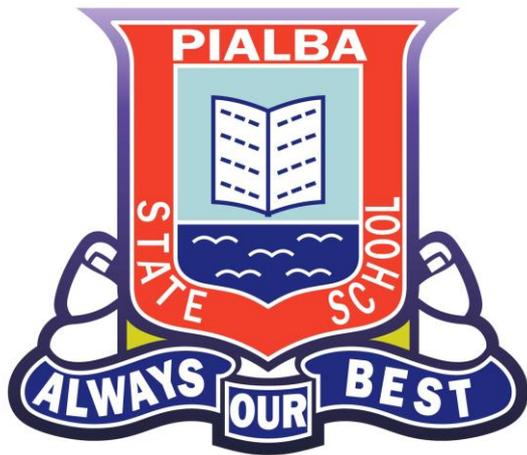


# Pialba State School (0419)

## Queensland State School Reporting

### 2012 School Annual Report



Postal address PO Box 249 Hervey Bay 4655

Phone (07) 4197 7777

Fax (07) 4197 7700

Email admin@pialbass.eq.edu.au

Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

The school's website can be found at [www.pialbass.eq.edu.au](http://www.pialbass.eq.edu.au)

We also have a Facebook presence at Pialba State School (School Page) <http://www.facebook.com/pages/Pialba-State-School-School-Page/216086401737867?ref=hl>

Contact Person Simon Boss-Walker, Principal

## Principal's foreword

### Introduction

This report tells the story of our achievements for 2012 as well as setting out our strategic directions for 2013. 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 2012

### School progress towards its goals in 2012

Areas identified as priorities in the Annual Improvement Plan include:

*Provide structure and support for the implementation of the Australian Curriculum*

Maths and English were fully implemented across all year levels. Implementation will be ongoing as other KLAs come on line.

*Use NAPLAN data to inform support strategies*

NAPLAN and other data sets were used to identify students requiring support and informing the programs offered.

*Implement Closing the Gap, Focus Schools, strategies as planned in 2011/12*

100% of indigenous students received support during 2012 including gifted and talented students.

*Improve access to ICTs to enhance the delivery of the Australian Curriculum*

IWBs have been installed to most classrooms. We expect every class to have one in 2015

*Reduce the number of SDAs through supportive strategies*

Support for students on suspension was received from several agencies including the PLC and Senior Guidance Officer.

*Continue to improve student reading outcomes*

Significant support was provided to every year level to help support students experiencing reading issues.

### Future outlook

Implement the Australian Curriculum

# Queensland State School Reporting

## 2012 School Annual Report



- Embed English, Mathematics and Science (National Curriculum ) using the C2C resource in a multi age setting ensuring alignment with community expectations.
- Trial History using the C2C resource in a multi age setting
- Familiarise staff with the subject Geography using the C2C resource in a multi age setting during term 4 2013
- Implement Next Steps plan as per policy and in partnership with the indigenous community

### Literacy Priority

- Develop a shared understanding and pedagogical practice of the 5 reading procedures ie
- Reading Aloud of students; 2. Modelled reading; 3. Shared Reading; 4. Guided Reading; and 5. Independent reading.
- Align reading framework to Pearson's Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)
- Continue the use of a variety of teaching processes and resources eg: Cars and Stars; QAR
- Embed comprehension strategies (Sheena Cameron – 9 key strategies) into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Ensure early processes are in place to identify possible U2B students (Processes to commence in Prep). Put in place strategies to cater for these students through learning support and G&T programs

### Numeracy Priority

- Develop lesson introductory routines that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M. ASoT Design Question 6 and some of 3
- With PEAAC support and cluster opportunities (Networking with small and larger schools), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic , formative and summative) to support quality teaching and reporting. ASoT Design Question 1
- Develop targets for all students in Numeracy

### ASOT

- Develop and implement a overarching Curriculum Framework based on ASOT
- Investigate and begin to implement questions 1 (What will I do to establish and communicate learning goals, track student progress and celebrate success) and 6 (What will I do to establish and maintain classroom rules and procedures) of the ASOT framework
- Engage in the 4 small school professional development days focusing on the implementation of ASOT
- Engage in your best practice network using ASOT as a reflective framework

### Curriculum Teaching and Learning Audit

- Prepare for Curriculum Audit prior to completing the QSR
- Implement recommendations from previous audit (List recommendation(S) from 1 of the 8 dimensions)

### Developing Performance Framework

- Embed in term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school priorities and individual needs. Consultation and feedback structures are in place and occur in a timely manner

### Internal Audit

Implement strategies to fulfil internal audit requirements and recommendations after school audit

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	617	276	341	87%
2011	601	290	311	87%
2012	578	272	306	85%

Student counts are based on the Census (August) enrolment collection.

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.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	23	22
Year 4 – Year 10	27	26	25

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	150	159	159
Long Suspensions - 6 to 20 days	12	15	11
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

# Our school at a glance

Our distinctive curriculum

Our distinctive curriculum offerings include:

School Choir

Instrumental groups

Drama group

Sporting teams across many disciplines

SEP Boys & Girls clubs

---

Extra curricula activities

Year 7 Camp

Year 6 Leadership Camp

Concert Band

Recorder Band

Choir

Toastmasters Public Speaking

Breakfast Club

---

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.

## 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.

## Parent, student and staff satisfaction with the school

In 2012 we have seen a significant improvement in satisfaction in all domains. Satisfaction is higher than similar schools and similar to the rest of the State.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	92.3%
this is a good school	92.3%
their child likes being at this school*	96.2%
their child feels safe at this school*	96.2%

## Our school at a glance

their child's learning needs are being met at this school*	84.6%
their child is making good progress at this school*	88.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.2%
teachers at this school motivate their child to learn*	96.2%
teachers at this school treat students fairly*	92.3%
they can talk to their child's teachers about their concerns*	96.0%
this school works with them to support their child's learning*	80.8%
this school takes parents' opinions seriously*	88.0%
student behaviour is well managed at this school*	84.6%
this school looks for ways to improve*	96.2%
this school is well maintained*	92.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	93.3%
they like being at their school*	85.1%
they feel safe at their school*	87.4%
their teachers motivate them to learn*	95.7%
their teachers expect them to do their best*	96.9%
their teachers provide them with useful feedback about their school work*	89.4%
teachers treat students fairly at their school*	85.3%
they can talk to their teachers about their concerns*	78.0%
their school takes students' opinions seriously*	83.7%
student behaviour is well managed at their school*	70.7%
their school looks for ways to improve*	90.3%
their school is well maintained*	90.9%
their school gives them opportunities to do interesting things*	93.7%

### Performance measure (Nationally agreed items shown\*)

# Our school at a glance

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	90.9%
with the individual staff morale items	93.2%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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

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 \$8900 in electricity costs.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	116,432	3,404
2010-2011	116,247	2,316
2011-2012	119,076	2,206

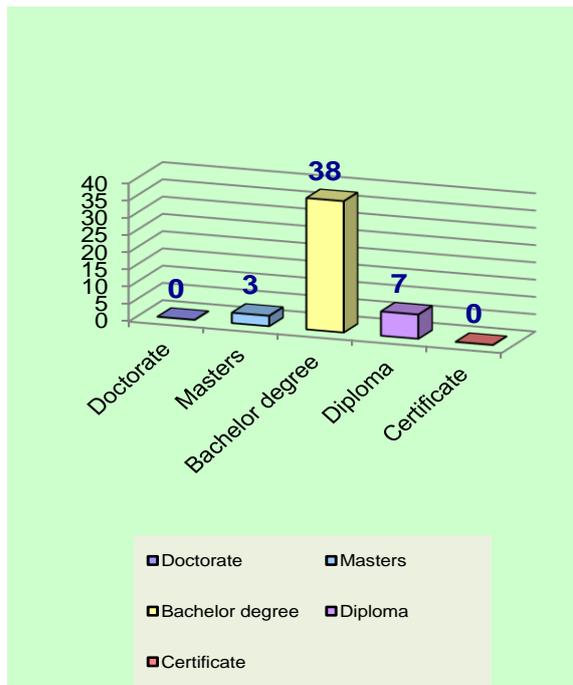
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	42	23	<5
Full-time equivalents	37.8	16.5	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	38
Diploma	7
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$47866.

The major professional development initiatives are as follows:

- First Steps in Reading
- First Steps in Math
- NAPLAN Reading
- NAPLAN Writing

# Our staff profile

Explicit Teaching of Reading

ASOT

First Aid

QSA Australian Curriculum P-10

QASSP Conference

QTU Conference

Stronger Smarter Conference

BSM Conference

Diabetes Management

Epilepsy

Anaphylaxis Training

iPad Practical Use

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.6%	95.4%	93.9%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92.1% of staff was retained by the school for the entire 2012 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/>.

**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.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	90%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

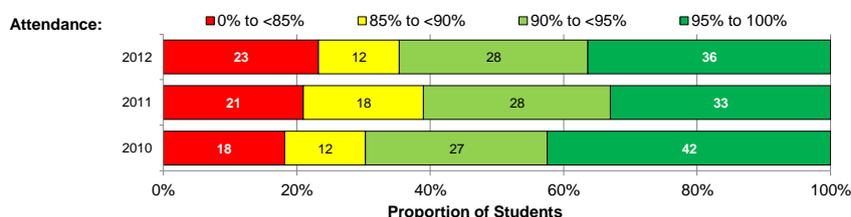
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	91%	91%	91%	91%	92%	92%	91%
2011	89%	90%	90%	90%	89%	90%	90%
2012	89%	89%	90%	91%	91%	88%	90%

DW = Data withheld to ensure confidentiality.

### 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.

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, 7 and 9.

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/>.

# Performance of our students

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.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 Next Steps school. This school has attracted \$296 000 for 2012-2014. Every indigenous student in the school has received individual or group support for the learning needs. In August 2012 there were 116 indigenous students in the school, spread fairly evenly across all year levels. Indigenous attendance stands at 87.5% compared with 90.4% for the rest of the school. Due to the size of the cohorts across the school it is difficult to make NAPLAN comparisons between groups of students. It is noteworthy that our Indigenous students achieve close the results of non-indigenous.

Our indigenous students participate in the full range of school activities. Their performance in the sporting realm noteworthy. Our indigenous dance group performed on a number of occasions including NAIDOC Week. Our indigenous students are ably supported by our Indigenous Teacher Aide..