



Pumicestone State School

School annual report

Queensland state school reporting

2020



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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

School context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	117	145	130	126	146	133
Year 1	99	125	153	100	120	160
Year 2	80	115	127	83	117	127
Year 3	69	88	122	75	87	126
Year 4	84	81	93	90	81	92
Year 5	57	101	88	62	105	91
Year 6	51	64	108	58	65	106
Total	557	719	821	594	721	835

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	23	22	23
Year 4 – Year 6	26	25	24

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	97.7%	93.4%	
This is a good school.	93.0%	96.7%	
My child likes being at this school. ²	88.4%	96.7%	
My child feels safe at this school. ²	93.0%	96.7%	
My child's learning needs are being met at this school. ²	93.0%	91.8%	
My child is making good progress at this school. ²	97.7%	93.4%	
Teachers at this school expect my child to do his or her best. ²	100.0%	98.3%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	95.1%	93.4%	
Teachers at this school motivate my child to learn. ²	97.6%	96.7%	
Teachers at this school treat students fairly. ²	85.7%	88.1%	
I can talk to my child's teachers about my concerns. ²	100.0%	95.1%	
This school works with me to support my child's learning. ²	95.3%	91.7%	
This school takes parents' opinions seriously. ²	85.4%	93.3%	
Student behaviour is well managed at this school. ²	81.4%	88.5%	
This school looks for ways to improve. ²	92.7%	93.3%	
This school is well maintained. ²	100.0%	98.4%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	90.4%	93.7%	
I like being at my school. ²	86.4%	88.3%	
I feel safe at my school. ²	80.5%	88.3%	
My teachers motivate me to learn. ²	98.4%	91.4%	
My teachers expect me to do my best. ²	98.4%	94.5%	
My teachers provide me with useful feedback about my school work. ²	94.4%	88.3%	
Teachers at my school treat students fairly. ²	80.8%	77.3%	
I can talk to my teachers about my concerns. ²	80.8%	79.4%	
My school takes students' opinions seriously. ²	83.9%	81.3%	
Student behaviour is well managed at my school. ²	72.6%	63.0%	
My school looks for ways to improve. ²	96.0%	95.3%	
My school is well maintained. ²	90.4%	84.4%	
My school gives me opportunities to do interesting things. ²	87.9%	89.8%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	92.7%	91.3%	
I feel this school is a safe place in which to work.	100.0%	95.7%	
I receive useful feedback about my work at this school.	90.2%	89.1%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	90.0%	
Students are treated fairly at this school.	97.6%	95.7%	
Student behaviour is well managed at this school.	97.6%	95.7%	
Staff are well supported at this school.	90.2%	91.3%	
This school takes staff opinions seriously.	89.7%	91.3%	
This school looks for ways to improve.	95.1%	93.5%	
This school is well maintained.	100.0%	97.8%	
This school gives me opportunities to do interesting things.	92.7%	88.9%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	82	91	110
Long Suspension	3	6	5
Exclusion	2	0	0
Total	87	97	115

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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* to access the school's profile.

[View School Profile](#)

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



Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	41	53	60	26	33	32	<5	<5	<5
FTE	38	50	55	18	23	23	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	91%	91%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	93%	93%	92%
Year 1	92%	89%	90%
Year 2	92%	91%	90%
Year 3	93%	91%	91%
Year 4	90%	91%	91%
Year 5	92%	90%	90%
Year 6	87%	90%	89%
Ungraded	DW		

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



A screenshot of the My School search interface. It features a search bar on the left 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 positioned to the right of the "State" dropdown menu.

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

[View School Profile](#)

4. Click on *NAPLAN* and select a year to view school NAPLAN information.



A screenshot of the My School navigation menu. The menu is a horizontal bar with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a dropdown arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

Notes

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.