

# Pullenvale State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

The 2014 School Annual report highlights the achievements of Pullenvale State School in what was an historic year of schooling. In December last year we said farewell to graduating students across both Years 6 and 7 as the transition of Year 7 to high school was formalized. The transition proved to be a seamless one as impact on student enrolments and subsequent staffing to 2015 was minimal.

Once again the school improved in terms of performance against National Testing programs with many highlights not the least of which was performance statistically above the nation in 14 of 15 areas tested in respect to mean Scale Score (MSS).

The 2014 school year also saw a trial of a one to one device class in a Year 5. The trial proved to be a success and in 2015 a formal Electronic Personal Anywhere Learning (ePal) initiative will be enacted across Years 4-6.

Key curriculum initiatives were continued with the ongoing adoption of the National Curriculum offerings undertaken.

Relationships between key parent groups and the school were further strengthened in 2014 and subsequent relationships, discussions and planning resulted in the school seeking and ultimately acquiring Independent Public School (IPS) status for 2015. The School Planning Group (SPG) once again conducted its annual survey with responses across all survey items returning satisfaction ratings above 79%. The Parents and Citizens Association (P&C) also continued its ongoing financial support of the school providing necessary funds to acquire key items including learning and classroom consumables, a class set of laptop and tablet devices for the ePal trial, facility upgrades and maintenance support.

I wish to commend the teaching and support staff, students and parents for their combined commitment and efforts that once again saw Pullenvale State School achieve outstanding results across the broad spectrum of school performance measures.

Evan Willis  
Principal

### School progress towards its goals in 2014

<p><b>Priority: Whole of school implementation of the Australia Curriculum.</b></p> <p>Strategies: Creation of a seamless whole of school curriculum based around the set curriculum.</p> <p>Develop whole school curriculum, assessment and reporting plan.</p>	<p>In 2014 the National Curriculum was fully implemented as per National requirements. Pullenvale SS utilised Curriculum into the Classroom (C2C) resources as provided by Education Queensland with some adjustments made to accommodate the individual learning needs of cohorts and individual students.</p> <p>The Pullenvale State School Assessment Schedule and Benchmark Guidelines were implemented and reviewed for republishing in 2015.</p>
<p><b>Priority: Implement whole school pedagogical practice.</b></p> <p>Strategies: Focus on high quality teaching practices via the creation and implementation of the PSS, Effective Teaching Framework.</p> <p>Implement a whole school assessment and data collection programme.</p> <p>Embed the Daily 5 Literacy Program across the whole school.</p>	<p>The Pullenvale State School pedagogical framework was implemented and teachers were able to compare themselves to the standards set within this framework via the use of the teacher created PSS Effective Teaching and Learning Rubrics for self and peer assessment.</p> <p>The Pullenvale State School Assessment Schedule and Benchmark Guidelines were implemented and reviewed for republishing in 2015.</p> <p>Daily 5 is listed within the PSS Pedagogical Framework under best practice. Teachers are implementing this program across the school with increasing levels of consistency and pedagogical practice.</p>
<p><b>Priority: Using data to inform teaching practice.</b></p> <p>Strategies: Embedding the use of One School as the key collection point and analysis tool for all student data.</p> <p>Data collected is to be reviewed and used in the formation of individual, class and cohort based goals and individualised target setting.</p> <p>Embedding the whole of school assessment schedule in the teaching and learning cycle.</p>	<p>All teaching staff engaged with the process of entering school required data into the One School system.</p> <p>In May 2014 the school was advised that the One School system had made modifications making some of the data available through the intended One School Dashboard function.</p> <p>Front end assessment is common practice used throughout the school where assessment and associated data assists teachers in preparing the next sequence of teaching and learning experiences.</p>
<p><b>Priority: Develop instructional leadership with a focus on workforce performance.</b></p> <p>Strategies: Monitor teaching practice with a focus on student improvement.</p> <p>Develop instructional leadership skills.</p> <p>Use the Developing Performance Framework as a tool to align teacher capability development with school priorities.</p> <p>Collegial sharing – fostering a range of collaborative teaching practices based around collegial and principal walk throughs, learning circles, collegial observations, networking and targeted professional development opportunities.</p>	<p>All teaching staff developed a Personal Development Plan in consultation with the school Principal focussing on personalised and school and/or systemic priorities.</p> <p>Principal and Deputy Principals observed, modelled and shared pedagogical practice via in class observations and demonstrations, and facilitated professional development workshops (Cafes).</p> <p>Administration and Teaching Staff facilitated after school 'optional' professional development Cafes focussing on school priorities.</p> <p>The collegially shared pedagogical framework and staff generated performance criteria utilised as a self-reflection tool for all staff.</p>
<p><b>Priority: Clarification of roles and working relationships between school and key community committees.</b></p> <p>Strategies: Plan for the retention, attainment and transition of students.</p> <p>Develop productive partnerships with students, staff, parents to ensure strategic alignment of priorities and resource allocation.</p>	<p>In response to community feedback the school undertook the facilitation of an increased number of extra curricula activities for students. These were incredibly well received with maximum numbers of student participation.</p> <p>The School Planning Group tasked itself with once again conducting a school generated annual survey covering a full spectrum of perspectives and information relevant to the strategic direction of the school.</p> <p>This group also undertook wide ranging community consultation to establish support for or against the move towards acquiring status as an Independent Public School (IPS). It was established that an application for IPS status was supported by the majority of school community members and ultimately IPS status was achieved.</p>

<p>Build professional relationships with staff and professional colleagues.</p> <p>Review responsible behaviour plan.</p> <p>Develop Asset Replacement Plan.</p> <p>Develop Facilities Maintenance Plan.</p> <p>Review and revise Emergency Management Plan</p>	<p>In January 2014 Pullenvale State School engaged in the first formal professional development day as a member of the Kenmore Alliance of Schools (KAOS). This day was supported by four moderation days held across the cluster throughout the year.</p> <p>The Responsible Behaviour Plan was created in 2014 with high levels of community consultation and with consideration given to recommendations of the 2013 audit.</p> <p>Ongoing asset and facility maintenance was kept up to date. Emergency procedures were reviewed and documented throughout the school year.</p>												
<p><b>Priority: Improve School Performance</b></p> <p>Strategies: Implement actions to improve reading including the Daily 5 / CAFÉ approach and a focus on data analysis to inform teaching and learning.</p> <p>Implement actions to improve numeracy, including: Ongoing implementation and provision of First steps and associated training, Early years master class for Numeracy, Explicit Instruction (Fleming) approach to the teaching of Numeracy.</p> <p>Implement actions to improve writing, including: Daily 5, revised and fully implemented whole of school spelling program and utilisation of data to inform T&amp;L.</p> <p>Implement actions to improve science including, revision of whole of school 'Teaching of Science' program and targeted funding coordinated by school curriculum committee.</p>	<p>The use of strategies including Daily 5 and CAFÉ are reflected within the School Pedagogical Framework with explicit instructions of how to achieve best practice in classrooms. The placement of key student data into One School allowed for greater manipulation and presentation of data to assist teachers in creating individual learning goals for all students.</p> <p>All teaching undertook training in First Steps Number.</p> <p>Whole of school spelling program enacted across the school.</p> <p>C2C Science lessons have been adopted and a Science committee created to assist in the dissemination of science related professional development and collegial sharing.</p>												
<p><b>Priority: School Priority - Increase whole of school NAPLAN Spelling results.</b></p> <p>Strategy: PSS Spelling program created and delivered</p>	<p>The Pullenvale State School spelling program was enacted in 2014. Spelling results in terms of NAPLAN recorded the following key points.</p> <table border="1" data-bbox="815 1088 1423 1420"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 5</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>U2Bs</td> <td>2011: 34.1% 2012: 42.9% 2013: 51.6% 2014: 63.1%</td> <td>2011: 27.7% 2012: 17.0% 2013: 25% 2014: 44.3%</td> <td>2011: 27.6% 2012: 35.9% 2013: 38.5% 2014: 39.4%</td> </tr> <tr> <td>MSS</td> <td>2011: 398.9 2012: 422.9 2013: 424.7 2014: 453.0</td> <td>2011: 487.0 2012: 460.4 2013: 487.1 2014: 520.8</td> <td>2011: 550.9 2012: 548.5 2013: 553.1 2014: 563.1</td> </tr> </tbody> </table>		Year 3	Year 5	Year 7	U2Bs	2011: 34.1% 2012: 42.9% 2013: 51.6% 2014: 63.1%	2011: 27.7% 2012: 17.0% 2013: 25% 2014: 44.3%	2011: 27.6% 2012: 35.9% 2013: 38.5% 2014: 39.4%	MSS	2011: 398.9 2012: 422.9 2013: 424.7 2014: 453.0	2011: 487.0 2012: 460.4 2013: 487.1 2014: 520.8	2011: 550.9 2012: 548.5 2013: 553.1 2014: 563.1
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<p><b>Priority: Work closely with Indigenous community to ensure improved attendance rates.</b></p> <p>Strategy: Speak with Indigenous parents and share ongoing attendance data for individual students and the non-Indigenous students.</p>	<p>In 2014 the attendance of students was recorded as following:</p> <p>Indigenous Students – 90.6% attendance</p> <p>Non-Indigenous Students – 93.9% attendance</p>												

## Future outlook

- 100% classrooms effectively implementing the Australian Curriculum
- Pullenvale State School Pedagogical Framework fully implemented and reviewed
- 100% of teachers engaging with Pedagogical Framework
- Review and refinement of student data collection and assessment
- Electronic entry and analysis of data (via One School)
- 100% of teaching staff engaged with data collection, interpretation and response
- 100% of teaching staff utilizing One School data functionality supported by associated P.D. (e.g. excel)
- Personal Development Plans completed for 100% of teaching and admin staff
- School Opinion Survey, school community relations (achievement in the upper quartile)
- Improved percentage of A-C grades awarded in Science (upper quartile)
- Increase percentage of students in the Upper Two Bands of NAPLAN Testing
- All eligible Years 3, 5 students to achieve NMS in NAPLAN testing
- All eligible Years 3, 5 students to achieve above NMS in spelling with greater than 40% students achieving in the U2B
- Data relating to achievement and attendance of Indigenous students at our school is to exceed rest of school in terms of relative gain and school attendance

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	437	210	227	97%
2013	455	227	228	98%
2014	476	237	239	98%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Pullenvale State School is typified by students of middle to middle-upper class demographics. Education is seen as a valued and important component of a child's development by the broader school community. There are a high percentage of professional parents where both are engaged in permanent employment. The school caters for a small percentage of students with verified disabilities.

## Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	17	17	16
Year 4 – Year 7 Primary	23	24	22

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	7	6	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Pullenvale is proud to offer Japanese as a Language Other Than English (LOTE) offering to students from Prep through to Year 6. Focus on the early years remains around cultural awareness, the Arts and language.

In 2013 and in response to community feedback, the position of a specialist Dance and Drama teacher was created. The specialist teacher covers lessons for students from Prep through to Year 5.

### Extra curricula activities

Pullenvale State School offers a broad range of extra curricula activities across academic, cultural and sporting pursuits.

Our students engage in chess at both school and external competition levels. Similarly our students engage in external competitions relating to academic pursuits including both individual and team based events.

As a school we participate in the full range of scheduled Queensland School sport events with students representing from District through to State level in 2014. Our school also presents teams at a variety of school and community coordinated stand-alone carnivals and festivals of sport.

Our school choir and band perform at community and school based performances and competition events. In 2014 our school facilitated additional instrumental music lessons through external providers based here at the school.

### How Information and Communication Technologies are used to assist learning

In 2014 the school trialed a single Year 5 class in a one to one device learning environment. This trial ascertained pedagogy and delivery of curriculum along with facility related issues including connectivity and internet speed. It was recognized that increased bandwidth and enhanced wireless functionality will need to be invested in prior to full adoption of such programs across the middle years from Years 4 to 6.

It is intended that the school will gradually move into this domain over a period of three years with ongoing upgrades and maintenance required.

Tablet devices are continuing to be engaged throughout the lower years as the school continues to increase its fleet of iPad devices to support lap top usage.

## Social Climate

In 2014 formal adoption of Kids matter and Bounce Back programs saw the delivery of explicit lessons focusing on these topics occurring across the school on a weekly basis. A dedicated Kids Matter team of school staff assists teachers in preparing and delivering these lessons and provides appropriate resources.

Recommendations from the 2013 Behavior Audit assisted the school in the creation of the school's new responsible behavior Plan that will be formally launched in 2014.

The school engages a Chaplin two days a week through service provider, Scripture Union.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	91%	100%	95%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	91%	100%	95%
their child is making good progress at this school* (S2004)	86%	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	95%
teachers at this school motivate their child to learn* (S2007)	96%	100%	95%
teachers at this school treat students fairly* (S2008)	100%	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	96%	90%	97%
this school takes parents' opinions seriously* (S2011)	95%	93%	97%
student behaviour is well managed at this school* (S2012)	96%	93%	89%
this school looks for ways to improve* (S2013)	95%	97%	97%
this school is well maintained* (S2014)	96%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	95%	97%	97%
they like being at their school* (S2036)	95%	98%	95%
they feel safe at their school* (S2037)	96%	97%	98%
their teachers motivate them to learn* (S2038)	93%	98%	98%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	92%
teachers treat students fairly at their school* (S2041)	82%	88%	94%
they can talk to their teachers about their concerns* (S2042)	84%	90%	91%
their school takes students' opinions seriously* (S2043)	85%	89%	98%
student behaviour is well managed at their school* (S2044)	91%	96%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
their school looks for ways to improve* (S2045)	93%	97%	99%
their school is well maintained* (S2046)	87%	99%	95%
their school gives them opportunities to do interesting things* (S2047)	86%	89%	92%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		90%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		95%	100%
staff are well supported at their school (S2075)		95%	100%
their school takes staff opinions seriously (S2076)		95%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		95%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Increased levels of student engagement have been sort throughout 2014 supported by the School Planning Group's (SPG) creation of the Pullenvale State School, Community Engagement Plan.

Whilst it is recognized that fundraising is a vital and greatly appreciated initiative managed by the P&C, it is anticipated that the creation of a school council to support the school's status as an IPS will continue to allow for parental input into the strategic direction of the school.

On a daily basis parents continued to give of their time to assist student learning in the classroom and school based community events continued to be well supported throughout 2014.

## Reducing the school's environmental footprint

Despite best efforts, usage of electricity continues to grow. Increased numbers of Technology Devices and the more consistent use of these may be responsible for the increased levels of electricity usage. Growing enrolment figures may also contribute.

A focus on maintaining water sources including drinking taps and toilet cisterns has helped manage the amount of excess water being wasted.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	125,665	1,482
2012-2013	174,955	1,203
2013-2014	182,709	1,272

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.

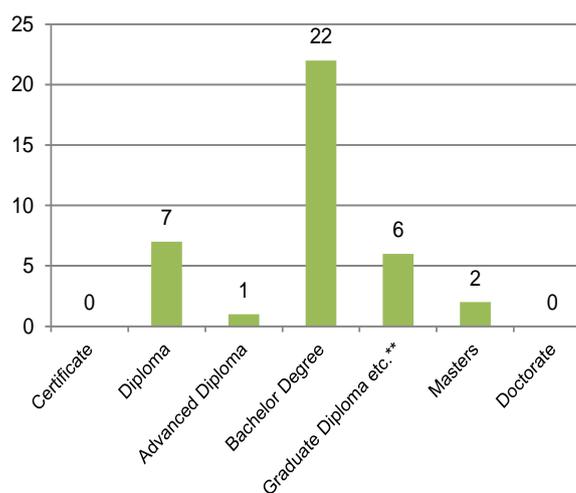
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	37	16	0
Full-time equivalents	27	9	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	1
Bachelor Degree	22
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
<b>Total</b>	<b>38</b>



\*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 2014 were \$19,983.09

The major professional development initiatives are as follows:

- First Steps Mathematics (Number)
- Explicit Instruction (Hailybury School - Melbourne)
- Professional Development Plans – 100% teaching staff
- Informal learning Cafes
- Collegial observations, walkthroughs and feedback
- Triangulation of data with teaching staff, deputy principal and literacy/numeracy coaches
- Kenmore Alliance of Schools professional development day and x4 moderation twilight meetings

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

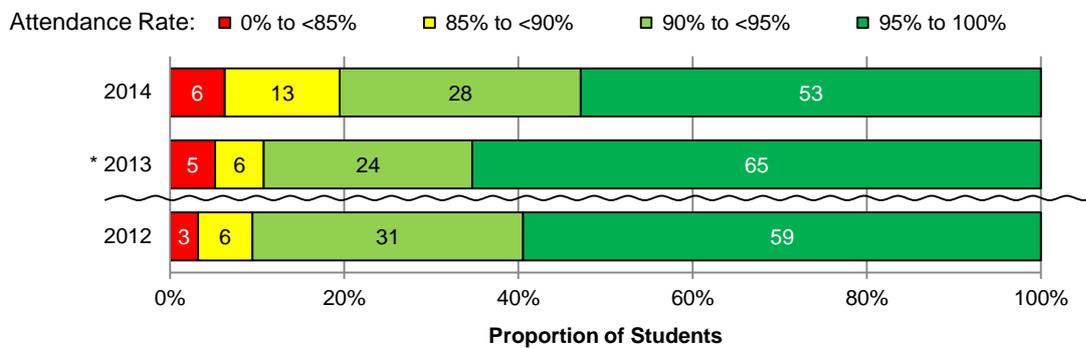
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	95%	96%	95%	95%	95%	96%	95%
2013	96%	95%	95%	96%	95%	96%	96%
2014	94%	94%	94%	93%	94%	95%	94%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Pullenvale State School:

- attendance of all students is recorded systematically (including non-attendance due to illness or any other absences) by class teachers
- attendance is monitored fortnightly for non-attendance by Administration Officers.

Procedures\* are in place for contacting and counselling students and recording this on the student's file if:

- a student has been absent for more than three consecutive days; **or**
- regular or persistent unexplained absences are recorded; **or**
- absences where reason given is considered unsatisfactory are recorded.

### Procedures for contacting parents at PULLENVALE State School:

**Step 1:** Should a child meet one or more of the above criteria, the class teacher is to contact parents/carers as a courtesy, to establish;

- The students well-being,
- An expected return to school date, and
- Whether or not there is a need to send home alternate school work for completion during the absence period.

**Step 2:** If – after consultation with the class teacher – an authorised officer (being a member of school administration) reasonably suspects the student is engaging in a pattern of regular non-attendance, the officer may give a parent of the child a notice in the approved form.

## 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/>.

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## Achievement – Closing the Gap

Pullenvale State School is typified by a small enrolment of Indigenous and Torres Strait Islander students, and as such it is not possible to report on individual student achievement here. It is acknowledged however that 100% of ATSI students achieve above NMS in terms of NAPLAN Testing procedures.