



Pindi Pindi State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Pindi Pindi State School provides a quality educational program in a rural multiage setting for students from the Prep to Year 6. The curriculum offers children opportunities in Key Learning Areas, with a strong focus on Literacy and Numeracy. The school has two classes whose teachers share the role of Principal. As well as a highly supportive school community, there are a number of qualified and experienced support staff, with an Aide designated to each classroom for all lessons. Specialist teachers implement learning support and LOTE (German) while proximity to a major centre ensures ready access to support services. The school site comprises a large oval, and undercover play areas. In addition to the refurbished 1920's double classroom structure, the school has two additional classroom sized buildings, providing space for a designated library and community use. Since 2017 the school has provided a fortnightly playgroup registered with Playgroup Queensland – The Pindi Possum Playgroup. The school is part of a cluster of schools that work together with regards to curriculum and extra curricula activities. Throughout the year students participate in various academic, cultural and sporting activities with students of the other schools.

School progress towards its goals in 2018

Improvement Priority 1: Quality Teaching and Learning around Writing

Targets		
100% of students to have individualised writing goals based on the Writing Aspects of the Literacy Continuum		
100% of students are aware and able to verbalise their specific writing goals including spelling and grammar skills		
Increased % of students moving through the Literacy Continuum clusters and 'closing the gaps'		
Improved student performance in writing/spelling/language conventions NAPLAN results		
100% of student achieving C or above Australian Curriculum English results		
STRATEGY ONE – Implementing and developing student writing skills through specific spelling and grammar programs		
Actions	Timelines	Responsible Officer/s
Develop a whole school approach to the teaching of writing skills including spelling and grammar skills	Ongoing	Teachers Teacher Aides
Participate in one-on-one student consultations to develop specific and individualised writing/spelling/grammar goals based around the Literacy Continuum	Ongoing	Teachers
Use of age appropriate Spelling Eggs spelling program that is linked to the online Reading Eggs program and all spelling words are replicated for homework	Ongoing	Teachers
Use of age appropriate Grammar Conventions program	Ongoing	Teachers
Engage in explicit instruction with all students	Ongoing	Teachers
Seek and participate in ongoing writing PDs	Ongoing	Teachers Teacher Aides
STRATEGY TWO – Building teacher capacity around goal setting and feedback to students in a variety of ways in relation to Australian Curriculum English to improve student learning		
Actions	Timelines	Responsible Officer/s
Gathering appropriate research around effective goal setting, feedback and culture of learning (ie. Hattie, Marzano, and Archer).	ongoing	Principal Teacher

Provide appropriate professional development opportunities for teachers/teacher aides around goal setting and feedback as identified by gathered research.	Term 2/3	Principal Teacher Teacher Aide
Provide teachers with observational feedback around giving effective feedback to students.	Term 2/3/4	HOC Principal Teacher
Develop and embed a culture of feedback for students which demonstrates appropriate differentiation	Semester 2	Principal

These are ongoing improvement priorities and school goals, that will continue through 2019.

Future outlook

Improvement Priority 1: Full Implementation of the Australian Curriculum – General Capabilities

Targets		
100% of staff understands the General Capabilities of the Australia Curriculum, particularly focusing on writing across all areas.		
STRATEGY ONE – Building teacher understanding of the General Capabilities so that teachers can identify the intended Literacy demands of all learning areas of the Australian Curriculum		
Actions	Timelines	Responsible Officer/s
Provision of professional development in the area of General Capabilities and the Australian Curriculum	Ongoing	Teachers Teacher Aides
Accessing regional personnel to work with staff on building capacity and capability.	Ongoing	Teachers
Using staff meetings to interrogate data to inform next steps in teaching and learning.	Ongoing	Teachers
STRATEGY TWO – Building teacher understanding of the General Capabilities so that teachers can identify the students' Literacy needs and next steps in learning		
Actions	Timelines	Responsible Officer/s
Utilising regional resources including project 999, Reading Hub, school data and Cluster HoC to assist in the identification of the student's literacy needs	ongoing	Principal Teacher

Improvement Priority 2: Teaching Quality

Targets		
100% of staff implement the Australian Curriculum with fidelity, using strategy such as observation, feedback and coaching.		
STRATEGY ONE – Refining the school approach to assessment, planning and reporting		
Actions	Timelines	Responsible Officer/s
Develop the whole school pedagogical framework.	Term 2	Teachers Teacher Aides

Implement strategies relevant to the Visible Learning Framework	Term 2	Teachers
Utilise I4S funding to increase staffing in order to lift student outcomes	Term 1	Teachers
STRATEGY TWO – Creating a culture of observation, feedback and coaching to enhance reflective practices and build teaching capability		
Actions	Timelines	Responsible Officer/s
Utilise I4S funding to increase staffing in order to lift student outcomes	Term 1	Principal Teacher
Use staff meetings and professional development opportunities to reflect on teaching and learning practices.	ongoing	Principal Teachers
STRATEGY THREE – Developing practices that enhance professional learning and high quality instruction		
Actions	Timelines	Responsible Officer/s
Build teacher capacity in providing effective and timely feedback to students to improve outcomes	ongoing	Principal
Develop professional learning plans to drive and support high quality instruction.	Term 2	All Staff

Improvement Priority 3: School Profile

Targets		
Increase stable enrolments by 30-40% by 2022		
STRATEGY ONE – Refining the school approach to assessment, planning and reporting		
Actions	Timelines	Responsible Officer/s
Engage and promote our school to families in the Pindi Possum Playgroup	ongoing	Principal
Develop a professional enrolment pack.	ongoing	Principal
Collaborating with the P&C to investigate ways lift the school profile, including a new uniform and upgrade of classroom furniture	Term 1	Teachers

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	19

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	18	18	19
Girls	7	7	7
Boys	11	11	11
Indigenous			1
Enrolment continuity (Feb. – Nov.)	100%	100%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were 2 students enrolled in a Pre-Prep program which runs in Term 2 and 3 each year.

Characteristics of the student body

Overview

This rural school services a farming community (cane and cattle) with many current students following previous generations enrolled at the school. There were no ESL students in 2018.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	8	7	7
Year 4 – Year 6	10	11	12

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

Our curriculum is planned, implemented and reviewed annually and the curriculum is being brought into line with the Australian Curriculum. By 2020 it is expected that all Queensland State Schools will be teaching the Australian Curriculum for all subjects. In 2018 English, Mathematics, Science, Design and Technology, Humanities and Social Sciences as well as Health and Physical Education were all based on the Australian Curriculum at Pindi Pindi SS. The advantage of a Teaching Principals is that the position requires immersion in all syllabus development which is a collaborative process involving all staff. Pindi Pindi continued to operate as a one teacher school which allowed all students to work with others at their level of expertise while older students

provided modelling opportunities. Sufficient teacher aides were employed to allow teachers to provide explicit instruction at multiple levels.

Our timetable included daily literacy and numeracy sessions, using a combination of commercial programs including Spelling Eggs and Targeting Maths. THRASS was adopted across the Northern Highway Cluster as a way of improving student reading, writing and spelling skills and it is the framework used at Pindi Pindi SS. Online learning programs such as Reading Eggs, Reading Eggspress and Mathletics, were sourced and implemented to help support students with their development and consolidation of literacy and numeracy skills. The school also utilised the IMPACT Centre to boost students in the area of Writing.

Co-curricular activities

In 2018, our students were involved in a variety of extra-curricular activities:

- Safety Circus
- ANZAC Day Ceremony
- Small Schools Athletics
- Northern Highway Cluster Athletics Carnival
- Mackay District Track and Field Trials
- Life Education
- Cluster Under 8s Day
- Scholastic Book Fair
- Whitsunday Voices Literature Festival
- School Camp
- Whitsunday Star Gazers
- Seaforth Beach Exploration
- Aquaponics viewing
- Creek Exploration
- Sports Visits – Rugby League
- Premier Reading Challenge
- IMPACT Centre Writing Program (13 weeks)
- PCYC Road Safety Program

How information and communication technologies are used to assist learning

There were over 20 internet enabled laptop computers and at the end of the year the P&C Association purchased eight iPads. These computers and iPads were in constant use for various subject areas. ICTs are embedded within the Australian Curriculum subject assessments. The students also used several online Literacy and Numeracy programs for learning – Reading Eggs/Eggspress and Mathletics as well as a number of numeracy and literacy apps on the iPads. Cameras, sound recording equipment and video equipment were used to enhance learning through a range of media such as Powerpoint, Publisher, Animate It and Movie Maker. Several students were also involved in extension programs in Literacy via Brisbane School of Distance Education using iConnect, Blackboard and Collaborate. Pindi Pindi also has three televisions that can be interactive when connected to iPads and computers to add fun and engagement to the delivery of the Australian Curriculum.

Social climate

Overview

All learning at Pindi Pindi State School is founded on high expectations and the four values of our school: Being Responsible, Being Respectful, Being Safe and Being a Learner. The community, staff and students have ensured our school has a sustained reputation as a safe supportive and creative learning environment, which has drawn students from outside our catchment area. Parents work closely with staff when behaviour issues arise and no significant behaviour problems have arisen for at least 15 years. To ensure this ethos is maintained, very specific school rules are revised each year, with the students, so they feel ownership and accountability over them. The whole community cooperates in behaviour management. If issues of bullying arise, they are dealt with immediately by the Principal and all students are reminded of the schools Responsible Behaviour Plan.

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)	71%	86%	100%
• this is a good school (S2035)	75%	100%	100%
• their child likes being at this school* (S2001)	75%	100%	100%
• their child feels safe at this school* (S2002)	88%	100%	100%
• their child's learning needs are being met at this school* (S2003)	63%	100%	100%
• their child is making good progress at this school* (S2004)	50%	67%	100%
• teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	63%	86%	100%
• teachers at this school motivate their child to learn* (S2007)	63%	83%	100%
• teachers at this school treat students fairly* (S2008)	71%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	63%	100%	100%
• this school works with them to support their child's learning* (S2010)	63%	100%	100%
• this school takes parents' opinions seriously* (S2011)	71%	100%	100%
• student behaviour is well managed at this school* (S2012)	88%	100%	100%
• this school looks for ways to improve* (S2013)	75%	100%	100%
• this school is well maintained* (S2014)	88%	100%	100%

* 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)	100%	94%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	100%
• teachers treat students fairly at their school* (S2041)	80%	89%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	89%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	94%	100%
• their school is well maintained* (S2046)	100%	82%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* 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%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• 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%	88%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	75%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	89%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

We have an open door policy and encourage parents and carers to be involved as much as possible in all aspects of school life. We have parent and community volunteers who assist with sight words, transportation and extra curricula activities such as gardening. Community members are encourage to commit to regular volunteer work in the classroom and thus become involved in delivery of work programs for groups and individual students. During the last 15 years, a dozen community members have undertaken the Certificate III in Education, which gives them an insight into all aspects of the school: five of these are now employed as Teacher Aides; three have continued on to teaching degrees and are working at schools within our cluster.

The P&C concentrate on fundraising activities which facilitate community interaction to promote our school in a positive manner – the Cancer Council's Biggest Morning Tea, Calen Fishing Classic. Parents and community members are invited to all functions hosted by the school throughout the year. The Awards Night is our yearly community event where around 100 people attend this night, including parents, grandparents and community members.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	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

We introduced the use of personal water bottles purchased by the school which students fill each morning and throughout the day when required, this ensures minimal wastage of water at the bubblers. Our classroom monitors are encouraged to turn air conditioners off while they are out of the rooms at their morning tea and lunch breaks.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,750	9,655	12,396
Water (kL)			

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](http://www.myschool.edu.au/) 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.

The screenshot shows the search interface on the My School website. It features a header with two buttons: 'Find a school' and 'Search website'. Below this is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Under the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a row of navigation tabs for a school profile. The tabs are labeled: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

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	3	7	0
Full-time equivalents	2	2	0

*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	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	2
Diploma	
Certificate	

*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 \$7730.84

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.	99%	100%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	96%	98%	96%
Attendance rate for Indigenous** students at this school			

* 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

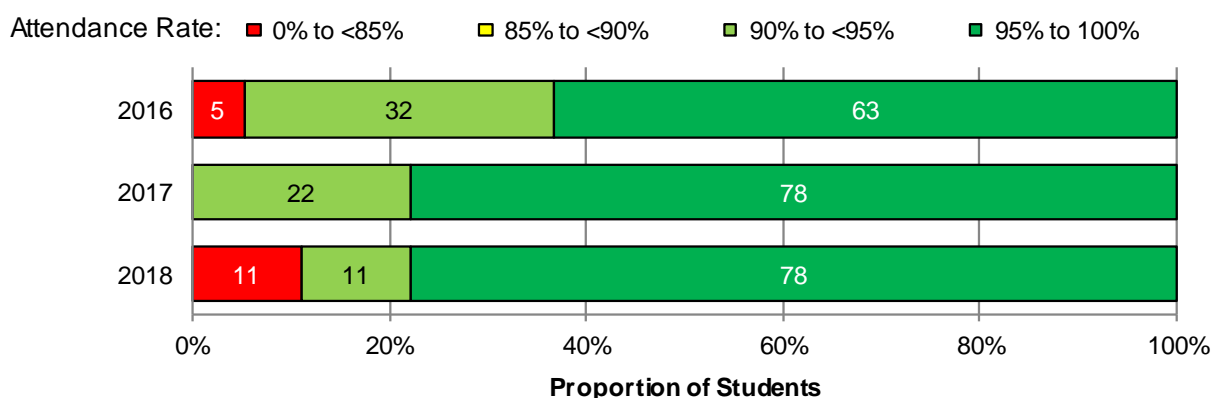
Year level	2016	2017	2018
Prep	94%	96%	DW
Year 1	DW	DW	97%
Year 2	97%	DW	97%
Year 3	93%	97%	DW
Year 4	98%	98%	98%
Year 5	96%	99%	93%
Year 6	96%	98%	97%

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).
3. DW = Data withheld to ensure confidentiality.

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.

Class rolls are marked at 9:00am and 1:30pm each school day. Parents are contacted via phone if an explanation has not been provided by 9:30am on the day a student is absent. All absences must be provided in writing or via phone call, it is not acceptable for a sibling to report an absence.

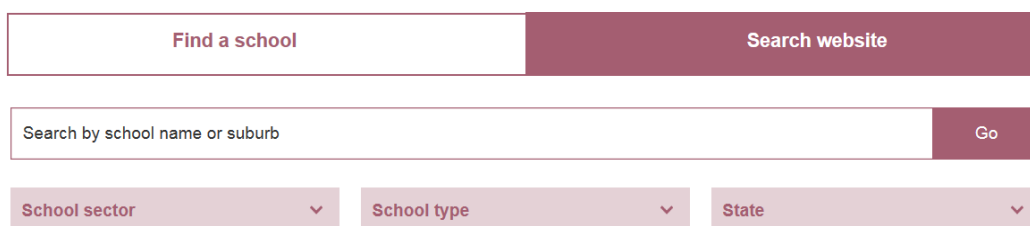
Incentive rewards are awarded to students at the end of each year for their attendance. Students with 95-99% attendance are awarded a voucher valued at \$15.00. Students with 100% attendance for the year are awarded a voucher valued at \$20.00.

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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.