



Picnic Creek State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

School overview

Picnic Creek State School is one of four new state schools opened in 2018. With state of the art facilities and a strong belief that every student has the potential to succeed, Picnic Creek State School is determined to build a reputation of providing a world class learning environment that strives to provide every student with a wide range of opportunities to ensure they achieve.

Key to our success is our ability to:

- Engage students in new age pedagogies, allowing them to learn in ways that ensure innovation, diversity and creativity supported by the use of technology.
- Produce learners who have the confidence, character and relationships to contribute to their school, community and their world.
- Create a school culture where staff, students and community work together to establish 'real world problem-solving' experiences.

Our school is forward thinking in our philosophy of learning, purposeful in selecting the right staff and creatively utilising open modern learning environments to ensure learning is social, open, engaging and real.

The innovative design of our new \$40 million school re-imagines the traditional classroom environment by embracing contemporary learning, to include flexible learning options, all-weather outdoor teaching spaces and integrated technology.

At Picnic Creek, we strongly believe that family is a vital factor in education, that it is the relationships with parents, carers and the wider school community that will ensure success for each student - **'every student succeeding'**

BELIEVE . STRIVE . ACHIEVE



School progress towards its goals in 2018

FOCUS	ACTIONS	SUCCESS CRITERIA
Identity and Community	<p>Co-create with student and community Picnic Creek's Identity:</p> <ul style="list-style-type: none"> • School Motto • Sports Houses • Student Leadership • School ceremonies and events eg ANZAC Day, Official Opening 	<ul style="list-style-type: none"> ✓ Engagement by all key stakeholders to develop and embed a strong school culture – as evident in School Opinion Survey ✓ Sport Houses created and named following the opportunity for Year 6 students to research, develop and justify their suggestions for House Names as part of their curriculum ✓ Highly successful school events, including our Official Opening by the Premier of Queensland
Teaching and Learning and Research and Development	<p>Develop and implement a whole school systematic approach to curriculum using the Australian Curriculum to create units of work that link to real life contexts (English, Mathematics as priority)</p> <p>Create data collection systems through use of cycle of inquiry to build data literacy skills and teacher capacity to target teaching based on student achievement information.</p> <p>Create signature school practices and provide explicit professional development for reading across all classes</p> <p>Create a whole school Assessment Framework</p> <p>Research and Development</p> <ul style="list-style-type: none"> • ILR – I Love Reading • AAP • Deep Learning 	<ul style="list-style-type: none"> ✓ 100% of staff involved in planning units of work and assessment tasks ✓ Engagement and understanding by staff about a guaranteed and viable curriculum for Mathematics ✓ Whole School, Year Level and Class Data walls evident for key data sets ✓ Data Conversations with all staff ✓ Reading data cycles every 5 weeks. Reading coach working with all class teachers to build capacity in the explicit teaching of reading ✓ Whole School Assessment Framework drafted and trial implementation ✓ 100% staff involved in at least one area of Research and Development and information presented to whole staff by working teams
Policies and Procedures	<ul style="list-style-type: none"> • Uniform Policy • Homework Policy • WPHS Policies 	<ul style="list-style-type: none"> ✓ Picnic Creek electronic file for all policies (website and G: Drive) ✓ All policies included in Staff Handbook ✓ All policies shared with relevant stakeholders

Future outlook - 2019 explicit improvement agenda:

FOCUS	ACTIONS	SUCCESS CRITERIA
Identity and Community	<p>Replace the 2018 whole school Responsible Behaviour Plan with a school written document reflective of the expected behaviours of all stakeholders (Paul Rix)</p> <p>Develop an Indigenous Education Action Plan</p>	<ul style="list-style-type: none"> ✓ 100% staff involved in creation of Expectations Plan ✓ Draft Plan created by end of Semester One ✓ Common Language being used across school for expectations ✓ 100% students participating in formal and informal learning opportunities. ✓ Indigenous Champion to attend all PDs and have time in staff meetings to share learning
Teaching and Learning and Research and Development	<p>Review and Implement a whole school systematic approach to curriculum using ACARA to create</p>	<ul style="list-style-type: none"> ✓ 100% staff involved in planning units and assessment – release time each term (Clarity) ✓ Year and term Overviews for each year level

Development	<p>units of work that link to real life contexts</p> <p>Apply data collection systemes through use of cycle of inquiry to build data literacy skills and teacher capacity to target teaching based on student achievement information</p> <p>Create Pedagogical Framework (considering research and development projects from 2018)</p>	<ul style="list-style-type: none"> ✓ Differentiation of planning for all student evident in teacher planning ✓ ILR – Year 1 ✓ AAP – Year 1 ✓ Pedagogical Framework (1 page) clearly outlining effective pedagogical practices specific to our school context and students
Policies and Procedures	<p>Supporting every student framework – referral process</p> <p>ICP process</p>	<ul style="list-style-type: none"> ✓ Picnic Creek electronic file for all policies (website and G: Drive) ✓ All policies included in Staff Handbook ✓ All policies shared with relevant stakeholders and trialled with opportunity for review as part of the Inquiry Cycle process

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			267
Girls			125
Boys			142
Indigenous			10
Enrolment continuity (Feb. – Nov.)			94%

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 no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students attending Picnic Creek State School reside in an area that continues to experience population growth. Many young families move into this area from interstate and overseas to access work in both Brisbane and the Gold Coast and to raise their families in a semi-rural environment with coastal access. In a short time this school has obtained a highly respected status in the community and as such many people choose to buy or rent with the school catchment area.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			22
Year 4 – Year 6			23
Year 7 – Year 10			
Year 11 – Year 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

Picnic Creek State School offers a quality education in the key learning areas of English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technology, Health and Physical Education and LOTE (Japanese).

Music, Dance, Drama and Health and Physical Education are taught by specialist teachers. Japanese is taught via the School of Distance Education.

The school demands a strong focus on Literacy and Numeracy across all key learning areas.

In 2018, distinctive curriculum programs included:

- Reading → I Love Reading Program, Minilit
- All students engaged in a guided reading program with an adult 2-3 x week – *success for all students*
- Social Skill Programs
- Sport – Gala Sports program, cross country, swimming and athletics
- STEM Squad clubs
- STEM Olympiad
- Readers Cup
- Matific / Literacy Planet

Co-curricular activities

At Picnic Creek State School we believe in maximising opportunities by providing a diverse range of co-curricular activities for all students in relevant year levels.

Co-Curricular activities:

- Strings Program
- Dance Club
- Sports Gala Days
- Cross Country
- Swimming Carnival
- Athletics Carnival
- Student Voice
- Environmental Club
- STEM Programs
- Music Bus
- Basketball / AFL / Gymnastics

How information and communication technologies are used to assist learning

At Picnic Creek State School, we recognise that a digitally rich environment enables teachers and students' opportunities to:

- engage
- create
- work collaboratively
- communicate ideas
- problem solve

Purpose built for 21st Century Learning, our school provides access to a wide range of digital resources students can access throughout the school day to enhance their learning.

In order to implement innovative and challenging pedagogies to maximise student learning, all classrooms and teaching areas have a full range of digital teaching tools, including interactive whiteboards, data projectors, laptops for students and teachers, internet cable and wireless access. Classes from Prep to Year 6 have access to class sets of laptops in trolleys creating a seamless learning environment. There are 6 ipads in every Prep classroom.

Students have access to a Green Room with green screen technology, allowing classes opportunities to create presentations and projects in a fun, engaging and creative way.

Social climate

Overview

At Picnic Creek State School we are committed to creating and maintaining a safe, respectful and responsible learning environment for all key stakeholders, including students, parents and staff. Picnic Creek State School prides itself on having **high expectations**, which aim to uphold a culture of excellence in learning and well-being. We are committed to providing a learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their **lifelong wellbeing**.

In the 2018 School Opinion Survey:

- 94% of parents indicated that student behaviour is well managed at Picnic Creek State School.
- 97% of parents indicated that their child feels safe at this school.
- 91% of students indicated that student behaviour is well managed at Picnic Creek State School.
- 96% of students indicated that they feel safe at this school.

Picnic Creek State School has a range of programs to support the social development of students. This includes the school wide positive behaviour support programs and anti-bullying strategies, Friends Club Programs.

The school routinely analyses behaviour data and actively teaches social skills. At Picnic Creek State School we implement a playground support program which involves senior students supporting younger students to make positive behaviour choices in the playground.

Our school is supported by the services of a Guidance Officer for one day a week. We also enjoy access to various community services through referral programs.

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)			94%
• this is a good school (S2035)			100%
• their child likes being at this school* (S2001)			100%
• their child feels safe at this school* (S2002)			97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)			94%
• their child is making good progress at this school* (S2004)			97%
• teachers at this school expect their child to do his or her best* (S2005)			100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)			97%
• teachers at this school motivate their child to learn* (S2007)			100%
• teachers at this school treat students fairly* (S2008)			94%
• they can talk to their child's teachers about their concerns* (S2009)			100%
• this school works with them to support their child's learning* (S2010)			100%
• this school takes parents' opinions seriously* (S2011)			97%
• student behaviour is well managed at this school* (S2012)			94%
• this school looks for ways to improve* (S2013)			97%
• this school is well maintained* (S2014)			97%

* 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)			99%
• they like being at their school* (S2036)			96%
• they feel safe at their school* (S2037)			96%
• their teachers motivate them to learn* (S2038)			96%
• their teachers expect them to do their best* (S2039)			100%
• their teachers provide them with useful feedback about their school work* (S2040)			97%
• teachers treat students fairly at their school* (S2041)			91%
• they can talk to their teachers about their concerns* (S2042)			91%
• their school takes students' opinions seriously* (S2043)			94%
• student behaviour is well managed at their school* (S2044)			91%
• their school looks for ways to improve* (S2045)			99%
• their school is well maintained* (S2046)			95%
• their school gives them opportunities to do interesting things* (S2047)			99%

* 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%
• they feel that their school is a safe place in which to work (S2070)			100%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)			100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			100%
• students are encouraged to do their best at their school (S2072)			100%
• students are treated fairly at their school (S2073)			100%
• student behaviour is well managed at their school (S2074)			100%
• staff are well supported at their school (S2075)			100%
• their school takes staff opinions seriously (S2076)			100%
• their school looks for ways to improve (S2077)			100%
• their school is well maintained (S2078)			100%
• their school gives them opportunities to do interesting things (S2079)			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

The importance of parents, community members and teachers working together is strongly supported at Picnic Creek State School. Parents and community members are encouraged and supported in working with the school through access to, and involvement in:

- Classroom volunteer programs
- Parent / Teacher meetings
- P&C meetings, activities and events
- School assemblies
- Class/group celebrations and culminating activities
- The school website and Facebook site
- Parent information sessions
- Email and online platform access to teachers
- Cluster school competitions and events
- Working with teachers and Student Support Team members to develop, support and review Personalised Learning Plans and Individual Curriculum Plans across a range of abilities

Respectful relationships education programs

Picnic Creek State School implements programs that focus on appropriate, respectful, equitable and healthy relationships.

The school implements programs and events that focus on developing an awareness of personal safety and awareness, including identifying and responding to abuse and violence, developing students' skills to be able to resolve conflict without violence and to recognize, react and report when they or others are unsafe.

At Picnic Creek State School, this approach includes:

- Implementation of the Australian Curriculum
- Life Education for all students paid for Michael Crandon – Local MP
- Guidance Officer lead programs
- Inclusive Events

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			3
Long suspensions – 11 to 20 days			0
Exclusions			0
Cancellations of enrolment			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

Developing a sustainable school is based on a set of values that include:

- Respect, care and compassion for ourselves, others and our environment
- Responsibility for our actions

Our school maintains a proactive approach to the school's environment and has created bins in all eating areas for recyclable materials.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			65,587
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](#) 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

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	19	13	0
Full-time equivalents	17	11	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.*	
Bachelor degree	
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 \$31 000

The major professional development initiatives are as follows:

- Coaching and mentoring for staff aligned to the school priority area of reading
- Age Appropriate Pedagogy training for Prep teachers and teaching assistants

- Deep Learning Cluster mentoring and network meetings
- Targeted reading training tailored to specific program of ILR
- Principal Networks, including Principals' Association (QASSP)
- Assistant Principal networking and training events
- Business Manager networking and training events
- Growing Leaders Professional Development
- School Led Professional Development for curriculum development (including Guaranteed and Viable Curriculum)

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.			96%

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			90%
Attendance rate for Indigenous** students at this school			84%

* 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			93%
Year 1			89%
Year 2			91%
Year 3			93%
Year 4			84%
Year 5			91%
Year 6			87%

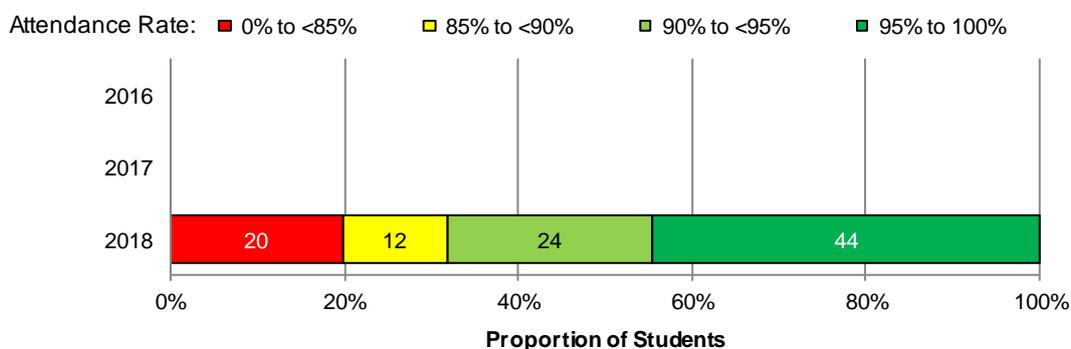
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

At Picnic Creek State School, teachers and office staff monitor student attendance closely making positive approaches to families to ensure children are in attendance at school when they can be.

Referrals to the school Guidance Officer are made where it is deemed necessary to support family circumstances.

Reminders and celebrations of school attendance are added to parent communication, including Parent Newsletters and on the school Facebook site.

Text messages are sent daily to parents/caregivers of students absent on any given day. This occurs after the morning roll is marked. An afternoon roll is also taken daily.

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		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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
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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.