Pimpama State Primary College

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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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. 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 2019 include Reading, Writing and Engagement.

School progress towards its goals in 2018

Following a School Review process, it was determined that the improvement Agenda for 2018 was 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%

Strategies Implemented	Progress Made	Further Actions 2019
Build a Data Culture	100% of staff engaged in Alignment meetings discussing data to inform pedagogy.	Year level teams engaged in cycle of inquiries to analyse year level data and implement targeted instruction to meet student needs.
		Pre-post testing each term in reading to track teacher impact on student progress
		Year level data walls tracking student achievement against the literacy continuum.
Consistent approach to the teaching of reading – Sheena Cameron; writing Seven Steps to Writing, spelling – Speech Sound Pictures.	Term 4 - Staff attended PD on Sheena Cameron comprehension strategies; new staff updated on Seven Steps; StLaN demonstrated SSP lessons. Rigorous Reading strategy introduced to staff to lift student achievement into upper bands of achievement.	Further demonstrations of Seven Steps lessons for staff by Mentor teacher. Literacy team trained as coaches in Rigorous Reading to coach other staff. The Writing Revolution techniques modelled with staff to build capacity in sentence structure instruction.
Pedagogical Coach employed for semester 1. Voluntary coaching implemented across School	Semester 1 working with Teacher Aides to support Guided reading in classrooms using targeted teaching plans	Literacy team collaborate with staff to develop Reading Framework. Cycles of inquiry implemented in year levels. Coaching in Rigorous Reading. Analysis of writing data to determine priority areas for improvement.
	Semester 2 Third DP employed to lead improvement in reading and writing achievement.	
Implement Targeted Teaching of Reading intervention program to provide differentiated teaching and learning activities	Semester 1 100% of classes undertaking TTR Additional teacher aides employed to assist with small group intervention.	Teachers complete TTR plans incorporating data analysis of summative and diagnostic data. Integrate curriculum focus into reading blocks and incorporate Super 7 reading activities to target student needs.
	Semester 2 Teachers responsible for implementing guided reading sessions to all students.	

	Teacher aides assist with lower ability groups during independent reading activities. StLaNs offer Tier 3 intervention to students below year level benchmarks.	Response to intervention includes a tiered approach utilising StLaN intervention and teacher aide support.
Learning Intention and Success Criteria implemented and understood by students.	Staff unpack the success criteria for summative assessment tasks with students. Learning intentions provided to students at the beginning of each lesson.	Continued strategy for 2019.
Understanding the English Curriculum, Assessment and Moderation.	Teachers use C2C units for planning, assessment and moderate in year levels.	Unpacking the curriculum achievement standards; implementing facilitated moderation to ensure consistency in judgements. Implementation of a school-wide Curriculum, Assessment and Reporting Framework reflecting departmental policy.

Future outlook

Following a review of our 2018 improvement agenda, data analysis and consultation with the staff, it has been determined that the improvement agenda for 2019 will be Accelerating Reading and Writing through Engagement and Wellbeing.

1. **Empowering success in reading**:

   Through consistent planning of reading activities; developing an expert teaching team; consistent assessment practices to monitor student progress and the impact of teaching; and engagement through a culture of reading; our targets include having 75% of students achieving a C or above in English and achieving at year level of above on the Literacy Continuum.

2. **Empowering success in writing**:

   Through consistent planning of writing activities; developing an expert teaching team; consistent assessment practices to monitor student progress and the impact of teaching; and engagement through a culture of writing; our targets include having 75% of students achieving a C or above in English and achieving at year level of above on the Literacy Continuum.

3. **Empowering success in Well-Being**:

   Through consistent behaviour structures; consistent behaviour strategies; and a safe and supportive learning environment, our targets include an increase in the community agreeing that the school is safe and behaviour is well- managed in our School Opinion Survey; as well as a reduction in our Student Disciplinary Actions.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	360	631	862
Girls	190	345	432
Boys	170	286	430
Indigenous	8	30	38
Enrolment continuity (Feb. – Nov.)	94%	91%	86%

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 had approximately 860 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. 5% of our students identified as Indigenous.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	28	24	22
Year 4 – Year 6	33	26	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

All of our students studied English, Maths, Science, History, Geography, The Arts, Health & Physical Education and Technology; following the Australian Curriculum. 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
- 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 is included in our specialist staffing 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

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
• their child is getting a good education at school (S2016)	97%	92%	95%
• this is a good school (S2035)	91%	94%	93%
• their child likes being at this school* (S2001)	100%	92%	95%
• their child feels safe at this school* (S2002)	94%	90%	93%
• their child's learning needs are being met at this school* (S2003)	100%	90%	93%
• their child is making good progress at this school* (S2004)	97%	88%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	88%
• teachers at this school motivate their child to learn* (S2007)	97%	94%	91%
• teachers at this school treat students fairly* (S2008)	91%	88%	95%
• they can talk to their child's teachers about their concerns* (S2009)	97%	98%	95%
• this school works with them to support their child's learning* (S2010)	100%	94%	91%
• this school takes parents' opinions seriously* (S2011)	90%	89%	83%
• student behaviour is well managed at this school* (S2012)	91%	73%	79%
• this school looks for ways to improve* (S2013)	91%	96%	88%
• this school is well maintained* (S2014)	97%	100%	98%

* 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
• they are getting a good education at school (S2048)	97%	96%	96%
• they like being at their school* (S2036)	94%	89%	87%
• they feel safe at their school* (S2037)	97%	91%	90%
• their teachers motivate them to learn* (S2038)	99%	97%	98%
• their teachers expect them to do their best* (S2039)	98%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	97%
• teachers treat students fairly at their school* (S2041)	94%	93%	87%
• they can talk to their teachers about their concerns* (S2042)	88%	90%	87%
• their school takes students' opinions seriously* (S2043)	93%	86%	87%
• student behaviour is well managed at their school* (S2044)	85%	63%	59%
• their school looks for ways to improve* (S2045)	97%	95%	94%
• their school is well maintained* (S2046)	99%	88%	85%
• their school gives them opportunities to do interesting things* (S2047)	96%	95%	89%

* 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	95%	91%
• they feel that their school is a safe place in which to work (S2070)	100%	89%	75%
• they receive useful feedback about their work at their school (S2071)	96%	86%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	85%	81%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	100%	95%	83%
• student behaviour is well managed at their school (S2074)	96%	67%	58%
• staff are well supported at their school (S2075)	100%	86%	70%
• their school takes staff opinions seriously (S2076)	96%	92%	70%
• their school looks for ways to improve (S2077)	100%	97%	90%
• their school is well maintained (S2078)	100%	100%	87%
• their school gives them opportunities to do interesting things (S2079)	96%	92%	85%

* 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, to allow teachers time to prepare enough information to provide to parents.
Parent volunteers are encouraged to help in classrooms, and 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 e.g. 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 Principals 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 education 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.

Our staff have attended Professional Development in the Zones of Regulation school-wide program to be implemented in 2019. The intention of this program is to support students with self-regulation of their emotions.

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	45	112	171
Long suspensions – 11 to 20 days	0	3	2
Exclusions	0	0	0
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

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 offices and teaching innovations to significantly reduce our use of paper.
•   Recycling – student-driven collection

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	110,126	160,465	194,408
Water (kL)			

Note:

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.

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	56	27	<5
Full-time equivalents	53	17	<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	3
Graduate Diploma etc.*	1
Bachelor degree	46
Diploma	6
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 $20,090.

The major professional development initiatives are as follows:

- Coaching, Beginning Teacher mentoring, Sheena Cameron PD, Age Appropriate Pedagogies, Kagan Cooperative Learning, MAPA training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	92%	92%	90%
Attendance rate for Indigenous** students at this school	94%	91%	89%

* 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	94%	92%	91%
Year 1	90%	92%	91%
Year 2	92%	91%	91%
Year 3	91%	93%	91%
Year 4	94%	91%	91%
Year 5	91%	91%	89%
Year 6	93%	90%	90%

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

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

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.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	16	12	25	48
2017	17	16	24	43
2018	20	13	26	40

Proportion of Students
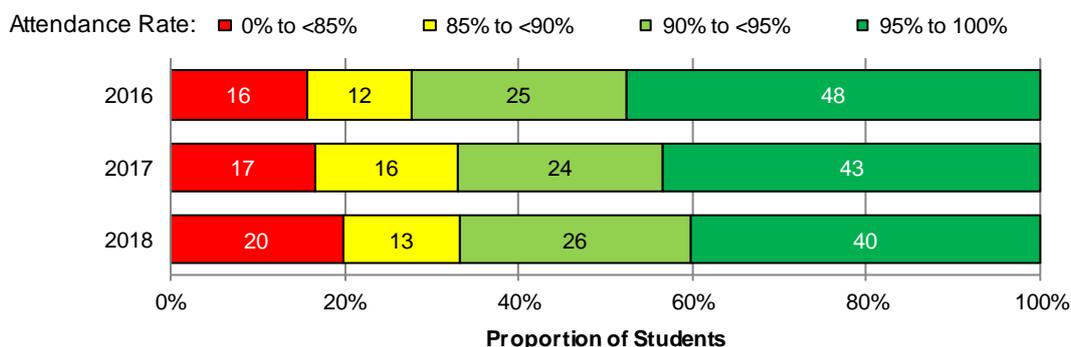
Description of how this school manages non-attendance

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.

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.

When 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 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.

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 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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