Payne Road State School
Queensland State School Reporting
2015 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 for 2015. The school has seen some change in this period including the position of Principal, however, the work continues to improve student learning. I recognize the efforts of the Acting Principal, Helen Henrich, during her time with Payne Road State School and appreciate her focus on improving reading practices. I also recognize the efforts of all Teachers as they focus on their teaching and learning practices along with adjusting to changes within the school. This document can be accessed in a hard copy version from our school office.

Stephen Rowe
Principal

School progress towards its goals in 2015

In 2015, 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 2015 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 2015, 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 2015.

Future outlook

In 2016, our school will be involved in a number of processes including a Full School Review. This review will be an opportunity to look closely at processes currently in place to ensure effective teaching and learning practices are in place. Priorities for Payne Road State School will reflect the ongoing work in 2015 though some elements may require further development to ensure consistency of practice. The focus for 2015 has included:

- 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 2015 school year with a co-educational enrolment of 265 students from Prep to Year 6. 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. This award continues to shape practices at the school. 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

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	262	116	146	5	96%
2014	274	123	151	7	95%
2015	246	105	141	4	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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		
	2013	2014	2015
Prep – Year 3	20	17	21
Year 4 – Year 7 Primary	27	22	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	7	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

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 students to high 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 Six and our Special Education Program caters for students from Prep to Year 6
- Languages Other Than English (LOTE) – Chinese for Year 5 and 6 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 4-6 to assist students in finding and engaging in their special interests
- Camping Program for Years 4-6
- 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

- 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, TGSHS 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 improve 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 2015 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
- iPad 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 iPads.

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	97%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school (S2001)	95%	100%	100%
their child feels safe at this school (S2002)	95%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	95%	100%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	93%	97%
teachers at this school motivate their child to learn (S2007)	95%	97%	100%
teachers at this school treat students fairly (S2008)	90%	97%	97%
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)	95%	94%	100%
this school takes parents' opinions seriously (S2011)	100%	94%	94%
student behaviour is well managed at this school (S2012)	89%	90%	90%
this school looks for ways to improve (S2013)	95%	100%	97%
this school is well maintained (S2014)	100%	97%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school (S2036)	93%	93%	94%
they feel safe at their school (S2037)	90%	97%	100%
their teachers motivate them to learn (S2038)	97%	98%	98%
their teachers expect them to do their best (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	92%	91%	92%
teachers treat students fairly at their school (S2041)	78%	85%	87%
they can talk to their teachers about their concerns (S2042)	85%	80%	85%
their school takes students' opinions seriously (S2043)	88%	77%	86%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	81%	84%	82%
their school looks for ways to improve (S2045)	96%	98%	95%
their school is well maintained (S2046)	100%	97%	98%
their school gives them opportunities to do interesting things (S2047)	95%	87%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	87%
they feel that their school is a safe place in which to work (S2070)	100%	100%	83%
they receive useful feedback about their work at their school (S2071)	100%	88%	65%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	87%
students are treated fairly at their school (S2073)	100%	96%	83%
student behaviour is well managed at their school (S2074)	100%	96%	78%
staff are well supported at their school (S2075)	100%	96%	57%
their school takes staff opinions seriously (S2076)	100%	88%	55%
their school looks for ways to improve (S2077)	100%	100%	83%
their school is well maintained (S2078)	97%	88%	74%
their school gives them opportunities to do interesting things (S2079)	93%	100%	70%

# '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

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.

2015 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	109,344	287
2013-2014	72,292	3,922
2014-2015	65,097	1,036

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	18	0
Full-time equivalents	17	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	10
Advanced Diploma	10
Bachelor Degree	14
Graduate Diploma etc.**	5
Masters	4
Doctorate	0
Total	**43**
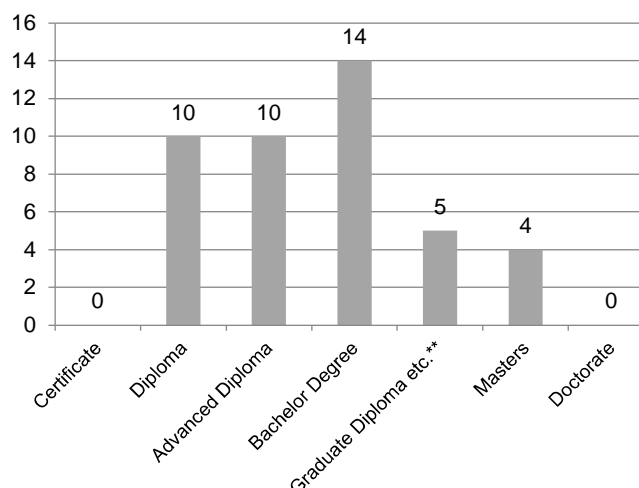
*Teaching staff includes School Leaders

**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 2015 were $25000

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2015 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/.

(The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

Queensland Government

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

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	96%	98%

The student attendance rate 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.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

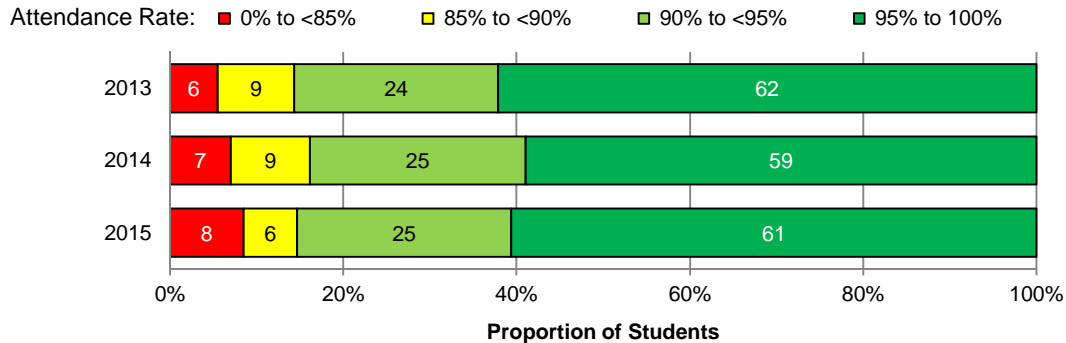| Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	96%	94%	96%	93%	94%	95%	94%					
2014	93%	95%	95%	95%	96%	94%	94%	93%					
2015	95%	94%	95%	94%	95%	94%	96%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

Queensland Government

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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%
2013	6	9	24	62
2014	7	9	25	59
2015	8	6	25	61

Proportion of Students

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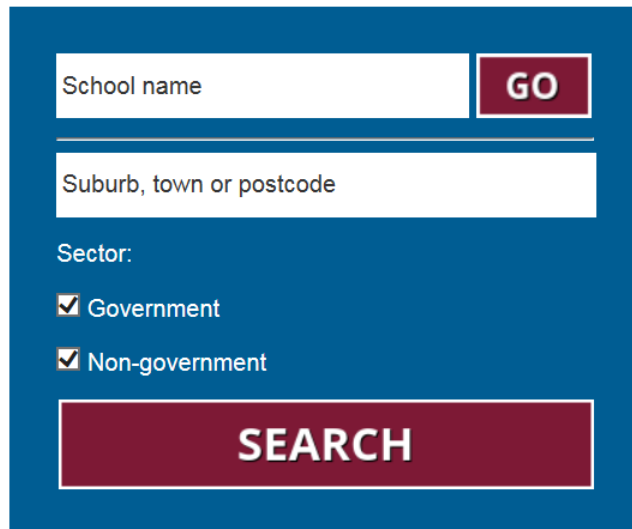
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.