Pullenvale State School

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Contact information

Postal address	PO Box 1204 Kenmore 4069
Phone	(07) 3202 0333
Fax	(07) 3202 0300
Email	principal@pullenvaless.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.

From the Principal

School overview

Pullenvale State School is an Independent Public School. Our school opened in 1874 with an enrolment of 37 students. We have now over 400 students enrolled. At Pullenvale State School our vision is to unleash the infinite potential of our students. We are committed to building confident, resilient and well-educated young people who are passionate about learning, engaged in their community and well equipped for their futures. We provide a holistic education underpinned by our school values of: Brave: we are persistent even when challenged Collaborative: we support each other and work as a team Compassionate: we are inclusive and celebrate diversity Curious: we explore, observe, investigate and question Proud: we are proud of self, others and our achievements Serve: we give for the greater good. Pullenvale is proud to provide diverse extra-curricular activities to ensure quality learning experiences for all children. Students enjoy opportunities to engage in music, dance and drama, physical education, Japanese and STEM initiatives. All students in years 4-6 participate in our ePal (electronic personal anywhere learning) classes. We provide an inclusive learning environment, striving to differentiate the curriculum for every student. Our school champions the wellbeing of our students, staff and community. The school's responsible behaviour plan and mascot "Pullenvale Pete" encourage our children to Be Safe, Be Respectful and Be a Learner.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	434	437	421
Girls	212	212	205
Boys	222	225	216
Indigenous	4	2	3
Enrolment continuity (Feb. – Nov.)	100%	97%	98%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	22	20
Year 4 – Year 6	24	24	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

Extra-curricular activities

The school offers a rich array of extra-curricular activities, all run by staff at the school, not part of the common core duties, including:

- Robotics Club
- Coding Club
- Makerspace
- Science Club
- Chess Club
- Debating Club
- Fit Kids
- Touch Academy
- Dance Troupe
- School Choir
- Instrumental Music
- Dance and Drama Club
- Netball Club
- Soccer Club.

How information and communication technologies are used to assist learning

Students in Years 4, 5 and 6 are involved in the school's ePAL or BYOD Program. Students in these classes use their own device to engage in the learning process, where required and recommended.

Students in Prep classes access iPads in the support of in-class lessons across the curriculum.

Students in Years 1 – 3 have access to a fully equipped Technology Lab with laptops for all students in a single class of up to 30 students.

Students also have access to iPads and laptops in the classroom, for limited size groups.

Social climate

Overview

In 2019 PSS implemented Zones of Regulation with greater clarity across all year levels. Teachers teach targeted lessons fortnightly to support students to engage in a safe, supportive school environment.

Student and staff wellbeing was a major focus across the school as we employed Wellbeing Coach for staff and encouraged teachers to practice mindfulness in their classrooms on a regular basis.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. This is scheduled for review during 2020. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	98%	95%	96%
• this is a good school (S2035)	95%	98%	93%
• their child likes being at this school* (S2001)	98%	93%	97%
• their child feels safe at this school* (S2002)	100%	93%	99%
• their child's learning needs are being met at this school* (S2003)	94%	91%	88%
• their child is making good progress at this school* (S2004)	95%	93%	85%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	95%	91%
• teachers at this school motivate their child to learn* (S2007)	97%	93%	92%
• teachers at this school treat students fairly* (S2008)	92%	93%	88%
• they can talk to their child's teachers about their concerns* (S2009)	97%	93%	96%
• this school works with them to support their child's learning* (S2010)	90%	90%	94%
• this school takes parents' opinions seriously* (S2011)	77%	88%	83%
• student behaviour is well managed at this school* (S2012)	88%	76%	89%
• this school looks for ways to improve* (S2013)	89%	91%	91%
• this school is well maintained* (S2014)	98%	100%	99%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	99%	98%
• they like being at their school* (S2036)	96%	94%	94%
• they feel safe at their school* (S2037)	97%	95%	98%
• their teachers motivate them to learn* (S2038)	91%	94%	97%

Percentage of students who agree# that:	2017	2018	2019
• their teachers expect them to do their best* (S2039)	99%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	94%
• teachers treat students fairly at their school* (S2041)	87%	94%	88%
• they can talk to their teachers about their concerns* (S2042)	86%	93%	85%
• their school takes students' opinions seriously* (S2043)	89%	89%	83%
• student behaviour is well managed at their school* (S2044)	90%	95%	90%
• their school looks for ways to improve* (S2045)	99%	98%	96%
• their school is well maintained* (S2046)	98%	99%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	96%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	86%	100%	91%
• they feel that their school is a safe place in which to work (S2070)	93%	100%	88%
• they receive useful feedback about their work at their school (S2071)	62%	88%	56%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	90%	96%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	93%	100%	87%
• student behaviour is well managed at their school (S2074)	93%	96%	94%
• staff are well supported at their school (S2075)	66%	96%	63%
• their school takes staff opinions seriously (S2076)	65%	96%	60%
• their school looks for ways to improve (S2077)	93%	96%	69%
• their school is well maintained (S2078)	97%	100%	88%
• their school gives them opportunities to do interesting things (S2079)	82%	100%	59%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parents are encouraged to be involved in many facets of school life. Family members assist by supporting students in classroom activities, attending excursions and camps, and volunteering in the Tuckshop.

At the beginning of each year, class teachers outline the various ways parents can support in the classroom and work in partnership with the teachers for the benefit of their children.

Parents are included in decision-making at the school level through the P&C Association and School Council. The school has an active Parents and Citizens' Association which provides supplementary funds and actively participates and supports projects throughout the school.

Pullenvale has a wonderful sense of community and new families are welcomed into the community comfortably.

Respectful relationships education programs

An external provider is employed to support the teaching of respectful relationships for students – Life Education.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	2	3	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Pullenvale State School's Environmental Management Plan (SEMP) outlines our commitment to recycling, saving energy, water conversation and acting responsibly. We harvest water from many roof catchments for use in toilets and for watering gardens.

Environmental Captains work with the Student Council to consider environmental programs that support the reduce, reuse, recycle environmentally friendly habits. Students actively participate in various activities to reduce our school's environmental footprint. Our association with the Pullenvale Environmental Centre also encourages students to become environmentally aware citizens.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	181,064	181,768	192,134
Water (kL)	719		1,738

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ∨ | School type ∨ | State ∨ | 🔍 |

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

> View School Profile

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

| School profile | NAPLAN | ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	35	18	<5
Full-time equivalents	27	11	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)

- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	96%	95%	95%
Attendance rate for Indigenous** students at this school	96%	94%	95%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school
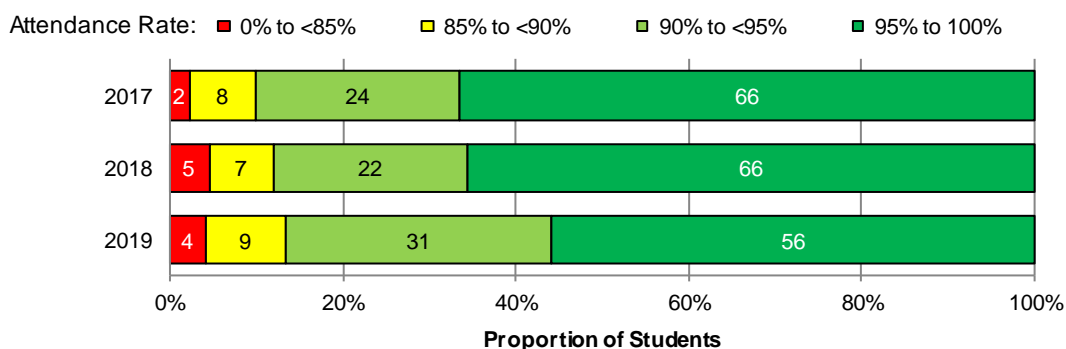
Year level	2017	2018	2019
Prep	95%	95%	95%
Year 1	95%	93%	95%
Year 2	96%	95%	95%
Year 3	96%	96%	94%
Year 4	96%	94%	96%
Year 5	95%	95%	94%
Year 6	95%	95%	94%

Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	2	8	24	66
2018	5	7	22	66
2019	4	9	31	56

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Class Rolls are marked twice daily. The first marking is at 9am and the second marking at 1:45pm, following second break. Unexplained absences are followed up with a SMS from a member of the administration team to enquire on the welfare of the absent student.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	School sector ⌄	School type ⌄	State ⌄	🔍

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

    View School Profile

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

School profile	NAPLAN ⌄	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.