



Pialba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Contact information



**Queensland
Government**

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School overview

Our vision is 'Our School, Our Students, Our Future' promotes ownership of our school by its clientele and the community. We educate students who become caring, responsible and knowledgeable citizens able to enjoy happy, healthy and useful lives. Pialba State School is a co-educational Primary School (Prep to Yr7) with around 550 students, situated in Hervey Bay near beautiful Fraser Island. Pialba offers students many extra-curricular activities including Indigenous dance, school band, choir, string ensemble, school camps, student leadership groups and Yr5 to 7 interschool sport. The school curriculum is child-centred; future-orientated and focuses on providing rich, engaging experiences for all students. With a large Indigenous enrolment and positioned on Butchulla land, the school offers a number of different support programs for these students. Many cultural activities, including Indigenous games and dance, are a highlight of the differentiated curriculum. Students with Special Needs are catered for in the regular classroom or in groups to cater for their particular needs. Our expectations of student behaviour, participation and effort are high. The diverse religious, cultural and social backgrounds of our students are valued and respected. Opportunities are provided for students to share their unique experiences and enhance their personal growth. Our school chaplain provides pastoral care, emotional and spiritual support for students. A number of rewards programs operate in the school including Right Stuff Incentives, Gotcha Rewards, Every Day Counts, Students of the Week and Virtues Program.

School progress towards its goals in 2018

Improvement priorities/school goals:

1. Positive School Culture
 - Positive Behaviour for Learning (PBL) is being partially implemented across the school and evidence of PBL can be seen in every classroom. This is an emerging practice and the school will continue to mature into this way of working over the next year.
2. Implementation of the Australian Curriculum
 - Version 8 of the Australian is being implemented in every classroom, this focus will continue in 2020 as we develop a Pialba Whole School Curriculum Plan and staff knowledge will deepen in the delivery of the curriculum.
3. Improved Reading including Upper 2 Bands (U2B)
 - Improved reading is partially implemented, some aspects including the role of the Master Teacher and data wall were successful, future focus is to embed a consistent approach to reading across the school.
 - NAPLAN results for Year 3 show no improvement for the whole group and the U2B, Year 5 whole group has declined as has U2B.
4. Improved Numeracy including Upper 2 Bands (U2B) ○ Both Year 3 & 5 has improved to statistically similar to the nation. There is a slight improvement in the U2B for the 2016 Year 3 cohort (now in Year 5).

Future outlook

Our Annual Improvement Plan for 2019 has three areas:

- Deliver a systematic curriculum

- Effective pedagogical practices
- Create inclusive opportunities

We are focussing all of these areas upon the English Curriculum and we have set a school target of 80% of students achieving a C or better by the end of the year.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	471	456	427
Girls	233	216	208
Boys	238	240	219
Indigenous	91	114	110
Enrolment continuity (Feb. – Nov.)	85%	86%	85%

Notes: 1. Student counts are based on the Census (August) enrolment collection.
 2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
 3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

We are a diverse community of learners we have a low % of students that have English as a second language; around 10% of our students have a disability and we are proud to have a 25% Indigenous student population. We have a new P&C that are a great support to the school. Pialba has an ICSEA of 899.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	27	28	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

We provide Version 8 of the Australian Curriculum in all Key Learning Areas. At Pialba State School. We are a school that believes in and supports Growth Mindset (based on the work by Dr Carol Dweck). 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.

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) Learning Support programs to cater for individual needs of students

Co-curricular activities

- Strings and Concert Band
- Lunchtime activities in the computer lab and hall
- School Leadership Programs
- Cross school sports for Yrs. 3-6
- School Camp

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. 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

Overview

Overview Pialba State School has a proud history of strong school spirit and achievement. Striving for excellence is embedded in the school motto of 'Always our Best. This is a school where you will, find wraparound support provided to students with high needs. 2018 saw Pialba State School continue with Positive Behaviours for Learning (PBL). Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative and employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. PBL teaches positive behaviour from students, which has been shown to improve their self-concept and motivation to learn. We have high levels of satisfaction from parents, students and staff.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
<input type="checkbox"/> their child is getting a good education at school (S2016)	92%	97%	90%
<input type="checkbox"/> this is a good school (S2035)	88%	87%	90%
<input type="checkbox"/> their child likes being at this school* (S2001)	96%	90%	97%
<input type="checkbox"/> their child feels safe at this school* (S2002)	96%	84%	87%
<input type="checkbox"/> their child's learning needs are being met at this school* (S2003)	88%	97%	94%
<input type="checkbox"/> their child is making good progress at this school* (S2004)	83%	94%	94%
Percentage of parents/caregivers who agree# that:	2016	2017	2018
<input type="checkbox"/> teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
<input type="checkbox"/> teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	90%
<input type="checkbox"/> teachers at this school motivate their child to learn* (S2007)	96%	97%	97%
<input type="checkbox"/> teachers at this school treat students fairly* (S2008)	96%	87%	87%
<input type="checkbox"/> they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
<input type="checkbox"/> this school works with them to support their child's learning* (S2010)	88%	97%	97%
<input type="checkbox"/> this school takes parents' opinions seriously* (S2011)	87%	87%	90%
<input type="checkbox"/> student behaviour is well managed at this school* (S2012)	75%	74%	84%
<input type="checkbox"/> this school looks for ways to improve* (S2013)	92%	87%	90%
<input type="checkbox"/> this school is well maintained* (S2014)	92%	87%	87%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. DW

= Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
<input type="checkbox"/> they are getting a good education at school (S2048)	93%	97%	98%
<input type="checkbox"/> they like being at their school* (S2036)	85%	95%	91%
<input type="checkbox"/> they feel safe at their school* (S2037)	88%	88%	89%

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<input type="checkbox"/> their teachers motivate them to learn* (S2038)	98%	100%	99%
<input type="checkbox"/> their teachers expect them to do their best* (S2039)	98%	99%	99%
<input type="checkbox"/> their teachers provide them with useful feedback about their school work* (S2040)	94%	99%	98%
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<input type="checkbox"/> teachers treat students fairly at their school* (S2041)	84%	88%	88%
<input type="checkbox"/> they can talk to their teachers about their concerns* (S2042)	88%	87%	94%
<input type="checkbox"/> their school takes students' opinions seriously* (S2043)	80%	88%	82%
<input type="checkbox"/> student behaviour is well managed at their school* (S2044)	66%	81%	79%
<input type="checkbox"/> their school looks for ways to improve* (S2045)	90%	100%	96%
<input type="checkbox"/> their school is well maintained* (S2046)	81%	86%	95%
<input type="checkbox"/> their school gives them opportunities to do interesting things* (S2047)	90%	89%	92%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. DW

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Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
<input type="checkbox"/> they enjoy working at their school (S2069)	91%	73%	98%
<input type="checkbox"/> they feel that their school is a safe place in which to work (S2070)	91%	73%	98%
<input type="checkbox"/> they receive useful feedback about their work at their school (S2071)	77%	65%	91%

<input type="checkbox"/> they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	91%	96%
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Percentage of school staff who agree# that:	2016	2017	2018
<input type="checkbox"/> students are encouraged to do their best at their school (S2072)	100%	95%	98%
<input type="checkbox"/> students are treated fairly at their school (S2073)	93%	86%	100%
<input type="checkbox"/> student behaviour is well managed at their school (S2074)	81%	38%	96%
<input type="checkbox"/> staff are well supported at their school (S2075)	86%	62%	96%
<input type="checkbox"/> their school takes staff opinions seriously (S2076)	85%	77%	93%
<input type="checkbox"/> their school looks for ways to improve (S2077)	95%	83%	100%
<input type="checkbox"/> their school is well maintained (S2078)	79%	70%	100%

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<input type="checkbox"/> their school gives them opportunities to do interesting things (S2079)	86%	73%	100%
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. DW

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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 and support to the school.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	116	141	151
Long suspensions – 11 to 20 days	1	5	3
Exclusions	0	0	2
Cancellations of enrolment	0	0	0

Note:
School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school has made some effort to ensure we keep our watering to a minimum and that if a room is not occupied that the lights and other equipment is turned off.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	88,320	730,252	132,678
Water (kL)			4,340

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint. OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

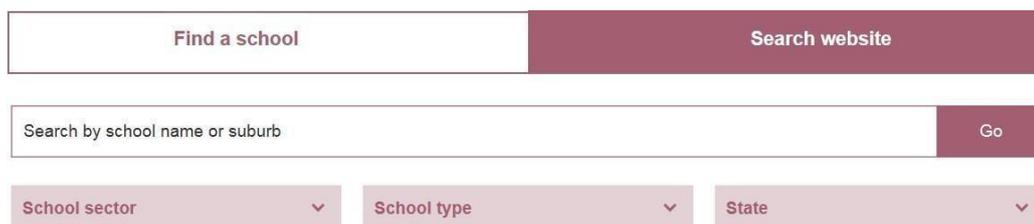
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

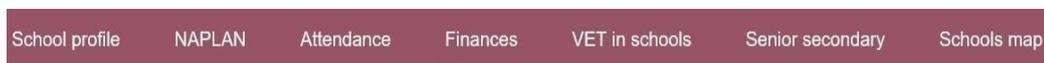
School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.
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Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	38	31	<5
Full-time equivalents	35	23	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	6
Bachelor degree	31
Diploma	0
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$36,000.00 The major professional development initiatives are as follows:

- Collaboration: "Buzz"
- Australian Curriculum achievement standards
- Reading in the curriculum

The proportion of the teaching staff involved in professional development activities during 2018 was 100%. All staff participated in a program of instruction.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	89%	88%
Attendance rate for Indigenous** students at this school	89%	85%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	87%	91%
Year 1	91%	89%	90%
Year 2	90%	90%	88%
Year 3	88%	90%	88%
Year 4	90%	86%	88%
Year 5	91%	90%	86%
Year 6	89%	89%	87%

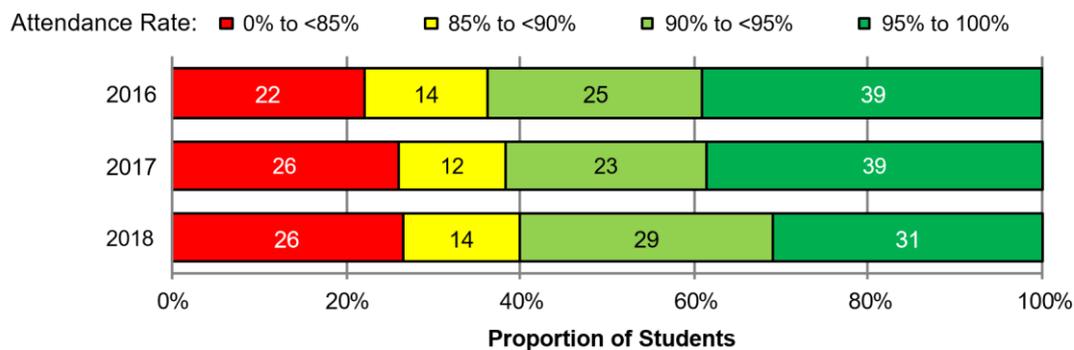
Year level	2016	2017	2018
Year 7			NA
Year 8			NA
Year 9			NA
Year 10			NA
Year 11			NA
Year 12			NA

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

11 Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 morning 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 of 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’s 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.

[View School Profile](#)

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)