



Pullenvale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 20th June 2015, the enrolment was recorded as being 443. 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 2018, Pullenvale State School achieved Mean Scale Score results 'statistically above the nation' in all 10 domains of 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.

School progress towards its goals in 2018

Focus Area: Mathematical Thinking

- Number Talks:
 - o Teachers following Number Talks/Operations and Number Facts overview
 - o New staff have access to 'Number Talks' book
- Student Achievement:
 - o NAPLAN Year 3 MSS 463
 - o NAPLAN Year 5 MSS 507
 - o PAT M 18/5% of students in top 3 stanines
 - o 78.6% of students achieving A or B in Maths Semester 2
- Australian Curriculum:
 - o 100% classroom teachers using agreed AC aligned year level assessment tasks

Focus Area: Reading to Succeed/Writing

- School Wide Pedagogy:
 - o Identify current early years reading pedagogy practice
 - o Develop teacher capacity to use the Literacy Continuum to plan, monitor and teach reading in the early years
 - o Decision to continue reading focus into S1 2019, move to writing in S2 2019
 - o Continued coaching and mentoring as appropriate
 - o Creation of observation checklist for observation of reading and writing
- Student Achievement:
 - o PAT R – 20% of students in top 3 stanines

- Making progress towards meeting regional targets
- Purchasing additional texts to support implementation – carried over to 2019

Focus Area: Digital Technologies

- School Wide Pedagogy:
 - 100% teachers have taught a digital technology unit for a semester (following draft school overview for the year)
 - Teachers released for 2 x half days across the year to support digital technologies implementation
 - Digi-leaders are identified and released for this half day also, and extend to a full day to meet with lead teacher and pan for the year level
 - Increased opportunities/teacher engagement with resources to support digital technologies
 - Increased student participation levels – implement robotics program
- Student Achievement:
 - Evidence from assessment tasks of knowledge/content as well as problem solving/thinking skills
- Australian Curriculum (AC):
 - Follow PSS AC implementation plan
 - Unit plans articulate school resources available to support delivery
 - Detailed plans available in OneNote

Focus Area: Australian Curriculum Implementation (ongoing)

- 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 continues with year level teams

Focus Area: Wellbeing (ongoing)

- Physical Wellbeing:
 - Develop sustained specialised programs which engage all of the population of students at Pullenvale with a focus on excellence and participation (touch).
 - Staff engaged with NESLI Wellbeing Toolkit

Future outlook

1. Differentiation

At Pullenvale we provide a supportive environment for the needs of every student.

All students will be tracked academically, through:

- Formative Assessment: Summarises the students' development at a particular time
- Summative Assessment: Assessment of students' which tracks the development of performance over a set period
- Diagnostic Assessment: Is a form of pre-assessment, allowing the teacher to determine the students' position of learning

Learning support

Ensuring whole school consistency of all 3 forms of assessment, in 2019 the school will:

- Review the use of all Formative Assessment tools of practice in every classroom
- Systemically build a model for teachers to meet as year levels to engage in collaborative and consistent Formative Assessment practices
- Systematically build a model for teachers to meet across year levels to moderate Formative Assessment practices
- Review the use of Summative Assessment Practices across the school
- Build a systemic model for the collection and timeline of Summative Assessment collection
- Align all record keeping of data to one central system – OneSchool

- Ensuring the timelines of data collection are adhered to on a consistent basis
- Educating and supporting teachers to undertake Diagnostic Assessment before all learning
- Building the capability of all staff to analyse student performance to better inform the teacher of all students
- Embedding a sustainable learning support program consistently across the school
- Providing all teaching staff with 4 one-on-one meetings with Line Manager, Head of Inclusion and Head of Curriculum to map support and delivery of school priorities, accountability to deliverables and evidence of differentiation, catering for all students
- Teachers and Teacher Aides will be engaged in professional development of the 'MultiLit' Learning Support tool, led by the Head of Curriculum

High achieving students

Ensuring whole school high achieving student's delivery, the school will:

- Review the data of all students at Pullenvale state school
- Build data tracking for all students with data beginning in Prep, following the individual student through to completion of year 6
- Embedding a sustainable high achieving student program consistently across the school
- Providing all teaching staff with 4 one-on-one meetings with Line Manager, Head of Inclusion and Head of Curriculum to map support and delivery of school priorities, accountability to deliverables and evidence of differentiation, catering for all students
- Engage 1 staff member from every year level (excluding Prep in 2019) in Gifted and High Achieving teacher delivery training/professional development
- Systemically build a model for teachers to meet as year levels to engage in collaborative and consistent practice which meets the needs of high achieving students
- Ensuring the timelines of data collection are adhered to on a consistent basis
- Build in systems to allow teachers to observe others teaching
- Line Managers will work collaboratively with teachers, from the cycle of planning through one-on-ones, observations of practice, feedback and identifying professional development needs of individuals

Students with a disability

In 2019, the school will continue to develop its focus on providing all students with the same and equal opportunities

- Ensure the appropriate curriculum alignment is in place for all students with a disability (ISP, ICP, IEP, Verification, NCCD)
- Class and teacher observations of all students with a disability led by the Head of Inclusion
- Ensure all parents are aware of the expectations of their child, in school
- Work with all external stakeholders
- Develop greater clarity around formative, summative and diagnostic assessment requirements
- Ensure all students with a disability can access the curriculum at all times

Individual student performance

Ensuring whole school consistency of all 3 forms of assessment, in 2019 the school will:

- Review the use of all Formative Assessment tools of practice in every classroom
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- Systematically build a model for teachers to meet across year levels to moderate Formative Assessment practices
- Review the use of Summative Assessment Practices across the school
- Build a systemic model for the collection and timeline of Summative Assessment collection
- Align all record keeping of data to 1 central system – OneSchool
- Ensuring the timelines of data collection are adhered to on a consistent basis
- Educating and supporting teachers to undertake Diagnostic Assessment before all learning
- Building the capability of all staff to analyse student performance to better inform the teacher of all students
- Embedding a sustainable learning support program consistently across the school
- Providing all teaching staff with 4 one-on-one meetings with Line Manager, Head of Inclusion and Head of Curriculum to map support and delivery of school priorities, accountability to deliverables and evidence of differentiation, catering for all students

2. Research

At Pullenvale we use the latest research and evidence based practices to inform all teaching and learning. All staff are engaged in research which is relevant their role, using the school Research Inquiry Cycle Model and referencing recent research and evidence-based practice. Staff will be required to trial new research and practice in their role, using the Inquiry Cycle to inform their actions.

In 2019 the school is in phase two of a 3 year phase of professional learning/development of the Visible Learning Pedagogy with Corwin Institute.

In 2019, all teachers will be required to:

- Show evidence of Learning Intentions and Success Criteria in all Literacy and Numeracy lessons
- Provide time for 'student conferencing' with all students
- Build in a model of Feedback which students are provided with 'at task' feedback on their learning which is targeted not 'praise' based, to improve their learning
- Develop the ability to embed conversations in context and purpose using the schools consistent 'learning language'
- Build the schools evidence for expectations for a Pullenvale State School Visible Learner
- Ensure all classes culture, language and delivery of Visible Learning Pedagogy is consistent and evident
- Develop the capability of teacher aides to ensure, language and feedback is consistent with the expectations of Visible Learning at Pullenvale SS
- Build a plan for the community to learn and engage deeper in the practices of shared learning in Visible Learning

Learning environment

In 2019 the school will be building a model of what a classroom at Pullenvale State School looks like, to allow students to access learning which meets the agenda of the schools improvement plan.

Classroom practice will be:

- Consistent school-wide
- Active and engaging
- Dynamic and shared learning and teaching
- In the classroom and outside the classroom
- Explicit in times of need
- Inquiry in times of need
- Collaborative and evidence of some shared teaching and learning between classroom teachers
- Clear evidence of planning and differentiation
- Clear evidence of student work, expectations and the school values

Leadership

In 2019 the school will invest in the development of the schools' leadership by:

- Building strong partnerships and engaging with local, domestic, and international partner schools
- Working with external providers of leadership and view other industry learnings of leadership
- Engaging in leadership professional development, such as:
 - Systems Leadership
 - Building High Performing Leaders and Teams
 - Identifying and researching High Performing Leaders and Teams (off site work)
 - Being a leader of Research
 - Being a leader of Visible Learning
 - Being a leader for the future and future employees
 - Instructional Leadership
 - Building and leading my own capability improvement agenda
 - Weekly one-on-ones with the Principal
 - Specific Role Descriptions
 - Assigned Task Assignments
 - Delivery of Professional Development to Subordinates
 - Elements of Business Management, Policies and Procedures
 - How to manage underperforming staff

3. Wellbeing

At Pullenvale we have the wellbeing of our students, staff and community in the forefront of our minds and have a wellbeing framework that supports and nurtures the implementation of these ideas.

Educational

In 2019 all classroom teachers will be required to deliver Mindfulness theory and practice at least 1 per fortnight for theoretical and daily practice, where scheduled in the classroom teacher’s planner

Social

In 2019 all classrooms will be teaching the Zones of Regulation on a fortnightly basis. Students will be required to build their knowledge and capability to discuss, clarify and reflect on the Zones to assist solving complex social situations and building relationships

Mental

In 2019, the school has employed a qualified staff member in the Wheel of Wellbeing to identify, engage and support students and teachers in strategies for:

- Coping with Anxiety
- Identifying cases of stress and anxiety
- Mindfulness and its impact on learning
- Neuroscience and the student
- Creating a learning environment where students feel safe
- Engaging staff and students in practicing ‘speak up, speak soon’
- Being aware of yourself and accepting others mental health needs

4. Culture

The process of defining a culture requires the generation of mythologies that are common to the group. A culture is a group of people who share a common set of mythologies. The culture will be determined by the number of mythologies that are common to the group.

School values

In How to Bring Vision to School Improvement, authors Saphier and John D’Auria explain that “the collective power of a school facility united behind a few important, commonly prized outcomes for students is virtually unlimited.”

They continue that it is in those families of our communities that are united around a few core values that “we see performance from almost all the children consistent with those values.”

Thus, representatives of all stakeholders of Pullenvale State School, engaged in consultation to deliver a deliberate form of values which form an understanding of who we are, how we act and what we stand for. A core value is a central belief deeply understood and shared by every member of an organization. Core values guide the actions of everyone in the organization; they focus its energy and are the anchor point for all its plans. An organization has a core value if there is evidence of it everywhere such that: it permeates the school, it drives the decisions, it elicits strong reactions when it is violated, and it’s the very last thing you’ll give up.

In 2019 the January of 2019 the school officially released its review and renourished school values.

The forming of the school’s values became a non-timed task assignment, a progression of work which began in 2017, led by the Principal.



The research and formation process has been consulted on through all stakeholders and partners of the school, reflecting on the rich history of the school, to form what is evident in our daily engagement and practice, including;

- Pullenvale State School staff
- Pullenvale State School P&C members and executive
- Pullenvale State School Council
- Wider community partners of Pullenvale State School
- Pullenvale State School volunteers
- Pullenvale State School parent community
- Pullenvale State School parent-classroom representatives
- Pullenvale State School past students and families
- Pullenvale State School partner school – The Pullenvale Environmental Education Centre
- Brisbane City Council
- State Member for Moggill

Responsible behaviour plan

The Responsible Behaviour Plan was reviewed and endorsed in November 2018 for 2019-2021.

Communication strategy

In 2019 a renourished version of the school's communication strategy will be delivered and embedded across all sectors of the school, School Council, P&C and community which clarifies the form of communication for the term of need.

- Review the school website
- Review the school communication strategy
- Embed a weekly school newsletter
- Build the 3 levels of communication form: immediate, moderate and ongoing

Infrastructure

In 2019 the school will refurbish up to six General Learning Areas in Block 1.

- The school will use research to inform the design engaging with architects
- The school will revise the Masterplan and build in a timeline of improvement and delivery

Engagement

In 2019 the school will release the Pullenvale Community Collective strategy, this will:

- engage all profit and non-profit partners in building a future plan for the wider community of Pullenvale beyond 2020

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	433	434	437
Girls	210	212	212
Boys	223	222	225
Indigenous	2	4	2
Enrolment continuity (Feb. – Nov.)	97%	100%	97%

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 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Pullenvale State School student body is made up of a range of students from our semi-rural setting. We cater for students with disability and diversity in our classrooms on a daily basis.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	26	24	24
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 delivery

Our approach to curriculum delivery

As recommended from research based on evidence data, the school has engaged in a 4 –year strategic direction of Visible Learning, leveraging research based methodology to improving student outcomes.

The approach, using the most current research from over 200,000 meta-analysis of educational studies identifies the practise 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 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
- 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 2018 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 a Mindfulness Coach for staff and encouraged teachers to practice mindfulness in their classrooms on a regular basis.

The Responsible Behaviour Plan was reviewed at the end of 2018 including community consultation.

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	98%	95%
• this is a good school (S2035)	97%	95%	98%
• their child likes being at this school* (S2001)	94%	98%	93%
• their child feels safe at this school* (S2002)	95%	100%	93%
• their child's learning needs are being met at this school* (S2003)	90%	94%	91%
• their child is making good progress at this school* (S2004)	97%	95%	93%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	98%	95%
• teachers at this school motivate their child to learn* (S2007)	94%	97%	93%
• teachers at this school treat students fairly* (S2008)	90%	92%	93%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	94%	90%	90%
• this school takes parents' opinions seriously* (S2011)	90%	77%	88%
• student behaviour is well managed at this school* (S2012)	92%	88%	76%
• this school looks for ways to improve* (S2013)	98%	89%	91%
• this school is well maintained* (S2014)	100%	98%	100%

* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	99%	99%
• they like being at their school* (S2036)	93%	96%	94%
• they feel safe at their school* (S2037)	94%	97%	95%
• their teachers motivate them to learn* (S2038)	94%	91%	94%
• their teachers expect them to do their best* (S2039)	99%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	96%
• teachers treat students fairly at their school* (S2041)	91%	87%	94%
• they can talk to their teachers about their concerns* (S2042)	88%	86%	93%
• their school takes students' opinions seriously* (S2043)	92%	89%	89%
• student behaviour is well managed at their school* (S2044)	85%	90%	95%
• their school looks for ways to improve* (S2045)	97%	99%	98%
• their school is well maintained* (S2046)	98%	98%	99%
• their school gives them opportunities to do interesting things* (S2047)	96%	98%	96%

* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	86%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	93%	100%
• they receive useful feedback about their work at their school (S2071)	97%	62%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	87%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	93%	100%
• student behaviour is well managed at their school (S2074)	100%	93%	96%
• staff are well supported at their school (S2075)	100%	66%	96%
• their school takes staff opinions seriously (S2076)	100%	65%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	93%	96%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	82%	100%

* 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.

Parent and community engagement

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.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	8	2	3
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 conservation 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	2015–2016	2016–2017	2017–2018
Electricity (kWh)	181,366	181,064	181,768
Water (kL)	1,913	719	

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

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.

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

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

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	28	12	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	5
Graduate Diploma etc.*	5
Bachelor degree	21
Diploma	4
Certificate	

*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 2018 were \$67000.

The major professional development initiatives are as follows:

- Visible Learning
- Wellbeing
- Inclusive Education

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	97%

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 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	95%	96%	95%
Attendance rate for Indigenous** students at this school	96%	96%	94%

* 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

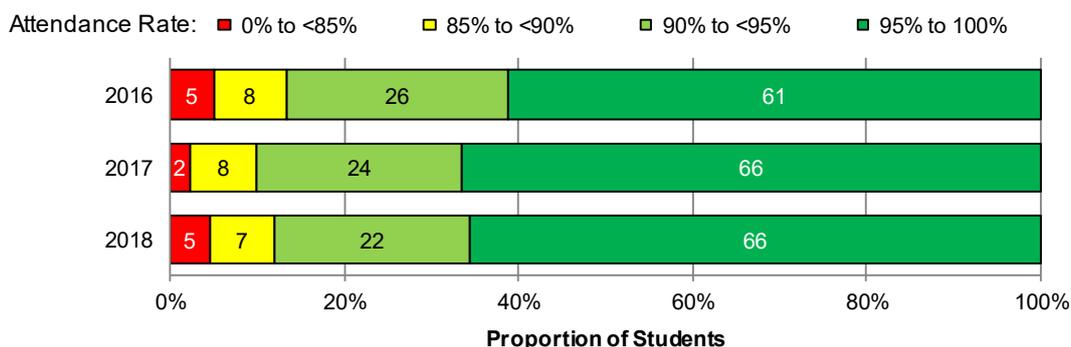
Year level	2016	2017	2018
Prep	95%	95%	95%
Year 1	95%	95%	93%
Year 2	95%	96%	95%
Year 3	95%	96%	96%
Year 4	95%	96%	94%
Year 5	95%	95%	95%
Year 6	94%	95%	95%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

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

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

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.