



Pullenvale
State School

Pullenvale State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

Postal address:	PO Box 1204 Kenmore 4069
Phone:	(07) 3202 0333
Fax:	(07) 3202 0300
Email:	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:	The Principal – Mr Sam Symes



School Overview

Pullenvale State School secured Independent Public School status to commence the 2015 school year. Our school opened in 1874 with an enrolment of 37 students. As at 23 January 2017, the enrolment was recorded as being 433. Pullenvale is proud to be investigating the best curriculum content, teaching practice and diverse extra-curricular activities to ensure world class learning experiences for all children. Students enjoy opportunities to engage in music, dance and drama, physical education, Japanese (from Prep-6), library skills and the use of technology devices during the course of the school week. In 2015 our first one to one device or ePal (electronic personal anywhere learning) classes were formed. Support and extension at either end of the academic spectrum is a major priority for our school as we strive to differentiate the curriculum for every student. The school's responsible behaviour plan and mascot "Pullenvale Pete" encourages our children to Be Safe, Be Respectful and Be a Learner. The Kidsmatter© program is implemented throughout the school, with proactive and explicit teaching of values, social and life skills.

In 2017, Pullenvale State School achieved Mean Scale Score results 'statistically above the Nation' in all 10 domains of the NAPLAN testing. Students at Pullenvale State School are supported to achieve their best possible results, with teachers preparing learning, based on strong data analysis tools and a genuine passion for strong relationships with their students to set, shared, high expectations. Pullenvale State School staff comprises a collaborative team of highly committed professionals who sustain a passion for teaching and learning and are committed to developing their knowledge of the best educational practices to meet the needs of our talented students. Whether it is in the classroom, on the sporting field, musically defined or in a social setting, you will experience young citizens achieving fantastic results with an attitude of dedication, resilience and pride for their school. Pullenvale State School is supported by a dedicated, intelligent and active community which provides your students and children with a rich basis of support through a number of means. The school's P&C committee, along with the school council, provide a rich support program which is student centred, providing our students with the opportunity to focus on their role as learners while knowing their future endeavours are supported.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

2017 SUCCESS CRITERIA REPORT:

Future Outlook

2018 Focus – Mathematical Thinking

Area	Success Criteria	How Assessed?
Number talks	<p>Success Criteria</p> <ul style="list-style-type: none"> ✓ 100 % classrooms/teachers proficient by end Sem 2 ✓ 100 % teachers following Number Talks/Operations and Number Facts overview <p>Strategies:</p> <ul style="list-style-type: none"> • Check ins once a term • Distribute overview for Number Talks/Operations and Number Facts overview • Review and refine overview by end Sem 2 • Ensure new staff have access to 'Number Talks' book 	<ul style="list-style-type: none"> ✓ Check ins/anecdotal observations from check in debrief ✓ Reviewed Number talks overview
Student Achievement	<p>Success Criteria</p> <ul style="list-style-type: none"> ✓ NAPLAN <ul style="list-style-type: none"> ○ Year 3 at least equal to MSS 459 (top result 2008-2017) 	<ul style="list-style-type: none"> ✓ Data Profile ✓ OAR reports ✓ OneSchool A-E data

	<ul style="list-style-type: none"> ○ Year 5 at least equal to MSS 542.7 (top result 2008-2017) ○ Relative gain data improvement Yr. 3-5 ✓ Pat M – at least 50% students in top 3 stanines ✓ A-E – 80% students A or B in Maths Sem 2 	
Australian Curriculum	<p>Success Criteria</p> <ul style="list-style-type: none"> ✓ Evidence of number talks mental agility in Problem Solving and Reasoning assessments (link to Academic Awards) ✓ 100% classrooms/teachers using agreed AC aligned year level assessment tasks (ensure tasks support multiple pathways) 	

2018 Focus – Reading to Succeed/Writing

Area	Success Criteria	How Assessed?
School Wide Pedagogy	<ul style="list-style-type: none"> ✓ Identify current early years reading pedagogy practice ✓ Develop teacher capacity to use the Literacy Continuum to plan, monitor and teach reading in the early years ✓ Effective reading practices evident in 100% of classes (modelled, shared, guided, independent) – ie learning intentions and success criteria, aspects of Visible Learning, exit slips, effective feedback aligned to SC/LI ✓ By end 2018, TALT has increased knowledge of best practice in the teaching of writing ✓ End Sem 2, 100 % teachers are aware of essential components of effective writing lesson (shared, guided) 	<ul style="list-style-type: none"> ✓ Informal observations and conversations ✓ Teachers use Literacy Continuum to plan, monitor and teach a broad and balanced differentiated reading program ✓ Formal observations <ul style="list-style-type: none"> ○ Term 2 (guided) ✓ Check –ins (modelling, co-teach, independent) and conversations ✓ Writing audit

	<ul style="list-style-type: none"> ✓ Continued coaching and mentoring as appropriate ✓ Clear observation frameworks for reading (early Term 1) and writing (Sem 2) developed collaboratively in staff PD time 	start and end of Sem 2
Student Achievement	<ul style="list-style-type: none"> ✓ Pat R – 50% Top 3 stanines in all year levels ✓ NAPLAN – maintain /improve MSS and U2 data Year 3 and 5 ✓ PM/Probe – 80% reaching Regional targets all year levels ✓ Increased consistency with administering Probes (answers to be distributed to teachers) OR identify and implement a better tool for Yr 3-6 ✓ Data wall modified to Reflect only identified students and/or writing progress 	Pat R NAPLAN
Australian Curriculum	<ul style="list-style-type: none"> ✓ 100 % teachers identifying improved confidence with implementing reading across all KLAs within Literacy as a general capability 	<ul style="list-style-type: none"> ✓ Lesson observations ✓ Reading audit end Sem 1 and end Sem 2

2018 Focus – Digi-Tech

Area	Success Criteria	How Assessed?
School Wide Pedagogy	Digital Technology <ul style="list-style-type: none"> ✓ 100% teachers have taught a digital technology unit for a semester, by following draft school overview for the year (Refine draft Term 1 2018) – not to be reported on to parents, but assessment task to be administered ✓ Teachers are released for 2 half days across the year to support this ✓ Digi-leaders are identified and released for this half day also, and extend to a full day to meet with Joy and plan for the year level ✓ 100% teachers demonstrate increased skill/knowledge levels and confidence as per the audit ✓ Increased links with external providers to supplement this agenda (eg Graham from CSIRO) ✓ Increased opportunities/teacher engagement with resources to support Digi-Tech (eg 3D printers, 	<ul style="list-style-type: none"> ✓ Term 4 2017 and repeat Term 4 2018 – skills/knowledge /confidence audit required for year level Digital Technology Skills

	Probots, etc – Makerspace grant to support some of this) Technologies ✓ Increased student participation levels - Makerspace/Robotics program implemented	
Student Achievement	✓ 100% class teachers to collect, collate and analyse (with TALT member or Digi-Leaders) assessment tasks (pre and post assessments) ✓ Evidence from assessment tasks of knowledge/content, as well as problem solving/thinking skills	✓ Assessment pieces from all students
Australian Curriculum	✓ Follow PSS AC Implementation Plan (see points above) ✓ Units Plans articulate school resources available to support delivery ✓ Detailed plans available in Onenote	✓ Onenote units

Ongoing Focus– Australian Curriculum Implementation

Area	Success Criteria	How Assessed?
Curriculum Planning	✓ 100% teachers implementing V8.0 English, Maths and Science aligned units ✓ Year level curriculum plans created for P-6 History and Geography/HASS v. 8.0 ✓ End of term planning cycles continued with year level teams	Planning cycles Observation

Ongoing Focus – Wellbeing

Area	Success Criteria	How Assessed?
	Physical Developed sustained specialised programs which engage all of the population of students at Pullenvale with a focus on excellence and participation. <ol style="list-style-type: none"> 1. Touch (for publication Jan 2018) 2. Athletics (release dated November 2018) 3. Volleyball (release dated November 2018) 	100% of staff completed online and face-to-face NESLI Wellbeing Toolkit. Teaching Staff have 1 Wellbeing Goal attached to DPF 2018, with evidence of action.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	446	230	216	3	98%
2016	433	210	223	2	97%
2017	434	212	222	4	100%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	23
Year 4 – Year 6	23	26	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

As recommendation from research based on evidence data, the school has engaged in a 4-year strategic direction of Visible Learning. Leveraging a 'research based' methodology to improving student outcomes.

The approach, using most current research from over 200,000 meta-analysis of educational studies identifies the practices and behaviours of the teacher and the learner which have the most impact on high academic student achievement.

Students are at the forefront of Visible Learning playing a role as a partner in the learning journey, engaging and sharing the ownership of the learning journey from task to completion and reflection for an ongoing cycle of academic achievement growth.

Co-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
- Makerspace
- 'Fit Kids'
- Reader's and Library Clap
- Touch Academy
- Dance Troupe
- School Junior and Senior 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 schools' 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

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	98%	98%
this is a good school (S2035)	100%	97%	95%
their child likes being at this school* (S2001)	97%	94%	98%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	94%	90%	94%
their child is making good progress at this school* (S2004)	89%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	98%	98%
teachers at this school motivate their child to learn* (S2007)	89%	94%	97%
teachers at this school treat students fairly* (S2008)	97%	90%	92%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	97%
this school works with them to support their child's learning* (S2010)	91%	94%	90%
this school takes parents' opinions seriously* (S2011)	97%	90%	77%
student behaviour is well managed at this school* (S2012)	94%	92%	88%
this school looks for ways to improve* (S2013)	100%	98%	89%
this school is well maintained* (S2014)	100%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	95%	99%
they like being at their school* (S2036)	95%	93%	96%
they feel safe at their school* (S2037)	97%	94%	97%
their teachers motivate them to learn* (S2038)	97%	94%	91%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	92%	93%
teachers treat students fairly at their school* (S2041)	89%	91%	87%
they can talk to their teachers about their concerns* (S2042)	91%	88%	86%
their school takes students' opinions seriously*	91%	92%	89%

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
(S2043)			
student behaviour is well managed at their school* (S2044)	94%	85%	90%
their school looks for ways to improve* (S2045)	97%	97%	99%
their school is well maintained* (S2046)	95%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	86%
they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
they receive useful feedback about their work at their school (S2071)	100%	97%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	93%	100%	93%
staff are well supported at their school (S2075)	100%	100%	66%
their school takes staff opinions seriously (S2076)	96%	100%	85%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	100%	100%	97%
their school gives them opportunities to do interesting things (S2079)	100%	100%	82%

* 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.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	11	8	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	190,441	5,210
2015-2016	181,366	1,913
2016-2017	181,064	719

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.



School Funding

School income broken down by funding source

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

Sector:

☒ Government

☒ Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	19	0
Full-time Equivalents	28	12	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	4
Bachelor degree	15
Diploma	0
Certificate	0



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$47,000

The major professional development initiatives are as follows:

1. Australian Curriculum Implementation – Visible Learning
2. Wellbeing – Framework and Toolkit for Staff, Students and Community
3. 21st Century Learning - (Digital Technologies, Robotics, STEM and Future Learning).

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	93%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	96%	96%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

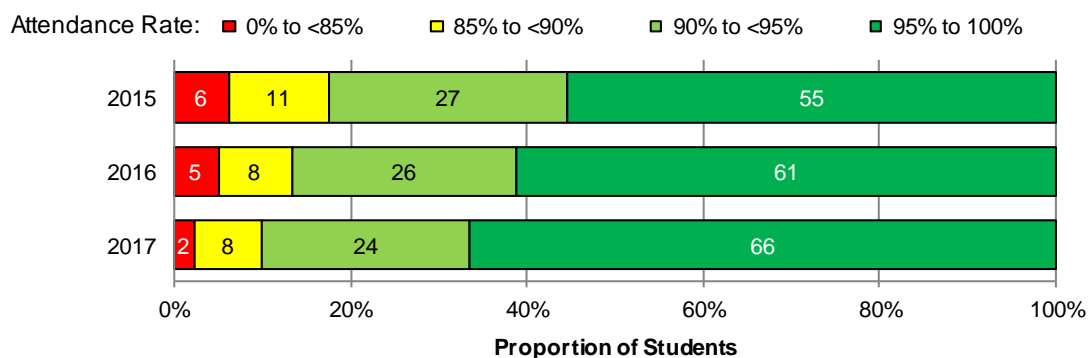
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	93%	95%	95%	94%	94%	95%						
2016	95%	95%	95%	95%	95%	95%	94%						
2017	95%	95%	96%	96%	96%	95%	95%						

*Attendance rates effectively count 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 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.

NAPLAN

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

Sector:

☒ Government

☒ Non-government

Where it states '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.

Conclusion

Pullenvale State School is a high achieving school, with students, staff and the community wanting the best for their child/ren both academically and socially/emotionally.

Children at Pullenvale State School are enriched by an extensive array of academics and extra-curricular opportunities on offer throughout the school and outside school hours.

An active school program is matched by an active learning program, with many student excelling both academically and physically.

Pullenvale State School is enriched by its very active community and the participation of parents in their child's learning is present on a daily basis. The shared learning journey between home and school is exemplary.

The school and community are actively working together to provide students with the best education with facility development planned to meet the needs of the growing and successful programs.