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Principal's foreword

Introduction

In 2008 Pimpama State School continued to evolve as a growing school in the Logan Albert and Beaudesert district. Our enrolments at the start of the 2008 year climbed to 322 students. We had two (2) Prep classes plus a Prep / Yr 1 composite class.

At the start of the 2008 school year Mr James Forrest was the acting Principal until Mr Bobby Harding was appointed as permanent Principal of Pimpama State School.

I would like to thank Mr Craig Larden and Mr James Forrest for the work and input they gave the school. The strength of this school has always been in the stability of staff and Craig ensured this was so, during his time as Principal.

Our school continues to strive towards creating and maintaining the excellent feeling of belonging to a wider community. We work hard at maintaining a friendly, welcoming atmosphere within our school.

This atmosphere has been created and perpetuated by the dedicated teachers and wonderful support staff of the school, along with a very supportive and involved parent body.

The key areas of Numeracy and Literacy were again focused upon, with extra funding and support given to Early intervention programs and Learning Support for children with specific learning needs. Differentiated curriculum was again a focus, catering for every individual students needs across a broad range of key learning areas. This curriculum is supported with timely diagnostic assessment practices that gain greater, more in-depth understanding of student levels of achievement and development.

Future outlook

Based on Triennial School Review recommendations and part of the schools Strategic Plan 2008 – 2010, the main areas of development required in 2009 and beyond are as follows:

- Refinement of curriculum offerings based around the QCARF framework and the in-servicing of staff
- Development of Maths and English programs as a focus in all areas of planning, assessment, professional development and student performance. Intervention programs developed for students below National Benchmark in Numeracy and Literacy
- Infrastructure development for ICT across the campus, including digital portfolios, roof-mounted data projectors and interactive whiteboards in every classroom
- Infrastructure development to cater for the rapid growth in enrolments, especially around storage and classroom options which also includes a computer lab

Our school at a glance

School Profile

Total student enrolments for this school	322
Year levels offered	Prep – Year 7
Coeducational or single sex	Coeducational

In 2008, the school commenced the year with 322 an increase of 51 students from the July census 2007. By the end of year 2008, the total student enrolment reached 338 which is a significant increase over the course of the year. Expected enrolment in 2009 was expected to be well over the 350 mark.

Placements were offered to children from Pre-School to Year 7 in 2008.

We are a co-educational non-graded State education facility.

The average student attendance in 2008 was 94%

This high level of attendance is supported by the satisfaction of Parents, Students and Staff – indicated by their positive response to School Opinion Survey responses “that this is a good school”. All surveyed groups indicated positive responses with two groups recording above state average results.

Parent Satisfaction: 3.00 (State Average 3.19)

Student Satisfaction: 3.41 (State Average 3.31)

Staff Satisfaction: 3.48 (State Average 2.85)

These high levels of satisfaction with the school have been consistently above state average since 2004.

Curriculum offerings

We offer Maths and English with other Key Learning Areas integrated into significant units of work. Specialist lessons in Music, HPE, Japanese, Instrumental Music and Library are available. We also offer an extensive program in environmental education and a focus on sustainability. We are planning offering elective based subjects such as, sport, journalism, creative arts, science club etc in the 2009 school year.

Extra curricula activities

Extra curricula offerings are available to students in chess, instrumental music, choir and a range of club activities operating at lunch time and after school. Dance has become more popular due to a large number of students attending dance classes at local studios so it is anticipated that the school will again enter into J-Rock, the junior Rock Eisteddfod in 2009.

How computers are used to assist learning

Computers and incorporating ICT's in all aspects of learning has become a priority for our school in 2009. With this in mind we will be further adding to our already existing facilities in the creation of a new computer lab.

Computers are used extensively throughout the school with a number of terminals available in every classroom for research and production activities. Students are taught to utilise base programs to present data shows and research information, they also access the World Wide Web and participate in learning activities around emails, forums and chats. All activities involving computers are aimed at assisting students to learn and to see computers as a tool for learning. Students also use computers for the production of dvd's, newspapers and multimedia presentations. The introduction of the new Multi-Purpose building will allow greater usage of shared ICT utilising a roof mounted data projector and digital white board.

Our school at a glance

Social climate

Pimpama State School has a reputation for being a family based school. The total school community are encouraged to take responsibility for the overall values and beliefs that we would like to see at our school, no one person can make a school be a positive place for learning, it takes the cooperation and support of the vast majority of stakeholders; students, parents, staff and the local community. In conjunction with this we specifically teach social skills to the students and encourage them to take ownership of their school through the painting of murals, development of gardens and the organisation of club activities by senior students for other students in the school in conjunction with clubs run by teachers.

We have strived hard to keep to the above ethos during 2008 even though our student numbers have increased dramatically. Lunch-time sports has been an introduction to help with creating and maintaining the positive social climate.

The social climate has always been a real strength of our school. This past year however saw our results come in below those of previous years. Parent perception to increased enrolments from the new estate did not sit favourably and were viewed by many parents as problematic and lowering in behavioural standards. This perception was accentuated by the departure of long serving principal, Mr Craig Larden to Park Lake.

We have worked hard at addressing this perception and look forward to favourable reviews next year. We did perform very well in other areas, namely environmental issues and staff/student & parent relationships.

The student responses were:

1. **Are you satisfied with the school grounds?** 83.3% (above state average)
2. **Are you satisfied with your learning about the environment at your school?** 83.1% (well above state average)
3. **That your teacher helps you to do your best?** 80%
4. **That your teacher explains clearly what to do in your school.** 80%

The parent satisfactory responses were:

1. **With how environmentally friendly the school is.** 91.7%
2. **That school staff are approachable when you want to talk about your child.** 83.3%

Involving parents in their child's education.

Parents have always been a major part of the learning journey for students at Pimpama State School and are constantly involved in a variety of programs in the school. Volunteers are in classrooms on a daily basis working with students in small groups, helping sort out home readers in the junior school classes and supporting the morning set up for Preparatory classes. Parent volunteers are sought for the organisation of larger school activities and events, such as the bi-annual Enrichment Week celebrations and annual Auction Day.

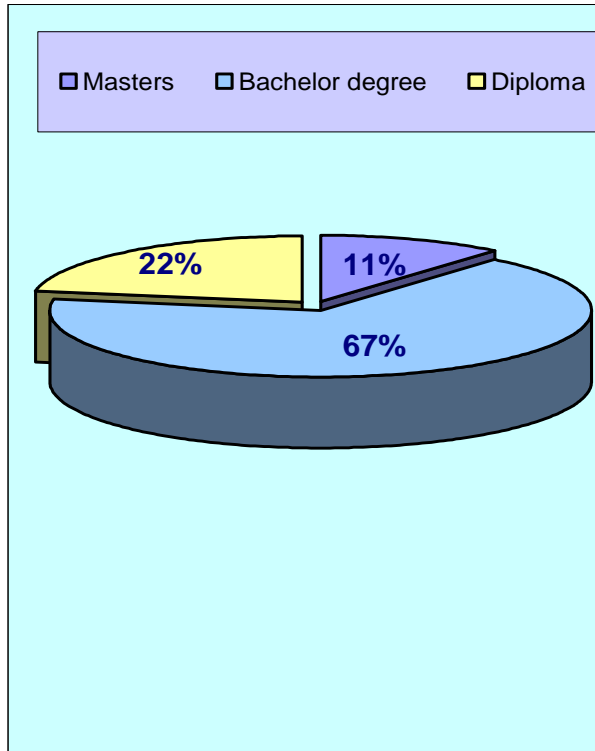
A wonderful P&C group help run various services in the school such as canteen and uniform shop, as well as running discos once a term and coordinating fundraisers. The school has a rich history of applying for various grants to improve the infrastructure of the school, exemplified with the construction of a new multi-purpose building that was supplied through an **Investing in our School** grant. The total cost of the project came to over \$70,000 and the building was named after the long term P&C President, such is the close ties that the parent community has with the school. 'The Coghlan Centre' can be utilised for parent meetings but predominantly is utilised as a specialised learning centre for classes of students to use at any time.

Further grants for shade coverings and playgrounds have also been successful.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	2
Bachelor degree	12
Diploma	4



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$24,662.88.

The major professional development initiatives are as follows:

- One School Training / TRS
- QCATS
- QSA - QCARPO
- LABSENT / SAM Days
- Finance Training
- Rehab Coordinator
- WHSO Training

The involvement of the teaching staff in professional development activities during 2008 was 93%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 90% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94%.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	366	424	540
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 87%	71%	100%
Writing	Average score for the school	400	440	530
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 96%	76%	89%
Spelling	Average score for the school	356	434	535
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 89%	76%	96%
Grammar and Punctuation	Average score for the school	354	444	524
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 91%	83%	96%
Numeracy	Average score for the school	355	427	549
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 87 %	80 %	92 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	85%
Writing	90%
Number	88%

Performance of our students

Value added

As a school community we utilise a non-graded education in conjunction with multiple intelligence theory (Smarts program) to ensure that each student is provided with a positive environment aimed at assisting them to reach their full potential in areas where they have the greatest strength. The Smarts program also enables students to identify areas that need development but does so in a positive, encouraging manner.

Parent, student and teacher satisfaction with the school

The school has prided itself on the very strong satisfaction of parents, students and teachers with the overall running and learning opportunities provided by the school year after year. This past year saw a slight decline however our results were still of a high standard.

PARENTS showed **high satisfaction** in the following areas:

- Learning Climate
- School Climate
- School-Community Relations

STUDENTS showed **mostly above state average satisfaction** in the following areas:

- Curriculum
- Pedagogy
- School Climate

They showed satisfaction ratings within or above the state average for Student Outcomes and Learning Climate indicators. Technology resources were below state average.

STAFF showed **well above state average satisfaction** in **all areas** surveyed:

- Physical Work Environment
- Relationships
- School Operations
- Staff Morale
- Support, Resources and Training
- Work Roles
- Work Value and Recognition