal reading program to support students in classrooms. Parents help too with tuckshop, excursions and school camps.

### Reducing the school's environmental footprint

## Our school at a glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

We have been proactive in reducing our environmental footprint. Over the last 5 years we have installed 6 kwh of solar panels. These are showing significant savings on a daily basis. We have replaced all fluorescent tubes with low energy tubes. Water tanks have been installed and low flow restrictors placed on all taps. Interestingly, since we installed solar panels in December 2008, we have saved some \$7000 in electricity costs.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	116,247	2,316
2010	116,432	3,404
% change 10 - 11	0%	-32%

# Our staff profile

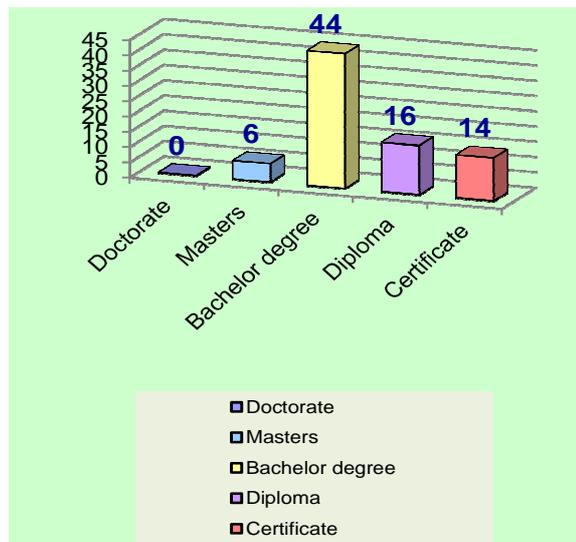
## Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	44	23	<5
Full-time equivalents	39	16	<5

## Qualifications of all teachers

Doctorate	0
Masters	6
Bachelor degree	44
Diploma	16
Certificate	14



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$31 950.

The major professional development initiatives are as follows:

First Steps in Maths

Language Leaders

Purchasing Training

Literacy Workshops

Differentiation

First Aid

ACARA

Smart Classrooms

Team Building

QASSP Conference

BSM Conference

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

## Our staff profile

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

# Performance of our students

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

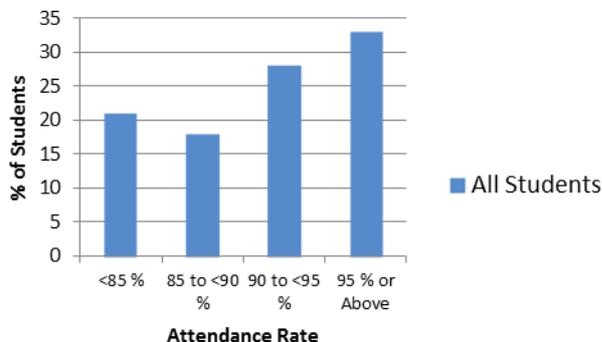
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	90%	90%	90%	89%	90%	90%					

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

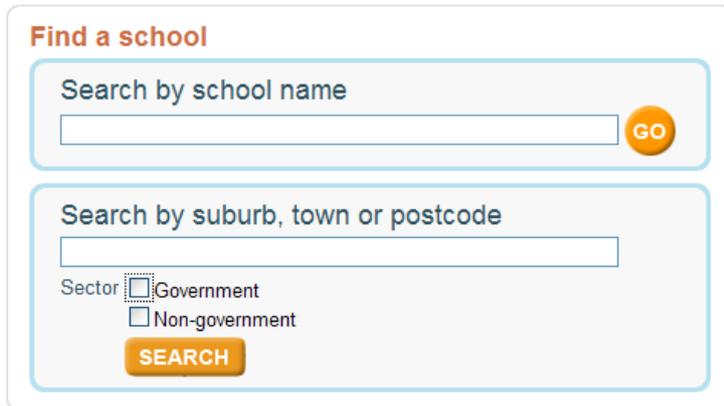
Non-attendance is managed in state schools in line with the DET policies, *SMS-PR-029: Managing Student Absences* and *SMS-PR-036: Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Student absences are recorded on *IdAttend* on a twice daily basis and uploaded to *OneSchool* on a daily basis. Daily absences are followed up with a letter, phone call or message from parents. If not notified the school contacts the family for explanation. Unexplained absences are followed up on a regular basis.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.**

## Performance of our students

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Pialba State School is identified as being an Indigenous Focus school. As such this has attracted \$296 000 for 2012. In December 2011 there were 130 indigenous students in the school, spread fairly evenly across all year levels. Indigenous attendance stands at 88.7% compared with 90.1% for the rest of the school. Due to different data collection methodology in 2011, NAPLAN data is skewed and not comparable to previous years.

Our indigenous students participate in the full range of school activities, with their performance in the sporting realm noteworthy. Our indigenous dance group performed on a number of occasions including the opening of our school hall, The Pavilion.

