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Webpages  
Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.

Contact Person  
Rob Deen (Principal)
Introduction

All Queensland state schools are required to implement processes to support continuous improvement and enhanced accountability through an annual operational planning and reporting cycle. The Payne Road State School Annual Report 2011 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 2011 we are committed to assisting the community to gain easy access to comprehensive information about achievements of the school and its students.

PRSS Principal Rob Deen

School progress towards its goals in 2011

Principal’s Forward:

I would like to acknowledge and celebrate the continued success of our small school which continually ‘punches above its weight.’ Our students and staff have maintained our tradition for big achievement. Our achievement of the following key priorities has provided the spring board for continued improvement:

Priorities for 2011:
- Curriculum Framework aligned with Australian Curriculum
- (Implement Spelling program and Science program. Develop draft English and Maths School programs.)
- Engagement of students through a focus on Science and Technology
- Maximising achievement in Writing and Spelling
- Develop strategies to extend students in the early years.
- Review School Assessment and Reporting Framework
- Develop use of OneSchool for Planning, Timetabling, Assessment and Reporting
- Develop strategies to assist students to monitor their own learning and to set goals for future learning
- Provide opportunities for teachers to share expert teaching practice

PRSS is the best improved school in most areas of NAPLAN mean scores 2009-2011 in the best performed district (Mt. Coot-tha cluster state & nonstate) in the best education region in the state. It is a fact that our improvement in national testing results is greater than the improvement across Queensland - the best improved state in the nation. (source: School Performance Profile - Effect Size Measures 2009-11 Reading Years 3-5: 1.54, Years 5-7: 1.19, Numeracy Years 3-5: 2.02, Years 5-7: 0.95). The following statistical evidence supports our successes in 2011:

NAPLAN
- Consistently above Qld (best improved state in nation) for NAPLAN effect size improvement for same cohort (2008-2010), then outperformed our own performance again 2009-2011;
- Reduced percentage of students in lower 2 bands NAPLAN Reading in Year 3 from 14% to 9%; in Year 5 from 12% to 6%, and in Year 7 from 14% to 3%;
- Increased percentage of students in upper 2 bands for numeracy (Years 3, 5 & 7) by an average of 13% since the inception of NAPLAN 2008-2011;
- Increase from 94% to 97% average of students at NMS or better for all areas/years tested NAPLAN;
- Year 7, all (100%) obtained NMS Writing - NAPLAN (2009 – 2011). In 2009 this cohort of Year 5 students had 72% reach NMS for writing.

STUDENT GRADINGS
- 19.4% of Year One students received a D for English in Semester 1, 2010 with only 11.8% of these same students receiving a D for English in semester 1, 2011
- 76% average all year levels graded C-A for Science, English, Mathematics combined, Sem 1, 2011;
- The percentage of students gaining B-A grading on the semester report for ‘effort’ has improved as a measure of improved student engagement;
- Science teaching and learning has improved, the school has a Science program and an average of 94% of students are in the upper quartile (C-A grading) across all Year levels for Science – Sem 1, 2011;
OTHER ACHIEVEMENTS
- School Opinion surveys report very high satisfaction levels with ‘school climate’ and ‘learning climate’;
- Our students featured on the television Science quests, *Lab Rats* and direct News and Weather links, promoting our excellence in Science education;
- Our school won “Tuckshop of the Year” as a measure of our community spirit and healthy produce provided by the student environment club in a unique partnership;
- *Learning culture and targeted resources* scored ‘High’ on the T&L audit 2010;
- Staff morale exceeded system expectations for improvement and achievement SOS 2008 - 2010

Future outlook

As we move forward into the future, we continue to review the effectiveness of pedagogical practice and its impact on learning. We will make use of systemic data and school based information to conduct our school’s quadrennial review in 2012.

Priorities for 2012:
- Implement C2C in order to teach the Australian Curriculum
- Develop strategies to assist students to monitor their own learning and to set goals for future learning
- Provide opportunities for teachers to share expert teaching practice
- Develop strategies to extend students in the early years.
- Develop a passion for reading within our students
- Consolidate best practice in Spelling and Science
- Consolidate and implement our Differentiation Policy including Gifted and Talented Policy and Students With Difficulties Policy

Strategies for 2012:
- Initiate a structured parent network
- Implement Quadrennial School Review
- Continue to network with local pre Prep providers
- Update Responsible Behaviour Plan
- Update Dress Code
- Promote the school in The Gap community – Education Week, Open Days
- Develop a passion for reading within our students – literature based, Premier’s reading, library, Year of Reading, paired reading buddies, reading circle, Reader’s Cup, incentives
- Implement reading assessments from school’s assessment schedule
- Train parent reading volunteers with Ready Readers program
- Conduct literacy and numeracy parent workshops
- Acquire reading resources suited to C2C implementation
- Prep Phonological mapping using indicators for early reading development
- Prep reading development program (STLN, SLP)
- Year 1 early literacy intervention program
- Literacy/numeracy block “Blue ribbon time”
- Project 600
- Maths booster classes
- Mathletics
“Aim ever higher” Our students are challenged with pathways to help them reach their potential.
School Profile

Payne Road State School is part of the Greater Brisbane Region and the Mount Coot-tha Cluster of schools. It was opened in 1970 and currently has a co-educational enrolment of approximately 280 students from Prep to Year 7. The school prides itself on its picturesque locations, grounds and sense of community that is generated by its size.

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>272</td>
<td>115</td>
<td>157</td>
<td>96%</td>
</tr>
</tbody>
</table>

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. Within our student cohort we have 35 students with A grades in Maths, 66 with A grades in English and 23 with A grades in Science. We also have 16 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.

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.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.6</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings:
Curriculum is delivered at Payne Road State School using Key Learning Areas. 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 years education precinct that promotes the early years philosophy and provides foundations for learning for all students.

Offerings include:
- 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
- English as a Second Language – Teacher 1 day per week to provide student support
- 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
- Bright Sparks enrichment program for Years 4-7
- Camping Program for Years 4-7 (Year 4- Underwater World, Year 5 – Mapleton, Year 6&7 Moreton Island)
- Catchment Creek Kids in conjunction with SOWN
- Specialist Primary Science Facilitator support for classrooms.
- Earth Smart Science School
- Experience based curriculum opportunities with excursions and incursions integral to learning in classrooms.
- Science – Science Week activities including a Science Fair are held annually
- Scientist in Schools – Dr Fred Meunier (UQ Brain Institute)
- English – Spelling Competitions and Spellathon
- Artist in residence programs

Commercial Programs used include:
- Jolly Phonics, Jolly Grammar (lower school)
- Program Achieve – You Can Do It (P-7)

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, TGS HS 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 TGS HS 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 TGS HS subsidy). Only 2 students can be selected from Payne Road. Lessons are 9-10am every Thursday during terms 2 & 3. Entries close March.
Our staff profile

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
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 which are specifically taught during ICT lessons with a specialist teacher.

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.

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 teacher satisfaction with the school
All staff was surveyed in September 2011. Staff satisfaction is above state and like-schools bench marks in all 8
workplace dimensions. Staff morale is 93% satisfaction with staff energy and enthusiasm items at 94% and 96%.

All students in Years 5 & 7 were surveyed on satisfaction with aspects of schooling. They were most happy with
resources. The highest student satisfaction was with items including teacher feedback (80.9) and opportunities for
online learning (87.3% satisfaction).

From the random sampling of parents it was noted that 100% satisfaction was recorded for item (s100) that the
school is a good school. There was a drop in the performance area of ‘school climate’. Item analysis shows that
this was due to specific questions of safety and discipline. An inference is that a critical incident in April 2012
may have had an impact on parent perceptions. In contrast the student satisfaction with safety was 84% satisfied
and satisfaction with the behaviour of students doubled from 2010 to 2011. A notable trend on the 2011 parent
surveys was the significant amount of respondents (26%) who indicated ‘neutral’ for satisfaction levels. It was
also discovered that parent respondents were less satisfied with school buildings. Satisfaction levels dropped 6%
from 94% in 2010 to 88% in 2011. This is despite $2.5M BER upgrade opening in August, $100K amenities
renovations and $200K tuckshop refurbishments.

Students in the new hall

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>93%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

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 concert, school banking, religious education, The Gap cup swimming, tuckshop award, World Teacher’s Day celebration, Hall Opening, Year 7 graduation committee - all testimony to the wonderful support our school gets from its vibrant community. The circus event this winter showed The Gap community just how awesome our small community can be. That particular co-ordinated volunteer effort not only netted profits but brought families and friends together to provide a sense of community.

“I just wanted to say thank you to everyone who has contributed to the success of Payne Road State School P&C this year. The list of things big and small that have been achieved is huge - a new hall, a successful circus, mother's/father’s day stalls, welcome BBQ, a new tuckshop, a very successful music program, 30 new laptops, Tuckshop of the Year finalist again and the list goes on. A special thankyou goes out to OSHC, tuckshop, uniform shop, Bookshop and facilities hire workers for their efforts in keeping things progressing in 2011. Finally, I wish to say thank you to the volunteers - it is the efforts of all of you individually that added together equals the success we have achieved this year.” – P&C Association President, Leigh Passfield.

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.
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.

- Formulated a collaborative team of staff and parents (‘the who’) to establish a Science Environment Management Plan (SEMP) providing the structures for an environmentally earth smart school and strengthening a shared commitment to core priorities
- 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

THE ACTIVE TRAVEL REPORT
Active School Travel has been an overwhelming success at Payne Road State School in 2011. The program is essentially driven by the student council. The percentage of students driven by vehicle to school dropped from 68% in November 2010 to 30% in November 2011. Our best ever result of active travellers on Fit and Fresh Friday was 83%. Almost 70% of students are actively travelling to school by walking (50%), bicycle (8%), scooter (9%), park and stride or car pooling. One parent told me that they notice lots of people actively travelling at other times and the habit is catching.

Education programs including Bus orientation talks by BCC, RACQ Road Safety lessons, and the Bicycle Education course for Year 5’s. Next Year Active Travel is back with some fabulous prizes the class trophy and new initiatives and theme days. Keep fit and stay ‘green’ through active travel on the holidays.

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

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>109,438</td>
<td>279</td>
</tr>
<tr>
<td>2010</td>
<td>114,576</td>
<td>519</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-4%</td>
<td>-46%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

In 2011 Payne Road State School has 11 classroom Teachers (including 2 Prep Teachers) and a non teaching Principal. 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, 95.5 hours Teacher Aide time and 1.04 allocation of administration officer support. 85% of the teaching staff is permanent appointments to Payne Road State School.

Staff expertise include a Key Teacher Year 2 Diagnostic Net, ICT Smart Classrooms mentor, Workplace Health and Safety Officer, Sports Master, Early Childhood program manager and Head of Curriculum.

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>24</td>
<td>16</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>19</td>
<td>9</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

Highest level of attainment

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>13</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
</tr>
</tbody>
</table>

Teacher career milestones service pins: awarded World Teachers’ Day

Congratulations:

25 yrs: Sue Connell, Kate Dobson, Helen Gooley, Lourvene Mc Creanor, Vicki Richards
20 yrs: Carolyn Whyatt, Angi Stanton
10 yrs: Terri Hynes, Cara Dean
5 yrs: Chris Fowler
Ms Tarryn Berning was one of 17 finalists at the Queensland College of Teachers Excellence in Teaching Awards. Tarryn was state winner of the Dr Roger Hunter Excellence in Beginning to Teach Award for teachers with up to four years’ service. As category winner she received $5000 for professional development at the presentation at Parliament House on World Teachers’ Day, 28 October 2011.

Our long term janitor groundsman, Mr. Rann completes his final lap of the oval this year before retiring to the shed. He has been the longest serving staff member and a great part of our fabulous history.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $25 000. 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, Autism, Spelling, NAPLAN marker training, Behaviour Management, Science, and mandatory training in WH&S Risk Assessment, First Aid, Child Protection. Teachers have attended QSA conference, ECTA conference, One School training.

The proportion of the teaching staff involved in professional development activities during 2011 was 98%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 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.

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

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution
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 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.

The Admin Officers collect rolls and record all student absences in the School Management System 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;
Performance of our students

- 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.

NAPLAN Results
In 2011 an average of 97.6% of students tested at Payne Road State School achieved national minimum standards for literacy and numeracy (or better). Yet the remarkable trend from this year’s results is the continued improvement. It is the improvement in outcomes that has staff enthused about teaching and learning at our small school with the big results.

Outstanding outcomes from 2011 NAPLAN results were acknowledged by a letter from the Premier congratulating staff and students: “We particularly noted your school’s consistently high performance in these tests and commend you and your staff for your commitment in helping students achieve high level literacy and numeracy standards.”

The Premier’s accolade comes from some notable outcomes in national testing of our students in May this year.

- We improved in 11 of the 15 areas tested in May 2011.
- Nearly all of our students tested have achieved above the national minimum standard or better in Number (100% in years 5 & 7 and 98% in Year 3)
- Year 3 improved in 4 of the 5 result areas and achieved a neat pattern of 98% reaching national minimum standards in all areas. Last year the average was 94%.
- All our current Year 7 students tested (100%) were above the national minimum standard for writing (as well as Reading and Number). Only 72% of these students reached the national standard for Writing when they were in Year 5. All these students will leave us for high school next year having reached above the national minimum standard in most areas tested.
- The percentage of Year 5 students in the lower two bands has halved in every aspect tested since 2009
- The percentage of Year 3 students in the lower two bands has reduced in every area tested from last year
- There is a significant drop in the percentage of Year 7 students in the lower 2 bands than when the same students were in Year 5. In Writing this dropped from 40% down to 15%. Similarly, there is a higher percentage of Year 7 students in the upper 2 bands than when these same students were tested in Year 5. In grammar and punctuation the number of students in the upper two bands increased from 20% to 41%.

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.
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.