



Pimpama State Primary College

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	Cunningham Drive North Pimpama 4209
Phone:	(07) 5549 5333
Fax:	
Email:	principal@pimpamaspc.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:	Principal

School Overview

Pimpama State Primary College is an Independent Public School opened in 2015. The school is part of the Private Public Partnership initiative with Plenary Schools. Stage 1 facilities encompasses Administration, Information Services Centre, Prep, Junior and Senior classrooms. All buildings are wireless enabled providing access to ICT throughout. Stage 2 is now complete consisting of an additional 18 classrooms spaces offering capacity for 739 (8 Junior and 10 Senior) as well as the school Hall. Pimpama State Primary College has enrolment for Prep to Year 6. The school is governed by a catchment boundary, to be guaranteed placement families must live inside this boundary. There is an expected demand in enrolment growth due to the large number of housing projects underway in the area. The school motto is "Creating Pathways to Opportunity" and students are encouraged to follow three universal rules: Be Safe; Be Kind and Be an Active Learner. The school is an integral part of the community with links to Pimpama State Secondary College; our Pre Prep providers and to the Enriching Communities Initiative. Explicit Improvement focus areas for 2018 include Reading, Attendance and Behaviour.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Improvement Agenda Items from 2017 included Reading and Attendance.

Strategies Implemented	Progress Made	Further Actions 2018
Build a Data Culture	100% of staff engaged in Alignment meetings discussing data to inform pedagogy	Continued strategy for 2018
Consistent approach to the teaching of reading – Sheena Cameron; writing Seven Steps to Writing, spelling – Speech Sound Pictures.	Partially completed and ongoing induction of new staff to address	Continued strategy for 2018
Employ Pedagogical Coach – mentoring/coaching in reading	Pedagogical Coach employed for whole year. Voluntary coaching implemented across School	Continued strategy for 2018. Increase priority of coaching for all.
Implement Targetted Teaching of Reading intervention program to	100% of classes undertaking TTR	Continued strategy for 2018.

provide differentiated teaching and learning activities	Additional teacher aides employed to assist with small group intervention.	
Learning Intention and Success Criteria implemented and understood by students.	Partially completed. Champion staff to assist across school	Continued strategy for 2018

Future Outlook

Following a School Review process it has been determined that the improvement Agenda for 2018 will be Reading, Attendance and Behaviour.

1. Every Child Succeeding in Reading – Students reading and comprehending at or above Reading Age Level. All students reading at National Minimum standards in Year 3 and 5 NAPLAN. 35% of year 5 and 45% of students in year 3 attaining U2B results in reading in NAPLAN.
2. Everyday Counts for all students at PSPC – All students to attend greater than 95% attendance. Reduce the number of students experiencing chronic absenteeism by 10%. Improve School Opinion Survey responses with regards to parent input to above 90%
3. Every Student is Safe, Kind and an Active Learner at PSPC – Improvement in School Opinion Survey data relating to the questions about Behaviour Management. Improvement of students at summit level for Rewards Day to 90%

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	183	81	102	5	89%
2016	360	190	170	8	94%
2017	631	345	286	30	91%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

We had approximately 600 students from Prep to Year 6 including about 24 students in our Special Education Program. Our school is enrolment managed and as such the majority of our families live locally in our catchment, or are currently building in the area and moving in upon completion. Less than 10% of our enrolment numbers identified as Indigenous.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	28	24
Year 4 – Year 6	32	33	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

All our students studied English, Maths, Science, History and Geography following the National Curriculum (ACARA). Further subjects of The Arts, Health & Physical Education and Technology were also studied. Language Other Than English (LOTE) Chinese was taught in Years 5-6. All subjects were assessed and reported on in Semester Reports.

Co-curricular Activities

PSPC offered the following extra curricula activities:

- Choir
- Drum Line

- Strings Ensemble
- Sporting Schools Program
- Pathways Offerings including crochet; craft; art; cooking; environmental club; Dance etc.

How Information and Communication Technologies are used to Assist Learning

Our staff focus on maximising student learning. They are supported to use a full range of tools, including digital devices, when and where appropriate, to engage and accelerate student learning.

All our teaching areas from Prep to Year 6 are digitally rich (Interactive whiteboards, laptops/ipads for students and teachers, internet cabling, and ubiquitous wireless access). A STEM Mentor has been added to our specialist staffing in 2017 to upskill teachers in digital technologies.

Social Climate

Overview

Our school community has high expectations for student behaviour, including a full uniform policy. These expectations are supported by our school Responsible Behaviour Plan for Students. Our Plan is underpinned by our universal school rules “Be Safe; Be Kind and Be an Active Learner”.

Positive Behaviour System

Students have the opportunity to earn “Step Ups” for modelling our universal rules. Students are rewarded on reaching 3 levels of “Step Ups” – Base camp (10 Step ups in a term); The Peak (20 Step Ups in a term) and The Summit (40 Step Ups in a term). Rewards Days are held at the end of each term to reward the achievement at all three levels.

Our Parents and Citizens group support the explicit improvement agenda and school rules of the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	97%	92%
this is a good school (S2035)	100%	91%	94%
their child likes being at this school* (S2001)	100%	100%	92%
their child feels safe at this school* (S2002)	100%	94%	90%
their child's learning needs are being met at this school* (S2003)	92%	100%	90%
their child is making good progress at this school* (S2004)	96%	97%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	91%	94%
teachers at this school motivate their child to learn* (S2007)	100%	97%	94%
teachers at this school treat students fairly* (S2008)	92%	91%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	98%
this school works with them to support their child's learning* (S2010)	100%	100%	94%
this school takes parents' opinions seriously* (S2011)	96%	90%	89%
student behaviour is well managed at this school* (S2012)	92%	91%	73%
this school looks for ways to improve* (S2013)	100%	91%	96%
this school is well maintained* (S2014)	100%	97%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	97%	96%
they like being at their school* (S2036)	100%	94%	89%
they feel safe at their school* (S2037)	98%	97%	91%
their teachers motivate them to learn* (S2038)	100%	99%	97%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	96%
teachers treat students fairly at their school* (S2041)	93%	94%	93%
they can talk to their teachers about their concerns* (S2042)	89%	88%	90%
their school takes students' opinions seriously* (S2043)	89%	93%	86%
student behaviour is well managed at their school* (S2044)	89%	85%	63%
their school looks for ways to improve* (S2045)	96%	97%	95%
their school is well maintained* (S2046)	96%	99%	88%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	95%
they feel that their school is a safe place in which to work (S2070)	100%	100%	89%
they receive useful feedback about their work at their school (S2071)	100%	96%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	96%	67%
staff are well supported at their school (S2075)	100%	100%	86%
their school takes staff opinions seriously (S2076)	100%	96%	92%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	96%	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 = Data withheld to ensure confidentiality.

Parent and community engagement

We seek to develop a positive partnership with all our parents. From this partnership we set high expectations for learning and behaviour; and develop a shared explicit language of schooling between home and our school.

Parents may request a meeting with a class teacher at any time. Appointments are preferred as a courtesy and to assist with preparation.

Parent volunteers are encouraged to help in classrooms, plus support our P+C with Fundraising initiatives.

Informal reporting to parents is offered at the end of Terms 1 and 3. Formal written reports are provided at the end of Terms 2 and 4.



Members of our school community are encouraged to attend our school Assemblies held every Friday and to attend various events throughout the year eg Biggest Morning Tea, Pathways Showcase.

A free eNewsletter is emailed to all parents once a fortnight. A paper copy is also available on request from the front office and on our website. Our class teachers provide an eNewsletter to families once a fortnight (opposite to school newsletter week). Our school website is regularly maintained to provide up to date easy access to information for parents.

Parent and Citizen (P+C) meetings are held on the second Wednesday of the month at 5:30pm in the Administration Block. The Principal, Deputy Principal and Business Services Manager attend these meetings. All parents are invited and welcome. Our school hosts numerous functions during the year and members of our school community are encouraged to attend.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The "You can Do It" program seeks to educate students about inclusivity, resilience etc. Reflection zone and social skills programs are provided for students requiring additional support with behaviour. Specialist programs of Rock and Water, Drum Beat etc are accessed from outside agencies to further support Behaviour Management programs.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	3	45	112
Long Suspensions – 11 to 20 days	0	0	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

PSPC is a part of a Public Private Partnership Alliance with Plenary Schools. Water and Electricity bills are paid for by the Private Consortium.

Our campus has the following green characteristics:

- Electricity: we have solar panels
- Water: we harvest some of our storm water for irrigation; we have dual flush toilet cisterns.
- Paper: we are implementing many paperless office and teaching innovations to significantly reduce our use of paper.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015		
2015-2016	110,126	
2016-2017	160,465	

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	39	18	<5
Full-time Equivalent	36	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	32
Diploma	6
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$26 960.58

The major professional development initiatives are as follows:

- Guided Reading and Reading Comprehension (Targetted Teaching of Reading)
- Early Start
- Seven Steps to Writing
- Beginning Teacher Mentoring
- Essential Skills Training Behaviour Management
- Hidden Histories

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	94%	91%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

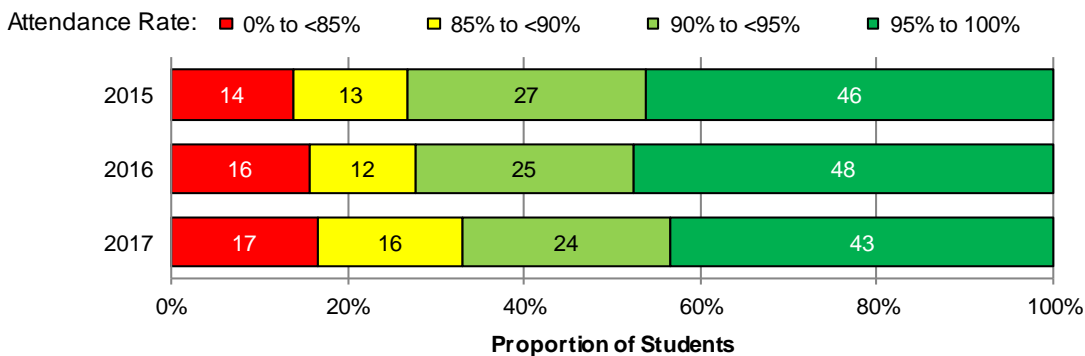
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	91%	92%	94%	91%	94%	94%						
2016	94%	90%	92%	91%	94%	91%	93%						
2017	92%	92%	91%	93%	91%	91%	90%						

*Attendance rates effectively count 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:



Description of how non-attendance is managed by the school

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

Class Rolls are marked at the beginning of the day (9am) and at the commencement of the afternoon session (2pm). Children who arrive late (after 8.50am) have the time of arrival recorded and any reason given for the lateness.

Attendance is reported each semester on the student Report Card.

If a student is absent from school parents are able to notify the school by written note, the office phone number, email, or QParents. The school will contact parent/carers if there have been a number of unexplained or high absences reported, or a pattern of late arrivals is detected. An SMS is sent to parents of any unexplained absences – same day reporting.

Every Day Counts is a regular feature in our eNewsletter to emphasise the importance of Every Student at school every day, learning.

Certificates are presented to students at the end of each term for 95-98% attendance and for 100% attendance.

NAPLAN

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**.

Find a school

Sector:

Government

Non-government

Where it states '**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.