Pialba State School
Queensland State School Reporting
2015 School Annual Report
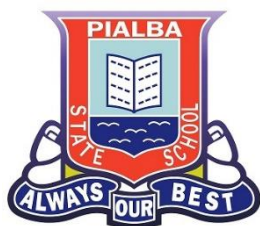
Postal address	PO Box 249 Hervey Bay 4655
Phone	(07) 4197 7777
Fax	(07) 4197 7700
Email	principal@pialbass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Judy Robinson

Principal's foreword

Introduction

At Pialba State School every day in every classroom teaching and learning teams strive to have every student learning and achieving. We work as a community to ensure students access, and excel in, quality programs. Aspirational relationships based on mutual respect are at the heart of teaching and learning at Pialba State School. Diversity and difference are embraced and we seek to hear the voices of all stakeholders in key decision making processes.

Classrooms are places of challenging, purposeful and engaging learning experiences. They are equipped with the latest technological educational aids with every classroom accessing a world of learning through web based resources. Teachers, students and their community share a strong rapport as partners in learning. An awareness of student abilities and acknowledgement of individual needs are highly valued in our teaching and learning cycle.

This report provides a window into a cross section of aspects of our school and can be found on the Pialba State School website, in newsletters and on request, from the school's Administration Office.

School progress towards its goals in 2015

Australian Curriculum

☐ Staff are using the National Curriculum to plan and implement teaching and learning programs that meet the diverse needs of the students at our school.

☐ A targeted approach to English through the use of L4L units using the break it down build it up framework.

Literacy

☐ Staff are using the Big 6 of reading in classrooms when teaching reading using the gradual release framework.

☐ Teachers are building their knowledge of a balanced reading program and this is being implemented in all classrooms.

☐ English units of work are developed using L4L units and are implemented in all classrooms.

Future outlook

Embedding a balanced reading program by:
- ☐ Developing shared understanding and pedagogical practice of the 6 reading procedures
- ☐ Aligning reading framework to *Pearson's Gradual Release of Responsibility Model* (Refer
- ☐ Framework for the Teaching of Reading) Ensuring the 6 aspects of reading are explicitly addressed
- ☐ Continuing the use of a variety of teaching processes and resources to support the development of the literacy skill of *inference and synthesising*
- ☐ Embedding comprehension strategies into the reading procedures
- ☐ Using the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

Embedding English units of work
- ☐ Through explicitly planning English, grow teacher knowledge and consistency of language on L4L and the Break it Down Build it up Strategies
- ☐ Embedding in planning, assessment rubrics in child friendly language, to promote and continue teacher student feedback cycles

Building an Improvement Culture through Student Achievement Meetings
- ☐ Developing a framework which ensures an alignment to school improvement priorities and individual needs.
- ☐ Developing Performance Plans which align with AITSL: National Professional Standards for Teachers

Realigning Responsible Behaviour Plan
- ☐ Review of the Responsible Behaviour Plan
- ☐ Investigating consistent approaches to adherence and non-adherence to rules and routines.

Developing a proactive attendance policy
- ☐ Clearly publish targets for 2016
- ☐ Articulate role and responsibilities of stakeholders.
- ☐ Celebrate the success achieved though newsletter, parades and personal acknowledgements.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	570	275	295	122	82%
2014	527	256	271	92	87%

Queensland
Government

Department of Education and Training

| 2015 | 454 | 228 | 226 | 78 | 89% |

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

Characteristics of the student body:

There are 470 student enrolled at Pialba State School and they come from a vibrant and diverse backgrounds. Proud of their school they strive to be the best that they can be academically, culturally and on the sporting field.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	24	26	12

*

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	161	142	116
Long Suspensions - 6 to 20 days	20	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

☐ We have HIGH EXPECTATIONS for all staff and students and pride ourselves on our achievements.
☐ Units of work adapted from the C2C resources and adopted as a whole school approach to the implementation of the Australian Curriculum.
☐ Aboriginal and Torres Strait Islander perspectives are embedded in our program and involvement of local elders to enrich the program with local histories is progressing.
☐ The Art and Science of Teaching provides a pedagogical framework for our curriculum delivery.
☐ Assessment is drawn from the C2C resources and is directly linked to the Australian Standards of Achievement and North Coast Region Benchmarks.
☐ We have a very mobile population and a strength of our curriculum is that we have developed underlying programs to check and develop the essential skills of literacy and numeracy.
☐ There is an extensive early intervention program which screens students for speech, physical activity (fine and gross motor skills, visual perception etc)
☐ Individual Education Plans for students with special needs
☐ The school chaplain takes a strong interest in students and their development
☐ Learning Support programs to cater for individual needs of students

Extra curricula activities

- □ School Choir
- □ Instrumental Music
- □ Recorder Band
- □ Art Club
- □ School Leadership Camp
- □ Toastmasters

How Information and Communication Technologies are used to improve 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 saw 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.

Social Climate

Pialba State School has a proud history of strong school spirit and achievement. In the foyer hang the awards of recognition of a number of past students who signal the rounded education that has been traditionally provided here.
Striving for excellence is embedded in the school motto of 'Always our Best. This is a school where you will, find wrap-around support provided to students with high needs. Being respectful, responsible and a learner are explicit expectations placed upon every student. Through Student Council and interclass mentoring programs senior students demonstrate great pride in their leadership roles. At Pialba students are provided with strong anti-bullying skill development in classrooms and in the school community. In the School Opinion Survey students, community and staff, acknowledge that Pialba is a safe and fair place to attend school with 94% or higher of students surveyed identifying for two years running that they 'like being at this school'.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	91%	100%	94%
this is a good school (S2035)	96%	96%	97%
their child likes being at this school (S2001)	91%	100%	94%
their child feels safe at this school (S2002)	91%	96%	100%
their child's learning needs are being met at this school (S2003)	74%	100%	91%
their child is making good progress at this school (S2004)	87%	96%	90%
teachers at this school expect their child to do his or her best (S2005)	87%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	92%	90%
teachers at this school motivate their child to learn (S2007)	91%	92%	97%
teachers at this school treat students fairly (S2008)	91%	88%	97%

Performance measure

Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	96%	96%	94%
this school works with them to support their child's learning (S2010)	96%	92%	93%
this school takes parents' opinions seriously (S2011)	82%	92%	93%
student behaviour is well managed at this school (S2012)	83%	92%	94%
this school looks for ways to improve (S2013)	91%	96%	94%
this school is well maintained (S2014)	100%	96%	97%

Performance measure

Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	92%	95%
they like being at their school (S2036)	96%	90%	97%
they feel safe at their school (S2037)	84%	87%	94%
their teachers motivate them to learn (S2038)	93%	96%	97%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	91%	90%	93%
teachers treat students fairly at their school (S2041)	81%	80%	92%
they can talk to their teachers about their concerns (S2042)	77%	82%	87%
their school takes students' opinions seriously (S2043)	84%	82%	81%
student behaviour is well managed at their school (S2044)	73%	70%	79%
their school looks for ways to improve (S2045)	95%	93%	98%
their school is well maintained (S2046)	92%	89%	94%
their school gives them opportunities to do interesting things (S2047)	90%	92%	97%

Performance measure

Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	98%	95%
they feel that their school is a safe place in which to work (S2070)	92%	100%	91%
they receive useful feedback about their work at their school (S2071)	80%	94%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	93%
students are encouraged to do their best at their school (S2072)	94%	97%	95%
students are treated fairly at their school (S2073)	94%	95%	91%
student behaviour is well managed at their school (S2074)	70%	82%	86%
staff are well supported at their school (S2075)	86%	94%	88%
their school takes staff opinions seriously (S2076)	88%	92%	90%
their school looks for ways to improve (S2077)	96%	97%	95%
their school is well maintained (S2078)	88%	88%	83%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	94%	95%	93%

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 $20,000 each year. The target in 2015 was $20 000. Fund raising events include a Spring Fair, Mothers' & Fathers' Day stalls, Spellathon. Parents also assist on one or more of our many excursions and our school camps.

Reducing the school's environmental footprint

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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	115,606	2,362
2013-2014	111,496	0
2014-2015	128,446	

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	28	<5
Full-time equivalents	40	19	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
Total	**35**
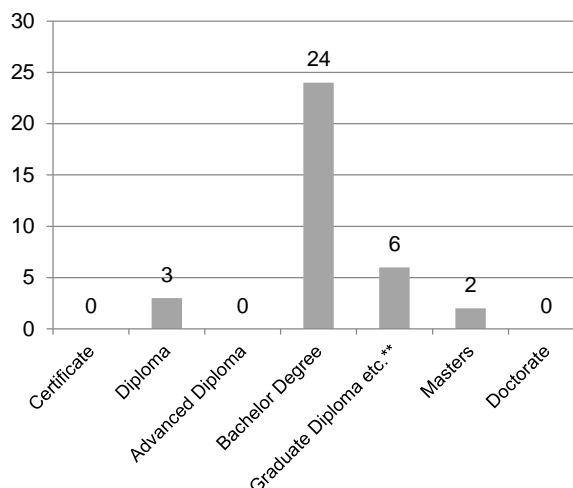
*Teaching staff includes School Leaders

**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 2015 were $ 16,496.

The major professional development initiatives are as follows:

- ☐ Balanced Reading Porgram
- ☐ Unpacking L4L
- ☐ Break it Down, Build it Up Framework
- ☐ Mentoring and Coaching

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

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Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2015 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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

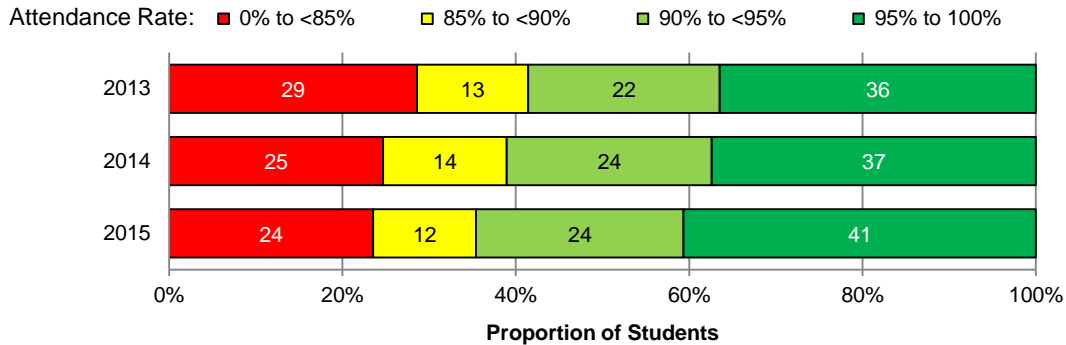The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	90%	89%	88%	89%	89%	89%	85%					
2014	90%	88%	90%	91%	91%	88%	91%	87%					
2015	90%	89%	89%	91%	90%	90%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	29	13	22	36
2014	25	14	24	37
2015	24	12	24	41

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily using ID Attend – in the mornning and in the afternoon. 'Every Day Counts at Pialba' is a recurring theme in newsletters and the prospectus. Parents and carers are aware that when their child is absent the procedure is to call the office/ send a letter/ speak with the administration team or classroom teacher as to the reason and duration tof the absence. When unexplained absences occur initially the classroom teacher contacts the parent to check that all is well. If unexplained absences continue to occur the Principal contacts the home by phone and inquires after the child' wellbeing and provides a reminder about the procedure. Continued unexplained absences may result in the school taking more formal action.
The P&C champion the importance of regular attendance and support the school's numerous incentives to reward students with regular or improved attendance patterns.

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/.

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.**

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Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.