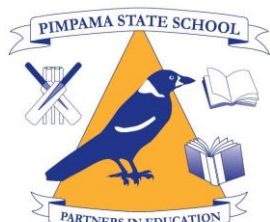


# Pimpama State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The most important sign of a healthy school is found in its curriculum and the totality of opportunities provided for the education of each student. Pimpama State School has a reputation for providing a superior learning experience for students from Prep to Year Six. There has been a major emphasis placed on teacher professional development as the school further embraces the goals of Education Queensland's Strategic Plan. Parents choose this school because of its family orientation, the strong community feel, the emphasis on the curriculum and individual teaching methods.

During 2015, the school has been extremely active in upgrading school facilities, as well as advancing curriculum and learning, by creating and implementing the "Pimpama Diamond of Inclusivity" and the Multi-Tier Model.

The Pimpama Diamond of Inclusivity is a whole-school approach to ensure that **every student**, in every lesson, in every class is provided with a **supportive** and academically **challenging** learning environment. Spread across the tiers is an extensive array of 37 support and enrichment programs to assist students across the learning spectrum to progress at an academic as well as social/emotional level. Central to this model is Pimpama's 'Inclusive Cycle of Support' - a systematic process for knowing every learner's needs, monitoring progress and intervening with high quality, evidence-based practice and programs. The staff at Pimpama State School are empowered by a comprehensive process of data analysis that informs their decision making and allows them to get the right content to the right students to ensure **continued growth**. Since conception, the Diamond of Inclusivity has evolved to meet the changing needs and priorities of the school. In 2016, the model reflects the changing demographics and priorities within the school with the inclusion of a tiered whole-school approach to social skills and emotional wellbeing. The Diamond of Inclusivity and its associated practices demonstrate the balanced and differentiated approach Pimpama is taking in the provision of support for the 'whole child.'

The Pimpama Diamond of Inclusivity allows our teachers to gain a greater, more in-depth understanding of student levels of achievement and development. Utilising the Multi-Tier Model, Pimpama State School continues to achieve outstanding NAPLAN results, and in the mean scaled scores have improved with 4 out of 10 tests (Years 3 and 5) being ABOVE the nation in 2015. The percentage of students achieving the National Minimum Standard was above the national average in 8 out of 10 NAPLAN tests. The Diamond of Inclusivity continues this trajectory of academic success.

There is a range of extracurricular activities on offer, ranging from regular sporting programs to lunchtime clubs and activities. At Pimpama State School, we want every student to be a happy,

competent learner who is a confident member of the school community. We also want students to have faith in his/her teacher and to feel sure of the teacher's regard and interest.

### School progress towards its goals in 2015

Pimpama State School's Diamond of Inclusivity intends to improve the academic progress and socioemotional growth of every student. This whole-school approach to inclusive education has developed into a data driven monitoring tool where student support is systematically regulated. It reflects an expectation of ongoing progress and a belief that every student is capable of learning. The levels of support range from differentiated implementation of whole-school programs that focus on school targets to intensive intervention to meet specific student needs.

Pimpama State School's journey started in 2010 with the identification of a need for more effective methods to differentiate learning experiences for all students. In 2012, comprehensive data analysis practices were added to the model to enhance the way student learning was tracked and monitored across the school. 2015 saw the process behind the Multi-tier model evolve into the 'Inclusive Cycle of Support' – a way of supporting and enhancing teaching quality through a systematic system of collaborative reflection and shared responsibility which has ensured that our teachers are supported through the development of skills and the provision of resources to achieve a shared vision for our learners. The inclusion of social/emotional programs across the tiers in 2016 is a proactive response to accommodate the changes occurring within the local community.

Our key priorities for 2015 included:

- A systematic delivery of curriculum and differentiated learning including the implementation of P-12 Curriculum framework and policy statements and alignment with existing practices and policies. This includes a writing program focussed on improving writing and spelling, a spelling program focussed on improving spelling and a mental maths program focussed on improved speed and accuracy
- Spotlight on effective teaching practices and the analysis and discussion of data through refinement of the 'Intervention for Improvement Model' and the implementation of the layers of our diamond of inclusivity and HOT Book
- Provision of a culture that promotes and enhances individualised learning, reflection and goal setting through the targeted use of resources and partnerships.
- Creating technological and eLearning opportunities such as the iPad program, 24:7 Learning and Journaling for Learning
- Support and development of an expert teaching team through enactment of an explicit improvement agenda focussed on a pedagogical framework – Based on ASOT (Marzano's- The Art and Science of Teaching)
- Behaviour and attendance
- Provision of a 21<sup>st</sup> century learning environment that provides individualised and holistic education programs meeting the needs of the whole child

### Future outlook

Systematic delivery of curriculum and differentiated learning including the implementation of P-12 Curriculum framework and policy statements and alignment with existing practices and policies. Our Improvement agenda is built around the Department of Education, Training and Employment "Strategic Plan 2014-2018" consisting of Pedagogy – ASOT (Art and Science of Teaching), Technology – iPad program, Coding program and STEAM, Curriculum – ACARA, Assessment and Reporting framework and Operational – enrolment growth, behaviour, facilities and human and financial resource management and includes four pillars.

#### 1. Successful Learners

- A writing program focussed on improving writing and spelling.
- Spelling Program focussed on improving spelling
- Mental Maths program focussed on improved speed and accuracy
- SSP program – Phonological program phonological awareness and improvement

#### 2. Great People

- Pedagogical Framework based on ASOT (Art and Science of Teaching)

#### 3. High Standards

- Effective teaching practices

- Improved analysis and discussions of data
- Refinement of our “Diamond of Inclusivity”
- Implementation of our differentiation diamond and HOT books
- 4. Engaged Partners
  - Improving our behaviour and attendance
  - Providing a 21<sup>st</sup> century learning environment
  - Individual and holistic educational programs

## 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	463	232	231	12	92%
2014	500	233	267	17	94%
2015	545	270	275	24	94%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

The name Pimpama is of aboriginal origin, there being several versions of its translation - 'place of soldier birds', 'place of magpie larks' or as a corruption of Bim Bim Ba 'place of many birds'. It is pronounced with the stress on the first syllable, and short 'a' in the second - PIM-pa-ma.

Pimpama State School was first proposed on August 3, 1871 and opened on April 15, 1872 and is located on Hotham Creek Road North, South of Ormeau. The site is very well presented with a focus on providing a visually aesthetic and functional environment.

The Pimpama school community comprises families in the suburbs of Willow Vale, Grange Country Estate, Pimpama, Salzburg Mews, Maddison Estate, the "Heights", Pimpama Village and Strawberry Fields

Pimpama State School is a co-educational facility with students ranging from Prep to year 6. The majority of families are from English speaking backgrounds with a very small Aboriginal and Torres Strait Island population enrolled. There are a variety of socio economic groups within the school parent body, from a variety of family situations. Recent housing developments within five kilometres of the school are likely to have an influence on future student population.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	21	23
Year 4 – Year 7 Primary	26	26	25

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	4	1
Long Suspensions - 6 to 20 days	0	0	0
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

- Master Teacher position** – The Master teacher leads the 7 steps of writing program (Prep – Year 6) and relevant key tasks at our school. The Master teacher also offers additional support involving the school curriculum and teaching framework. The role also involves improving and enhancing pedagogical practice for all staff by researching and modelling quality teaching across all year levels, provide coaching and guidance to teachers and other staff in delivering quality teaching, improve the capacity of school teams to use evidence-based assessment to inform teaching and learning and support all staff in the analysis of, and response to, systemic and student data.
- Head of Learning position** - The HOL position focuses on high quality teaching and learning through coaching and mentoring classroom teachers based on contemporary practice to ensure differentiated programs and improved curriculum outcomes for all students. The Head of Learning position, within a generic position description would reflect both systemic directions and school-based needs. The HOL position aims to align and improve our Pedagogical Framework.
- Program Co-ordinator** - The Program Co-ordinator position focuses on high quality teaching and learning through ensuring the various programs are well organised and managed throughout the school community. The role also involves the co-ordination of our behaviour management policies. The Program Co-ordinator position offers additional support to curriculum and other important program development within the school.

**Our distinctive curriculum offerings are:**

- Specialist lessons in Science, Technology and Coding, Music, HPE, Japanese, Instrumental Music, RAP, G&T and Library
- An extensive program in environmental education and a focus on sustainability
- Elective based subjects such as; sport, journalism, creative arts, science club
- Full optic fibre link to all classrooms and library
- Wireless internet in all classrooms
- Two fully functional computer labs with new Interactive Whiteboards
- In addition, all classrooms have a small number of computers also connected to the curriculum network.
- LCD Interactive Touchscreen Panels in every classroom from Prep to Year 6
- Timetabling has been arranged to allow for blocks of uninterrupted teaching time, particularly in Literacy and Numeracy.
- Intensive intervention program with maximum use of Teacher and Teacher Aide time in all classes

**Extra curricula activities**

- AFL (After school)
- Camps – Year 2, 4 and 6
- Chess
- Choir
- Cluster Music Camps
- Cricket
- Culmination Days
- Days of Excellence in Science, Visual Arts, Dance, Drama, ICTs, Writing
- Extra-curricular activities to students at lunchtime
- Golf – After school
- Instrumental Music
- Music Bus (Prep – Year 3)
- Parent / Teacher information evenings
- Piano lessons (Individual – Private)
- Playground Rangers
- Premier's Reading Cup
- Soccer
- Student Council
- Swimming (Year 1 – Year 5)
- Table tennis
- Tennis
- Touch Football
- U8's Day
- Wakakirri
- Year 7 Graduation

**How Information and Communication Technologies are used to improve learning**

Pimpama State School aims to position itself as a centre of continuous learning for staff, students and the community, with a strong emphasis on Information and Communications Technology. Computers are allocated to all teaching blocks as we explore the potential for great improvement in teaching practice and learning management skills. Students are taught to utilise basic programs and to access the World Wide Web and participate in learning activities using iPad's, emails, forums and Wiki's. All activities involving iPad's and computers are aimed at assisting students to learn and to see technology as a tool for learning. Pimpama State School is an iPad school and all students are requested to bring their own iPads to school. Students also use iPad's and computers for the production of visual and multimedia presentations. All our classrooms are equipped with state of the art interactive Panels and programs to assist student's learning on a daily basis. A new computer lab with designated time allocation for all classes has allowed for greater creative interaction between students.

## Social Climate

Pimpama State School has a reputation for being a family based school. Our school community is committed to a set of values that underpin how staff and students behave, interact with others, learn, and develop partnerships with parents and members of the wider community. These values are:

**P**ride  
**I**ntegrity  
**M**anners  
**P**artnerships  
**A**cceptance  
**M**orality  
**A**ccountability

In conjunction with these values, we specifically teach social skills to the students and encourage them to take ownership of their school through the development of gardens and the organisation of club activities by senior students, in conjunction with clubs run by teachers. Lunch-time sports have once again played an integral part in helping with creating and maintaining the positive social climate within our school.

The Pimpama school community is known for its care and generosity towards others. The community gets involved in our “Farmers’ Market” on Parade days; with all proceeds going to sponsor a child in Africa. Other fund raising events are planned to raise money for various charities, including Guide dogs and Canteen. Our Guidance Officer provides support and guidance for students whose behaviour, emotional or psychological outlook is impacting on their learning performance.

The social climate has always been a real strength of our school, and the “**Pimpama Way**” is continually reinforced by all members of our school community; in classroom practice, in the playground, on assemblies and through school newsletters.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school (S2001)	97%	98%	99%
their child feels safe at this school (S2002)	100%	100%	96%
their child's learning needs are being met at this school (S2003)	100%	93%	90%
their child is making good progress at this school (S2004)	100%	93%	96%
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%	98%	96%
teachers at this school motivate their child to learn (S2007)	100%	98%	96%
teachers at this school treat students fairly (S2008)	100%	95%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	97%
this school works with them to support their child's learning (S2010)	100%	95%	94%
this school takes parents' opinions seriously (S2011)	100%	91%	95%
student behaviour is well managed at this school (S2012)	97%	95%	96%
this school looks for ways to improve (S2013)	100%	95%	97%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	99%
they like being at their school (S2036)	96%	99%	99%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	99%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	97%	98%	98%
teachers treat students fairly at their school (S2041)	96%	97%	98%
they can talk to their teachers about their concerns (S2042)	97%	97%	97%
their school takes students' opinions seriously (S2043)	97%	99%	98%
student behaviour is well managed at their school (S2044)	100%	98%	98%
their school looks for ways to improve (S2045)	100%	100%	98%
their school is well maintained (S2046)	100%	99%	100%
their school gives them opportunities to do interesting things (S2047)	94%	98%	99%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	97%	98%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	97%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	100%	98%	100%
staff are well supported at their school (S2075)	100%	98%	95%
their school takes staff opinions seriously (S2076)	100%	93%	98%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	100%	96%	100%

# '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 have always been a major part of the learning journey at Pimpama State School and are constantly involved in a variety of programs within the school. A strong sense of community feel is evident with a large number of parents and caregivers attending our weekly school assemblies. Our school regularly celebrates student successes, communicates information and showcases children's performances.



Opportunities for parents to be involved in their child's education include:

- Volunteering in classrooms on a daily basis
  - \* working with students in small groups,
  - \* helping sort out home readers in the Junior School
  - \* helping with Reading, Mathematics, Art, and excursions
  - \* supporting the morning set up for Preparatory classes
- Organising larger school activities and events, such as the Annual Auction Day.
- Attending Parent / Teacher interviews at the start of Term One and Three to discuss student progress
- Receiving Report Cards at the end of Term Two and Four
- Being part of a fantastic P&C Association
- Helping in the canteen and uniform shop
- Volunteering on the Fundraising committee
- Assisting at the Disco (One per term)
- Volunteering in the Resource Centre, covering books and cataloguing.
- Writing Grant applications to improve the infrastructure of the school, such as the Coughlan Centre.

Our school community is continually strengthened by the strong parental involvement in school celebrations, activities and events. The close link with parent, child and teacher/s is a valued and vital relationship within our learning community.

### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

The school is always looking at ways of reducing its environmental footprint. However, with the growth of student enrolments over the last year and increased infrastructure, the water and electricity usage increased dramatically. Once all building is completed, we hope to decrease all water and electricity usage. We are working on reducing our water consumption through the use of creek water for gardening, water tanks, the planting of native species and mulching to maintain the moisture in the ground.

Our Waste management practises of recycling and worm farming have continued to significantly reduce our land fill waste and our school Sustainability Coordinator attended workshops to complete the Pimpama SEMP plan

Smart Boards and air conditioners were installed in all new learning areas which increased our energy consumption. As a consequence, we are looking at alternative programs to save energy.

Our newsletters and internal communication is now almost entirely through email

All students are immersed in learning about recycling and protection of wildlife.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	137,419	452
2013-2014	149,503	845
2014-2015	153,762	2,902

\*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.

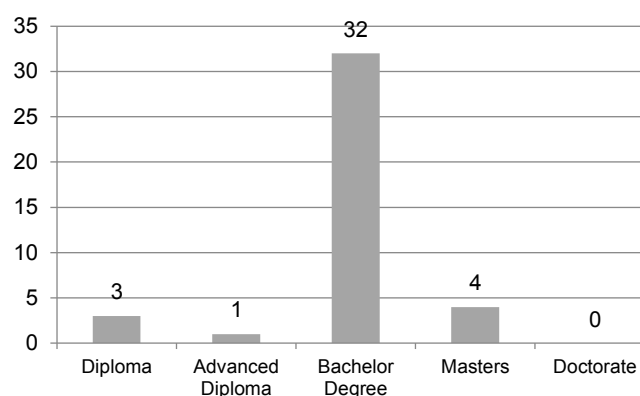
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	40	20	0
Full-time equivalents	32	11	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	3
Advanced Diploma	1
Bachelor Degree	32
Masters	4
Doctorate	0
<b>Total</b>	<b>40</b>



\*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 2014 was \$40 000, 00.

The major professional development initiatives are as follows:

- ACARA Curriculum Alignment and Review
- Writing - 7 Steps
- Reading – Comprehension program, Vocabulary program, Sight words program, Phonological program
- ICT expectation and exploration for English and Mathematics
- Intensive Reading Program, PM testing and IPI Testing
- Data analysis for student improvement.
- Gifted and Talented – Differentiation and Identification for RAP (**R**aising **A**cademic **P**erformance)
- Code of Conduct and Asbestos Training
- Responsible Behaviour Plan Review
- Workplace Health and Safety
- Risk Assessment and First Aid Training
- OneSchool Data entry Training
- Using School-based Assessment Data
- ICT Training and Interactive Panel Training
- Productive Pedagogies and Pimpama Power Pedagogies

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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

GO

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 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).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

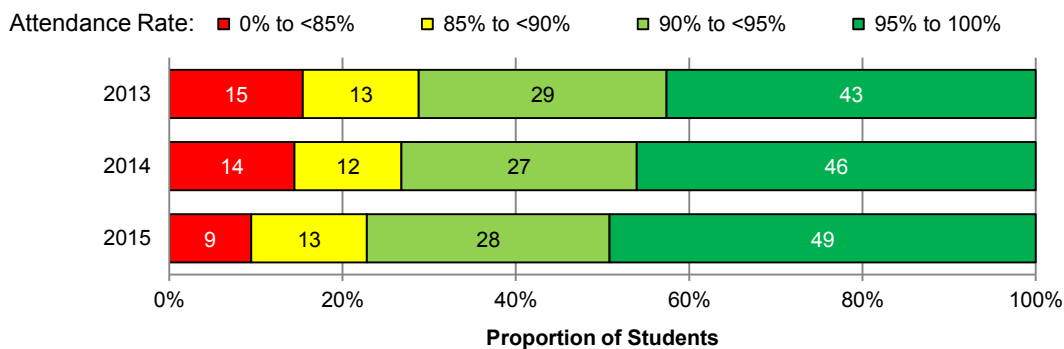
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	90%	92%	92%	92%	90%	90%	93%					
2014	94%	92%	92%	94%	92%	92%	90%	94%					
2015	93%	93%	93%	92%	94%	93%	94%						

\*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.



### 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.

- School Rolls are marked twice daily and data is collated weekly at the Office.
  - Students who are more than 15 minutes late receive a late notification.
  - Teachers monitor classroom absences and follow through on short term absences and refer long term absences to the school's administration.
  - Absences of three days or more are followed up by the Principal with phone contact
  - Education Qld sanctioned letters to remind them of their obligations are sent home
  - Parents are provided written records of their child's absences each term
  - Parents may request additional information if required
- Students who do not show an improvement in attendance after meetings and letters have been sent to their parents are referred to the Department Of Community Services

### 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**.

#### Find a school

The form contains the following elements:

- A search bar with the placeholder text "School name" and a red "GO" button.
- A text input field for "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button.

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.