

Payne Road State School (0286)
Queensland State School Reporting
2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Principal

Principal's foreword

Introduction

Payne Road State School had a very successful 2012, harmonising quality education with a sense of true school community spirit. We are confident that we can, with your support, provide the best possible education for your child. This is embodied in our school motto "Aim Ever Higher".

At Payne Road we have built a reputation as a caring school with excellent educational opportunities, including a quality curriculum, high behaviour standards and promoting life-long learning challenges.

Our children learn in a supportive, positive and appealing environment always being encouraged to strive to do their best. We are a smaller school with big results

The Payne Road State School Annual Report is a document reporting on our schools activities and celebrations for the 2012 school year.

This report demonstrates the successes achieved by a school community working together to provide quality

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2012 School Annual Report



education for its students.

The school undertook the Quadrennial School Review which involved parents, students and staff reviewing the work of the school and providing input to the direction of the school. From that 2013-2106 School Plan was developed and approved by the P and C Association and the Assistant Regional Director. An Annual Implementation Plan is then developed on a year to basis to progress the Plan.

School Annual Report 2012 provides contextual information such as the curriculum, opportunities for parental involvement and extracurricular activities, as well as student outcomes data, such as summary information on the National Assessment Program – Literacy and Numeracy (NAPLAN) and retention rates.

Through the School Annual Report 2012 we are committed to assisting the community to gain easy access to comprehensive information about achievements of the school and its students

It outlines the curriculum and extra-curricular activities and summarises major achievements. This includes our results for the NAPLAN tests, in graph form for Years 3, 5 and 7, towards the end of this report.

PRSS Acting Principal Maria Berriman



School progress towards its goals in 2012

- Implemented Curriculum into the Classroom in order to teach the Australian Curriculum in Maths English and Science
- Completed second Curriculum Audit with improved results
- Completed Quadrennial School Review and adoption of the 2013-2106 School Plan
- Developed Staff Performance Framework
- Developed strategies to assist students to monitor their own learning and to set goals for future learning
- Provided opportunities for teachers to share expert teaching practice
- Developed strategies to extend students in the early years.
- Consolidated best practice in Spelling and Science
- Consolidated and implement our Differentiation Policy including Gifted and Talented Policy and Students With Difficulties Policy
- Implemented newly developed curriculum framework
- Used OneSchool to record data on student progress from the school's assessment schedule
- Differentiated classroom learning meetings – identifying, sharing best practices
- Differentiated classroom learning – sharing practices within school and external
- Moderation, planning meetings
- Used moderation processes to analysis data and target improvement
- Developed strategies for assessment capable students such as student goals
- Developed and used common assessments directly aligned to the Australian Curriculum
- Prepared and improve lessons together based on results of assessments
- Implement a school wide differentiation plan – know the kids, know the curriculum, vary the pathways
- Implemented newly developed curriculum planning policies
- Built an expert teaching team – supervision, walk-thrus, Differentiated Classroom Learning meetings, teacher mentors

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Future outlook

Priorities for 2013

- ACARA implementation- English, Maths , Science and History
- Whole School assessment and data collection –systems for recording and analysing data and improving achievement.
- Continue Differentiated Classroom Learning approaches
- Identify and use of effective Reading and Numeracy teaching strategies
- School wide approach to teaching of phonics to improve spelling
- Increase the percentage of students in the top two bands in Year 3,5,7 NAPLAN
- Record and analyse reliable data
- Develop a Framework which articulates the schools approach to teaching
- Implement goal setting for students
- Provide comprehensive communication and information for parents
- Continue to implement School Wide Positive Behaviour Support, reviewing referral procedures
- Plan for Year 7 transition to high school in 2014
- Develop student Leadership Framework which provides 2013 Year 5 leadership opportunities for 2014
- Continue positive partnership with P and C
- Continue ICT upgrades within school including use of iPads
- Maintain Chaplaincy program
- Introduce Direct to Market Maintenance Program in the school
- Productive partnerships with the community including finalising re development of school oval in conjunction with Gap Pastime Club

Our school at a glance

School Profile

Payne Road State School is in the Metropolitan Region and the Mount Coot-tha Cluster of schools. It was opened in 1970 and currently has a co-educational enrolment of approximately 266 students from Prep to Year 7. The school has excellent facilities with \$3M invested in major upgrades in recent years. The aesthetic natural surroundings inspire an emphasis on environmental science through an active environment club and membership with Earth Smart Schools. There is a strong sense of community with high levels of parent participation often recognised through annual volunteer awards.

We are fortunate to have a very supportive and hardworking P and C. We have a special education program which caters for mainly autism and has been recognised as a regional showcase award winner for inclusive education. Student attainment of national literacy and numeracy benchmarks is around 95%.

Ours school provides an extensive curriculum program to cater for a wide range of learners and has been commended for outstanding differentiated classroom learning in the Teaching and Learning audit. Payne Road SS has a distinctive early year's education precinct that promotes its early year's philosophy. The chaplaincy program support student welfare and adds another dimension of care to the school's supportive environment.

The school prides itself on its picturesque locations, wonderful grounds, great facilities, a

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	295	133	162	97%
2011	272	115	157	96%
2012	264	125	139	94%

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

Characteristics of the student body:

Students at Payne Road State School attend full time. The majority of our students are Caucasian, with England and New Zealand being the most common countries for our students whose parents were born overseas. We also have 20 students with verified disabilities, the most common being autistic spectrum disorder. The school and local area has less than 1% indigenous persons. Behaviour among students is of a high standard.

Within our student cohort we achieved the following results in Sem 2 2012

Achieving C or higher	English	Maths	Science
Year 1	76	83	97
Year 2	93	92	100
Year 3	80	96	100
Year 4	95	95	100
Year 5	83	91	92
Year 6	79	88	82
Year 7	94	92	92

Our school at a glance

Our Students are:

- Leaders
- Respectful with an understanding of rights and responsibilities to themselves, their community and environment
- Creative
- Thinkers
- Resilient and brave
- Confident to believe in themselves and be ready for high school
- Self-motivated – to be naturally curious and have a passion for learning
- High academic achievers
- Tolerant – responsive and friendly to others.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	22
Year 4 – Year 10	27	26	22
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	6	3	10
Long Suspensions - 6 to 20 days	1	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Curriculum delivered at Payne Road State School is about **more than just great NAPLAN results**. We use Key Learning Areas and ICTs are integral to curriculum delivery as many classrooms have interactive whiteboards. There is a central focus on high levels of literacy and numeracy. 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.

Offerings include:

- A school focus on Science with extension opportunities
- Scientist in Schools – Dr Fred Meunier (UQ Brain Institute)
- Languages Other Than English (LOTE) – Chinese for Year 6 and 7 students
- 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
- Music – Specialist Music teacher, Instrumental Music including concert band (brass, woodwind and percussion) from Year 5, Strings from Year 3.
- Health and Physical Education – specialist teacher, interschool sport and swimming
- Library lessons – specialist teacher with talents in ICTs
- Bright Sparks enrichment program for Years 4-7
- Camping Program for Years 4-7
- Experience based curriculum opportunities with excursions and incursions integral to learning in classrooms.
- English – Spelling Competitions and Spell-a-thon
- Artist in residence programs

Commercial Programs used include:

- Jolly Phonics, Jolly Grammar (lower school)
- Program Achieve – You Can Do It (P-7)
- Bug Club
-

Teaching and Learning Audit results

During Semester 2 the school participated in its second Teaching and Learning Audit. This confirmed the school's outstanding achievement in 'Differentiated Classroom Learning' and "targeted Use of resources" These areas were ranked at the highest level available by the audit tool. The school has a strong collegial culture with the auditor explaining that 'strong' was an inadequate way to describe the wonderful moral that exists in the school.

High results were awarded in the remaining areas of:

- A Culture That Promotes Learning
- Analysis and Discussion of Data
- An Explicit Improvement Agenda
- An Expert Teaching Team
- Systematic Curriculum Delivery
- Effective Teaching Practices
- This represents considerable improvement since the previous audit.

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 vege gardens, planning and caring for the school and local environment and learning about sustainability. Environment Club meets weekly. There is also an annual camp for Environment Club
- Science Club – Junior Science Club caters for Years 1-4 and Senior Science Club caters for Yrs 5-7
- Extension opportunities such as Young Scholars, STEM Convention, TGSMS Maths, Art and Chinese extension, Optiminds and Maths Tournament are available for Year 6 and 7 students
- HPE – District and regional competitions and teams, The Gap Cup, Teacher student sport competitions, interschool sport
- Chess Club
- Drama Club



THE GAP STATE HIGH SCHOOL LEARNING OPPORTUNITIES

The Gap High offers our students access to a number of enrichment programs including the following:

Chinese LOTE acceleration: Wednesday afternoons and Friday, 3 hrs/week studying Year 8 Chinese. The accelerated group then get the opportunity to move through TGSMS LOTE with a 6-8 week immersion in China when they reach Year 10.

Mathematics Enhancement Course: students learn logic, tessellations, base arithmetic, patterns and problem solving techniques. Students will be eligible for 2 certificates from the Australian Mathematics Trust. The cost is \$29 (after TGSMS subsidy). Only 2 students can be selected from Payne Road. Lessons are 9-10am every Thursday during terms 2 & 3. Entries close March.

Excellence in Visual Arts Integration Program: For Year 7 students to participate in a program of artistic development in the visual arts including painting, drawing, printmaking, art theory, photography, ceramics and sculpture. Cost is \$40 for material and the course involves 2 hours each week. Selection is usually October of the previous year.

How Information and Communication Technologies are used to assist learning Use narrative to describe school strategies such as digital pedagogies.

In 2012 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
- Banks of lap tops which are accessed by students in classrooms using wireless technologies.
- The library also has banks of laptops for wireless student use
- All classrooms, the library and a meeting room have interactive whiteboards which provide students with engaging learning environments and curriculum delivery
- The introduction of iPads and as teaching and learning tools. Commenced in late 2012 and will continue in 2013 with teachers having access to iPads. The Rainbow Room (Special Education) uses iPads throughout

their program.

- All teachers have a laptop

These resources have proved very successful and the school will continue to investigate the best ways to use these new devices for optimising student engagement and outcomes.

Student ICT Expectations is a school based policy guide used within curriculum areas. It is imperative that teachers use digital pedagogical practices within their day to day practice. The school's Student ICT Expectations document outlines expectations for student experiences within classrooms. It also identifies two aspects of Operating ICT and Ethics, Issues and ICT.

Some students will already be able to do what is expected by the end of the year. These students should have opportunities to consolidate their learning and may need to progress to what is described at a later juncture. Teachers can plan to deepen student understanding and consolidate ICT skills, scaffold new ICT learning and encourage students to apply that learning in situations that are relevant to them and that develop their KLA learning.

Social climate

All areas of Payne Road State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

The *You Can Do It!* program provides a framework for fostering the social and emotional development of students, allowing them to develop to their full potential. Within a common theme of developing Resilience, the program focuses on the five foundations (keys to success) of Confidence, Persistence, Organisation, Getting Along and Emotional Resilience.

Promoting and 'badging' our Behaviour Code has evolved from our existing "keys to success" which are well established in our school context. Our school community has identified these principles to teach and promote our high standards of responsible behaviour and social/emotional well-being using the acronym PRSSs (Payne Rd State School students):

- Persistence
- Resilience
- Safety
- Self Organisation
- Show Respect
-

Our Code of School Behaviour matrix aligns our "keys to success" to school settings to articulate expectations. Development of the code was led by our School Wide Positive Behaviour team and outlines and provides consistent approaches to positive behaviour. The Schools Responsible Behaviour Plan was reviewed in late 2012 and ratified by the P and C for adoption for the 2012-2015. Constant review and improvement is made to procedures, encouraging and rewarding positive behaviours and offering modification if and when necessary. Parental involvement is always pivotal.

Our school at a glance

CHAPLAINCY PROGRAM by Chris Bullock, Payne Road State School Chaplain

The basic role of a chaplain is to give spiritual, emotional and pastoral support to the school community. Chaplains can be involved in helping students to explore their spirituality, though this is not something that I have found to occur very often in a primary school context. High school chaplains obviously would be more involved in this. Most chaplains in Qld are Christians, and operate from a Christian value set, but we are trained to respect and support all world views. Chaplains do not teach RE (this is often a confusion in the media - they put the role of Chaplain and RE teacher together)

Chaplaincy tends to vary from school to school depending of the needs of the school and the interests and abilities of the chaplain. For example, I am involved in the Science Club as I have a science degree, and I help Sue with Choir as I love singing, and I like netball so I coach netball. My role is fundamentally a pastoral care role. I get involved in as many things as I can in the school to develop deeper connections, and I try to give support to students, staff and families in their day to day lives. I try to encourage good values and an attitude of giving. I have a diploma of youth work, which is the required qualification for Chaplaincy. If you have any questions about chaplaincy please email me on cbull56@eq.edu.au

Parent, student and staff satisfaction with the school

School Opinion reflects the community spirit at Payne Road. Each year the department conducts school opinion surveys to provide information for school planning. This year the results show we are on track for our priorities: sense of community; high student engagement; continuous improvement of high student outcomes.

Public Confidence

Public confidence in our great school is high with parent satisfaction unanimous with respondents indicating 100% satisfaction with more than one third of the survey items. This includes the following aspects of the school:

- High student expectations
- Teacher feedback
- Learning opportunities
- Student improvement
- Celebration student achievement
- Sense of community
- This is a good school and I would recommend this school to others

High Student Engagement

All students in Years 5 and 7 were surveyed and the highest satisfaction (98-100%) was with the following aspects

- Teacher expectations
- Challenged
- Encouraged
- Learning opportunities
- Celebrating achievement
- Good education
- Feeling safe

Our school at a glance

Staff Morale

Staff are to be congratulated for their commitment to student improvement. Student engagement, providing interesting learning opportunities, challenging students and giving feedback to students and parents. These items were commonly ranked high and have been deliberate school goals. Staff morale continues to be at 95% satisfaction and staff relationships are high reflecting productive team work.

It is also worth noting that all 100% of all surveyed agree that the school is well maintained and we have to give special thanks to our groundsman for the wonderful impact he has made to our school environment.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	95.8%
their child feels safe at this school*	95.8%
their child's learning needs are being met at this school*	91.7%
their child is making good progress at this school*	95.8%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	95.8%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.0%
this school takes parents' opinions seriously*	91.7%
student behaviour is well managed at this school*	92.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.3%
they like being at their school*	94.9%
they feel safe at their school*	98.2%
their teachers motivate them to learn*	94.9%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	94.7%
teachers treat students fairly at their school*	88.1%
they can talk to their teachers about their concerns*	88.1%
their school takes students' opinions seriously*	89.7%
student behaviour is well managed at their school*	94.8%
their school looks for ways to improve*	98.3%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	98.2%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	82.8%
with the individual staff morale items	94.8%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents and community members play an important role in their child's education and a strong partnership between the parents and the school enriches the learning experience. Our school provides formal and informal opportunities for parents to find out about their children's progress at school. We encourage parent and community members to play an active role in the education of our children. Payne Road State School values the partnership of parents in helping to enrich learning opportunities for students. A developing Parent Representative program meets each term and provides a link between the class parents, teacher and the broader school community.

One of the features of our school is its spirited community engagement and friendly climate. This year in particular we achieved great things thanks to the combined efforts of staff, parents and volunteers (and also the students themselves). Activities included grandparents day, music concerts, school banking, The Gap Cup swimming, Volunteers Award, World Teacher's Day celebration, Year 7 graduation committee - all testimony to the wonderful support our school gets from its vibrant community. Ready Reader volunteers assist students in the classroom on, and the many parents who daily assist in their children's classroom add to the genuine community spirit. Anzac Day, Under 8's Day, weekly assemblies, Welcome BBQ's and the Art show all draw great responses and involvement from the parent and wider community, bringing families and friends together to provide a sense of community. The Tuckshop of the Year Volunteer Award 2012 was awarded to a parent who led the refurbishment of the tuckshop this year. Our tuckshop was again in the top 10 Qld school tuckshops list and won an award for "Volunteer Victory".

"Payne Road State School P&C has had another successful year seeing over \$78 000 go back into the school which represented basically our "profit" for 2012. This is a great result and proves again that we are a small school, big results. Our big fundraiser for the year was our bi-annual Art show which was strongly supported by the school community. Two elections also boosted our revenues. This year saw our first full year of revenue from the new hall and the rentals from all our facilities represents a large part of our revenue which we see continuing going forward. Our approach to this through the employment of a Facilities Officer has now been copied in other schools throughout the state. Again 2012 saw OSHC, tuckshop, uniform shop and book shop turn a profit with the Tuckshop for the third year in a row voted in the Top 10 in Qld and Jenny Tucker winning Tuckshop of the Year Volunteer 2012 - a very well deserved result.

Finally the volunteers are the key to our results and it is the efforts of everyone added together that has continued our success this year."

P&C Association President, Leigh Passfield.

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. The school was also successful in being included in the Empowering Local Schools initiative.

- Continued a collaborative team of staff and parents ('the who') to implement the Science Environment Management Plan (SEMP) providing the structures for an environmentally earth smart school and strengthening a shared commitment to core priorities
- Successful in \$69000 grant under the Empowering Local Schools initiative which focuses on Science Education
- Assisted the HOC to cast the net far and wide to engage scientific organisations such as Queensland Environmentally Sustainable School Initiatives (QESSI), CSIRO and SOWN to connect environment club activities to science curriculum learning
- Linked 'Active School Travel' (assisted by the Brisbane City Council) and Solar Schools Scheme to environmental sustainable practices, building strong community partnerships
- Provided approval for science incursions, science week celebrations and focus days (Earth Hour, National Tree Day) to encourage a scientific learning community extending beyond the classroom.
- Water tanks are used to feed toilets and children and staff are encouraged to conserve power and water.

THE ACTIVE TRAVEL REPORT

Active School Travel continued at Payne Road State School in 2012. The program is essentially driven by the student council. We aim to continually encourage children and families to actively travel to school and provide incentive with weekly Fit and Fresh Active Travel days, incentive prizes and a weekly Class Cup. One parent told me that they notice lots of people actively travelling at other times and the habit is catching. With a walking path at the rear of the school, we are well positioned to continue to support this initiative.

In 2013 Active Travel will be re launched with higher Council participation, Scooter and Bike Safety Courses for all children, some fabulous prizes and the prized class trophy.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	114,576	519
2010-2011	109,438	279
2011-2012	112,962	311

Our staff profile

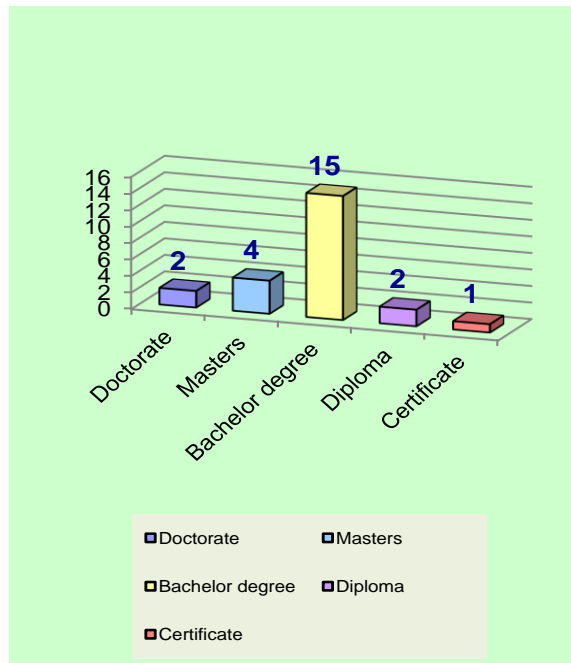
Staff composition, including Indigenous staff

In 2012 Payne Road had 11 classroom teachers (including 2 prep teachers) and a non-teaching Principal and Head of Curriculum, Specialist itinerant teachers visit for PE, LOTE, Music, Instrumental Music, Teacher Librarian, Support Teacher Learning Difficulties (0.5), and Guidance Officer (visits weekly). The school also has a chaplain. There are 3 cleaners, 1 School Facilities Officer, 91 hours Teacher Aide time and 1.43 allocation of administration officer support. 85% of the teaching staff are permanent appointments to Payne Road State School.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	15	<5
Full-time equivalents	17.6	9.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	4
Bachelor degree	15
Diploma	2
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$22 125.

The major professional development initiatives are as follows:

To maintain registration with the Queensland College of Teachers, 30hrs of continued professional learning is required for full time teachers. Staff at Payne Road State School has undertaken a range of training courses, conferences, workshops, online learning and information sessions throughout the year. Our teaching workforce has focused on skilling in key priorities including, National Curriculum, Curriculum into the Classroom: English, Maths and Science,

Our staff profile

NAPLAN marker training, Writing, Classroom Curriculum Differentiation, Behaviour Management, Science, First Aid, One School training in differentiation and Mount Cooth-ha Cluster PD

The proportion of the teaching staff involved in professional development activities during 2012 was 97.3 %.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	96.7%	97.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.2% of staff was retained by the school for the entire 2012 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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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

The overall attendance rate for the students at this school (shown as a percentage) in 2012 was 94.4 %.
The overall attendance rate for all Queensland State Primary schools over the same period was 93%.

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%

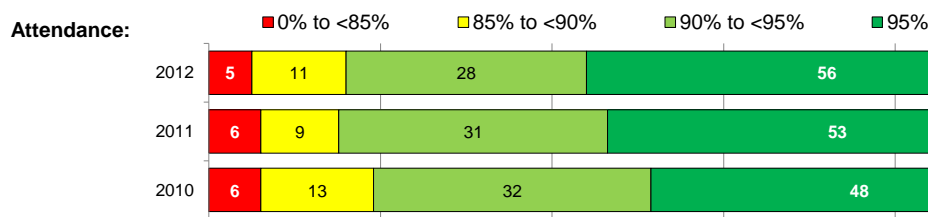
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010	94%	94%	92%	95%	94%	92%	91%					
2011	96%	95%	94%	94%	95%	94%	92%					
2012	95%	93%	95%	95%	91%	95%	95%					

Student Attendance Distribution

DW = Data withheld to ensure confidentiality.

The proportions of students by attendance range.



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.

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. The Principal issues a letter of approval to the parent after consideration of the circumstances.

Requests for permission for a student to leave the school grounds for medical appointments or off site programs can be made. Usually a parent collecting a student arrives and signs a register at the office. Students may not leave the school grounds or educational site without parent consent.

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.

High National Standards Plus Continued Improvement

An average of 95% of students tested at Payne Road achieved national minimum standards or better for Literacy and Numeracy.

Yet the remarkable trend is the continued improvement in results shown by the graduating Year 7 students from 2008 to 2012. The exit results for the 2012 Year 7 are the best improved (mean scale scores) in the high performing Mt Coot-tha Cluster of schools. Noteworthy Trends for 2012 NAPLAN results include-

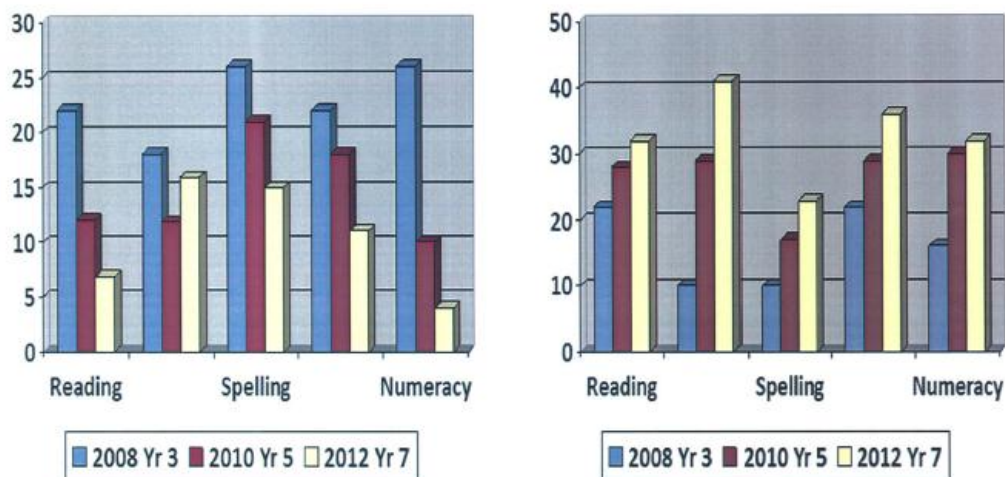
Performance of our students

- Our Year 3 were the big improvers in 2011 with 98% reaching national minimum standards in all areas. AN increase of 4 % from 2010.

In 2012 this improved to 99.14% of students reaching national minimum standards in all areas

- Year 7 students have always achieved high standards in the past and this trend continued in 2012. This is the first cohort of students to be tracked from Year 3 in 2008 when the NAPLAN tested commenced. These students exceeded system expectations (sometimes more than double) for improvement and achievement in all areas tested.
- An average of 45% of Year 7 students are in the upper two bands which is above national benchmarks.
- Year 3 and 5 Writing scale scores do not compare well with National benchmarks however 100% and 84% respectively reached at or above national minimum standards.
- Steady but deliberate progress has been made in decreasing the number of students in the bottom 20% and increasing the numbers in the top 20% (see Graph below)

decrease bottom 20% **NAPLAN** increase top 20%



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.

Performance of our students

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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Aim Ever Higher



There is more than one way to reach the top, just as there are a variety of wide learning opportunities for students to reach their educational goals. Student support services and intervention programs scaffold the learning. Our school performance data shows high achievement and improvement in literacy and numeracy standards.