



Pumicestone State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 1079 Caboolture 4510
Phone	(07) 5433 6444
Fax	(07) 5433 6400
Email	principal@pumicestoness.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Robyn Conlin Principal



From the Principal

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. Parents and community speak highly of the school and its innovative programs.

This exciting and innovative learning community caters for students from Prep to Year 6 and we have experienced substantial growth in enrolments since our opening. 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 not only in the modern facilities and integrated technology, but through innovative programs such as a skills and career program "Prime Time" which link activities with future career and training opportunities. Ensuring students are prepared for a global future, Chinese is taught from Prep to Year 6.

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.

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. 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.

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. In this growing school environment close attention is paid to the development and implementation of policies, procedures and programs that will continually improve outcomes in learning, social climate and physical environment. 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
Principal

School progress towards its goals in 2018

The 2018 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



Key Priorities as per School Annual Improvement Plan	Outcomes / Achievements in 2018
Excellence in Learning - Reading	<p>School Target:</p> <p>Year 3 2018 Target Reading – 95% at or above National Minimum Standards Year 3 2018 Actual Reading – 89.6% improved from 2017 Actual of 88.9%</p> <p>Year 3 2018 Target Grammar & Punctuation 90% at NMS Year 3 2018 Actual Grammar & Punctuation – 94% at NMS</p> <p>Year 3 2018 Target Maths – 96% at National Minimum Standards Year 3 2018 Actual Maths – 95.5% at NMS</p> <p>Year 5 2018 Target Reading – 95% at or above National Minimum Standards Year 5 2018 Actual Reading – 87.5%</p> <p>Year 5 2018 Target Grammar & Punctuation 92% at NMS Year 5 2018 Actual Grammar & Punctuation – 91.1% at NMS</p> <p>Year 5 2018 Target Maths – 96% at National Minimum Standards Year 5 2018 Actual Maths – 98.1% at NMS</p>
Excellence in Teaching	<p>Building Professional Capability</p> <ul style="list-style-type: none"> • Rigorous staff induction process in place • Continued implementation of school wide programs • Diverse Learning Teacher in place • All teachers participate in profiles and WOWs (Watching Others Work program) • Teaching staff Performance Plans aligned with AITSL: Australian Professional Standards for Teachers • Observation and feedback cycle in place <p>Learning Communities</p> <ul style="list-style-type: none"> • Developed localised structures that enable teachers to engage in discussion and analysis of effective teaching and learning. • Moderation meetings held with rigorous professional discussions
Excellence in Partnerships - PBL & Attendance	<p>Building Strong Community Partnerships</p> <ul style="list-style-type: none"> • School Council and P&C meetings held every term. • Safe School Travel Committee established • 'Step into Prep' groups • Ready to Learn embedded in all classrooms • Prime Time • Continued implementation of whole school explicit teaching of behaviour expectations • Expanded behaviour rewards and activities • Continued monitoring to support strong student attendance



Pumicestone State School had its first school review in August 2018 carried out by a review team from the School Improvement Unit. Some of their key findings were as follows:

The school community is committed to working together to maintain a culture of high expectations for all students in engagement, learning, behaviour and attendance. Many parents express the view that they appreciate the level of commitment and professionalism demonstrated by staff members in supporting the wellbeing of students. They comment favourably on the positive culture established in the school since its opening.

Staff members articulate great pride in the work they do in the school and 'go the extra mile' in the interests of their colleagues and students. The ongoing support received from members of the leadership team is highly regarded by all staff resulting in high levels of morale.

The PBL team led by the PBL teacher has developed a comprehensive suite of resources including, sequenced, focused PBL lessons, and has led targeted Professional Development (PD) for all staff to support the effective implementation of PBL across the school.

The school has developed a highly successful pre-Prep program that runs over 12 weeks and is led by a teacher from the Enrichment Centre. The school chaplain is considered a valuable member of staff and runs numerous programs to support student wellbeing. A very positive relationship has been established with the neighbouring Halcyon Glades retirement community.

A full Executive Summary can be found on the school's website at: www.pumicestoness.eq.edu.au

While literacy and numeracy remains a strong focus for all learning at Pumicestone State School, our students take part in a wide range of engaging activities that nurture their academic, as well as social and emotional needs.

The staff and community members of Pumicestone State School are justifiably proud of the outcomes they have achieved.

Future outlook

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

- 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

- Continue to develop profiling and WOW programs
- Ongoing development of Beginning Teachers' Mentoring
- Development of deep rigorous professional discussions in Year Level Meetings

Excellence in Partnerships - Student Engagement

- 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.
- Continue to identify connections with local community groups and associations to support specialised learning programs for students
- 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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total		380	594
Girls		185	287
Boys		195	307
Indigenous		29	55
Enrolment continuity (Feb. – Nov.)		93%	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.

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



Characteristics of the student body

Overview

Pumicestone State School is situated north of Caboolture and has an Enrolment Management Plan in place. The area surrounding the school is rapidly growing and developing with many housing estates being established. Many of our students have recently experienced a move from another location, whether from within Queensland, other states or overseas.

The students of Pumicestone State School display a very high standard of behaviour and school participation. Student attendance is high and students present themselves in full school uniform every day.

Parents have high aspirations for their children, and this assists the school in establishing and maintaining high expectations in learning and social outcomes. Parents/carers and the community are supportive of our stance on issues such as behaviour, uniform and using common courtesies.

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
Year 4 – Year 6		25	26
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

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.

We provide students with opportunities to learn in environments that are conducive to developing higher order thinking and independence, as well as collaborative learning. Our classrooms are designed as flexible learning environments, where furniture and resources are able to be configured in ways to suit the task as opposed to the traditional rows and tidy trays. In a flexible learning environment, students can be grouped more fluidly and take ownership of their learning needs.

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.



Students in Years 1-4 participate in swimming lessons at a neighbouring school, which includes a focus on technique in swimming and water safety.

All students participate in a rigorous school based assessment and monitoring schedule throughout the year to ensure a child's academic progress is kept foremost in our minds and informs the teaching and learning process.

Specialised programs to support students with learning difficulties or extend students with gifts and talents are devised and implemented by our Diverse Learning Teacher ensuring that students are supported, challenged and achieving to their potential. Our 'Burangaman' is provided to our forward learners, students consistently achieving above year level expectations, to extend their ways of thinking in a variety of subject areas.

Progress reports for all students are communicated to parents and students throughout the year via two Parent/Teacher interviews and two written report cards.

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.

Feedback from the School Review:

The school has developed strategies for the development of cross-curricular skills and attributes, including teamwork, critical thinking and problem solving. This is achieved through the delivery of 'Prime Time' activities. Teachers and students indicate that they highly value this program and recognise its importance in preparing students for the future.

The diverse range of learning programs on offer at the school demonstrates a commitment to ensuring that engaging, challenging and accessible learning experiences are available for all students. This is particularly reflected in programs managed by the Enrichment Centre and the diverse learning teacher.



Co-curricular Activities

Pumicestone State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. These include:

- Senior Leaders Program
- Student Council
- School Choir
- Instrumental Music Program
- Concert Band
- Gala Days – sport competitions
- Makerspace
- Sporting Schools Program

Private Tutor Activities

- Aus-Kick
- Soccer

How information and communication technologies are used to assist learning

Pumicestone State School offers students authentic learning opportunities that incorporate the use of technologies in real and meaningful ways.

Pumicestone State School is equipped with the latest in technology to motivate and engage students in 21st Century learning with interactive data projectors, laptops, ipads, drones, digital cameras and robotics. The school is fully networked and all classrooms have access to the Internet and E-mail. A green room and computer lab are available for class lessons.

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.

Students can also engage with Makerspace and Robotics Clubs.

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.

Pumicestone State School uses Positive Behaviour for Learning as the foundation of our Responsible Behaviour Plan for Students. Our Responsible Behaviour Plan for Students was developed at the end of 2016 and it is reviewed and refined each year in response to analysis of behaviour incident records and School Opinion Survey results.



Our focus in 2018 has been to ensure there is a consistent and whole school approach to the explicit teaching of expected behaviours including working with students to develop their skills in managing conflict, responding to bullying and building resilience. “Ready to Learn” program is embedded in every classroom and uses consistent language across the whole school.

Our PBL Team is responsible for enacting our Behaviour Plan regarding student support and welfare. This team comprises of our PBL Teacher, EC Teacher, Classroom Teachers and Teaching Assistants. This team meets fortnightly to plan response strategies for supporting student and family wellbeing needs, analyses data, provides professional development for staff, discusses individual student needs, and plans modified programs in order to support students to achieve their potential.

Our Student Council, made up of Year 6 student leaders and class representatives from Year 4 – 6, meet regularly to discuss ideas, suggestions and projects that they lead across the school in order to have a voice and make real contributions towards their school, local and global communities. These students relish the opportunity to take on added responsibilities and represent their fellow students in school decision making and improvement.

The school experiences a relatively high degree of transience, that is, children moving to the school during the year and children moving away to other areas for their parents to access work. This factor carries with it the challenge of constantly changing dynamics in a classroom situation, and the added challenge of catering for students with diverse social needs.

School Review Feedback:

The school community is committed to working together to maintain a culture of high expectations for all students in engagement, learning, behaviour and attendance. Many parents express the view that they appreciate the level of commitment and professionalism demonstrated by staff members in supporting the wellbeing of students. They comment favourably on the positive culture established in the school since its opening.

The positive culture of the school is reflected in the school’s vision, ‘Shaping Our Tomorrows’. The school has high aspirations for student behaviour and wellbeing and the school values ‘We Nurture, We Challenge, We Care’ are prominently displayed, well known and understood by staff members, parents and students.

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%
• this is a good school (S2035)		98%	93%
• their child likes being at this school* (S2001)		98%	88%
• their child feels safe at this school* (S2002)		100%	93%
• their child's learning needs are being met at this school* (S2003)		98%	93%
• their child is making good progress at this school* (S2004)		98%	98%
• teachers at this school expect their child to do his or her best* (S2005)		100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	95%
• teachers at this school motivate their child to learn* (S2007)		97%	98%
• teachers at this school treat students fairly* (S2008)		97%	86%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)		100%	100%
• this school works with them to support their child's learning* (S2010)		98%	95%
• this school takes parents' opinions seriously* (S2011)		89%	85%
• student behaviour is well managed at this school* (S2012)		98%	81%
• this school looks for ways to improve* (S2013)		97%	93%
• this school is well maintained* (S2014)		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)		93%	90%
• they like being at their school* (S2036)		94%	86%
• they feel safe at their school* (S2037)		92%	80%
• their teachers motivate them to learn* (S2038)		95%	98%
• their teachers expect them to do their best* (S2039)		99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)		96%	94%
• teachers treat students fairly at their school* (S2041)		87%	81%
• they can talk to their teachers about their concerns* (S2042)		85%	81%
• their school takes students' opinions seriously* (S2043)		89%	84%
• student behaviour is well managed at their school* (S2044)		81%	73%
• their school looks for ways to improve* (S2045)		100%	96%
• their school is well maintained* (S2046)		95%	90%
• their school gives them opportunities to do interesting things* (S2047)		95%	88%

* 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%	93%
• they feel that their school is a safe place in which to work (S2070)		100%	100%
• they receive useful feedback about their work at their school (S2071)		100%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)		100%	100%
• students are encouraged to do their best at their school (S2072)		100%	100%
• students are treated fairly at their school (S2073)		100%	98%
• student behaviour is well managed at their school (S2074)		100%	98%
• staff are well supported at their school (S2075)		97%	90%



Percentage of school staff who agree [#] that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)		100%	90%
• their school looks for ways to improve (S2077)		100%	95%
• their school is well maintained (S2078)		100%	100%
• their school gives them opportunities to do interesting things (S2079)		100%	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.

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. The following outlines the opportunities we make available to our parent community.

- P&C Association
- School Council
- Classroom volunteer
- Student support volunteer
- Parent workshops / training
- Café volunteer
- Parent / Teacher interviews
- Parent / Teacher emails
- QParents
- Parent Surveys
- SeeSaw Communication App

Parents of students requiring modified learning programs are encouraged and invited to participate in the collaborative planning and review meetings held for these students. Parents meet with class teachers and support staff to discuss the specialised needs of their child in order to successfully access the curriculum. Parents offer insight and contributions regarding strategies and learning goals for their child. These individual support plans are devised for students with learning disabilities, students requiring learning extension and students requiring intensive behaviour support. Student progress is then reported back to parents in both written and oral modes.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Pumicestone State School is committed to providing a safe, respectful and disciplined learning environment for students, staff and families, where students have opportunities to engage in quality learning experiences whilst developing a social conscience and values that will support their life-long wellbeing.

All members of our school community are expected to uphold the responsibilities defined in the DET Code of School Behaviour and the Parent Code of Conduct to ensure the best possible outcomes for students, staff and parents.



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.

These expectations are communicated to students and community members via a number strategies including:

- Weekly focus behaviour lessons
- Highly visible playground staff jackets in order to students to easily access adult support when required
- Weekly assembly behaviour lessons and awards
- Focus learning groups – 'Friends program', 'Girls Shine', 'Rock and Water' for boys, Guided Games.
- Student mediation and restorative justice strategies
- Newsletter articles – Parenting Tips in order to support families to navigate the complexities of school and family life
- Parent workshops
- Student induction and refresh at the beginning of every term
- Parent induction during enrolment process
- Reports to P&C Association and School Council

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		48	82
Long suspensions – 11 to 20 days		2	3
Exclusions		0	2
Cancellations of enrolment		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

Pumicestone State School is a Public Private Partnership (PPP) school. The facility was built to have a 4 green star rating. The management and maintenance of grounds and facilities is contracted to and implemented by DeltaFM. Data is sourced from DeltaFM usage returns and is reliant on the accuracy of these returns. All lighting at the school is monitored and an automatic shut-off system is employed where exterior lights turn off automatically in daylight hours and all interior lights turn off automatically outside of school hours.

At Pumicestone we participate in both a cardboard and toner recycling program to recycle our toner cartridges from all printers and copiers and all cardboard. We continue to work to reduce our environmental footprint by requesting that all lighting/fans are turned off when rooms are not in use during the school day.



The school has also attempted to reduce its environmental impact through teaching programs such as school wide recycling program and growing vegetable gardens on the school grounds.

Recycling Rangers is an active program run by student volunteers and several staff.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			170,424
Water (kL)			

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.

Find a school

Search website

Search by school name or suburb

Go

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	41	26	<5
Full-time equivalents	38	18	<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	0
Masters	5
Graduate Diploma etc.*	9
Bachelor degree	27
Diploma	0
Certificate	0

*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 \$39 796.73.

The major professional development initiatives are as follows:

- Fountas & Pinnell – Levelled Literacy Intervention
- Teaching of Reading
- Data Conversations to discuss learner achievement and progress
- Positive Behaviour for Learning (PBL)
- First Aid Training
- 7 Steps to Successful Writing
- Ways of Working
- Profiling

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.		97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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		92%	91%
Attendance rate for Indigenous** students at this school		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	2016	2017	2018
Prep		91%	93%
Year 1		92%	92%
Year 2		95%	92%
Year 3		90%	93%
Year 4		93%	90%
Year 5		89%	92%
Year 6		94%	87%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

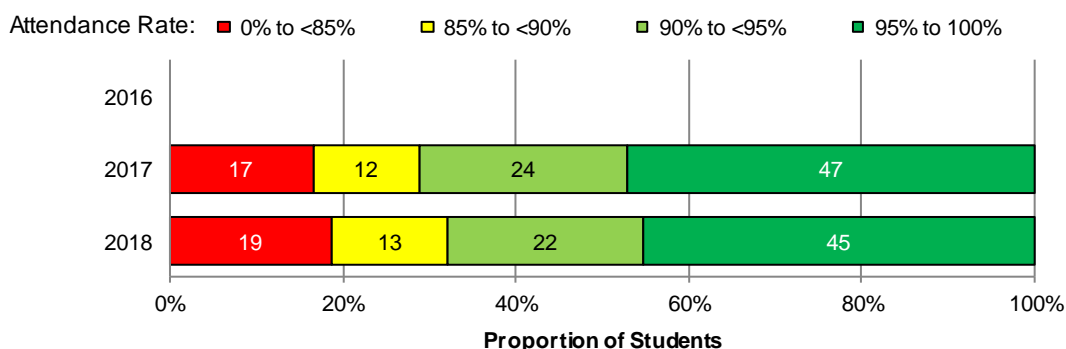
Notes:

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



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.

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.

Non-attendance is managed in state schools in line with the DET 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.

At Pumicestone State School, we believe that high rates of attendance = increased student success. Teachers at Pumicestone are required to monitor and track daily school attendance, ensuring that all absences have been explained and recorded in OneSchool. This forms part of our commitment to improving outcomes for all learners – every child, experiencing success, every day. Class rolls are marked twice per day by classroom teachers directly into OneSchool.

Pumicestone State School parents are asked to notify the school of their child's absence on or prior to, or on the day of absence. This can be done via phone, QParents, email, or by letter to the teacher. Class rolls are marked twice a day by teachers. Late arrivals and early departures are monitored and recorded in the OneSchool management system. Explained absences are recorded in the OneSchool management system daily and a text message is sent to families of students with unexplained absence requesting a suitable explanation.

If a student displays ongoing absenteeism (more than 3 days) or patterns of late arrival without reasonable explanation, the parent is contacted by the class teacher or Deputy Principal to discuss the situation. If there is no improvement a formal letter is sent to the parent reminding them of their responsibility to ensure their child is in school each day and to inform them that they can be prosecuted should they not assist in rectifying the situation.

Parents must make an application and seek approval from the Principal if their child is going to be absent from school for more than ten days.



Attendance records are monitored each term. Attendance rates are shared with the school community. Students and classes with strong attendance (over 95%) are acknowledged and awarded certificates at the end of each term.

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.

Find a school	Search website	
Search by school name or suburb		
Go		
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
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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.

