



Pacific Pines State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 534 Helensvale 4212
Phone:	(07) 5502 5333
Fax:	(07) 5502 5300
Email:	principal@pacificpinesss.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:	Scott Anderson (Principal)

School Overview

Pacific Pines State School provides a quality education for children from Prep to Year 6. Our school vision, ***We do 'whatever it takes' so our students become the best they can be***, is the driver of the work we do as a learning organization. As a school we do 'whatever it takes' to ensure our students are successful in academic, sporting, artistic and cultural fields. We strive to improve on the quality of education through strategies that encourage improvement in every student. Our school delivers curriculum in an environment that is both supportive and challenging. We hold high expectations for our students both in their school work and behaviour. These expectations are complemented by our school values that guide our actions and behaviours. Our values: Pride, Persistence, Partnerships and Care are shared across our school community and are evident throughout our school.

Principal's Forward

Introduction

This report outlines this school's profile, expenditure, attendance and key outcomes in the early and middle phases of schooling as well as students, staff and community levels of satisfaction with this school. It also outlines the journey that we have taken and the future pathways that we will be taking in order to continually improve student learning outcomes.

School Progress towards its goals in 2016

School priorities for 2016 included:

Improvement Agenda

- Reading
- Numeracy (Problem Solving)
- Community Partnerships.

In 2016 Pacific Pines Primary implemented 6 x Leader of Learning positions in all year levels from P-5. Each leader of learning teaches reading in every classroom two times per week. These co-taught lessons are driven by classroom data and target specific groups of students as outlined by our whole school data model (The Honeycomb).

Numeracy had a focus around the teaching of problem solving (POLYA), number facts (Pac Facts) and the implementation of intensive intervention in Grade 3 and 5. Leaders of Learning deliver two Numeracy lessons per week utilising 'Honeycomb' data



to embed the use of the POLYA model for problem solving. Pac Facts is a weekly focus to improve the quick recall of number facts.

During 2016, Pacific Pines Primary placed a strong emphasis on developing close links with parents and the community. These strategies included an updated interactive newsletter, year level fortnightly newsletters, parent consultation on school priorities and a strong presence in the school by the school leadership team. Links with Pacific Pines State High School were also a priority.

Future Outlook

To implement strategies to improve the percentage of students in U2B Reading			
Actions	KPI's	Timelines	Responsible Officer
Implement and monitor a consistent whole school approach to classroom reading practices including reading block and signature high yield strategies developed in 2016 by reading committee	<input type="checkbox"/> 100% of teachers implementing <input type="checkbox"/> LOA U2B 50% (English) <input type="checkbox"/> NAPLAN- 3% U2B increase in Year 3 and 5 reading <input type="checkbox"/> 50% students exceeding school benchmark	T1 – T4	TLM DP HOC HOSS
Identify through data and extend high performing students and teach strategies to engage with complex texts and text dependent questions	<input type="checkbox"/> LOA U2B 50% <input type="checkbox"/> NAPLAN- 3% U2B increase in Year 3 and 5 reading	T1 – T4	DP TLM HOC
Instructional coaching of teachers with TLM's to support implementation of whole school reading strategies	<input type="checkbox"/> 100% teachers engaged in IC	T1 - T4	TLM CT
Investigate the use of Literacy Continuum as tracking and monitoring tool for all students	<input type="checkbox"/> LOA Targets	S1	HOC CT
<u>Fountas and Pinnell</u> as common formative reading assessment across P-6	<input type="checkbox"/> 100% CT implemented for all students	S1	HOC TLM CT

Develop strategies to improve the percentage of students in U2B Writing			
Actions	KPI's	Timelines	Responsible Officer
Develop a whole school writing program consistent to develop whole school approach to classroom writing practices including writing block and signature high yield strategies	<input type="checkbox"/> 100% of teachers implementing (T1 2018) <input type="checkbox"/> LOA U2B 50%	S1-2: Develop By End of T4: Release to staff	TLM DP HOC HOSS
Further develop and embed school wide moderation processes	<input type="checkbox"/> 100% teachers participating in moderation	T1-4	DP HOC
Investigate and trial learning walls in one cohort (Year 4)	<input type="checkbox"/> All teachers in cohort trialling learning walls	T2: Investigate S2: Trial	DP CT

To deepen knowledge expertise and delivery of the Australian Curriculum			
Actions	KPI's	Timelines	Responsible Officer
Provide release time per term for whole year level cohorts to plan with HOC and DP	<input type="checkbox"/> 100% CT released	T1 – T4	P DP HOC HOSS
Align assessment, teaching and learning and reporting for all KLA's in all cohorts with whole school curriculum plan and Australian Curriculum	<input type="checkbox"/> Alignment of curriculum via curriculum audit	T1 – T4	DP HOC
Implement PLT's in all cohorts to undertake cycles of inquiry related to student data	<input type="checkbox"/> 100% teachers engaged in PLT's <input type="checkbox"/> Increased LOA data <input type="checkbox"/> Increased SOS Data (Teacher satisfaction)	T1 – T4	P DP HOSS

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1078	508	570	25	94%
2015*	965	464	501	15	95%
2016	935	477	458	18	96%

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 2016, 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

Overview

Pacific Pines Primary School is a satellite urban suburb servicing the areas of Pacific Pines and Gaven. The area was first developed by Stocklands approximately 18 years ago and has mushroomed into a large residential area comprising four primary schools and one high school. The area around the school is comprised mostly of houses. Four large rental complexes are located within walking distance from the school.

Many students emanate from New Zealand and there has been an influx of migrants from Great Britain. New enrolments are constant throughout the year. Continuity of enrolments is quite high. 2% of the student enrolment is comprised of indigenous students and less than 2% of students are classified as having English as a second language.

The Pacific Pines area is predominantly populated by families whose parents work in the trade or service industries. Most families have two parents with a significant number of those families having only one parent employed. The school has a number of parent and grandparent volunteers assisting with Home Readers and in classrooms.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	23
Year 4 – Year 7	26	26	27
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery



Our Approach to Curriculum Delivery

Our focus is on building knowledge and skills in literacy and numeracy which is delivered through a systematic combination of explicit and direct instruction. With mastery of these learning areas, students are then given opportunities to develop higher order thinking skills. Differentiation of curriculum is a key feature of our curriculum design and is enhanced through our extensive range of technological tools.

Our distinctive curriculum offerings:

- ★ Our curriculum is based on the Australian Curriculum for English, Maths, Science, History Geography , The Arts , Health and Technology.
- ★ Our Language other than English is Japanese for students in years 5 and 6.
- ★ Japanese excellence class.
- ★ Our school uses a range of online learning tools to support student achievement. These include Mathletics, Literacy Planet and The Learning Place.
- ★ We have strong instrumental music (strings and band) and choral programs for students in years 3-6.
- ★ Ongoing partnership with Pacific Pines State High School.
- ★ Multilit intervention from P-3.
- ★ SSP phonics program (P-3).

Co-curricular Activities

- ★ After school Science Club at Pacific Pines High School
- ★ The Gold Coast City Council sponsors the Young Pacific Pines Primary School's Writers of the Year Awards yearly
- ★ ICAS testing
- ★ Chess Club after school
- ★ Before school tutorials
- ★ Before and after school sport's training
- ★ Robotics Club before and after school
- ★ Choir (Junior and Senior)
- ★ Strings and Band (Years 3-6)
- ★ Dance Club
- ★ Robotics
- ★ Readers' Cup
- ★ Chess
- ★ Griffith University Science Competition
- ★ Homework Club before school
- ★ STRIVE for identified students working at a higher juncture in their learn

How Information and Communication Technologies are used to Assist Learning

In 2016 Pacific Pines Primary had 8 MyPad classes across the school. Students in these classes bring their own iPad to school to enhance their learning and increase creativity and communication about their learning with parents. All other classes have a bank of iPads in their rooms for students to access. This program will continue in 2017.

All classes in year 4-6 having access to a bank of laptop computers per teaching block allowing on to one access for classes. The access to the one to one lab was enhanced as the labs were only for use by Prep to Year 3 classes due to the laptop program. I pads and laptops were also purchased for classroom use in the lower grades

Teachers made good use of software such as Mathletics, Literacy Planet and The Learning Place as well as Apps such as SSP to differentiate instruction for all learners.

Social Climate



Overview

Pacific Pines Primary strives to create and develop a caring and cooperative educational environment for individuals through an enthusiastic, professional commitment to excellence, which reflects a genuine love of and care for students.

Our School Wide Positive Behaviour Plan focuses on developing a supportive school environment and responsible, positive behaviour in all students and staff. The Plan provides a framework for creating an environment for each learner to develop responsible self-management, whilst learning about how and why people behave the way they do. The framework encourages students, staff and community members to critically reflect on behaviour, problem solve and develop strategies to support individuals to become socially responsible citizens. The school is child-centred and student opinion is highly valued.

Pacific Pines Primary has developed a positive reputation in both the local and wider community, for our high expectations of students and for our caring learning environment. The multicultural enrolment at our school develops our students' racial, ethnic and cultural understanding and tolerance, as well as enriching our learning activities and experiences with input from other cultures.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	97%	93%
this is a good school (S2035)	93%	97%	93%
their child likes being at this school* (S2001)	98%	95%	97%
their child feels safe at this school* (S2002)	97%	98%	97%
their child's learning needs are being met at this school* (S2003)	88%	94%	93%
their child is making good progress at this school* (S2004)	91%	97%	92%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	98%	85%
teachers at this school motivate their child to learn* (S2007)	90%	97%	93%
teachers at this school treat students fairly* (S2008)	87%	95%	88%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	93%
this school works with them to support their child's learning* (S2010)	88%	97%	92%
this school takes parents' opinions seriously* (S2011)	90%	90%	89%
student behaviour is well managed at this school* (S2012)	88%	92%	89%
this school looks for ways to improve* (S2013)	91%	95%	97%
this school is well maintained* (S2014)	95%	95%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	98%	98%
they like being at their school* (S2036)	96%	98%	94%
they feel safe at their school* (S2037)	92%	96%	98%
their teachers motivate them to learn* (S2038)	97%	98%	100%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	99%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	92%	96%	95%
they can talk to their teachers about their concerns* (S2042)	87%	90%	95%
their school takes students' opinions seriously* (S2043)	88%	92%	90%
student behaviour is well managed at their school* (S2044)	83%	87%	82%
their school looks for ways to improve* (S2045)	97%	94%	98%
their school is well maintained* (S2046)	97%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	98%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	90%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	98%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	95%	83%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	98%
student behaviour is well managed at their school (S2074)	96%	100%	98%
staff are well supported at their school (S2075)	96%	100%	88%
their school takes staff opinions seriously (S2076)	98%	98%	98%
their school looks for ways to improve (S2077)	96%	100%	98%
their school is well maintained (S2078)	96%	100%	98%
their school gives them opportunities to do interesting things (S2079)	94%	98%	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.

Parent and community engagement

Pacific Pines Primary has an "Open Door" policy and welcomes parental involvement. 2016 again saw many enthusiastic parents, grandparents and community members actively participating in school activities and in their child's education. The partnership between the school and the home, working together to support the child's learning and behaviour is highly valued by staff. All members of the school community support the school's high expectations and standards in providing a safe, caring and equitable environment for all.

Regular communication through the school newsletter year level newsletters and website informs the school community of school events and invites participation in school and class activities. A term calendar for parents is sent home at the beginning of each term.

Meet the teacher parent information sessions early in the year establish relationships and communicate learning, behavioural and homework expectations; class routines and procedures; code of responsible student behaviour; curriculum and how parents may support their child in their learning. At other times parent information letters outline the core learning, unit of work focus and special events. Culminating units of work showcase student learning with special class and year level events strongly supported and valued by parents, guardians and grandparents.

Parent teacher interviews and end of semester reporting inform parents of student progress and further build on the parent teacher partnership. Parent volunteer support in the classrooms, on excursions and for events was well supported and appreciated by class and specialist teachers. A growing number of parent and community volunteers continue to assist the learning support and intervention programs

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	6	39	47
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	1
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.

Environmental Footprint

Reducing the school's environmental footprint

Our staff and students are very conscious of the need to reduce our environmental footprint. Solar panels and water tanks have been installed. All appliances are turned off when not in use. Students and staff are educated regularly on proper use of electricity and water management.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	244,712	3,475
2014-2015	250,424	7,136
2015-2016	229,854	2,134

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	67	37	0
Full-time Equivalents	60	24	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	1
Graduate Diploma etc.**	25
Bachelor degree	41
Diploma	
Certificate	

*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 2016 were \$60, 055.

The major professional development initiatives are as follows:

- Coaching
- Multitit
- Explicit Teaching
- Reading
- Formative Assessment

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
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).	91%	92%	90%

*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 2016 for all Queensland Primary schools was 93%.

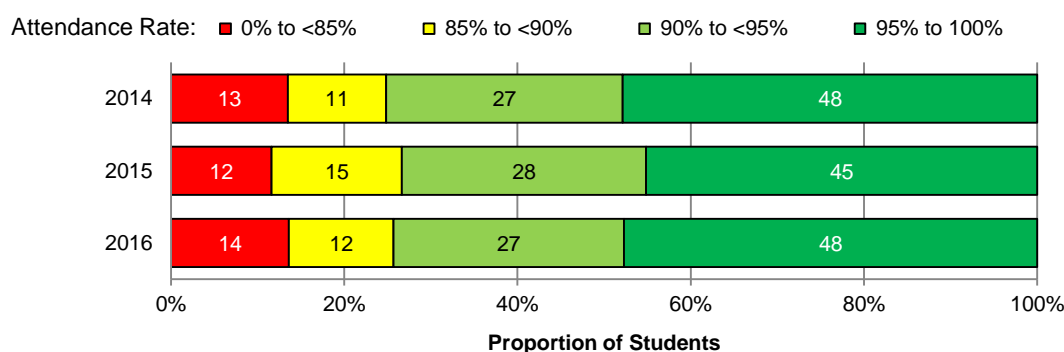
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	93%	93%	93%	93%	92%	92%					
2015	92%	91%	91%	92%	93%	92%	93%						
2016	92%	92%	92%	92%	94%	93%	92%						

*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 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.

We are proactive in working with families to manage non-attendance. Our belief is that it is better to communicate our concerns early so a positive resolution as far as a solution to lack of regular attendance is reached. Non-attendance is managed in state schools in line with the DET policies, SMSPR-029: Managing Student Absences and SMS-PR-036: Roll Marking at Pacific Pines Primary records all student attendance and absenteeism during the morning and afternoon of each school day. Parents must apply in writing to the Principal for student extended absences. When students are late or need to leave early, parents sign them in or out with an explanation. Continued and regular late arrivals/early departures are followed up with parents/carers. Unauthorised attendance at school is taken very seriously and the school employs a series of measures, such as letters for unexplained absences, phone calls home and following protocol for continued absences from school. In serious cases of school refusal and absenteeism, the school seeks guidance officer and behaviour specialist support to work with the school and with families. Parents are reminded of school attendance on a regular basis through newsletters and assemblies.

Through our same day notification processes, parents are sent text messages daily if students are absent without explanation.

Rewards are offered each term to classes with the highest attendance. Student who have 100% attendance each term receive a Principal's Certificate of recognition. Attendance data is also a major focus of our end of term whole school celebration assemblies.

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.

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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.