



Pumicestone State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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School overview

Pumicestone State School is much more than an Independent Public School. It is a community that fosters and maintains relationships between staff, students, parents and the wider community that contributes to student success and a strong sense of belonging for us all. The school opened in 2017 and already has a well-established outstanding reputation for developing students as future citizens and providing quality schooling. Our school's vibrant community takes great pride in its reputation for pursuing high standards of academic excellence while maintaining an inclusive and caring environment that provides a broad range of opportunities for our students to allow them to be the best they can be.

The school motto "Shaping our Tomorrows" is enacted every day as we focus on ensuring all students have what they need to be successful learners and ensure that every child's potential can be realised. This is reflected through innovative programs such as a skills and career program "Prime Time" which link activities to develop each child's character, competence and a love to learning to optimise future career and training opportunities. Chinese is taught from Prep to Year 6 to ensure students are prepared for a global future. All this contributes to a school that prepares our students to maximize their individual potential, thus ensuring an exciting and viable future for us all.

Whilst our curriculum delivery is contemporary our values are traditional and as a school of high standards our students are taught the importance of using manners, care, compassion and respect on a daily basis. Our values drive how staff, students and community work together to deliver a respectful, supportive school where students feel secure, happy and confident: We Nurture We Challenge We Care. The school is an integral part of the community and is committed to promoting high standards of academic achievement and student leadership and endeavour.

We are extremely proud of our school and look forward to continually improving and striving for excellence in order to achieve happy learners with outstanding results. We pride ourselves on the tone and culture of our school and are confident you will notice our environment of high expectations across academic, social and behavioural aspects.

Staff work in partnership with families to equip our students with the skills necessary to meet the challenges of the future. The staff, students and community of Pumicestone State School are justifiably proud of their school and the range of outcomes for students they are achieving together.

This annual report contains a snapshot of these outcomes achieved in our second year. As a vibrant and growing educational environment our school has a bright and positive future ahead. The community of Pumicestone State School should be congratulated on another outstanding year.

Robyn Conlin
Foundation Principal
Pumicestone State School

The 2019 priority areas for driving school improvement were:

Excellence in Learning – Reading

Excellence in Teaching – Explicit Instruction & Consistency of High Yield Pedagogy

Excellence in Partnerships – PBL & Attendance

Future outlook 2020

The key areas for improvement as defined in the 2019 School Improvement Plan are:

Excellence in Learning – Reading

Excellence in Teaching – Explicit Instruction & Consistency of High Yield Pedagogy

Excellence in Partnerships – PBL & Attendance

Excellence in Learning – Reading

A focus on the use of high yield strategies. Promoting the enjoyment and importance of daily reading.

- Continue consistent delivery of agreed pedagogical practises for spelling and reading
- Embed consistent pedagogical practises in writing
- Continue to embed consistent provision of student feedback practises and language
- Continue to use “Bump-Up Boards” to engage students in their own improvement
- Continue to monitor student outcomes to inform targeted intervention.
- Engagement of Support Teacher – Literacy & Numeracy

Excellence in Teaching – Explicit Instruction & Consistence of High Yield Pedagogy

Understanding our learners well and planning for teaching strategies that are responsive to student needs. Implementing curriculum that engages and challenges children in order to achieve their potential. Students knowing themselves as a learner by setting goals for their learning and working with their teachers on feedback given.

- Continue to develop profiling and WOW programs
- Ongoing development of Beginning Teachers’ Mentoring
- Continue to ensure consistent delivery of agreed PSS pedagogical practises in key learning areas
- Build a consistent ‘language of learning’ across the school explicit to school curriculum programs
- Development of deep rigorous professional discussions in Year Level Meetings
- Designing and implementing Individual Curriculum Plans for students requiring significant learning support
- Explore and maximise opportunities and staff capability to embed and deliver the Australian Curriculum – Digital Technology

Excellence in Partnerships - Student Engagement

Promoting strong attendance rates, positive relationships between students that result in a safe and supportive school culture. Implementing programs that teach and encourage students to take care of each other and include each other in daily activities.

- Strengthen pre-prep transition processes and improve partnerships with feeder ECECs.
- Continue to consolidate explicit teaching for school-wide behaviour expectations.
- Refine programs to acknowledge and encourage strong levels of school attendance.
- Embed responsive strategies for behaviour to support the context of a large school.
- Introduce and embed components of Berry Street
- Focus on student wellbeing

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	380	594	721
Girls	185	287	360
Boys	195	307	361
Indigenous	29	55	79
Enrolment continuity (Feb. – Nov.)	93%	92%	92%

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.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	23	22
Year 4 – Year 6	25	26	25
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>.

Pumicestone State School offers learning opportunities through Integrated Units that aligns with the Australian Curriculum. Our aim is to provide students with a personalised curriculum presented in exciting and meaningful ways utilising a variety of real life experiences, contemporary resources and technology to ensure they have the opportunity to achieve to their potential each and every day.

All key learning areas of the Australian Curriculum are enacted at Pumicestone State School. Our staff use the Australian Curriculum to inform planning, teaching, assessment and reporting. This curriculum is committed to developing understanding and skills specific to these disciplines as well as developing capabilities in literacy, numeracy, ICT, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

All Students in Prep to Year 6 engage in specialist lessons in Physical Education, Science & Technology, and Music and these subjects are taught by specialist teachers. All students from Prep to Year 6 learn Chinese.

Every Friday, all students participate in Prime Time. Prime time focuses on the engagement and attendance and every student succeeding. It is the provision of a planned and coordinated program for students that involves both learning about the world of work and developing the personal skills required for future success in the workplace – aimed at “breaking the cycle”.

We believe that children may engage more deeply in learning if they can connect education with a successful future, connect school learning to real-world situations, discover the variety of jobs available to them, imagine themselves in occupations, reflect on their own interests and abilities and develop work-readiness skills. We acknowledge the need to begin the career development process early. As a result we have implemented a range of manageable and sustainable strategies to incorporate a careers perspective into our existing programs.

Prime Time involves all students and all staff from Prep – Year 6 every Friday for a two hour session. In alignment with our mission statement of “Shaping our Tomorrows” we are aware that in order to be successful, individuals will need to think creatively and apply their skills in multidisciplinary ways. Students and teachers will bring together diverse disciplines to develop meaningful understanding of the interconnectedness of skills and knowledge while increasing engagement and productivity.

The 6 Attributes of Life Long Learners guide the way we operate, how we interact with others and inform both the formal and informal curriculum at Pumicestone State School. As a school, we promote that students who attend Pumicestone State School will be explicitly taught about the power of a positive Growth Mindset through experiences that occur on a daily basis. The alignment of the Attributes of the LifeLong Learner to the QCAA 21st Century Skills validates the futures focus inherent in Prime Time.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Pumicestone State School has a Science & Technology Teacher who engages students with the Australian Curriculum through digital and design technologies. Our students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, students develop knowledge, understanding and skills to respond creatively to current and future needs.

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Pumicestone State School has clear expectations for all students and are based around our values of: We Nurture, We Challenge, We Care. These expectations form the basis of daily social conversations, and provide consistent language amongst our community and behaviours that are recognised and celebrated throughout the term.

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

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. 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%	98%	93%
• this is a good school (S2035)	98%	93%	97%
• their child likes being at this school* (S2001)	98%	88%	97%
• their child feels safe at this school* (S2002)	100%	93%	97%
• their child's learning needs are being met at this school* (S2003)	98%	93%	92%
• their child is making good progress at this school* (S2004)	98%	98%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	93%
• teachers at this school motivate their child to learn* (S2007)	97%	98%	97%
• teachers at this school treat students fairly* (S2008)	97%	86%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
• this school works with them to support their child's learning* (S2010)	98%	95%	92%
• this school takes parents' opinions seriously* (S2011)	89%	85%	93%
• student behaviour is well managed at this school* (S2012)	98%	81%	89%
• this school looks for ways to improve* (S2013)	97%	93%	93%
• this school is well maintained* (S2014)	98%	100%	98%

* 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)	93%	90%	94%
• they like being at their school* (S2036)	94%	86%	88%
• they feel safe at their school* (S2037)	92%	80%	88%
• their teachers motivate them to learn* (S2038)	95%	98%	91%
• their teachers expect them to do their best* (S2039)	99%	98%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	88%
• teachers treat students fairly at their school* (S2041)	87%	81%	77%
• they can talk to their teachers about their concerns* (S2042)	85%	81%	79%
• their school takes students' opinions seriously* (S2043)	89%	84%	81%
• student behaviour is well managed at their school* (S2044)	81%	73%	63%
• their school looks for ways to improve* (S2045)	100%	96%	95%
• their school is well maintained* (S2046)	95%	90%	84%
• their school gives them opportunities to do interesting things* (S2047)	95%	88%	90%

* 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)	100%	93%	91%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
• they receive useful feedback about their work at their school (S2071)	100%	90%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	96%
• student behaviour is well managed at their school (S2074)	100%	98%	96%
• staff are well supported at their school (S2075)	97%	90%	91%
• their school takes staff opinions seriously (S2076)	100%	90%	91%
• their school looks for ways to improve (S2077)	100%	95%	93%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	100%	93%	89%

* 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

The importance of home and school working together as a team to achieve positive outcomes for children is widely supported across our school community, and all parents are encouraged to be part of our community of learners. We encourage parents to participate in their child's education in whatever way they are able, as we believe that strong, productive relationships with parents and the wider community are essential for ongoing success.

Our approach to engaging with parents and the community is aligned to the Department's Parent and Community Engagement Framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

The Pumicestone State School Responsible Behaviour Plan is designed to enact and facilitate positive support for high standards of achievement and behaviour so that learning for all students can be most effective and students are able to engage in a positive way within our community. Our school's behaviour expectations are framed within the School Wide Behaviour Expectations Matrix. The Matrix clearly communicates the expectations across a number of learning contexts and use by staff to teach students and communicate with families what these expectations look like on a daily basis across the campus. The explicit teaching of behaviour expectations is a deliberate proactive approach to ensure everyone is clear on how we interact and function as a healthy, supportive and caring learning community.

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

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	48	82	91
Long suspensions – 11 to 20 days	2	3	6
Exclusions	0	2	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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)		170,424	
Water (kL)			

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.



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	53	33	<5
Full-time equivalents	50	23	<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 is 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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	92%	91%	91%
Attendance rate for Indigenous** students at this school	89%	89%	89%

* 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	91%	93%	93%
Year 1	92%	92%	89%
Year 2	95%	92%	91%
Year 3	90%	93%	91%
Year 4	93%	90%	91%
Year 5	89%	92%	90%
Year 6	94%	87%	90%

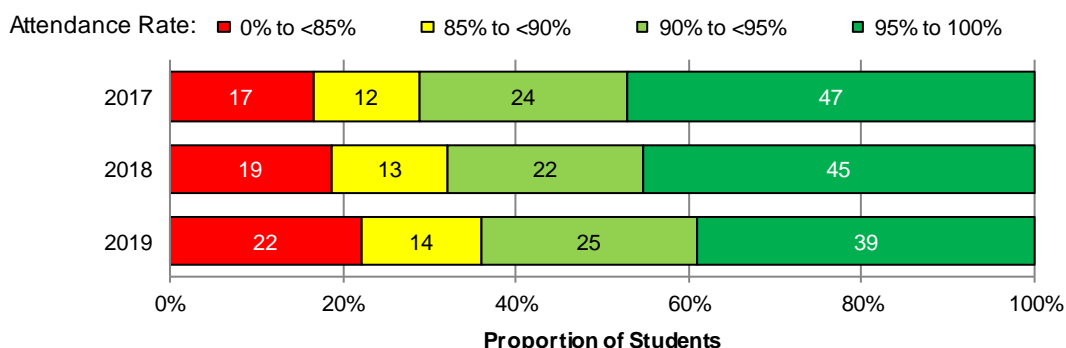
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.



The screenshot shows a search interface with a dark red header. On the left is a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located on the far right of the header.

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.