



Pacific Paradise State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	14-24 Menzies Drive Pacific Paradise 4564
Phone	(07) 5457 2333
Fax	(07) 5457 2300
Email	principal@pacificparadisess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal, Mrs Margie Burrell

From the Principal

School overview

Pacific Paradise State School, its students, staff and community acknowledge the traditional owners of the land on which the school now sits, the Kabi Kabi (Gubbi Gubbi) people. We honour the elders past, present and future and look forward to continuing the positive and respectful relationship between the school and the traditional owners. Our school is a 'beautiful' school, in every sense of the word. Its physical setting is glorious, the students are friendly and welcoming and the staff are focused on the well-being of every student, building upon their natural abilities to ensure opportunities for all.

Our school is situated in an ideal location – one that truly makes its name appropriate! Close to Twin Waters' community and home to many golfing enthusiasts, it is also very near Maroocha with easy access to a stunning stretch of white sand and surf and neighbouring Mudjimba which includes 'Old Woman' island, just off the shoreline.

The traditional story that explains the creation of this part of the Sunshine Coast describes how two warriors, Ninderry and Coolum, loved the beautiful Maroochy. Ninderry defeated Coolum, his head rolling into the ocean. 'Old Woman Island' represents Coolum's head, which rolled from the top of Mt Coolum. Maroochy was so saddened by what happened between the warriors that she fled to the mountains where she cried and cried and cried – her tears becoming the Maroochy River.

As we fully embed all elements of the Australian Curriculum, our school is developing curriculum contexts that reflect our community identity: the coastal location, digital world, life-style, health and well-being and local histories. We are calling these curriculum contexts 'Our Tracks':

- Story Tracks: histories, both oral and recorded and literature including traditional narratives
- Tech Tracks: design technologies, communication and STEaM
- My Tracks: family, community, citizenship, health and well-being
- Coastal Tracks: geography, sustainability, weather, geology and life sciences

Like all schools and families, we have a unique history and our story has been evolving for over 25 years. From the school's beginning in 1992, the campus has grown and developed so that it now boasts a massive performing arts hall, a large and inviting library that includes a computer lab and teaching and learning centre, almost 2 hectares of play space and beautiful grounds and gardens surrounded on two sides by bushland that creates a buffer so that the school is sheltered from the busy-ness of the outside world.

Of course, Pacific Paradise State School is more than the sum of its physical attributes. Our school welcomes all students and their families, we value diversity and embrace the idea that we all share responsibility for each other, our learning and our community...that our success is based on how we work together.

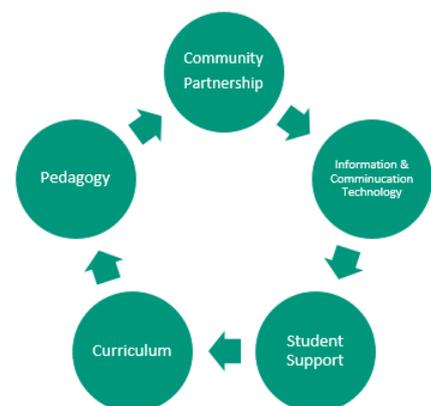
Our staff focus on the skills and abilities of each student, building on their current knowledge and understanding and celebrate with the student and their classes, progress and demonstrations of learning.

School progress towards its goals in 2018

After the whole-school review completed in 2017, Pacific Paradise State School commenced the implementation of its 2018-2021 Strategic Plan.

The Strategic Plan is built around five integrated elements.

- Community Partnerships
- Information and Communication Technology
- Student Support
- Curriculum
- Pedagogy



Element	Focus	Target	Progress
Community Partnerships	<i>Transitions</i>	<i>Parent satisfaction Increased Prep enrolment Student orientation processes Transition programs</i>	Achieved 60% increase Achieved Achieved
	<i>Community Support Services</i>	<i>Referral processes reviewed and refined School-Community Agencies</i>	Achieved
	<i>Parent Engagement Student Engagement Staff Engagement Engagement with Community</i>	<i>Improved student engagement</i>	Partially achieved,
Information Communication Technology	<i>Digital Pedagogies</i>	<i>ICT curriculum integration commenced</i>	Achieved
		<i>Using emerging technologies Bring Your Own Device (BYOD) Teacher capability Technical support</i>	Partially achieved Target exceeded Partially achieved Achieved
Pedagogy	<i>Shared understanding</i>	<i>Art & Science Of Teaching (ASOT)</i>	Achieved
		<i>New Pedagogies for Deep Learning (NPDL)</i>	Partially achieved
		<i>Age Appropriate Pedagogies (AAP)</i>	Partially achieved
Curriculum	<i>Australian Curriculum</i>	<i>Prep – Year 12 Curriculum, Assessment and Reporting Framework (P-12 CARF)</i>	Implemented
		<i>PPSS TRACKS curriculum contexts Curriculum Support</i>	Partially implemented Achieved
Support	Entitlement to Australian Curriculum <ul style="list-style-type: none"> • Subject areas • Cross-curricula priorities • General Capabilities 	<i>Personalised Learning Personal and Social Capability – Positive behaviour for Learning (PBL)</i>	Partially achieved Responsible Behaviour Plan enacted
		<i>Personal and Social Capability – Well-being Diagnostic Assessment</i>	Implemented Processes embedded

The Pacific Paradise State School's Strategic Plan outlines the schools goals and targets for the years 2018 – 2021.

- Progress towards goals and targets in all areas has been made
- The introduction of 'Bring Your Own Device' in years 4 and 5 has been very successful, exceeding the target for the first year of 50% participation. Overall the participation rate is approximately 80%
- The work towards re-framing curriculum so that the Australian Curriculum is delivered in contexts that reflect our community has resulted in positive outcomes for our students. Year 3 and Year 5 students have recorded improvements in all NAPLAN strands for both *National Minimum Standards* and *Mean Scale Scores* in comparison to the state and national scores
- The Pacific Paradise State School's playgroup was named as the best school-based playgroup in Queensland 2018, by the 'Playgroup Association of Queensland'
- Our 2018 School Opinion Survey noted concerns across the three data sets, relating to Behaviour, Communication and Well-being. In response to these concerns, a parent advisory group is supporting the school develop communication practices that respond to their suggestions. A student group, 'Student Reference Group' is working collaboratively to 'fill buckets' – to build students' self-esteem and enhance feelings of belonging across the student population. The school's Positive Behaviour for Learning (PBL) team is trialing a number of strategies for recognising and celebrating students demonstrating positive behaviours. The school is introducing Restorative Practices to enhance PBL, undertaking staff training in 2019.

Future outlook

Our Explicit Improvement Agenda, across all areas of the school, curriculum and strategic planning is 'feedback for learning'. Our targets are

- Increase the literacy and numeracy skills of students transitioning from school-based playgroup to Prep from 2017 baseline data, Australian Standard or better, for English, (69%) to 2019 predicted data (78%); 2017 baseline data, Australian Standard or better, for Mathematics, (77%) to 2019 predicted data (87%)
- Increase the percentage of students achieving a 'C' or better in English, Mathematics and Science including students working from Individual Curriculum Plan (ICP) goals for Enrichment or Intervention for students in Year 1 – Year 6. 2017 baseline data, Australian Standard or better, for English (79%) to 2019 predicted data (85%); 2017 baseline data, Australian Standard or better, for Mathematics (82%) to 2019 predicted data (85%); 2017 baseline data, Australian Standard or better, for Science (89%) to 2019 predicted data (92%). Year 1 – Year 6. 2017 baseline data, students working on an ICP achieving a 'C' or better, for English (78%) to 2019 predicted data (100%); Year 1 – Year 6. 2017 baseline data, students working on an ICP achieving a 'C' or better, for Mathematics (96%) to 2019 predicted data (95%); Year 1 – Year 6. 2017 baseline data, students working on an ICP achieving a 'C' or better, for Science (71%) to 2019 predicted data (100%);

Plans for the future focus explicitly on the five elements of Pacific Paradise State School's Strategic Plan.

- Continued roll of BYOD programs: 2019 - BYOD laptops Years 4-6 and the introduction of BYOD iPads Prep and Year 1. 2020 continue to support BYOD laptops Years 4 – 6 and extend BYOD iPads to Prep, Year 1 and Year 2. 2021 comprehensive BYOD program – laptops Year 4 – 6 and iPads Prep – Year 3
- Australian Curriculum: 2018 subject areas aligned to school contexts; 2019 applying student centred pedagogies; 2020 integrated units of work include 3 Cross-Curricula Priorities and 7 General Capabilities; 2021 all students accessing full entitlement of the Australian Curriculum

Mental Health and Well-being is a vital aspect of the 'Support' element of the Pacific Paradise State School's Strategic Plan. In 2018 key staff members have been trained in a variety of mental health and well-being approaches and programs, many of which apply to students, staff and families. These include

- Chaplaincy programs and support
- Pride Program
- Rock and Water Program
- Wheel-of Well-Being
- Zones of Regulation

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	606	563	558
Girls	282	256	253
Boys	324	307	305
Indigenous	25	24	28
Enrolment continuity (Feb. – Nov.)	93%	91%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Characteristics of the student body

Overview

In 2018, Pacific Paradise State School started the school year with 575 students, organised into 24 classes.

Our student body includes 5% of students who proudly identify as aboriginal and Torres Strait Islander and 6% of students who enjoy language backgrounds other than English. Of course, the cultural diversity within the school community includes students who enjoy familial connections with many different countries such as United Kingdom, Tanzania, United States of America, New Zealand, Fiji, Sweden, Germany, Poland and Indonesia.

The *Index of Community Social and Economic Engagement (ICSEA)* rates our school community at 1007. A rating of '1000', distributed over 4 levels (quartiles), is considered to reflect an average distribution of social and economic advantage. Approximately 26% of the school's community is identified in the lowest quartile, 36% in the second lowest quartile, 26% in the second highest quartile and 13% in the highest quartile.

Pacific Paradise State School supports 35 students with disability, through a range of inclusive practices and offers programs for learning support and social skills development for approximately a further 5% of the school student population.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	24
Year 4 – Year 6	24	28	23

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

The Australian Curriculum is the entitlement of all Australian students. The Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed citizens. It is presented as a progression of learning from Foundation - Year 10 that makes clear to teachers, parents, students and others in the wider community what is to be taught, and the quality of learning expected of young people as they progress through school.

The three dimensions of the Australian Curriculum



At Pacific Paradise State School, year level teachers, supported by the Head of Curriculum develop units of work that map each learning area across the school year and aligned to the school's TRACKS curriculum contexts.

Units of work

- identify the relevant content from the Australian Curriculum
- include differentiated strategies to meet the needs of diverse learners
- engage students in suitably challenging tasks and activities
- provide opportunities for students to demonstrate their learning in a variety of contexts

The school's assessment plan is structured to

- support the developmental characteristics of the students
- provide achievement data to be shared with parents and caregivers
- develop a learning profile for each student
- include diagnostic assessment to support teacher judgment and identify areas for support or extension

Co-curricular activities

The students of Pacific Paradise State School have a wide range of extra-curricular activities, such as

- After-school and additional in-school school sport programs funded through successful grant applications, for example AFL and tennis
- Dance clubs including junior, senior groups and hip-hop
- Instrumental music programs: Strings (Year 3-Year 6) and Multi Instrumental (Year 4-Year 6), including ensemble and band
- Choirs: junior and senior and glee club
- Chess Club
- Rock Band: student and teacher and student
- Extension Programs: Music, Language and Physical Education for student in Years 3-6
- Student Representative Council
- Sustainability Club
- Garden Group

How information and communication technologies are used to assist learning

In 2018, ICTs were used as a vital tool for student learning in real world contexts. 2018 was the first year of our BYOD program, laptops for our Year 4 and Year 5 students. We had hoped for a 50% uptake in our first year, however, support for the program exceeded 80%

The school supported a computer lab with 28 desktop machines. All classes have a minimum of 5 desktops in all Prep –Year 1 and Year 2 classes. These classes also have sets of 5 iPads to use to enhance the students' literacy and numeracy skills.

Students in Year 3 and Year 6 accessed 10 laptops per class, as well as access to borrowing pools of additional laptops and iPads.

Of course, ICTs are not just computers. The school also has collections of design and construction equipment, robots and simple coding programs for use across the school.

From our BYOD Welcome

Our students are 21st century citizens – they don't know of a world before smart phones, computers and twenty-four hour access to information and communication. While the future is always unknown, we do know it won't be the world we grew up in. The digital tools of the 21st century are a fact of our everyday life. We believe these tools should be a fact of our everyday learning, too and we strongly believe BYO will “**engage minds and empower futures**”.

To engage our students in 21st century learning experiences they will be challenged to:-

Communicate effectively using a variety of media, contexts and genres, in oral and written formats

Collaborate with others to undertake investigations and to design solutions to complex problems, based in real-life

Be **Creative** by imagining possibilities, interpreting outcomes, expressing ideas and posing questions

Develop **Character** through learning to be tenacious, to keep going and to be resilient

Demonstrate Citizenship by understanding different points of view, and ways to ensure environmental sustainability

Apply **Critical Thinking** by evaluating information, making connections and constructing knowledge

Deep Learning Competencies

The 6 C's



Social climate

Overview

Pacific Paradise State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

All areas of Pacific Paradise State School are learning and teaching environments. We consider positive behaviour management to be valuable social learning as well as a means of maximising the success of academic education programs.

Effective teaching and learning occurs when a safe, positive and productive learning environment is based on principles of consistency, fairness and engagement. We believe there are six conditions for quality learning outcomes:

1. Classrooms are warm, safe and supportive environments
2. ALL students are believed to be capable learners
3. Students are engaged in purposeful work, suited to their needs and abilities
4. Students receive targeted feedback about ways to improve their learning
5. Students are expected to do their best
6. Students evaluate their own work in terms of their learning goals and seek to improve

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons based on weekly school-wide behaviour goals
- Positive social skills developed using targeted lessons, based on student needs

The following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

There is no place for bullying at Pacific Paradise State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students. Bullying behaviours that will not be tolerated at Pacific Paradise State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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)	89%	100%	91%
• this is a good school (S2035)	89%	92%	76%
• their child likes being at this school* (S2001)	100%	96%	93%
• their child feels safe at this school* (S2002)	89%	96%	78%
• their child's learning needs are being met at this school* (S2003)	94%	100%	89%
• their child is making good progress at this school* (S2004)	94%	92%	87%
• teachers at this school expect their child to do his or her best* (S2005)	89%	96%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	91%	77%
• teachers at this school motivate their child to learn* (S2007)	89%	88%	91%
• teachers at this school treat students fairly* (S2008)	89%	83%	78%
• they can talk to their child's teachers about their concerns* (S2009)	89%	96%	91%
• this school works with them to support their child's learning* (S2010)	89%	92%	85%
• this school takes parents' opinions seriously* (S2011)	89%	77%	63%
• student behaviour is well managed at this school* (S2012)	83%	63%	56%
• this school looks for ways to improve* (S2013)	94%	92%	75%
• this school is well maintained* (S2014)	94%	96%	95%

* 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)	95%	94%	90%
• they like being at their school* (S2036)	93%	88%	84%
• they feel safe at their school* (S2037)	94%	87%	86%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	95%	94%	92%
• their teachers expect them to do their best* (S2039)	96%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	93%
• teachers treat students fairly at their school* (S2041)	84%	80%	82%
• they can talk to their teachers about their concerns* (S2042)	82%	74%	83%
• their school takes students' opinions seriously* (S2043)	81%	86%	77%
• student behaviour is well managed at their school* (S2044)	86%	71%	53%
• their school looks for ways to improve* (S2045)	94%	95%	90%
• their school is well maintained* (S2046)	93%	95%	86%
• their school gives them opportunities to do interesting things* (S2047)	92%	90%	88%

* 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%	90%	85%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	93%
• they receive useful feedback about their work at their school (S2071)	100%	90%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	97%	93%
• students are treated fairly at their school (S2073)	100%	90%	85%
• student behaviour is well managed at their school (S2074)	94%	65%	51%
• staff are well supported at their school (S2075)	100%	94%	73%
• their school takes staff opinions seriously (S2076)	97%	90%	68%
• their school looks for ways to improve (S2077)	100%	97%	90%
• their school is well maintained (S2078)	100%	100%	90%
• their school gives them opportunities to do interesting things (S2079)	100%	97%	83%

* 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

Parental involvement is encouraged and appreciated at our school. Parents are able to get involved through a number of areas including our Parents and Citizens Association, Tuckshop, Support programs for students, focus working groups, working bees, classroom support volunteer, fund raising, our carnival, Support A Talker and Support A Reader, etc.

These opportunities to participate in our school provide a very important message to our children that parents value their education enough to give up some of their very busy time to help them. Participation also has many benefits for parents as it provides an opportunity for networking and developing new friendships. We value community partnerships and have established a school community that has extensive involvement in decision making about our school which serves our local community.

Pacific Paradise State School provides a flexible and comprehensive support services program across varying levels for students with learning needs.

Students requiring support are identified through analyses of behaviour data and academic progress; plans to monitor, provide targeted support and promote the development of self-managed behavior are devised by the Student Support Services Committee in collaboration with parents/areas. Plans are then actioned by staff.

Students identified with a disability through Education Queensland’s verification process are supported within our Special Education Program.

The students spend the majority of each day in the regular classrooms, accessing the Australian Curriculum, with the support of special education teachers and aides. The school’s Inclusion Support Services is an inclusive and supportive learning environment where students may work individually or in small groups. Students also have access to Education Queensland Advisory Visiting Teachers, Occupational Therapists, Speech-Language Pathologists and other specialists as required.

Respectful relationships education programs

All areas of Pacific Paradise State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour Learning.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Pacific Paradise State School we believe that every child has the capacity to learn, that all children should have access to a quality education, and that the social-emotional development of the child is just as important as the academic.

Our Chaplaincy program enhances our school’s capacity to support students and their families through difficult and challenging times. Our Chaplain, connects with our students and achieves powerful outcomes by developing supportive relationships based on trust and open communication.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- **Be Friendly and Respectful**
- **Be Safe**
- **Be a Learner**

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	10	33	30
Long suspensions – 11 to 20 days	0	1	0
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

Our school community has developed our School Environmental Management Plan which outlines strategies we are implementing to reduce our environmental footprint.

Our Sustainability Assistants have worked tirelessly to ensure all recyclable waste is managed through the use of recycling bins and organic waste is composted or used in our worm farms.

This has resulted in the significant reduction in the amount of waste destined for landfill (24 bins per week to 16 bins per week). Our school has installed several solar systems to reduce our electricity usage.

Our P&C Association has implemented a program for the installation of air-conditioners in all permanent teaching blocks. The program is almost complete and we are proud to have achieved such a small increase in consumption in electricity, while providing comfortable learning spaces for our students.

Effective and efficient use of the school's bore water resources has enabled us to reduce water consumption significantly.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	179,567	182,687	181,064
Water (kL)	1,200	10,413	2,848

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	48	23	<5
Full-time equivalents	40	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	1
Masters	1
Graduate Diploma etc.*	8
Bachelor degree	32
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 \$110 000.

The major professional development initiatives are as follows:

- Differentiated Learning
- Australian Curriculum
- Crossing Cultures
- iPad professional Learning Community
- First Aid
- ICT
- Digital Pedagogies New Pedagogies for Deep Learning
- Monitoring, Mapping and Moderating Student Learning - Number

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.	95%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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%	93%	92%
Attendance rate for Indigenous** students at this school	87%	89%	86%

* 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

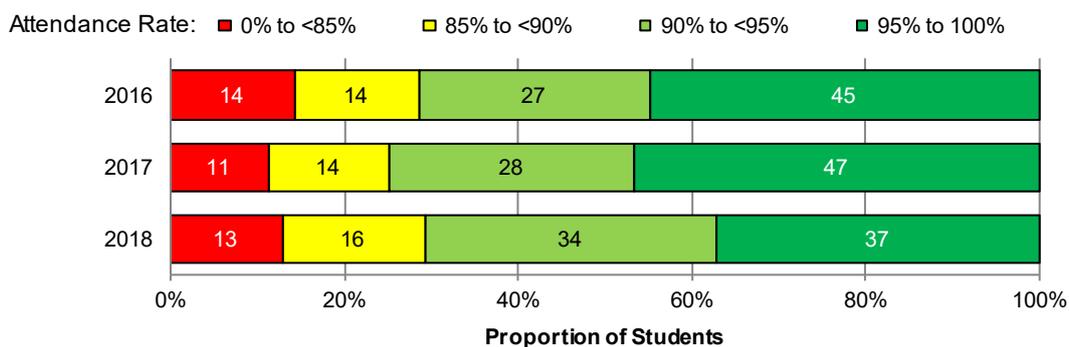
Year level	2016	2017	2018
Prep	92%	94%	93%
Year 1	91%	93%	92%
Year 2	91%	94%	93%
Year 3	93%	92%	93%
Year 4	93%	93%	92%
Year 5	93%	92%	91%
Year 6	92%	93%	91%

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).

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Responsibilities

School responsibilities:

- Maintain accurate attendance data, class rolls are marked twice a day, at 9.00am 1.45pm
- Attendance data is analysed for patterns and trends to inform intervention strategies and processes
- Communication between home – school about absences, is also concerned about the physical safety and well-being of the students

Student responsibilities:

- Every student attends school every day
- Every student commits to learning to the best of their abilities

Parent responsibilities:

- Promote a positive attitude towards education and school attendance
- Encourage the successful implementation of their *child's* responsibilities
- Contact school to provide information about the reason their child is absent

Responses to absences

When a student is absent without *explanation* for 3 days in a single calendar week, or a pattern of absences has been identified, the following sequence of responses will be actioned:-

- Contact between school and home will be actioned to ascertain reason for absence; **ALL** contacts will be recorded on OneSchool and Admin supervisor will be identified as a referral
- Parents/Caregivers of students with **UNEXPLAINED ABSENCES** > 90% of full attendance will be served with the initial 'Failure to Attend' warning notice, as per the Enforcement of Attendance Policy, 2013.
- Continued unexplained absences will be addressed as per the Enforcement of Attendance Policy, 2013 in reference to parental responsibilities and liabilities
- Continued *unexplained* absences will be reported to the Department of Child Safety

At Pacific Paradise State School, the consequences or impacts of unexplained or unauthorised absences might include the following:

- Reduced opportunities for successful learning because of persistent interruptions to learning programs
- Inability to form effective social relationships
- Detention and/or withdrawal program modification to enable student/s to catch up on missed work
- Withdrawal from excursion, sporting events

Reporting and monitoring attendance

Rolls are marked twice daily in every classroom. An electronic roll-marking tool 'Id Attend' is used to provide real time attendance data. The parents/caregivers of any student absent without reason (recorded as 'Unexplained') will automatically receive an SMS informing them of their child's non-attendance.

Rolls are marked again at 1.45pm.

At Pacific Paradise State School, reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

- Student absence line
- Telephone advice during office hours
- Note to class teacher
- QParents

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.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.