

Payne Road State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The Payne Road State School Annual Report outlines our school's characteristics, priorities and achievements, celebrations of the 2014 school year. I am very proud of work of the staff and students of Payne Road State School in working towards ongoing improvement and quality learning outcomes. This document can be accessed in a hard copy version from our school office.

Helen Henrich
Acting Principal

School progress towards its goals in 2014

In 2014, the school's Pedagogical Framework and School Assessment Schedule were reviewed and revised to sharpen the focus on continuity and consistency in effective teaching and assessment practices across the school. The Pedagogical Framework based on the Dimensions of Teaching and Learning and influenced by the work of Hattie and Fleming drives the school improvement agenda targeting quality learning and teaching. Our core priorities for 2014 were:

- Implementation of School Pedagogical Framework
- Reading
- Writing
- Numeracy
- Timely and Effective Intervention
- Australian Curriculum implementation
- School Wide Positive Behaviour – Quality Learning Environment
- Productive partnerships with school & community stakeholders

In 2014, we continued to embed data analysis as the catalyst for differentiation and an improvement in student learning outcomes and to undertake data conversations with a focus on evidence of learning progress and improvement. Intervention and student progress was tracked seeking evidence of improvement to shape future directions.

Intensive professional development and training of a lead group of teachers occurred in Reading to Learn with opportunities for teachers to watch others work in and outside of the school. Teachers undertook workshops in data analysis and assessment for learning, comprehension and goal setting for students.

Whole school approaches to the teaching of reading, explicit teaching of mathematical knowledge and skills, the deepening of teachers skills in analysing data to inform teaching and intervention, and evidence based improvement continue to be key areas that required ongoing focus and development beyond 2014.

In the upper two bands in all year levels school performance were statistically similar to or better than the national performance. Our strongest performances were in Year 5 Reading, Grammar and Numeracy and Year 7 writing and numeracy with strong relative gain well above typical state performance in Yr 3 to Yr 5 numeracy, and Yr 5 to 7 writing and spelling.

The school's Positive Responsible Behaviour Plan was revised and reinvigorated to ensure greater consistency and compliance to school guidelines and expectations. A School Discipline Audit was undertaken in August and achieved the following ratings: Principal Leadership: High, Parent and Community Engagement: High. Data Informed Decision Making: Medium, Clear Consistent Expectations for Behaviour: High, Explicit Teaching of Appropriate Behaviour to All Students: High.

Future outlook

In 2015, our school improvement agenda is focused sharply on knowing the learner and maximizing the learning for all students. Two important goals essential for student success and continued progression and engagement in learning shape our strategic planning: "Every child in every classroom learning every day" and the implementation of a curriculum that seeks to engage children with meaning and purpose in learning opportunities that require them where possible to use their learning to "investigate, respond to or influence the world around them."

Our Priorities for 2015 are

- Extending the training of teachers in Reading to Learn
- The use of high yield strategies for effective instruction in the teaching of reading and writing
- Using assessment data to inform planning for teaching and learning based on the work of Lynn Sharratt
- A focus on explicit teaching and the Gradual Release of Responsibility Model in teaching English and Mathematics
- Student Portfolios and A to E reporting standards
- Initiating a coaching and mentoring model to provide feedback to teachers

Our school at a glance

School Profile

Payne Road State School commenced the 2014 school year with a co-educational enrolment of 282 students from Prep to Year 7. Our school is set in an attractive natural environment located within The Gap community and the Metropolitan educational region. We are an active member of the Mt Coot-tha Cluster of schools.

The school motto "Aiming ever higher" shapes our vision for excellence and our focus on high standards of teaching, learning and behaviour. Our school improvement targets quality assessment practices to guide teachers in knowing where a child is at in their learning and what measures to take to intervene. Our commitment to ongoing teacher development reflects the belief that at school, a skilled teacher makes the greatest difference in the educational success of a child.

"The tone of the school reflects a school wide commitment to purposeful, successful learning with classrooms calm and organized and students engaged in learning activities." (Teaching and Learning Audit 2012). The school is committed to a proactive School-wide Positive Behaviour Support Plan and has adopted the "You Can Do IT" program to support the learning of important social and relational skills for personal success. Our Chaplaincy program assists with student welfare and engages some of our older students in actively contributing a positive school environment.

Our school is recognised for its commitment to inclusive education practices and our support structures include a special education program catering for a diverse range of student disabilities and needs.

Student attainment of national literacy and numeracy benchmarks is consistently above or substantially above the national performance. The school has been acknowledged for its strong science focus through the achievement of numerous prestigious awards in environmental science including the Green Heart Schools Award and recognition as a finalist in the Showcase for Excellence in Innovation 2014. Our programs are based on active hands-on

learning, environmental studies, an active Environment Club, membership of the Earth Smart Science Schools, strong science teaching leadership and a dedicated science room.

The school has an excellent hall, a well maintained and attractive oval and a range of other facilities that are accessed outside school hours by local community groups and make our school a hub for many different kinds of learning. As a smaller school, we enjoy a strong connection with our school community with high levels of parental interest and involvement by the P & C in school and community activities and projects that support the school.

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school: 274

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	264	125	139	94%
2013	262	116	146	96%
2014	274	123	151	95%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Payne Road State School is located within the suburb of The Gap. The majority of our parents are engaged in occupations related to professional careers or are self-employed. The majority of our students are Caucasian with England, New Zealand and South Africa being the most common countries of origin for our students whose parent were born overseas. 3% of students identify as Aboriginal or Torres Strait Islander and 7% have a language background other than English. Our attendance averages 94%.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	20	17
Year 4 – Year 7 Primary	22	27	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	3	7
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

There is a central focus on high levels of literacy and numeracy with a current focus on embedding consistent approaches to the teaching of core literacy skills. The school has a distinctive early year's education precinct that promotes the early year's philosophy and provides foundations for learning for all students. Our upper years' focus has been on the transition of our Year 6 and 7 students to high school as the first intake of Year 7 into secondary school.

Offerings include:

- A sustained focus on developing effective and consistent pedagogies across the school and strong literacy and numeracy skills in students
- A school focus on Science with strong links to environmental studies and art, commitment to Science week and to regular science and technology challenges
- A strong commitment to Inclusive Education – Our Learning Support program caters for students from Year One to Year 7 and our Special Education Program caters for students from Prep to Year 7
- Languages Other Than English (LOTE) – Chinese for Year 6 and 7 students
- Music – Specialist Music teacher, Instrumental Music including concert band (brass, woodwind and percussion) from Year 5, Strings from Year 3.
- An ICT focus linking technology and movie making into the curriculum supplemented with additional expertise from outside the school
- Access to laptops, computer classroom, interactive whiteboards, sets of ipad and ipods ensure that learning technology is embedded in teaching and learning practices.
- Bright Sparks enrichment program for Years 4-7 to assist students in finding and engaging in their special interests
- Camping Program for Years 4-7
- Experience based curriculum opportunities with excursions and incursions integral to learning in classrooms.
- Health and Physical Education – specialist teacher, interschool sport and swimming
- Library lessons

The Gap State High School offers our older students access to a number of enrichment programs including

- Chinese LOTE acceleration
- Mathematics Enhancement Course
- Excellence in Visual Arts Integration Program

Extra curricula activities include:

- The Arts – Music – school choir, GRIPPs, String Camps, Band camps, Fanfare
- Environment Club – this program engages middle phase learners in practical environmental tasks including vegie gardens, planning and caring for the school and local environment and learning about sustainability. Environment Club meets weekly.
- STEM Project
- ICAS Assessments
- Extension opportunities such as Young Scholars, STEM Convention, TGSMS Maths, Art and Chinese extension, Young Engineers
- Optiminds and Maths Tournament are available for Year 6 and 7 students
- Media Club
- Chess Club
- Drama Club
- HPE – District and regional competitions and teams, The Gap Cup, Teacher student sport competitions, interschool sport

How Information and Communication Technologies are used to assist learning

All classroom learning spaces are equipped with interactive whiteboards to facilitate the use of ICT for teaching and learning with ready access to the internet and the broad spectrum of resources and learning opportunities it offers. As a teaching tool, teachers are able to integrate effective teaching strategies with available technology lesson delivery to promote student engagement, multimodal learning and interactive opportunities for learning.

Teacher skills and knowledge have been enhanced through the attendance of some teachers at an Ipad masterclass to learn and demonstrate skills to others within our school.

In 2014 Payne Road State School continued to enhance learning for students through the use of ICTs. ICT resources include

- A computer lab which includes an interactive white board
- 2 class sets of lap tops which were upgraded mid 2014 with older models becoming available for use in younger classes.
- Access to wireless technology in some classrooms
- Interactive whiteboards in all classrooms and learning spaces
- I-pad access which includes 46 I-pads available for classroom use, a set of I-pads with specialised apps to assist in meeting the needs of special needs students and teacher I-pads.

Increasingly, the use of ICT is being integrated into student learning and explored as a vehicle for demonstrating and sharing student learning through the use of video and film editing apps, photos and e-books. Regular sharing between teachers continues to be a vehicle that assists teachers to learn from and with each other.

Social Climate

At Payne Road State School, clear expectations, character education, consistency and proactive management underpin our focus on student management and relationships.

We believe that each individual:

- Can make choices about how they act and treat each other.
- Is responsible for their behaviour and the choices they make.
- Should accept the consequences of their actions and understand the importance of making amends.
- Can choose to change their behaviour.

Social interactions and relationships proved opportunities for the development of valuable life skills and responsible behavioural choices and assist in the establishment of positive and supportive learning environments. Our Responsible Behaviour Plan undergoes regular review and refinement to ensure our processes and responses promote an effective system for facilitating positive behaviours, preventing problem behaviour and addressing inappropriate behaviours. Three simple school rules: Be Respectful, Be Responsible and Be Safe underpin our behavioural expectations and the High Five provide key strategies to assist students to respond to problems in the playground.

The *You Can Do It!* program provides a framework in the Junior School for fostering the social and emotional development of students with a strong focus on developing resilience. The program is based on the five foundations (keys to success) of confidence, persistence, respect, organisation, and getting along.

Our Assemblies feature regular opportunities to acknowledge efforts to learn and demonstrations of our keys to success. Our "Caught You Caring" wall of fame recognises commendable acts of caring for others or the environment with photographs of students and other members of our school community and their certificates on display in our library.

The School Chaplaincy Team, facilitated by our school chaplain, supports a range of student games and activities in the playground, creates skits and performances to model appropriate responses and valued behaviours and recognises our Preppies through the awarding of the Cape of Kindness for worthy demonstrations of caring behaviour.

Students in our upper primary classes have opportunities for elected and voluntary roles in leadership and in undertaking a buddy role with our youngest students in the school.

Of 32 parents surveyed,

- 100% agree that their child likes being at this school
- 100% agree that their child feels safe at this school
- 97% agree that teachers at this school treat their child fairly

- 90% agree that student behavior is well managed at the school

Of 93 students surveyed

- 93% agree that they like being at this school
- 97% agree that they feel safe at this school
- 89% agree that teachers at this school treat their child fairly
- 84% agree that student behavior is well managed at the school

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	96%	95%	100%
their child feels safe at this school* (S2002)	96%	95%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	100%
their child is making good progress at this school* (S2004)	96%	95%	100%
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%	90%	93%
teachers at this school motivate their child to learn* (S2007)	96%	95%	97%
teachers at this school treat students fairly* (S2008)	100%	90%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	96%	95%	94%
this school takes parents' opinions seriously* (S2011)	92%	100%	94%
student behaviour is well managed at this school* (S2012)	92%	89%	90%
this school looks for ways to improve* (S2013)	100%	95%	100%
this school is well maintained* (S2014)	100%	100%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school* (S2036)	95%	93%	93%
they feel safe at their school* (S2037)	98%	90%	97%
their teachers motivate them to learn* (S2038)	95%	97%	98%
their teachers expect them to do their best* (S2039)	98%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	91%
teachers treat students fairly at their school* (S2041)	88%	78%	85%
they can talk to their teachers about their concerns* (S2042)	88%	85%	80%
their school takes students' opinions seriously* (S2043)	90%	88%	77%
student behaviour is well managed at their school* (S2044)	95%	81%	84%
their school looks for ways to improve* (S2045)	98%	96%	98%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school is well maintained* (S2046)	100%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	98%	95%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
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%	88%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	96%
student behaviour is well managed at their school (S2074)		100%	96%
staff are well supported at their school (S2075)		100%	96%
their school takes staff opinions seriously (S2076)		100%	88%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		97%	88%
their school gives them opportunities to do interesting things (S2079)		93%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

All teachers are encouraged to build strong connections with the parent community and to be proactive in ensuring parents are kept informed and abreast of learning intentions, student achievement and behaviour. Classes prepare regular newsletters, communicate with parents through a variety of media and respond to parental enquiries through making time to address parent inquiries and concerns.

Parents have opportunities to be involved in classroom learning at all levels, to attend special days and events and to participate in a range of voluntary roles within the school. The P & C is an active team supporting parental involvement in a range of supplementary activities designed to support students and families to integrate and connect with the school.

A range of education programs are offered during the year for interested parents particularly in relation to cybersafety and Pre-prep and Prep parents.

Reducing the school's environmental footprint

Payne Road State School is a member of Earth Smart Schools with an integrated approach to environmental sustainability linked to Science education. The activities of the Environment Club, Active School Travel, Solar Schools Project and Science Education have provided a school approach to reducing the school's environmental footprint.

2014 has seen school commitment to:

- The embedding of environmental conservation and sustainability education in practical "hand-on" student learning enhancing the curriculum and developing stewardship in caring for the environment.

- A continuation of the implementation of the Science Environment Management Plan (SEMP) providing the structures for an environmentally earth smart school and strengthening a shared commitment to core priorities
- The HOC take an active role in identifying expertise, opportunities and organisations such as Queensland Environmentally Sustainable School Initiatives (QESSI), CSIRO and SOWN to connect environment club activities to science curriculum learning
- A broad range of science incursions, science week celebrations and focus days (Earth Hour, National Tree Day) to encourage a scientific learning community extending beyond the classroom
- Strong links with the local environmental education centres.
- Energy and waste audits conducted by a sustainability officer and the Environment Team as part of school funded initiative to raise awareness of conservation and sustainability measures within the student population, school and school community.
- An active recycling program collecting recycled paper and card and miscellaneous items from classrooms, resource production and students' lunchboxes.
- Maximised use of water tanks for toilets and gardens
- School and student awareness of the need to conserve power and water.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	112,962	311
2012-2013	109,344	287
2013-2014	72,292	392

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

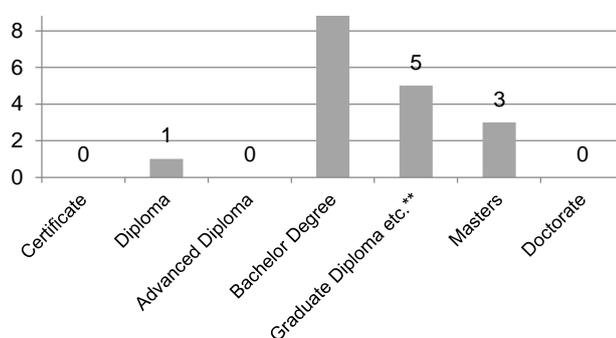
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	19	0
Full-time equivalents	18	10	0

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	5
Masters	3
Doctorate	0
Total	23



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$19 970

The major professional development initiatives are as follows:

- Reading to Learn Training
- Watching Others Work
- OneSchool Data Entry
- Data Discussion Days
- AC Planning Sessions
- Running Records – PM benchmark Training
- Assessment for Learning
- Mount Coot-tha Custer Conference
- Developing Performance Framework for all Staff
- Student Behaviour and Wellbeing
- Profiling Training
- Leadership – QELi Course, Leadership Aspirants
- Mandatory Professional Development Sessions
- First Aid and CPR

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

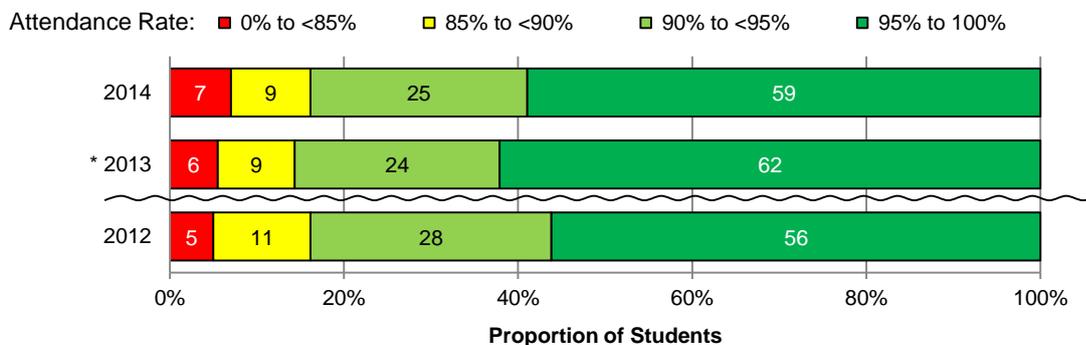
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	93%	95%	95%	91%	95%	95%					
2013	96%	94%	96%	93%	94%	95%	94%					
2014	95%	95%	95%	96%	94%	94%	93%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Teachers mark the electronic class rolls at the beginning of the day and after lunch break. They keep attendance records and monitor attendance and absenteeism of enrolled students. Teachers alert the principal (or HOC) when a student's absence is unexplained (after three consecutive school days) or when concerned that the explanation may be unsatisfactory.

Absences are marked as either explained (using an appropriate reason code) or unexplained (using U to denote an absence for which no explanation has been received and J to denote an absence for which the explanation received is unsatisfactory). Parents of the student are contacted about any unexplained absence, asking the

reason if no notification was received. In some cases the Principal will involve the parent in meetings to discuss unexplained absences where no reason has been provided or the reason provided was unsatisfactory, and provide support to address any issues contributing to the absences.

A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student's eligible option.

Professional judgment is exercised when deciding whether other types of reasons offered to explain an absence are satisfactory and the following are taken into consideration:

- a student's past attendance record;
- the student's particular circumstances; and
- any school policies related to attendance developed in consultation with the school community.

When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent contacts the school and completes an exemption from compulsory schooling form which is submitted to the Principal

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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Achievement – Closing the Gap

In 2014, 7 students were identified as indigenous. Attendance averages 95% comparable with the general school population. Of the 7 students, only 1 was involved in NAPLAN making the sample size for comparison too small.