

Pacific Paradise State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This School Annual Report offers an overview of Pacific Paradise State School's strategic directions and operations throughout 2015. It includes information about the school profile, priorities, achievements, values, trends, and school highlights.

Pacific Paradise State School provides a quality education for all students. We provide excellence in education by maintaining high expectations, reflecting on current practice and nurturing student development in a supportive school environment. We develop strong partnerships to engage with parents and the community. Our core business is the development of the academic, social, emotional, and physical potential of each student. Our school values the diversity in our student population and recognises the need to ensure success for all our students. We believe that all students are competent and capable learners.

Our school community is extremely proud of our achievements throughout 2015. Our Annual Report provides an insight into these achievements and identifies our future plans to ensure we are providing the best educational opportunities for each of our students.

At Pacific Paradise State School we value and demonstrate:

- A supportive and welcoming culture
- Positive relationships between staff, parents and students
- Genuine care and concern for all students
- Quality programs delivered by quality teachers
- A wide range of programs
- A wide range of extra curricular programs
- High expectations for school standards and values

School progress towards its goals in 2015

Across 2015 our school focused on the following principles

- Our school is a professional learning team acquiring strategies to improve student outcomes
- Our professional learning community is built on a collaborative culture, collective enquiry and commitment to relentless improvement of student learning
- Leaders across the school have a strong role in modelling, leading and reflection of practice

School Priorities for Pacific Paradise as outlined in the 2015 AIP and progress towards achievements:

Focus Area	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES	PROGRESS TOWARDS GOALS
Curriculum and Improved Student Achievement	<ul style="list-style-type: none"> • Implement the Australian Curriculum (English, Maths, Science, History & Geography) Focus Areas: <ul style="list-style-type: none"> • Reading • Numeracy • U2B • Differentiation Early Intervention • Schoolwide Inclusive Practices • Utilise the Disability Standards for Education and More Support for Students with Disabilities policies 	<ul style="list-style-type: none"> • Whole school curriculum, assessment and reporting plan • Regular, scheduled and facilitated collaborative year level planning; teaching and moderation and reporting meetings; lead by HOC and supported by pedagogical coaches • Early Years Intervention Programs with focus on P-3 • Literacy and Numeracy Programs 	<ul style="list-style-type: none"> • Completed 2015 • Ongoing 2015 • Ongoing 2015 • Ongoing 2015
Effective Teaching in every Classroom	<ul style="list-style-type: none"> • Enact Pedagogical framework based on Art and Science of Teaching (ASoT) • Implement regular formal processes of data analysis • Embed ASoT and SWPBS for learning engagement 	<ul style="list-style-type: none"> • ASoT Implementation • Whole School Assessment Framework • Priorities based on data 	<ul style="list-style-type: none"> • Ongoing 2015 • Ongoing 2015 • Completed for 2015
School and community partnerships	<ul style="list-style-type: none"> • Transitions to school –prior to Prep • Continued effective communication and partnership with community and P&C • Continued implementation of SWPBS • Improve School Performance 	<ul style="list-style-type: none"> • Develop partnerships with local Early Years Centres • Develop Playgroup Action Plan • Parent and Community engagement • Review of the Responsible Behaviour Plan for Students • Regularly showcase student achievements 	<ul style="list-style-type: none"> • Ongoing 2015 • Completed • Ongoing 2015 • Completed • Ongoing 2015
Principal leadership and school capability	<ul style="list-style-type: none"> • Build capacity of all staff • Introduce Australian Professional Standards for Teachers • Embed the Developing Performance Framework for all staff based on the school improvement priorities • Develop professional learning community 	<ul style="list-style-type: none"> • Embed the Developing Performance Framework for all staff • School Induction Program • Introduce Learning and Wellbeing Framework 	<ul style="list-style-type: none"> • Ongoing 2015 • Ongoing 2015 • Ongoing 2015

Future Outlook

In the future, the school will continue to strive for excellence in a supportive school environment through a focus of Respect and Friendship, Active Learning and Safety.

Pacific Paradise has adopted the Art and Science of Teaching (ASoT) as its pedagogical framework. Extensive professional development opportunities will be provided to build staff expertise and strategies to be introduced in the classrooms through Professional Learning Teams.

Literacy Priority

Continued implementation of a balanced Reading Program

- Embed a shared understanding and pedagogical practice of the 6 reading procedures
- 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading; 6. Home Reading
- Align reading framework to Pearson's Gradual Release of Responsibility Model
- Ensure 5 aspects to reading are explicitly addressed ie: 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active Comprehension strategies; 4. Text and Textual Features; 5. Knowledge of the World
- Continue to use a variety of quality teaching processes and resources to support the development of literacy of inference.

Numeracy Priority

Continued implementation of Numeracy Rich Routines

- Embed Numeracy Rich Routines and Maths Mental Warm Ups that address the key aspects of number as identified through NAPLAN and internal data
- Develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a balance and range of assessments are utilised (diagnostic, formative and summative) to support quality teaching and reporting
- Build teacher capacity to have a thorough understanding of Proficiency standards; recognize and correct misconceptions through Numeracy Rich Routines that align with ACARA, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts

Master Teacher

- Develop Master Teacher Action Plan to work in consultation with teachers to improve pedagogical teaching practices that enhance teacher confidence and capability in teaching Reading

Moderation

- Utilise PLT allocation to moderate ensuring competent assessment practice and monitoring of student learning

ASoT

- Continue to develop and embed an overarching Curriculum Framework based on ASoT
- Continue to embed Design Questions 1 and 2 for Learning and 6 and 7 for Student Engagement

Data Analysis

- Continued implementation of regular data review cycles to inform improvement, guide teaching and identify intervention required
- Develop teacher expertise in data analysis to inform effective teaching and learning
- Develop further strategies to cater for student's academic, social and emotional needs
- Maintain Upper 2 Band Priority, developing a variety of processes for identification and programs to cater for individual needs
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

NAPLAN Strategy

- Implementation of NAPLAN Action Plan that is developed from interrogation of NAPLAN data with a focus on improving Reading, Numeracy and U2B

ACARA Priorities

- Embed English, Mathematics, Science, Technology, History and Geography (National Curriculum) ensuring alignment with community expectations
- Implement Health and Physical Education, the Arts and Languages other than English, through NCT provision

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	648	313	335	28	94%
2014	636	302	334	21	89%
2015	596	284	312	25	93%

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:

Our student population draws predominantly from the local suburbs of Pacific Paradise, Mudjimba, Bli Bli, Marcoola and Coolum (guided by our Enrolment Management Plan). Although the majority of our students were born in Australia, we have a number of students from other countries including: New Zealand, South Africa, India and England. Our enrolments have remained steady.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	18	22
Year 4 – Year 7 Primary	27	24	23

*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	11	20	5
Long Suspensions - 6 to 20 days	2	1	1
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

At Pacific Paradise State School we teach the Australian Curriculum using the Education Queensland - Curriculum Into the Classroom units of work and resources. To ensure each and every student has the opportunity to access the curriculum and to achieve to their potential, we use school-based assessment tasks, achievement ratings, standardised assessment, special needs referrals and national testing data to identify whole school, cohort and individual student priorities. This ensures that all students receive access to programs that cater to their needs. Within a culture of high expectations, we aim to provide safe, collaborative and supportive learning environments through- engaging students in learning, establishing routines and desirable behaviours and through developing positive relationships. We are strongly focussed on delivering highly effective teaching, learning and assessment through- establishing learning goals and providing feedback, working with students to develop new knowledge, deepen knowledge and show evidence of their learning and through organising learning into cohesive units of work. In 2015 at Pacific Paradise we have focused strongly on improving outcomes in reading and numeracy. This remains an ongoing priority in 2016. We have developed standards of practice for the teaching of Numeracy, Reading, Writing and Spelling to ensure that in every classroom we deliver best practice pedagogy in our teaching within these priority learning areas.

Pacific Paradise State School's Priority Learning Programs fall under the following categories:

- Early Intervention- Support-a-Talker, Support-a-Reader
- English
- Mathematics
- Extension Support
- Special Education Support
- Speech & Language

We offer a number of programs for enrichment and extension support including Opti-Minds, Readers' Cup, Maths Olympiad, the Australian Maths Competition, Upper 2 Bands Numeracy Project for year 4 and 5 students, Arts and Instrumental Music Programs.

Extra curricula activities

Pacific Paradise State School provides many opportunities in a wide range of extra-curricular activities to enhance the educational, sporting and social development of our students. Opportunities include all major sports from school through to district and state level. Also offered are opportunities for participation in Rugby League, AFL, Rugby Union mixed, soccer, golf, tennis and Surf Skill Program.

Opportunities are also provided for students to experience and develop in: arts, music and drama. The school offers extensive music programs through Junior and Senior Choirs, Junior and Senior Instrumental Concert Bands, Jazz Band and Rock Band. Both Choir and Bands have opportunities to give public performances. All students are encouraged to participate in the school's extensive excursion program which is incremental throughout the school. This includes: Year 2 School Camp Day, Year 3 Kondalilla Falls and Hinterland Tour, Year 5 Adventure Camps and an annual Year 6 Educational Tour to Canberra and Snow Fields. Students are also encouraged to participate in other extension activities such as: Maroochydore High School's Mathematics Day of Excellence, Australian Mathematics Competition, Australian Mathematics Challenge, Sunshine Coast Mathematics Tournament and the University of the Sunshine Coast Science, Engineering and Technology Expo.

How Information and Communication Technologies are used to assist learning

ICTs are an integral part of our Teaching and Learning environment. Students and teachers are encouraged to explore and implement new directions and initiatives in accordance with the Smart Classroom strategies. The installation of projectors in every classroom has enabled the teachers to access information from various sites and has truly brought the world into the classroom. Electronic whiteboards are utilised by teachers. Teachers use computers in their planning and delivery of the curriculum and in the assessment and reporting areas for students.

Students have access to the school intranet for communication and for the storage of units of work. The purchase of resources such as computers, data projectors, and digital cameras allows students to explore and adopt new and creative ways to incorporate ICT into their learning experiences. Students are encouraged to communicate using the internet and to evaluate and assess the information presented in this form. We cater for a variety of learning styles through the use of computers across the curriculum.

Social Climate

The School, P&C and wider community work together to provide a range of activities to enhance student social development and strengthen school community partnerships. These include School Carnival, Christmas Under the Stars, Under 8's Day, coffee mornings, student reward days, movie nights and school discos.

This school offers a number of pastoral care programs to enhance the social development of the students. A School Chaplain provides spiritual and emotional support.

All students are required to put in their best effort in all areas of learning and not disrupt the learning of others. The school has very effective procedures to manage students who experience difficulty in managing their own behaviour. Bullying is not tolerated and should an incident occur, it is resolved very quickly.

Each year Education Queensland conducts a School Opinion Survey involving a random sample of parents, all year 5 and year 6 students and all staff. These anonymous surveys are then collated centrally, which allows individual schools to determine priorities and also to compare themselves with other schools.

Among the results, the areas relating to school climate can be found. These results indicate levels of satisfaction for Parents, Students and Staff in areas such as feeling safe, that behavior is managed well, and that all students are treated fairly.

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)	83%	77%	98%
this is a good school (S2035)	100%	87%	98%
their child likes being at this school (S2001)	100%	87%	95%
their child feels safe at this school (S2002)	100%	90%	98%
their child's learning needs are being met at this school (S2003)	78%	81%	93%
their child is making good progress at this school (S2004)	89%	74%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	90%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	87%	98%
teachers at this school motivate their child to learn (S2007)	89%	81%	100%
teachers at this school treat students fairly (S2008)	89%	83%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	95%
this school works with them to support their child's learning (S2010)	83%	76%	98%
this school takes parents' opinions seriously (S2011)	89%	72%	89%
student behaviour is well managed at this school (S2012)	88%	73%	95%
this school looks for ways to improve (S2013)	94%	83%	93%
this school is well maintained (S2014)	94%	97%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	98%	96%
they like being at their school (S2036)	87%	95%	92%
they feel safe at their school (S2037)	89%	98%	97%
their teachers motivate them to learn (S2038)	94%	98%	98%
their teachers expect them to do their best (S2039)	94%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	91%	97%	94%
teachers treat students fairly at their school (S2041)	88%	93%	87%
they can talk to their teachers about their concerns (S2042)	84%	97%	89%
their school takes students' opinions seriously (S2043)	87%	93%	86%
student behaviour is well managed at their school (S2044)	84%	91%	84%
their school looks for ways to improve (S2045)	92%	97%	97%
their school is well maintained (S2046)	92%	95%	92%
their school gives them opportunities to do interesting things (S2047)	90%	95%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	83%	88%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	86%	73%	86%
staff are well supported at their school (S2075)	80%	73%	93%
their school takes staff opinions seriously (S2076)	79%	76%	93%
their school looks for ways to improve (S2077)	97%	92%	95%
their school is well maintained (S2078)	97%	96%	100%
their school gives them opportunities to do interesting things (S2079)	89%	84%	93%

[#] '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.

Reducing the 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 students are involved in our Kitchen garden (as pictured). Our electricity usage has increased due to the additional buildings which include additional classrooms, a new Resource Centre and our enormous Hall.



Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	141,787	40,622
2013-2014	150,956	15,578
2014-2015	159,583	6,584

*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.

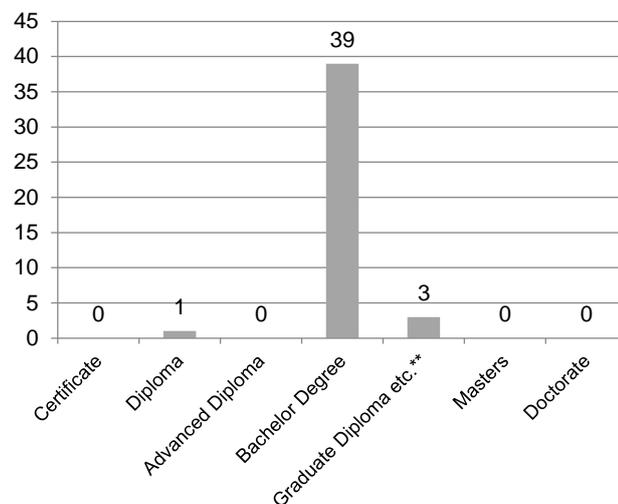
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	23	0
Full-time equivalents	37	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	3
Masters	0
Doctorate	0
Total	43



*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 2015 were \$ 19,273

The major professional development initiatives are as follows:

- Art and Science of Teaching Professional Development
- Teaching Guided Reading and Comprehension
- Teaching Numeracy Rich Routines and Maths Mental Warm Ups
- Developing a balanced literacy block
- P-12 Curriculum Differentiation
- Moderation of Australian Curriculum English, Maths and Science
- Analysis of literacy and numeracy data
- Digital Practice

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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

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).	92%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	89%

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%.

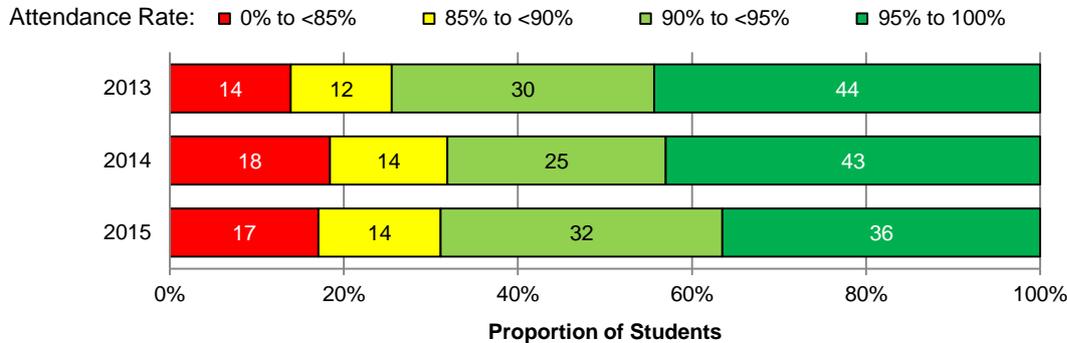
Student attendance rate for each year level (shown as a percentage)

	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%	91%	92%	92%	93%	92%	90%	90%					
2014	90%	92%	91%	93%	92%	92%	92%	89%					
2015	91%	91%	92%	91%	92%	91%	91%						

*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.

All parents of a child of compulsory school age are required by law to ensure their child attends school on every school day, unless the parent has a reasonable excuse for the absence. Parents are required to notify the school of the reason for each absence.

Children arriving after 8:50am are required to report to the office for a "Late Slip". Parents are required to accompany their child to the office, or provide their child with a signed and dated note. If children leave early, then parents must collect their child from the office and complete the Early Departure from School Register. Class rolls are marked at the beginning of the school day and immediately after lunch.

All unexplained absences are followed up by the school, with parents receiving a letter requesting a reason for each absence. Where students are absent for three consecutive school days without a reason, telephone contact will be made with the parent.

The school also identifies students displaying school refusal behaviour and makes referrals to Student Support Services to assist with developing plans to improve attendance. The school liaises internal and external agencies for assistance in addressing patterns of absenteeism and to support students and families where appropriate.

The school regularly communicates high expectations for attendance through the newsletter, website, Facebook, enrolment package, parent meeting. 'Everyday Counts' information is provided regularly. The school also publishes weekly attendance rates to encourage the community to improve our overall attendance.

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 image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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.