

Pullenvale State School

Queensland State School Reporting

2015 School Annual Report



**Pullenvale
State School**

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|----------------|---|
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Principal's foreword

Introduction

The 2015 School Annual Report provides our school community an opportunity to reflect on what was another prosperous and memorable year in the proud history of our school.

Following on from sustained years of overall school improvement, the locally created School Planning Group were successful in acquiring Independent Public School status for our school. The process of creating our School Council was undertaken and official minutes for this group were taken at the first official Council meeting held on the 15th October 2015.

In 2015 we saw once again increased levels of performance in relation to student outcomes covering academic achievement including NAPLAN performance, extra curricula engagement and general levels of enhanced satisfaction. The unique process of a school generated and managed survey was once again undertaken and new data gathered to assist school leadership in determining the strategic direction for our school.

Our vibrant and engaged Parents and Citizens Association held the inaugural Spring Fair (formerly Bush Picnic) in October and another positive memory was created for the wider school community. The ongoing efforts of this body and the school's enthusiastic fundraising committee enhances the ability of our school to provide a world class education for our students.

I wish to acknowledge the work of teaching and support staff alike as they strive to deliver a differentiated teaching and learning experience for all our students within a safe, supportive and engaging atmosphere. At this point in time as much as ever before, we are all 'Proud to be Pullenvale'.

Evan Willis
Principal

School progress towards its goals in 2015

| | |
|--|---|
| <p>Priority: Whole of school implementation of the Australia Curriculum.</p> | <p>(1) Ongoing: Key Learning Area committees commenced the process of localising and contextualising the curriculum to suit the academic and interest needs of our students. The process of ensuring alignment with the National Curriculum is critical to the creation of an engaging, challenging and relevant curriculum for all students.</p> <p>(2) Embedded: The "Pullenvale State School Assessment Schedule and Benchmark Guidelines" is now an embedded document that is reviewed annually.</p> |
| <p>Strategies: (1) Creation of a seamless whole of school curriculum based around the set curriculum.</p> <p>(2) Develop whole school curriculum, assessment and reporting plan.</p> | <p>(1) Embedded: The "Pullenvale Stae School – Pedagogical Framework" is an embedded document supported by teacher created criteria and observation checklists by which teachers can assess their teaching practice.</p> <p>(2) Embedded: The "Pullenvale State School Assessment Schedule and Benchmark Guidelines" is now an embedded document that is reviewed annually.</p> <p>(3) Implemented: This program has been embedded across the junior school whilst its use and level of engagement across the upper years is under review. The CAFÉ reading strategies have been embedded across the junior and upper school.</p> |
| <p>Priority: Implement whole school pedagogical practice.</p> | <p>(1) Embedded: Teachers utilise to the One School platform for recording and are developing capacity in analysis of collected data via Class Dashboard functionality.</p> <p>(2) Implemented: Teachers are aware of available data and are working towards developing data literacy skills to set goals for varied groups and individuals.</p> <p>(3) Embedded: The "Pullenvale State School Assessment Schedule and Benchmark Guidelines" is now an embedded document that is reviewed annually.</p> |
| <p>Strategies: (1) Focus on high quality teaching practices via the creation and implementation of the PSS, Effective Teaching Framework.</p> <p>(2) Implement a whole school assessment and data collection programme.</p> <p>(3) Embed the Daily 5 Literacy Program across the whole school.</p> | <p>(1) Embedded: Teachers utilise to the One School platform for recording and are developing capacity in analysis of collected data via Class Dashboard functionality.</p> <p>(2) Implemented: Teachers are aware of available data and are working towards developing data literacy skills to set goals for varied groups and individuals.</p> <p>(3) Embedded: The "Pullenvale State School Assessment Schedule and Benchmark Guidelines" is now an embedded document that is reviewed annually.</p> |
| <p>Priority: Using data to inform teaching practice.</p> | <p>(1) Embedded: Teachers and administration are active in coordinated processes of collegial and formal observations.</p> <p>(2) Implemented: Administration team members are active in coordinated PD opportunities to enhance their understanding of contemporary teaching and learning practices.</p> <p>(3) Embedded: Teaching staff are routinely engaged in the preparation of Personal Development Plans reflective of individual, school and systemic requirements.</p> <p>(4) Implemented: Teachers are engaged in collegial observation and feedback processes. Resources and timetables are maximised to facilitate collegial development, moderation and planning opportunities.</p> |
| <p>Strategies: (1) Embedding the use of One School as the key collection point and analysis tool for all student data.</p> <p>(2) Data collected is to be reviewed and used in the formation of individual, class and cohort based goals and individualised target setting.</p> <p>(3) Embedding the whole of school assessment schedule in the teaching and learning cycle.</p> | <p>(1) Monitor teaching practice with a focus on student improvement.</p> <p>(2) Develop instructional leadership skills.</p> <p>(3) Use the Developing Performance Framework as a tool to align teacher capability development with school priorities.</p> <p>(4) 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>Priority: Develop instructional leadership with a focus on workforce performance.</p> | <p>(1) Achieved: School retention reflects high levels of satisfaction with wide ranging curriculum and extra curricula school programs.</p> <p>(2) Achieved: School Council and P&C Association are working closely with the school to support key priorities.</p> <p>(3) Achieved: Pullenvale SS is an active member of the Kenmore Alliance of Schools (KAOS)</p> <p>(4) Implemented: Review has been completed and the school's Responsible Behaviour Plan is supported by explicit teaching and learning opportunities.</p> <p>(5) Achieved: Stocktake undertaken and asset replacement plan updated.</p> <p>(6) Ongoing: Working towards completion supported by the identification of future priorities.</p> |
| <p>Strategies: (1) Plan for the retention, attainment and transition of students.</p> <p>(2) Develop productive partnerships with students, staff, parents to ensure strategic alignment of priorities and resource allocation.</p> <p>(3) Build professional relationships with staff and professional colleagues.</p> <p>(4) Review responsible behaviour plan.</p> <p>(5) Develop Asset Replacement Plan.</p> <p>(6) Develop Facilities Maintenance Plan.</p> | <p>(1) Clarification of roles and working relationships between school and key community committees.</p> |

(7) Review and revise Emergency Management Plan

(7) Achieved: Reviewed, revised and uploaded to BEMIR.

| <p>Priority: Improve School Performance</p> <p>Strategies: (1) Implement actions to improve reading including the Daily 5 / CAFÉ approach and a focus on data analysis to inform teaching and learning.</p> <p>(2) 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>(3) Implement actions to improve writing, including: Daily 5, revised and fully implemented whole of school spelling program and utilisation of data to inform T&L.</p> <p>(4) 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>(1) Implemented: This program has been embedded across the junior school and is also in use across years 4, 5 and 6.</p> <p>(2) Ongoing: Teaching staff are continuing with their engagement of the First Steps training. Early Years Master classes are now the expected norm as is the use of explicit instruction in relation to mathematics teaching.</p> <p>(3) Implemented: Working towards the complete embedding of the Pullenvale State School Spelling program.</p> <p>(4) Ongoing: Primary Connections has been adopted as the school's science program and resources and future professional development are to be aligned to this as we progress towards full implementation.</p> | | | | | | | | | | | | |
|---|---|---|---|--------|--------|------|---|---|---|-----|---|---|---|
| <p>Priority: School Priority - Increase whole of school NAPLAN Spelling results.</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="794 927 1394 1330"> <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% 2015: 52.9%</td> <td>2011: 27.7% 2012: 17.0% 2013: 25% 2014: 44.3% 2015: 42.1%</td> <td>2011: 27.6% 2012: 35.9% 2013: 38.5% 2014: 39.4% 2015: N/A</td> </tr> <tr> <td>MSS</td> <td>2011: 398.9 2012: 422.9 2013: 424.7 2014: 453.0 2015: 433.4</td> <td>2011: 487.0 2012: 460.4 2013: 487.1 2014: 520.8 2015: 5.5.2</td> <td>2011: 550.9 2012: 548.5 2013: 553.1 2014: 563.1 2015: N/A</td> </tr> </tbody> </table> | | Year 3 | Year 5 | Year 7 | U2Bs | 2011: 34.1% 2012: 42.9% 2013: 51.6% 2014: 63.1% 2015: 52.9% | 2011: 27.7% 2012: 17.0% 2013: 25% 2014: 44.3% 2015: 42.1% | 2011: 27.6% 2012: 35.9% 2013: 38.5% 2014: 39.4% 2015: N/A | MSS | 2011: 398.9 2012: 422.9 2013: 424.7 2014: 453.0 2015: 433.4 | 2011: 487.0 2012: 460.4 2013: 487.1 2014: 520.8 2015: 5.5.2 | 2011: 550.9 2012: 548.5 2013: 553.1 2014: 563.1 2015: N/A |
| | Year 3 | Year 5 | Year 7 | | | | | | | | | | |
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| <p>Priority: Work closely with Indigenous community to ensure improved attendance rates.</p> <p>Strategy: Speak with Indigenous parents and share ongoing attendance data for individual students and the non-Indigenous students.</p> | <p>In 2015 the attendance of students was recorded as following:</p> <p>Indigenous Students – 96.9% attendance</p> <p>Non-Indigenous Students – 94.4% attendance</p> | | | | | | | | | | | | |

Future outlook

Pullenvale State School: 2016 School Improvement Agenda

School Priorities, 2016
 Identified key areas for improvement this school year include:

- Improving our **Spelling**
- Using **Mathematical** thinking
- Following our school's Responsible **Behaviour** Plan

Pullenvale State School Vision

To be **United** in the Pursuit of Excellence. To be part of a cohesive school community where differences are valued, achievements are celebrated and learning is fun. A school leadership group delivering excellence in education. Enthusiastic, committed and respected teachers who are well supported. Students who are valued, engaged and inspired to learn to their potential. Well informed parents and carers who have a positive and supportive relationship with the school.

Local Decision Making: Ensuring community needs are central to decision making processes, autonomy and accountability.

Embrace Autonomy:
 Involve School Council in Quadrennial School Review and creation of 2017-2020 Strategic Plan.
 Explore and adopt innovative practices across all areas: education, finances, facilities, community and human resources.

Staff work with increased autonomy (within the framework of SIA) to create educational, professional development and/or support roles at PSS.

Create Partnerships:

Implement the Parent and Community Engagement Framework.

Finalise and communicate "Pathways Through Pullenvale" plan outlining school specific programs and extra-curricular offerings.

Establish strong, innovative and sustainable partnerships – Early Education Centres, local schools and commercial entities. Work collaboratively across local schools – including Kenmore Alliance of Schools (KAOS) Cluster and Kenmore State High School.

Respond to 2015 survey data re behaviour management and ICT (devices and learning opportunities for children).

Increase level of staff engagement with creation of key strategic and operational documents

School Performance: Achieving success through an intentional approach to improving the progress of every student.

Know your data: Triangulated student achievement data utilised by class teachers & administration.

Prepare for School Review through exploration of 8 domains as outlined in National School Improvement Tool.

School Survey Data (systemic & school generated) used to influence strategic direction of school.

Know your strategies: Analyse and compare School Review case studies with current practice at Pullenvale SS.

Share best practice across classrooms/schools – ongoing facilitation of collegial observations & enactment of staff Personal, Professional Development Plans.

Conduct an extensive mid-year review of:

- ePal programs in Years 4-5;
- Cars & Stars Reading program;
- Engagement of Literacy/Numeracy coach, STEM and ICT support teachers;
- PSS Responsible Behaviour Plan.

Teaching Quality: Teachers employing high quality, evidence-based practices focused on success for every student.

Develop Professional Knowledge: Provide targeted and aligned professional development to support the teaching of spelling and mathematical thinking. Facilitate in school support for teachers in line with individualised Annual Professional Development Plans.

Develop professional practice: Focus on developing, sharing, profiling and celebrating differentiation of content, complexity and pedagogical practice across the school. Explore school wide approaches to explicit and differentiated feedback.

Develop Professional Engagement: Use collegial observations and learning communities to improve teaching practice.

Principal Leadership and Performance: School leadership team driving school improvement and student achievement.

Lead teaching and learning: Principal to oversee individual development plans for all teaching staff (Including Deputy Principals). Business Services Manager to oversee individual development plans for all non-teaching staff.

Develop self and others: Principal to engage in external coaching and mentoring program as a member of KAOS.

Lead Improvement Innovation and Change: Work alongside KAOS schools and Regional networks to engage with and trial innovative approaches to teaching, learning and school governance.

Successful Learners: Students engaging in learning and achievement, and successfully transitioning to further education.

School Priority (1) Improve the spelling of every individual student.

School Priority (2) Enhance the ability of every student to think and reason mathematically.

School Priority (3) Embed a consistent understanding and application of the Responsible Behaviour Plan amongst students, staff and parents

Know your learners: Triangulated student achievement data used by class teachers & administration to guide differentiated approaches for individual students.

Provide professional development to teachers in the use of One School 'Dashboard' capabilities, to improve teaching & meet learning needs for individuals and cohorts.

Meet your learners' needs: Deliver all components of "Pathways through Pullenvale"

Implement and explicitly teach PSS's Social Skills / Emotional Resilience / Responsible Behaviour Skills program.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 455 | 227 | 228 | 3 | 98% |
| 2014 | 476 | 237 | 239 | 3 | 98% |
| 2015 | 446 | 230 | 216 | 3 | 98% |

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:

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 | | |
|-------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 17 | 16 | 19 |
| Year 4 – Year 7 Primary | 24 | 22 | 20 |

*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 | 6 | 6 | 11 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| 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

- Delivery of a differentiated curriculum, aligned with the national curriculum, remains the key objective for all classrooms.
- Pleasing achievements in terms of students achieving National Minimum Standards and results in the Upper Two Bands indicates the school continues to support and extend children at each end of the academic spectrum.
- Ongoing development of year level overviews for Maths and English (Spelling, Reading and Writing).

Extra curricula activities

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

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 regional level in 2015. Our school also presents teams at a variety of school and community coordinated stand-alone carnivals and festivals of sport.

In 2015 our school established a competitive equestrian team that represented the school proudly and with success at a number of events. Both individual and team honors were bestowed upon our equestrian team.

Our school choir and band perform at community and school based performances and competition events. In 2015 our school facilitated instrumental music lessons via Education Queensland allocations and external providers based at the school.

Student engagement and social enrichment is further developed through Student Council, Buddy Programs, Dance Troupe and Drama Club.

Special interest programs and clubs have been established, these include robotics, science, chess and ICT.

How Information and Communication Technologies are used to improve learning

In 2015 our school extended the trial of our Electronic Personalised Anywhere Learning (ePal), one to one device classes. Students from Years 4 to 6 were able to access devices to assist in their learning experience.

In the lower school students engage with both iPad and laptop devices maintained by the school. There remains a blend of in-class devices and a central 'lab' environment to accommodate in class group learning and whole of class lab lessons where exposure to ICT devices enhances the teaching and learning on offer.

Social Climate

In 2015 the school adopted a New Responsible Behaviour Plan after ongoing and lengthy consultation with staff, community and the input of the School Planning Group. The school engaged the services of an external Education Queensland employee to assist in implementing both the behavior plan and the corresponding framework for implementation. Aspects of the "*Positive Behaviours for Learning*" framework underpin delivery of the behavior plan.

The school created targeted teaching and learning resources for class teachers supporting the delivery of explicit learning opportunities for children.

The culture of the school is reflective of a high performing school where appropriate behaviours are the expected norm and where learning is possible in every classroom.

Parent, student and staff satisfaction with the school

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 100% | 95% | 97% |
| this is a good school (S2035) | 100% | 100% | 100% |
| their child likes being at this school (S2001) | 100% | 95% | 97% |
| their child feels safe at this school (S2002) | 100% | 97% | 100% |
| their child's learning needs are being met at this school (S2003) | 100% | 95% | 94% |
| their child is making good progress at this school (S2004) | 100% | 95% | 89% |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 95% | 97% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 97% | 95% | 97% |
| teachers at this school motivate their child to learn (S2007) | 100% | 95% | 89% |
| teachers at this school treat students fairly (S2008) | 100% | 97% | 97% |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 97% | 94% |
| this school works with them to support their child's learning (S2010) | 90% | 97% | 91% |
| this school takes parents' opinions seriously (S2011) | 93% | 97% | 97% |
| student behaviour is well managed at this school (S2012) | 93% | 89% | 94% |
| this school looks for ways to improve (S2013) | 97% | 97% | 100% |
| this school is well maintained (S2014) | 100% | 100% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree [#] that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 97% | 97% | 97% |
| they like being at their school (S2036) | 98% | 95% | 95% |
| they feel safe at their school (S2037) | 97% | 98% | 97% |
| their teachers motivate them to learn (S2038) | 98% | 98% | 97% |
| their teachers expect them to do their best (S2039) | 100% | 99% | 98% |
| their teachers provide them with useful feedback about their school work (S2040) | 94% | 92% | 96% |
| teachers treat students fairly at their school (S2041) | 88% | 94% | 89% |
| they can talk to their teachers about their concerns (S2042) | 90% | 91% | 91% |
| their school takes students' opinions seriously (S2043) | 89% | 98% | 91% |
| student behaviour is well managed at their school (S2044) | 96% | 94% | 94% |
| their school looks for ways to improve (S2045) | 97% | 99% | 97% |
| their school is well maintained (S2046) | 99% | 95% | 95% |
| their school gives them opportunities to do interesting things (S2047) | 89% | 92% | 93% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2013 | 2014 | 2015 |
| 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) | 90% | 92% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 87% | 100% | 95% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 95% | 100% | 93% |
| staff are well supported at their school (S2075) | 95% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 95% | 100% | 96% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 95% | 100% | 100% |

'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 granting of Independent Public School status was well received by the wider school community. In 2014 the 'school created' School Planning Group was disbanded and the required School Council formed. The council has taken over the valued process of an annual survey to engage all parents so as to establish an appreciation for those practices and operations at the school that are valued, whilst identifying areas where opportunities exist for further development and enhancement.

Programs unique to the school included the provision of Early Reader and Early Numeracy Master Classes for parents. These sessions aimed at providing parents with tools and greater understanding that allows them to support their own children in these areas.

Reducing the school's environmental footprint

In an attempt to reduce electricity usage targeted and scheduled maintenance of air conditioning units was scheduled for 2015/2016 summer holidays.

The school is investigating the significant jump in water consumption as this cannot be explained through any change in school operations or changes in school water management. The process of managing leaking taps, toilets and seals is ongoing.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 174,955 | 1,203 |
| 2013-2014 | 182,709 | 1,272 |
| 2014-2015 | 190,441 | 5,210 |

*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.

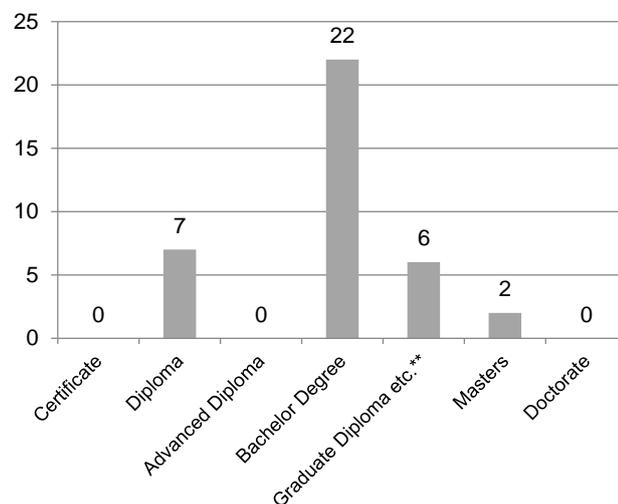
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 37 | 15 | 0 |
| Full-time equivalents | 28 | 9 | 0 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 7 |
| Advanced Diploma | 0 |
| Bachelor Degree | 22 |
| Graduate Diploma etc.** | 6 |
| Masters | 2 |
| Doctorate | 0 |
| Total | 37 |



*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 \$21,856.06.

The major professional development initiatives are as follows:

- Weekly staff meetings have been replaced by weekly professional development sessions. These sessions are facilitated by school based or external staff.
- The school engages in cluster initiatives with local schools which include moderation and shared professional development.
- All staff undertook the process of creating a Personal Development Plan in consultation with the Principal. These plans involved a level of input from school leadership and self-reflection undertaken using the AITSL Framework.
- A small number of staff once again travelled to the Haileybury School in Melbourne to further our school wide approach to explicit instruction as a pedagogical approach to teaching.
- Flexible arrangements were once again utilised to meet obligations relating to number of professional development hours for all staff.
- Teachers were once again engaged in a process of formal and collegial observations and modelling so as to maximise the expertise that resides within the school.

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% | 95% | 93% |

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 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). | 95% | 94% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 97% | 91% | 97% |

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)

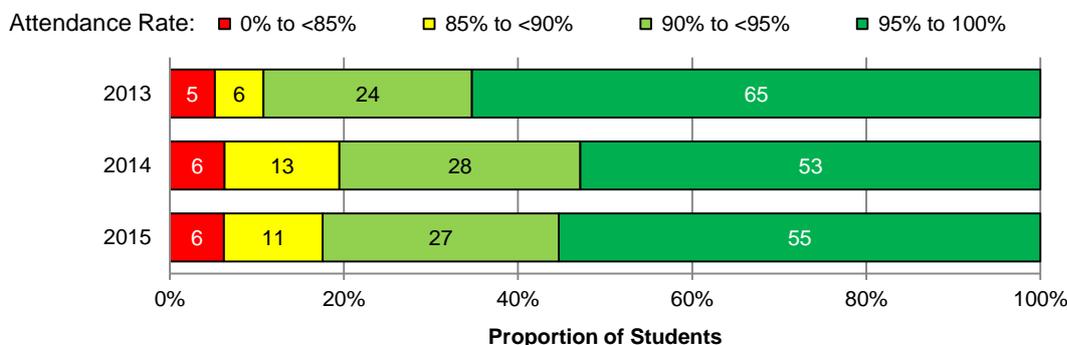
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|------|--------|--------|--------|--------|--------|--------|--------|
| 2013 | 94% | 96% | 95% | 95% | 96% | 95% | 96% | 96% |
| 2014 | 94% | 94% | 94% | 94% | 93% | 94% | 95% | 94% |
| 2015 | 95% | 93% | 95% | 95% | 94% | 94% | 95% | N/A |

*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.

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;

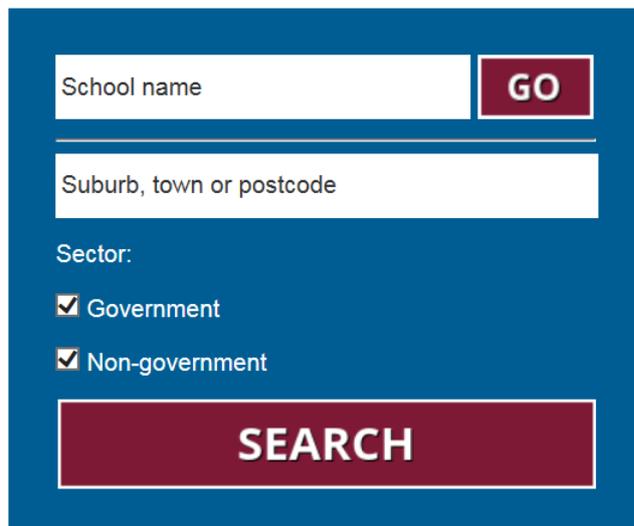
- The students well-being,
- An expected return to school date, and
- Whether or not there is a need to send home alternate school work for completion during the absence period.

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/>.

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 screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

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.