Payne Road 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 33 The Gap 4061
Phone	(07) 3511 3111
Fax	(07) 3511 3100
Email	principal@payneroadss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the _My School_ website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Stephen Rowe, Principal

From the Principal

Payne Road State School is in the Brisbane Central and West education district and was opened in 1970. It has a current co-educational enrolment of about 280 students from Prep to year 6. The school prides itself on its picturesque location, grounds and the sense of community that is generated by its size. Our school provides an engaging and challenging curriculum characterised by intellectual rigour. There is a central focus of high levels of literacy and numeracy with the remaining syllabus delivered as integrated units of study. The school has a distinctive early year's education precinct that promotes its early year's philosophy and provides foundations for learning for all children. Our code of shared values has been adapted from the National Safe Schools Framework and Program

Achieve. Environmental club learning and activities help reinforce our commitment to eco-citizen qualities. The school has a Chaplaincy program which supports values education and adds another dimension of care to the school's supportive environment. Our local community is actively involved in the school and contributes to school planning, ceremonies, events and celebrations.

VISION

"The local school of choice meeting the needs, interests and wellbeing of a collaborative school community"
"We embrace a love of learning and focus on the whole child"

We foster creativity and ingenuity

Every child has an eagerness to learn and engage in the world around them. At Payne Road State School we foster this love of learning by providing students with opportunities to engage with their learning through academic, creative and athletic pursuits. Our Teachers develop authentic and quality curriculum and support all learners to engage in that curriculum. Our classrooms are flexible learning spaces where children interact positively with

Teachers, support staff, parents, other volunteers and their peers in order to share ideas and solve learning problems.

Teachers look for innovative ways to deliver their curriculum and engage with the school environment beyond the classroom. Parents and the community are active members in the learning, bringing expertise in a range of fields and real world connections to enhance opportunities.

We celebrate learning

The Payne Road State School community is proud of the achievements of all our students. We celebrate the achievements of students who, regardless of ability, are positive about their learning. We foster respectful, inclusive practices across all year levels to support students and offer opportunities for all students to succeed. We have developed a well-resourced learning environment through the support of our community that reflects the high regard for children and their learning.

We build a respectful learning environment

As a whole school community we respect one another and recognise the part we all play in the growth of our children. The children reflect this respect through their interactions with their Teachers and their peers. We have a strong values program that strengthens the respect that the community holds for the children of Payne Road State

School. We develop future leaders who exhibit our high expectations of learning and behaviour at Payne Road and beyond in their future pursuits.

We empower the learning community

Teachers, staff and students are engaged positively in the work that they do at Payne Road State School. Through organisational and collaborative practices we have empowered our Teachers to be proficient educators who explore new ways of bringing the best out of their students. The community has supported the resourcing of learning environments and has engaged positively with our staff to ensure that everyone is well informed about what is best for all the students. We value open, frequent and respectful communication to ensure the wellbeing of our school community.

We value developing the whole child. We demonstrate this through:

Collaboration

We work together to create an environment where children are happy and engaged in quality learning. To do this we balance kindness and empathy with courage and honesty in order to build trust between children, teachers and community members. We show respect towards ourselves, others and our environment.

Creativity

We value learning that encourages children to develop their thinking. We value learning that provides a solid foundation for their role in the world. We want our children to grow in mind and body, to enjoy the discovery of new ideas and ways of doing things. We encourage and foster innovative thinking that leads us to discover and grow new ways of teaching and learning in order for our children to achieve their best.

Excellence

We encourage children, staff and parents to be industrious and strive to achieve their personal best. We constantly strive to aim ever higher and do better from wherever we start. We value tenacity in order to achieve our goals.

Celebration

We enjoy coming together as a community to celebrate learning and success. We celebrate diversity of ability, background and culture. We show appreciation and acknowledge achievement.

School Progress towards its goals in 2018

A Full School Review was conducted in 2016 and procedures were put in place to gather information in order to inform the next 4 Year Strategic Plan. 2018 saw the continued implementation of the 4 year strategic plan with a particular focus on the following key actions:
- Pedagogical Framework Review
- Planning and assessment processes
- Reading practices
- Classroom practices

The following procedures and practices were reviewed in line with the Full School Review recommendations:
- Planning and assessment process to incorporate guided reading strategies and other elements of a balanced literacy program
- Coaching and Mentoring practices as part of the planning process implemented

Future Outlook

The strategic plan has been refined to clarify the roles of teaching professional learning communities:
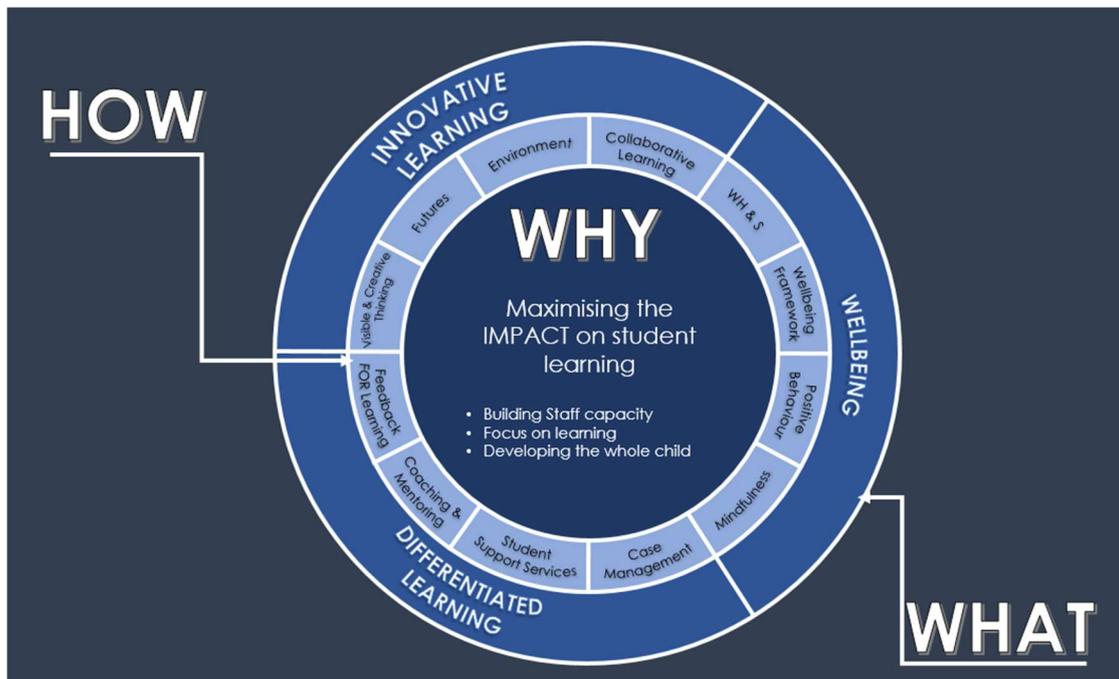
Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	268	258	281
Girls	113	109	124
Boys	155	149	157
Indigenous	7	8	6
Enrolment continuity (Feb. – Nov.)	97%	95%	95%

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

Average class sizes

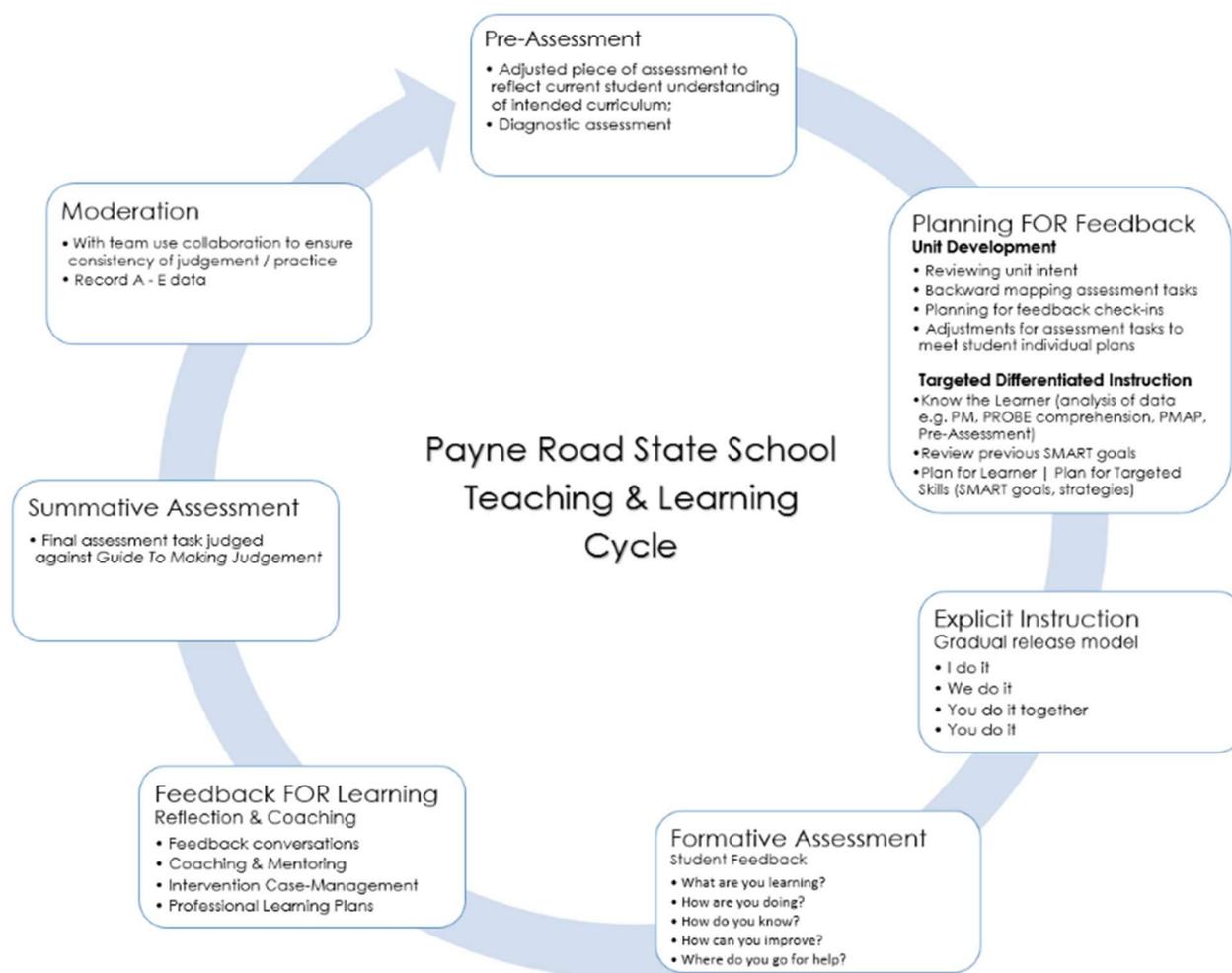Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	26	26	28
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

Payne Road State School has been reviewing the curriculum delivery procedures and programs in line with recommendations from the Full School Review. At the core of our practice is the PRSS Teaching & Learning Cycle.

Pre-Assessment
- Adjusted piece of assessment to reflect current student understanding of intended curriculum;
- Diagnostic assessment

Moderation
- With team use collaboration to ensure consistency of judgement / practice
- Record A - E data

Planning FOR Feedback
Unit Development
- Reviewing unit intent
- Backward mapping assessment tasks
- Planning for feedback check-ins
- Adjustments for assessment tasks to meet student individual plans

Targeted Differentiated Instruction
- Know the Learner (analysis of data e.g. PM, PROBE comprehension, PMAP, Pre-Assessment)
- Review previous SMART goals
- Plan for Learner | Plan for Targeted Skills (SMART goals, strategies)

Summative Assessment
- Final assessment task judged against Guide To Making Judgement

Explicit Instruction
Gradual release model
- I do it
- We do it
- You do it together
- You do it

Feedback FOR Learning
Reflection & Coaching
- Feedback conversations
- Coaching & Mentoring
- Intervention Case-Management
- Professional Learning Plans

Formative Assessment
Student Feedback
- What are you learning?
- How are you doing?
- How do you know?
- How can you improve?
- Where do you go for help?

Payne Road State School Teaching & Learning Cycle

Co-curricular Activities

Payne Road State School is a small school but utilises its membership of the broader Mount Coot-tha Cluster to provide students opportunities to be involved with a range of extracurricular activities including:

- MCC Young Writers
- GRIPPS Band and Strings
- Ringbalin Choir
- Leadership workshops
- Eco-Ambassadors

Students are also engaged at the school in robotics, drama, art and genius clubs.

How Information and Communication Technologies are used to Assist Learning

The 5 year program was rolled out with the support of the P&C to increase the access to digital technology across the school. In 2018 this program evolved as we looked to develop further opportunities for students as part of our e-
STEAM program.
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Social climate

Overview

Payne Road State School is located in the leafy green suburb of The Gap. It is part of the highly successful Mount Coot-tha Cluster of Schools and feeds into The Gap State High School. It is a small school of approx. 280 students and is coeducational for Prep to Year 6 students. With an active SEP, the school caters for a broad spectrum of learners – from a strong upper 2 band cohort (NAPLAN) to students needing high levels of support. There is a strong commitment by the school to differentiation, developing the whole child and working closely with the community to provide excellent learning opportunities. Payne Road is a high performing school within a high performing cluster of schools.

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)	97%	92%	97%
• this is a good school (S2035)	97%	89%	90%
• their child likes being at this school* (S2001)	100%	97%	97%
• their child feels safe at this school* (S2002)	100%	95%	97%
• their child's learning needs are being met at this school* (S2003)	94%	92%	94%
• their child is making good progress at this school* (S2004)	94%	95%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	87%
• teachers at this school motivate their child to learn* (S2007)	100%	95%	81%
• teachers at this school treat students fairly* (S2008)	93%	86%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	97%
• this school works with them to support their child's learning* (S2010)	97%	92%	80%
• this school takes parents' opinions seriously* (S2011)	93%	83%	80%
• student behaviour is well managed at this school* (S2012)	91%	84%	84%
• this school looks for ways to improve* (S2013)	94%	89%	87%
• this school is well maintained* (S2014)	97%	92%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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)	98%	99%	98%
• they like being at their school* (S2036)	94%	90%	94%
• they feel safe at their school* (S2037)	96%	94%	95%
• their teachers motivate them to learn* (S2038)	96%	89%	95%
• their teachers expect them to do their best* (S2039)	98%	94%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	89%
• teachers treat students fairly at their school* (S2041)	92%	85%	89%
• they can talk to their teachers about their concerns* (S2042)	87%	85%	76%
• their school takes students' opinions seriously* (S2043)	91%	79%	88%
• student behaviour is well managed at their school* (S2044)	82%	79%	78%
• their school looks for ways to improve* (S2045)	97%	93%	96%
• their school is well maintained* (S2046)	94%	90%	94%
• their school gives them opportunities to do interesting things* (S2047)	95%	91%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	90%	91%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	88%	71%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	95%	96%	100%
• student behaviour is well managed at their school (S2074)	90%	96%	100%
• staff are well supported at their school (S2075)	90%	87%	96%
• their school takes staff opinions seriously (S2076)	85%	87%	96%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	87%	100%
• their school gives them opportunities to do interesting things (S2079)	90%	96%	91%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

Payne Road State School has a very active P&C group who support programs within the school including ICT developments and Eco-Sustainability programs. This group also coordinates a large number of community events that help us to maintain a positive school community. In 2018 we worked with staff and the community to develop our understandings and processes with respect to the Parent and Community Engagement Framework:

https://payneroadss.eq.edu.au/Ourcommunity/Ourschoolinthecommunity/Pages/Ourschoolinthecommunity.aspx

Student Support Services Team meetings are conducted regularly to look at appropriate interventions and support for students. Parents are involved heavily in this process and communication continues throughout student's journey at school to provide the appropriate level of support.

Respectful relationships education programs

Our school community has identified three basic school rules to teach and promote our high standards of responsible behaviour. These rules have been agreed upon, endorsed by all staff and the P & C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Clear expectations for these basic rules are reflected in classroom rules that can be displayed, known and understood easily by students. They will be regularly communicated through class social skills programs, class discussions, assembly messages, newsletters and as necessary through school incidents and situations that provide a vehicle for discussing and addressing behaviour.

FIVE KEY VALUES

Five key values are taught as five keys to success and are embedded in the You Can Do It program delivered in classrooms. Our school is committed to sustaining a positive focus on developing important qualities for personal development, high standards of responsible behaviour and social/emotional well-being in age-appropriate ways.

Our five key values are:

- Persistence
- Resilience
- Confidence
- Self-Organisation

- Respect

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	3	0	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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	97,387	101,645	109,426
Water (kL)	136	42	335

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.
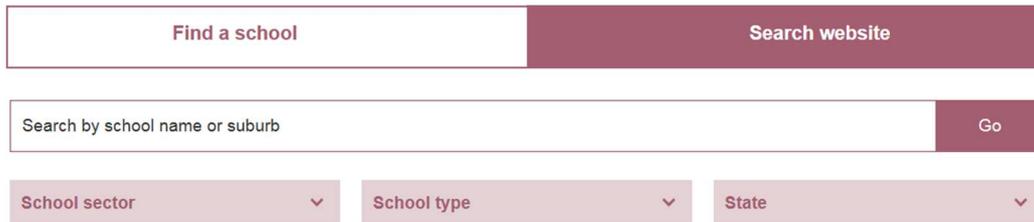
Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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	24	19	0
Full-time equivalents	18	11	0

*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	3
Graduate Diploma etc.*	4
Bachelor degree	14
Diploma	1
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 $49000

The major professional development initiatives are as follows:

- UQ Feedback Project – 3 year program for year 3, 4 and 5 teachers - $10000 which includes TRS.
- Planning and assessment time to work with HOC for all year levels – TRS $32000
- Contribution to Mount Coot-tha Cluster for moderation and other cluster projects - $2600
- Various PD and professional develop – leadership | ICT | STEM including TRS $3600

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.	98%	97%	97%

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	95%	95%	95%
Attendance rate for Indigenous** students at this school	94%	94%	87%

* 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.

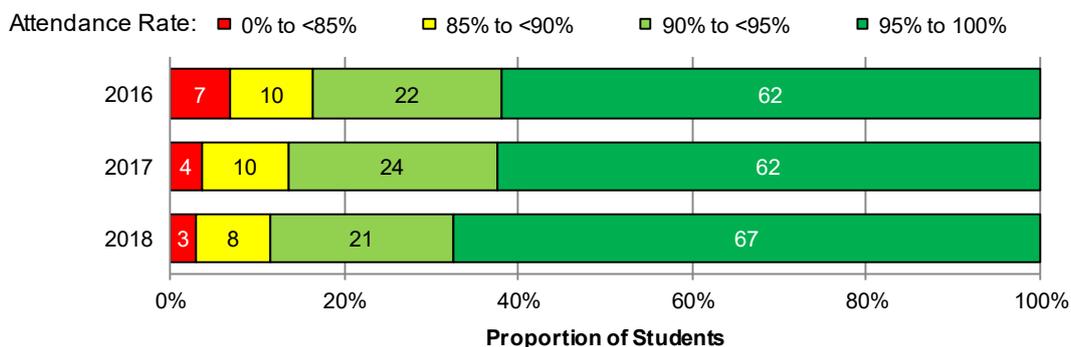Table 12: Average student attendance rates for each year level at this school

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

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

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	7	10	22	62
2017	4	10	24	62
2018	3	8	21	67

Proportion of Students

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.

Payne Road is implemented a SMS messaging system utilizing SMS4Schools to notify parents of absences where we have not heard from the parents outlining a reason for the absence. This is followed up by a call from our administration. We have begun sending out a term report with percentage of absence that outlines the long term issues with respect to non-attendance at school. Attendance at Payne Road State School is generally fairly high though we do have a few students that remain on our list to review regularly.

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

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.