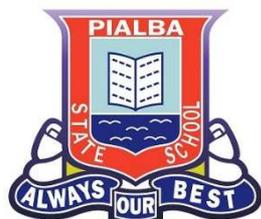


Pialba State School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 249 Hervey Bay 4655
Phone	(07) 4197 7777
Fax	(07) 4197 7700
Email	the.principal@pialbass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr. Mark Brose Principal.

Principal's foreword

Introduction

This report tells a summary of our achievements for 2014 as well as setting out our strategic directions for 2015. Enrolment growth is static, apart from the loss of Year 7 to high school. Our disciplinary absences are steady due to continued pressure to reduce physical misbehaviour. Whilst the school performs below the nation in NAPLAN results, it performs above its 'Like Schools' cohort. School survey results show an improvement in all student and parent domains in 2014.

Our School's Progress towards its goals in 2015

Areas identified as priorities in the Annual Improvement Plan include:

Provide structure and support for the implementation of the Australian Curriculum

Maths, English and Science were fully implemented across all year levels. History and Geography are implemented and becoming fully embedded as the year continues. Implementation will be ongoing as other KLA's 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 2013

100% of indigenous students received support during 2014 including gifted and talented students. Additional grants have been applied for in late 2014 but have not been allocated to the successful schools until the new financial year in 2015.

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

IWBs have been installed in all teaching classrooms. We are in the process of upgrading our Wi-Fi system and have class sets of tablets in 2015

Reduce the number of SDAs through supportive strategies

Support for students on suspension was received from several agencies including the LIFT program, the Behaviour Management Team, outside counselling groups and Senior Guidance Officer. Professional development has been carried out for all staff to improve management

skills, behaviour analysis and use of proactive strategies. SDAs have been reduced by 30% in Semester One 2015

Continue to improve student reading outcomes

Significant support was provided to every year level to help support students experiencing reading issues. We are fully implementing the Break It Down, Build It Up program in our lower school classes and extending to the upper classes in 2015

Future outlook

The Australian Curriculum

Implement the Australian Curriculum using Language4Learning units & C2C resources as a guide to provide a shared standard

- Embed English, Mathematics and Science (Australian Curriculum) using the L4L & C2C resources in a multi age setting ensuring alignment with community expectations.
- Implement History and Geography using L4L & C2C resources in a multi age setting.
- Familiarise staff with the differentiation strategies and resources suitable for catering for the needs of our students.
- Co-ordinate and fully implement dedicated Literacy Blocks in all year levels and provide the staff to differentiate on multiple levels within each Literacy Block.
- Complete our Indigenous Education Strategic Plan (which finishes at the end of Semester One) as per policy and in partnership with the indigenous community.

Literacy Priority

- Develop a shared understanding and pedagogical practice of the 5 reading procedures: 1. Reading Aloud by 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)
- Implement the Break It Down – Build It Up program throughout all year levels.
- 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 i.e. PAT M. ASoT Design Question 6 and some of Q 3, 7, 8 & 9
- With Coach 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 2& 3
- Develop targets for all students in Numeracy, particularly Number

ART & SCIENCE of TEACHING

- Develop and implement an overarching Curriculum Framework based on ASOT
- Investigate and begin to implement questions 2 & 3 (developing deeper understanding of new knowledge) and 7, 8 & 9 (as required) of the ASOT framework
- Engage in professional development days focusing on the implementation of ASOT
- Engage in your best practice network using ASOT as a reflective framework
- Implement an agreed 'Peer Observation' process to improve targeted skills

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

School Improvement Unit Review

- Implement strategies to fulfil internal audit requirements and recommendations after the priority review in June 2015.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	578	272	306	85%
2013	570	275	295	82%
2014	527	256	271	87%

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

Characteristics of the student body:

Our students come from a wide range of socio-economic backgrounds with most being in the low socio-economic grouping. Most students have both parents but some have single parent or guardians at home. Many students have one parent working or neither parent employed full time. We have 20% indigenous student population at Pialba which is the highest for a primary school in Hervey Bay. It is the school of choice for many indigenous families as their children progress well at our school. We also have a 15% of our students who are Special Education diagnosed. Once again Pialba SS is a school of choice due to the success children with special needs have when enrolled at our school. Very few of our students are English as a Second Language ESL however many of our students characteristics are similar to ESL students hence the focus on Language4Learning which is an ESL type program.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	22
Year 4 – Year 7 Primary	25	24	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	159	161	142
Long Suspensions - 6 to 20 days	11	20	1
Exclusions [#]	0	0	0

Cancellations of Enrolment	0	0	0
----------------------------	---	---	---

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

School Choir

Recorder Band

Instrumental groups

Art Club

Homework Club

Sporting teams across many disciplines

Extra curricula activities

Year 6 Leadership Camp

Concert Band

Recorder Band

Choir

Chess Club

Breakfast Club

Toastmasters Public Speaking

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 28 interactive whiteboards are used in every teaching classroom, SEP, Resource Centre and the computer lab. 2015 has seen the installation of more wireless networks in the key teaching areas. Across the school are a number of GPS, video and digital cameras for student and teacher use. All teachers have access to their own laptop computer that can be used at school or at home. The school has purchased iPhones and iPads for classroom and administration use. Class sets of tablets have been deployed in the upper year levels.

Social Climate

Pialba State School prides itself in its social climate with special programs supporting our students, staff and community. We liaise with many outside agencies to offer assistance to families in need and to target issues unable to be resolved by school resources. These community organisations include Bay Safety Mates, Hervey Bay Youth Mentoring, Piersons Trust, Lifeline and the Hervey Bay Community Centre incorporating the Neighbourhood Centre.

We have a Kids of Concern Co-ordinator who supports students who have social, emotional and academic issues. This co-ordinator works with staff and agencies to provide the most appropriate support possible.

We have a School Chaplain with us for three days per week. He offers counselling to students in need or who seek his counsel. The Chaplain also runs a Breakfast Club twice a week that is funded by a local

church and the local supermarket. We have set up a MYCP (Management of Young Children Program) at the school to help guide parents of difficult children. Pialba State School also has an on-going social skills program called VIP (Virtues in Practice) which brings lower, middle and upper primary students together to focus on three virtues per three weeks. They do activities around how these virtues help us in school, home and community.

Two specially trained Behaviour Management teachers work at our school on a needs basis, supporting students with behavioural challenges. A school nurse visits regularly, as do Indigenous Health groups.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	91%	100%
this is a good school (S2035)	92%	96%	96%
their child likes being at this school* (S2001)	96%	91%	100%
their child feels safe at this school* (S2002)	96%	91%	96%
their child's learning needs are being met at this school* (S2003)	85%	74%	100%
their child is making good progress at this school* (S2004)	88%	87%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	87%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	91%	92%
teachers at this school motivate their child to learn* (S2007)	96%	91%	92%
teachers at this school treat students fairly* (S2008)	92%	91%	88%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	96%
this school works with them to support their child's learning* (S2010)	81%	96%	92%
this school takes parents' opinions seriously* (S2011)	88%	82%	92%
student behaviour is well managed at this school* (S2012)	85%	83%	92%
this school looks for ways to improve* (S2013)	96%	91%	96%
this school is well maintained* (S2014)	92%	100%	96%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	93%	95%	92%
they like being at their school* (S2036)	85%	96%	90%
they feel safe at their school* (S2037)	87%	84%	87%
their teachers motivate them to learn* (S2038)	96%	93%	96%
their teachers expect them to do their best* (S2039)	97%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	89%	91%	90%
teachers treat students fairly at their school* (S2041)	85%	81%	80%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	78%	77%	82%
their school takes students' opinions seriously* (S2043)	84%	84%	82%
student behaviour is well managed at their school* (S2044)	71%	73%	70%
their school looks for ways to improve* (S2045)	90%	95%	93%
their school is well maintained* (S2046)	91%	92%	89%
their school gives them opportunities to do interesting things* (S2047)	94%	90%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	98%
they feel that their school is a safe place in which to work (S2070)		92%	100%
they receive useful feedback about their work at their school (S2071)		80%	94%
students are encouraged to do their best at their school (S2072)		94%	97%
students are treated fairly at their school (S2073)		94%	95%
student behaviour is well managed at their school (S2074)		70%	82%
staff are well supported at their school (S2075)		86%	94%
their school takes staff opinions seriously (S2076)		88%	92%
their school looks for ways to improve (S2077)		96%	97%
their school is well maintained (S2078)		88%	88%
their school gives them opportunities to do interesting things (S2079)		94%	95%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents and care-givers are involved in many aspects of our school. There are opportunities to volunteer as reading helpers, canteen helpers and as literacy block support people. Our healthy P&C Association supports our school by providing funding between \$15 000 and \$25 000 each year. The target in 2014 is \$20 000. Fund raising events include a Spring Fair, Mothers' & Fathers' Day stalls, Spellathon or Fun Run. Parents also assist on one or more of our many excursions and even our 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 to feed our toilets and low flow restrictors placed on all taps. Interestingly, since we installed solar panels in December 2008, we have saved some over \$10 000 in electricity costs.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	119,076	2,206
2012-2013	115,606	2,362
2013-2014	111,496	0

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

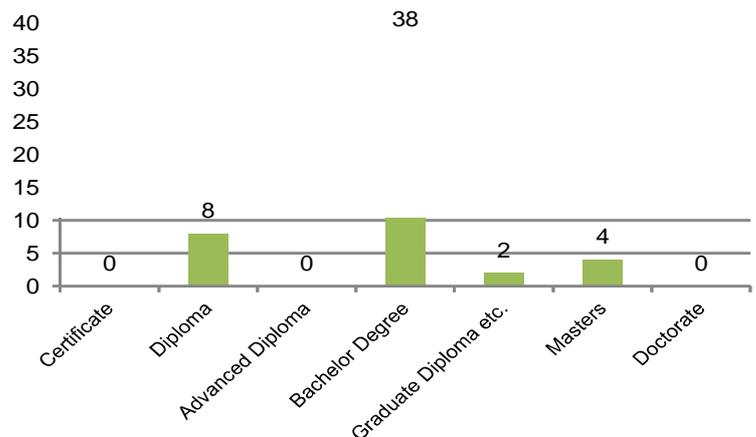
Staff composition, including Indigenous staff

As Pialba State School has a high percentage of indigenous students, we have tried to ensure we have some indigenous teachers on our staff.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	28	<5
Full-time equivalents	39	19	<5

Qualifications of Staff

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.	2
Masters	4
Doctorate	0
Total	52



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 30 000 which is approximately 22% of our school grant.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2014 was 100%. This was carried out via mentoring programs for our Improvement Agenda of Reading and Language Development. Peer learning circles occur on a monthly basis and have a focus on best practice for the teaching of reading and implementing our Language4Learning Units. Some individuals have been developing their coaching skills via Coaching & Feedback Professional Development.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2014 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

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	89%

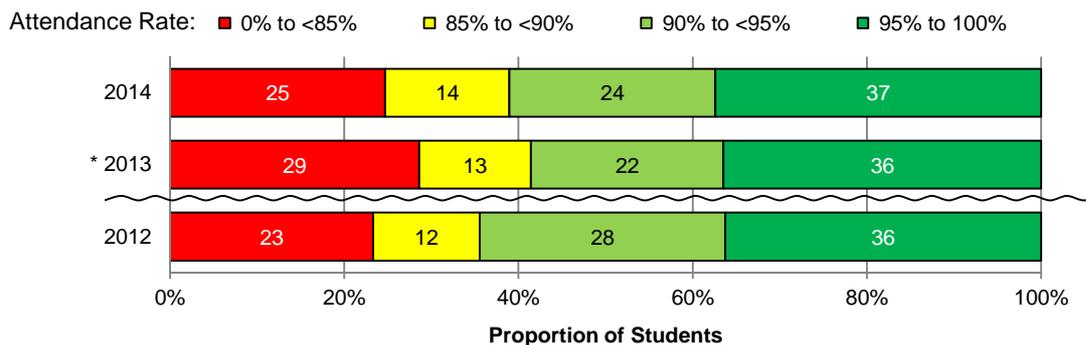
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	89%	89%	90%	91%	91%	88%	90%					
2013	90%	89%	88%	89%	89%	89%	85%					
2014	88%	90%	91%	91%	88%	91%	87%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Pialba SS records student absence on a twice daily basis using a database called ID-Attend. This data is then uploaded to OneSchool on a daily basis over-night. Daily absences require a letter, phone call or message from the parent to explain the absence. If not notified the school follows up to request an explanation from the family. Unexplained absences are followed up on regular basis by the teacher and/or by the Administration team. Serious unexplained absenteeism has a sequence of official show-cause letters sent out until resolved.

In addition, our school uses proactive strategies to increase attendance. Incentives are given to students with excellent attendance. Indigenous students have targeted incentives provided to improve their attendance each term. Fliers and newsletter articles about the negative impact that absenteeism has on student learning, are published throughout the year. At-risk students are targeted with a counselling program in an endeavour to improve their attendance.

Attendance percentages per year level are advertised each week in our newsletter and on Facebook to encourage competition to lift the percentages. Attendance is a criteria for receiving our Gold, Silver and Bronze Awards at the end of each semester.

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 and 5 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.

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 our group support for the learning needs. In August 2014 there were 92 indigenous students in the school, spread fairly evenly across all year levels. Indigenous attendance stands at 88.6% 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 is noteworthy. Our indigenous dance group performed on a number of occasions

including NAIDOC Week. Our indigenous students are ably supported by our Indigenous Teacher Aides and Indigenous Liaison Officer.