

Pullenvale State School (0140)

Queensland State School Reporting

2012 School Annual Report



**Pullenvale
State School**

| | |
|----------------|---|
| Postal address | PO Box 1204 Kenmore 4069 |
| Phone | (07) 3202 0333 |
| Fax | (07) 3202 0300 |
| Email | the.principal@pullenvale.ss.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact Person | Evan Willis – School Principal |

Principal's foreword

Introduction

"Only our best is good enough" is the motto for Pullenvale State School, and as this School Annual Report will attest, such was the case in 2012. This report captures but a small snap shot of the school and its endeavours to reach the targets and goals set down within the school 2012 Annual Implementation Plan.

I am delighted to be able to report that 2012 saw the school excel in many areas, not least of which were NAPLAN results considered to be our best ever. A renewed focus on pedagogy and the professional sharing of best practice were wonderful processes that assisted our overall academic advances. Improved facility and fiscal management allowed us to begin the task of updating our overall school appearance and resource base. Whilst positive and productive partnerships with key school community groups including the Parents and Citizens Association and the newly formed School Management Group ensured the hopes and dreams for all concerned with the school were given a voice.

A major event in 2012 was the conducting of the Quadrennial School Review (QSR). This process provided an opportunity to hear from the entire community their views on school operations and features in terms of what is valued, what is working, what makes Pullenvale a great school and what needs to be adapted, changed or removed to advance even further.

This data has been used as a key component of our 2013 School Improvement Agenda. In short we are well positioned to continue our journey towards educational excellence in 2013 and beyond.

School progress towards its goals in 2012

2012 was a year of significant change for Pullenvale State School. Mr Evan Willis commenced his first year as Principal at the school following on from the work of Mr Fred Hardman, who had lead the school as Principal for 18 years prior. This change coincided with the implementation of the National Curriculum and associated Education Queensland, Curriculum Into the Classroom (C2C) units of work in the curriculum areas of English, mathematics and science.

Thankfully though the school was able to continue on with the outstanding developments in pedagogical practice that had commenced under the guidance of Deputy Principals Mrs Leanne Stewart and Mrs Melissa Fanshawe the previous year. Key directions for the school were in response to systemic data and identified very specific, key areas for improvement. In hand with this went Key Priorities and Activities for overall development.

Key directions of the strategic plan:

1. Embed "Pullenvale SS, 2012 Improvement Agenda" around Key Priority Areas.
2. >40% of students in Upper Two Bands across all strands of NAPLAN testing
3. 100% of students above NMS across all strands of NAPLAN testing
4. Increased levels of satisfaction resulting in >85% student satisfaction that "this is a good school".
5. Implement the Australian National Curriculum across Prep to Year 7, and utilise C2C units in English, maths and science.

Key Priority Areas and Activities to be Undertaken in 2012

Queensland State School Reporting

2012 School Annual Report



| School Community and Partnerships | |
|---|--|
| High levels of student, parent, staff and broader school community confidence in the school's performance and achievement | |
| Create alignment between school's Improvement Agenda and P&C's futures document. | School P&C and administration now working closer to achieve agreed goals and targets. In 2012 a School Management Group (later named School Planning Group) was formed to assist in creating greater alignment between the school and community groups and interests. QSR process completed and data analysed by school admin and School management Group members to assist with future school direction. |
| Enhanced school to community communication channels and practices. | |
| Completion of QSR process | |
| School Curriculum | |
| Consistent curriculum, planning and implementation to improve learning | |
| Reading | In 2012 the National Curriculum and Associated Education Queensland C2C Units of work were fully implemented in the Key Learning Areas (KLAs) of English, mathematics and science. In all remaining KLAs the Essential Learnings were once again taught, assessed and reported upon. The Pullenvale State School, Assessment Schedule and Benchmark Guidelines were introduced and proved a vital reference point for increased levels of teacher moderation across year levels. Closing the Gap is not reported on in this report as it too easily identifies the associated students. Pullenvale State School recorded enrolment growth from 2011 to 2012 progressing from 404 to 440.6. By the conclusion of the school the year 45 students departed the school to conduct primary school education at other venues. This number does not differentiate forced relocations and movement that occurred prior to the last day of the school year. This is the first record of these departures being kept and is intended for future use and comparison. Of our graduating students, 21 of 43 (49%) went on to Secondary education in State High Schools, with 22 moving onto unknown destinations, private schools or home schooling. Of special significance was the conducting of the Curriculum Teaching and Learning Audit. On balance of judgement it is reasonable to suggest Pullenvale State School was awarded seven out of eight |
| <ul style="list-style-type: none"> Implement CAFÉ & Daily 5 reading programs across all year levels. Continue with Red & Blue Rockets Reading Programs in Years 2 & 3. Deliver a differentiated reading program to every individual child. | |
| Numeracy | |
| <ul style="list-style-type: none"> Whole school usage of standardised and moderated testing in the area of mathematics. Tracking of individual children in this area. | |
| (Additional areas could include writing including spelling and grammar & punctuation, science) | |
| <ul style="list-style-type: none"> ACARA implementation at the Lesson Overview level, guided by C2C materials. Implementation and review of 'PSS Whole School Assessment Schedule' Whole school spelling program / teaching framework. Tracking of individual children in writing and spelling. Aligning student data with differentiated learning and teaching experiences. | |
| Closing the Gap – outcomes and attendance of indigenous and non-indigenous students | |
| <ul style="list-style-type: none"> Working towards best practice in response to Education QLDs EATSIPs document. Commit PSS to the Dare to Lead project | |
| Retention, Attainment and Transition of Students | |
| <ul style="list-style-type: none"> Creation & implementation of whole school attendance policy and monitoring guidelines. Improved management of middle schooling facilities leading to enhanced learning environment. | |
| Curriculum Planning | |
| <ul style="list-style-type: none"> Working towards full implementation of C2C units (English, maths, science) Implementation of QCAR programs (remaining KLAs) | |
| Response to Teaching and Learning Audits | |
| <ul style="list-style-type: none"> Continued use of 2010 CT&L Audit recommendations | |

Queensland State School Reporting

2012 School Annual Report



| | |
|--|---|
| <p>Planning for Improvement</p> <ul style="list-style-type: none"> • Clear and accountable alignment between key schools documents and 'PSS 2012 Improvement Agenda'. | <p>scores in the Outstanding/High area and one in the High area.</p> <p>Finally it was also of special note that all key targets set out in the school generated School Improvement Agenda were attained or partially attained.</p> |
| <p>Teaching Practice High quality teaching focused on the achievement of every student</p> | |
| <p>High Quality Teaching Practices</p> <ul style="list-style-type: none"> • Implementation and embedding of 'PSS Effective Teaching Practice Framework' • Upgrade, acquisition and professional development in ICTs (more specifically recently purchased IWBs and associated software) | <p>In 2012 the Pullenvale State School, Effective Teaching Framework was utilised to launch the creation of the PSS, Effective Teaching and Learning Rubrics. This document was created by teaching staff to reflect best practice in the identified areas.</p> <p>This tool is now able to be used by staff for administration, peer and self-assessment of teaching practice and education delivery.</p> <p>It is not intended as a tool to assess teacher performance, rather a tool to assist teachers in achieving best practice in terms of the Pullenvale way of teaching and learning in an engaging and positive learning environment.</p> |
| <p>Collaborative Practices</p> <ul style="list-style-type: none"> • Creation of an expert teaching team via; targeted classroom walkthroughs by teachers & admin, facilitated modelled teaching, Café strategy to facilitate learning circles. | |
| <p>Consistent Pedagogical Practice</p> <ul style="list-style-type: none"> • Whole school approach to be enacted in regard to standardised testing and moderation, utilisation of Effective Teaching Practices (Daily 5, CAFÉ, WALT, WILF, Individual Learning Goals) • Individual Learning Support Plans (ILSPs) created for every student. | |
| <p>Evidence-based decision-making</p> <ul style="list-style-type: none"> • PSS Data books to be maintained, student ILSPs implemented and data more readily accessible. • Differentiation to be evidenced by planned adjustments reflected in unit, weekly and daily (where applicable) planning documents and individualised learning goals. | |
| <p>Principal Leadership and school capability Instructional leadership with an unrelenting focus on improvement</p> | |
| <p>Instructional leadership</p> <ul style="list-style-type: none"> • Principal participation in Metro Region Coaching program • Principal and DPs to have up to date PP&DPs • Principal and DPs modelling effective teaching strategies, including lessons for students and PD for staff. | <p>In 2012 Principal undertook his place in regional coaching, professional development program.</p> <p>Staff Personal Development Plans (PDPs) were introduced for all staff in line with the Education Queensland 3 Phase model.</p> <p>The School Improvement Team (SIT) was formed and met weekly to discuss advancement of the School Improvement Agenda.</p> <p>Regular and ongoing observations were conducted using the Flemming Explicit Instruction Feedback model.</p> |
| <p>Developing Workforce Performance</p> <ul style="list-style-type: none"> • School Improvement Team (S.I.T.) to maintain a focus on effective T&L and the monitoring of student data. • S.I.T. to facilitate opportunities for the development of teachers' pedagogical practice via school based and external opportunities. • Explicit feedback relating to teacher performance and student achievement to be provided at regular intervals, e.g. 'Two stars and a wish', feedback to staff and students from Leadership team and colleagues. | |
| <p>Additional emerging local school priorities</p> | |
| <p>Facilities focus on middle schooling environment</p> | <p>Through partnerships with the P&C significant improvements were made to the middle school learning environment.</p> |
| <p>Management of school administration (following on from absence of BSM for over 12 months)</p> | <p>The school employed a full time Business Services Manager who steered the school through a Financial Controls Audit with the</p> |

Queensland State School Reporting 2012 School Annual Report



| | |
|--|---|
| | school receiving a commendable, Sound rating. |
|--|---|

Future outlook

- Whole of school implementation of the Australian Curriculum to include History.
- Implement whole school pedagogical practice.
- Using data to inform teaching practice.
- Develop instructional leadership with a focus on workforce performance
- Clarification of roles and working relationships between school and key community committees.
- Improve school performance
- School Priority - Increase whole of school NAPLAN Spelling results.
- Core Priority - Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 397 | 196 | 201 | 95% |
| 2011 | 404 | 206 | 198 | 96% |
| 2012 | 437 | 210 | 227 | 97% |

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 exists 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 | | |
|------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 22 | 23 | 17 |
| Year 4 – Year 10 | 23 | 26 | 23 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 1 | 0 | 7 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

A signature curriculum offering of our school is the teaching of Japanese (Language Other Than English – LOTE) from Prep Year to Year Seven. In 2012 a one day per week extension teacher role was formalised to compliment the Support Teacher: Literacy and Numeracy role already in existence.

Of special note was the relationship created with the University of Queensland who helped form the Deadly Medley program aimed at pooling school wide and community talents to advance the Closing The Gap agenda. Over a terms duration staff and students in Years Four and Five worked with UQ lecturers and Indigenous pre-service teachers to complete the PEARL pedagogies unit of work embracing both the Arts and draft History key learning area of the National Curriculum.

The Deadly Medley initiative was recognised nationally via the awarding of a \$15000 NAB, Schools First Grant. The initiative composed of PEARL Pedagogies, an ongoing mentoring relationship with the University of Queensland, the commencement of the creation of a suite of Indigenous Oral Histories to be completed in partnership with the State Library of Queensland in 2013, and ongoing professional development for staff to assist them in both content and pedagogical practices relating to Indigenous education coordinated in part with the assistance of the Dare to Lead organisation.

Extra curricula activities

Extra curricula activities

- School Chess Club
- School Environmental Committee
- Community Ambassadors Program
- Student Council
- School Buddy System
- Involvement in West Akuna Sports programs
- Instrumental and Choral music programs
- Student Media and Technology Committee
- Student leadership Program
- Japanese Exchange and Koala Conservation program

How Information and Communication Technologies are used to assist learning

Interactive White Boards are maintained in every class room and 2012 saw an increase in the number of smaller portable devices including iPads being utilised across the school. The nature of the C2C resources was such that overall use of these devices increased significantly throughout 2012.

In late 2012 a class set of lap tops were ordered for introduction into the school in early 2013.

The replacement of out of date ICT devices including desk top and lap top computers must remain an ongoing focus for the school over the next five years. The target of having 1:4 ICT devices for student use (including but not limited to Lap Tops, Desk Top and smaller portable devices) that are under three years of age per student is a target that must be achieved within the next five years.

At the commencement of 2012 the ratio was 1:17.

Social climate – In 2012 the “Pullenvale State School is a NO Bullying school” initiative was launched. This coincided with the focus given to the Kids Matter and more specifically the Bounce Back educational programs. Bounce Back comprises targeted teaching and learning experiences around student resilience and the belief that all children can bounce back from adversity. Whilst it is acknowledged that the general behaviour of students at Pullenvale is exemplary, it must also be recognised that when inappropriate instances of behaviour occur, that they are not tolerated and that students are equipped with the social/emotional tools to self-manage such situations. An apparent spike in short term suspensions is reflective of the stance being taken by the school that inappropriate behaviour will not be tolerated. It should also be acknowledged that none of the suspensions were credited against bullying, rather one off instances of inappropriate physical and non-physical behaviours.

Parent, student and staff satisfaction with the school

In 2012 both the school opinion survey and Quadrennial School Review survey indicated overwhelmingly the high levels of satisfaction experienced by staff, students and parents engaged with the school. Regardless the School management Group and school administration undertook a detailed analysis of the data received to influence the direction of the school for 2013 and beyond to ensure high levels of satisfaction are maintained.

Our school at a glance

| Performance measure (Nationally agreed items shown*) | |
|--|-------------------|
| Percentage of parents/caregivers who agree that: | 2012 [#] |
| their child is getting a good education at school | 91.3% |
| this is a good school | 100.0% |
| their child likes being at this school* | 100.0% |
| their child feels safe at this school* | 100.0% |
| their child's learning needs are being met at this school* | 91.3% |
| their child is making good progress at this school* | 86.4% |
| teachers at this school expect their child to do his or her best* | 95.7% |
| teachers at this school provide their child with useful feedback about his or her school work* | 100.0% |
| teachers at this school motivate their child to learn* | 95.7% |
| teachers at this school treat students fairly* | 100.0% |
| they can talk to their child's teachers about their concerns* | 100.0% |
| this school works with them to support their child's learning* | 95.7% |
| this school takes parents' opinions seriously* | 95.5% |
| student behaviour is well managed at this school* | 95.7% |
| this school looks for ways to improve* | 95.5% |
| this school is well maintained* | 95.7% |

| Performance measure (Nationally agreed items shown*) | |
|---|-------------------|
| Percentage of students who agree that: | 2012 [#] |
| they are getting a good education at school | 94.7% |
| they like being at their school* | 94.6% |
| they feel safe at their school* | 96.1% |
| their teachers motivate them to learn* | 93.3% |
| their teachers expect them to do their best* | 100.0% |
| their teachers provide them with useful feedback about their school work* | 95.9% |
| teachers treat students fairly at their school* | 82.4% |
| they can talk to their teachers about their concerns* | 84.0% |
| their school takes students' opinions seriously* | 84.7% |

Our school at a glance

| | |
|---|-------|
| student behaviour is well managed at their school* | 90.7% |
| their school looks for ways to improve* | 93.2% |
| their school is well maintained* | 86.7% |
| their school gives them opportunities to do interesting things* | 86.1% |

Performance measure (Nationally agreed items shown*)

| | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 97.1% |
| with the individual staff morale items | 97.3% |

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

In 2012 school administration with support of the P&C Executive worked together to investigate further ways in which parents could be involved in activities beyond traditional fund raising events. To this end a member of school administration and a School Management Group representative attended external Professional Development looking at ways in which the relationship between school and parents can be enhanced to a level of increased focus on student engagement and teaching and learning initiatives.

Following on from this, the school conducted Master Classes for parents covering such key issues as student reading development. There have been follow-up sessions in 2013 expanding to include early numeracy.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The data provided shows a significant drop in electricity (kWh) usage for the 2011-2012 period. This is not reflected in water (kL) usage and this may be as a direct result of an increased student enrolment.

Despite the reduction in electricity usage, increased costs and billing models based on monthly maximum usage has resulted in the need to seriously review the use of classroom air conditioners.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 160,192 | 1,450 |
| 2010-2011 | 158,192 | 1,435 |
| 2011-2012 | 125,665 | 1,482 |

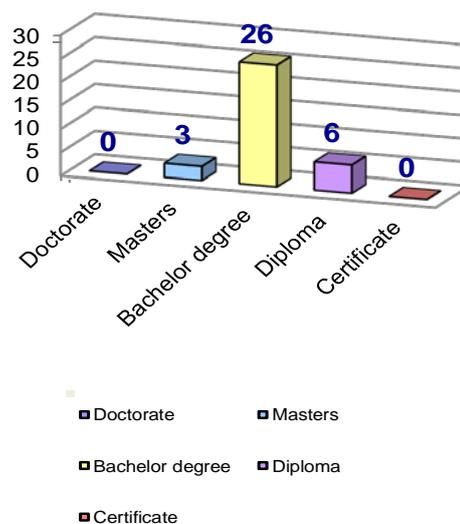
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 35 | 16 | 0 |
| Full-time equivalents | 25.4 | 9.7 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 3 |
| Bachelor degree | 26 |
| Diploma | 6 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11656.

The major professional development initiatives are as follows:

The school's major professional development for 2012 was whole of school teaching staff training in the Words Their Way program to assist in addressing the school's overall performance in the area of spelling.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

| | 2010 | 2011 | 2012 |
|--|-------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 96.8% | 95.2% | 95.3% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 85.1% of staff was retained by the school for the entire 2012 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

| Student attendance | 2010 | 2011 | 2012 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 94% | 94% | 95% |
| The overall attendance rate in 2012 for all Queensland state Primary schools was 93%. | | | |

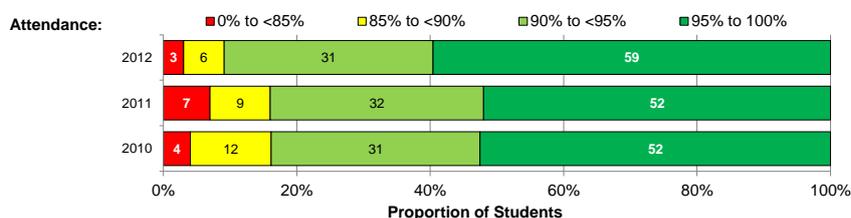
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2010 | 94% | 94% | 95% | 94% | 97% | 95% | 94% |
| 2011 | 93% | 94% | 95% | 94% | 96% | 95% | 95% |
| 2012 | 95% | 96% | 95% | 95% | 95% | 96% | 95% |

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 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.

Pullenvale State School provides a range of educational programs, support strategies and alternative options within an inclusive setting to support student attendance and engagement in education during the compulsory schooling phase and aims to help parents comply with their obligations in respect to compulsory schooling. This approach is adapted from, "Guidelines to address chronic absenteeism, school refusal and truancy" (see attached).

What is attendance? Education (General Provisions) Act 2006: 177

(1) A child attends a State school or non-State school only if the child complies with the school's requirements about physically attending, at particular times, its premises or another place.

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**

Performance of our students

- c) 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;

- a) The students well-being,
b) An expected return to school date, and
c) 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 (see page 2) in the approved form**.

The process of sending home the attached letters (of which there are six) continues until such time as attendance is deemed to have improved and/or reached an acceptable level.

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

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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Pullenvale 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.