

Payne Road State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Payne Road State School has a unique identity blending quality education with a sense of true school and community spirit. Our children learn in an appealing smaller school environment in a school that has established a reputation as a caring school with excellent educational opportunities, including a quality curriculum, an inclusive setting, high standards of behaviour and many opportunities to be involved in the broad range of extra curricula activities on offer.

Our school community highly values our school and takes an active interest in the broad range of school activities, enhance our resourcing and keenly support their children's learning and progress at school. Our children learn in a supportive, positive and appealing environment always being encouraged to strive to do their best. We are a smaller school focused on achieving big results.

Payne Road State School aims to deliver quality learning opportunities for all students in our school. Our school vision is "Challenging students, with scaffolded support and multiple pathways, to aim ever higher".

We seek to provide:

- a nurturing and dynamic learning environment where individual development is encouraged and quality learning outcomes are achieved.
- High quality teaching through programs and opportunities for rich learning experiences within a broad, balanced and relevant curriculum
- An operational environment that values quality partnerships, diversity and inclusiveness, leadership and accountability, professionalism and personal ethics
- A safe and secure school where children feel positive about coming to school and enjoy learning.

At Payne Road State School, we regard the development of student proficiencies in literacy and numeracy as our fundamental priority.

We are committed to

- Developing a progressive and engaging curriculum
- Connecting and engaging with our community and establishing productive partnerships.
- Maintaining a pleasant working environment where the welfare and wellbeing of individuals is a priority
- Supporting the relational and social development of students in our school to assist in preparing responsible and active citizens

The Payne Road State School Annual Report is a document that outlines our school's characteristics, priorities, achievements, activities and celebrations of the 2013 school year.

Helen Henrich Acting Principal

School progress towards its goals in 2013

2013 has seen a strong focus on responding to the Teaching and Learning Audit and implementing processes of change through conversations with staff, the establishment of key focus areas in teacher practices and the documentation of specific planning and processes for a range of our priority areas.

While many of the identified priorities of the 2013 Annual Implementation Plan have been implemented, there is an ongoing need to continue to examine, review and revise this work and to remain focused on implementing strategies to more closely align practices across the school with the intention of school programs, guidelines and expectations. We acknowledge that a sustained focus on our priority areas is essential to implementing long term change and reflects our long term commitment to continual improvement and to aiming higher to be the best we can be.

Identified Priority	Key Strategies	Progress
Whole-of-school assessment and data collection	Review Assessment Plan focus on school	Undertaken – ongoing refinement in 2014
	Develop clear expectations, common practices for data tools and collection	Implemented and consolidating in 2014
	Data collection, analysis and use for planning and lesson focus	Implemented and consolidating in 2014
	Explicit goals for student feedback	Implemented and consolidating in 2014
	Establish standards, benchmarks	implemented
	Professional development	Implemented and continuing
Numeracy	Diagnostic tools to inform intervention,	Commenced – continue in 2014
	Common approaches to explicit teaching of numeracy	Commenced – continue in 2014
Reading and Spelling	Professional development and coaching	PD implemented – a continuing focus on watching others work
	Review of assessment framework	implemented
	Common approaches to teaching of comprehension	Resources developed and purchased – embed in documentation in 2014
	Common approach to teaching of spelling and phonics	Achieved in terms of resources and common approaches
Science	Highlight the profile of science and its contribution to our school's identity	Achieved – a continuing priority and focus for engagement Recognition through visitors from the Philippines to view our program, Finalists in the Brisbane City Council Green Heart School award, Winners of the Green Schools Recycling Competition, Cleaner Greener Schools 4 Star rating, Winners of the Peter Doherty Excellence in Science Education award
Differentiated Classroom Learning	Monitoring for effective practices Embedded in teacher planning Catering for extension and support appropriately	Achieved – subject to refinement and ongoing focus to determine effectiveness of programs for individuals and groups of students
Australian Curriculum implementation	Update PRSS Australian Curriculum Implementation Plan	Achieved and implemented in classroom planning and lesson delivery
Consistent classroom pedagogical practices	Pedagogical Framework	Achieved
	Use the Developing Performance Framework to develop capabilities	Achieved
	Monitor teacher practice, provide feedback	Implemented – focus on refinement in 2014
	Teachers watching other teachers at work	Opportunities provided – continuing focus
	Embed Classroom Profiling across the school	Achieved
Closing the Gap	outcomes and attendance of indigenous and non-indigenous students, professional development	Achieved
Retention, Attainment and Transition of Students	TGSHS Early Years Transition Students with special needs	Achieved

Future outlook

In 2014, our focus is on building the depth and quality of teaching practice in our school. Research informs us that this is one of the most critical influences on student learning outcomes and as such, a sustained focus on building continuity and

consistency across our school is a key priorities. Quality literacy and numeracy skills are essential for all students to engage with learning across all areas of the curriculum and as lifelong learners well beyond the classroom. Establishing common approaches to the teaching of reading will be structured around an explicit teaching framework with a strong focus on researched evidence that supports specific approaches and strategies to the teaching of reading fluency, comprehension, vocabulary, textual features and world knowledge. We will re-examine our Pedagogical Framework to ensure it provides clear direction as a strategic planning document as a framework for where we aspire to be in terms of quality learning and teaching.

Our school will examine our assessment practices with a view to establishing quality tools and techniques that provide teachers with diagnostic information that supports decisions about the next step in learning for individuals and groups of students. We will seek to establish more concrete and specific goals for learning and to more closely examine the effectiveness of our strategies in achieving our intended outcomes. We will trial a range of intervention strategies and resources to assist us to determine their effectiveness with a view to determining and using those which have the greatest impact on student learning.

We acknowledge and value the diversity of learners at our school and are committed to continuing to review and develop of practices to provide appropriately for students at all levels of ability and achievement.

Opportunities for the development of teaching skills will be centred around opportunities for common professional learning topics, focused learning of specific strategies and opportunities to learn from each other through watching other teachers at work.

We will continue to provide depth and variety in our curriculum offerings and seek to enhance these with additional expertise and support from both within and outside the school with a strong focus on science and the environment. These aspects contribute to our school's unique offerings, engage our students learning, influence longer time attitudes and interests towards innovation and sustainability and continue to be acknowledged through awards and competition successes.

Core Priorities in the 2014 Annual Implementation Plan

Focusing on School Improvement through

- Quality Curriculum
- Quality Teaching
- Whole school approaches that are evidence based
- Quality assessment tools and skills
- Timely and effective interventions
- Building and sustaining our school's identity and reputation

Focusing on Improved Student Learning through

- Engagement and fun in learning
- Teaching for deep knowledge and understanding
- Setting high expectations for all students
- A professional and skilful teaching team
- Targeted teaching for individuals and groups of students
- Student learning goals
- Skilful diagnostic assessment skills
- Seeking evidence of improvement

School Profile

Payne Road State School commenced the 2013 school year with a co-educational enrolment of 262 students from Prep to Year 7. Our school is set in an attractive natural environment located within The Gap community and the Metropolitan educational region. We are an active member of the Mt Coot-tha Cluster of schools.

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

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

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

Student attainment of national literacy and numeracy benchmarks is consistently above or substantially above the national performance. The school has been acknowledged for its strong science focus through the achievement of numerous prestigious awards in environmental science including the Green Heart Schools Award for Innovation and the Peter Doherty Award. Our programs are based on active hands-on learning, environmental studies, an active Environment Club, membership of the Earth Smart Science Schools, strong science teaching leadership and a dedicated science room.

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

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2011	272	115	157	96%
2012	264	125	139	94%
2013	262	116	146	96%

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

Characteristics of the student body:

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 have 24 students with verified disabilities, the most common being autistic spectrum disorder. The school has 2% of students with an indigenous persons and 2% of students with a language background other than English. Our attendance rate is around 95% and behaviour of students of a high standard.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	22	20
Year 4 – Year 7 Primary	26	22	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	10	3
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

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

Offerings include:

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

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

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

Extra curricula activities include:

- The Arts – Music – school choir, GRIPPs, String Camps, Band camps, Fanfare
- Environment Club – this program engages middle phase learners in practical environmental tasks including vegie gardens, planning and caring for the school and local environment and learning about sustainability. Environment Club meets weekly.
- STEM Project
- ICAS Assessments
- 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
- Media Club
- Chess Club
- Drama Club
- HPE – District and regional competitions and teams, The Gap Cup, Teacher student sport competitions, interschool sport

How Information and Communication Technologies are Used to Assist Learning

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

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

In 2013 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
- Access to wireless technology in some classrooms
- The library also has banks of laptops for wireless student use
- interactive whiteboards in all classrooms and learning spaces
- Ipad access which includes a class set of ipads used as teaching and learning tools, a set of ipads 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 an 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 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

Parents have a strong connection with our school and have endorsed Payne Road State School as a quality learning environment able to meet the needs and provide a good education for their children.

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 in almost half of the items.

High Student Engagement

All students in Years 5 and 7 were surveyed and responded with an over 90% satisfaction in almost every aspect and the highest satisfaction (96-100%) was with the following aspects

- A good education
- Teachers motivate them to learn
- Teachers expect them to do their best
- The school engages them in interesting things
- The school is well maintained

Staff Morale

Our staff is highly committed to student engagement, providing interesting learning opportunities, challenging students and giving feedback to students and parents. These items were commonly ranked high and have been specific school goals. Staff morale continues to be at 100% satisfaction in a majority of areas. Staff relationships reflect a caring, supportive and professional team across the school that takes pride in their work and includes the whole range of teaching and non-teaching roles.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	96%	95%
their child feels safe at this school* (S2002)	96%	95%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	96%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%
teachers at this school motivate their child to learn* (S2007)	96%	95%
teachers at this school treat students fairly* (S2008)	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%

this school works with them to support their child's learning* (S2010)	96%	95%
this school takes parents' opinions seriously* (S2011)	92%	100%
student behaviour is well managed at this school* (S2012)	92%	89%
this school looks for ways to improve* (S2013)	100%	95%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	98%
they like being at their school* (S2036)	95%	93%
they feel safe at their school* (S2037)	98%	90%
their teachers motivate them to learn* (S2038)	95%	97%
their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%
teachers treat students fairly at their school* (S2041)	88%	78%
they can talk to their teachers about their concerns* (S2042)	88%	85%
their school takes students' opinions seriously* (S2043)	90%	88%
student behaviour is well managed at their school* (S2044)	95%	81%
their school looks for ways to improve* (S2045)	98%	96%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	95%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	93%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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

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

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.

2013 has seen school commitment to:

- the school utilisation of Empowering Local Schools Funding to embed 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	
	Electricity kWh	Water kL
2010-2011	109,438	279
2011-2012	112,962	311
2012-2013	109,344	287

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Performance of our students

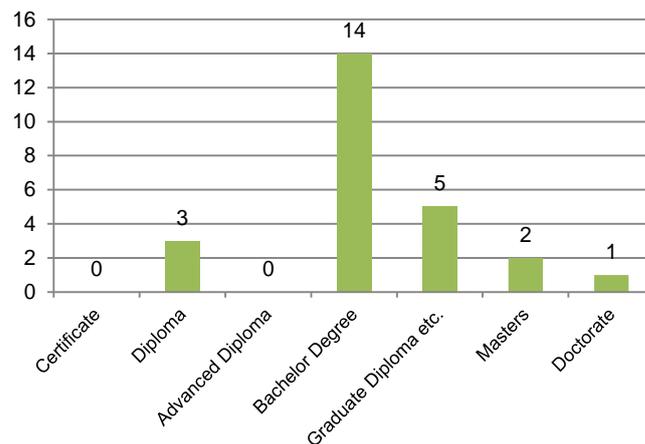
Staff composition, including Indigenous staff

In 2013, Payne Road State School had 11 classroom teacher positions including 2 prep teachers. In addition, there was a non-teaching Principal, Head of Curriculum. Specialist services were provided by a Head of Special Education Services, 1 fulltime and a part time SEP teacher, part time teachers for PE, LOTE, Music, Teacher Librarian, STLaN, and a Guidance Officer attending weekly. The school has a chaplain part time. There are 4 cleaners sharing school cleaning hours, an administration officer and a finance officer. The school has a mix of permanent and contracted teacher aides.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	25	16	<5
Full-time equivalents	18	9	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.	5
Masters	2
Doctorate	1
Total	25



* 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 2013 were \$ 17 369. The major professional development initiatives were as follows:

- Differentiation for student learning
- Professional Learning – MCC Instructional Rounds
- MCC Conference - behaviour
- Behaviour Profiling and training
- Development of school Pedagogical Framework
- Science and environment

Performance of our students

- Student Assessment
- First Aid and CPR

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 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* web site).

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.

Net recurrent income 2012	\$ Total	\$ Per student
Australian Government recurrent funding	430,914	1,613
State/territory government recurrent funding	2,633,311	9,855
Fees, charges and parent contributions	75,593	283
Other private sources	188,309	705
Total gross income (excluding income from government capital grants)	3,328,127	12,456
Less deductions	0	0
Total net recurrent income	3,328,127	12,456

Performance of our students

Key student outcomes

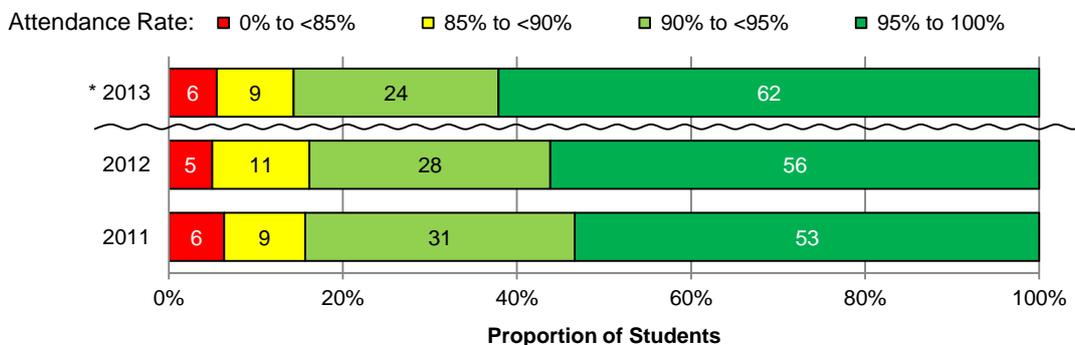
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	96%	95%	94%	94%	95%	94%	92%					
2012	95%	93%	95%	95%	91%	95%	95%					
2013	96%	94%	96%	93%	94%	95%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

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

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

Absences are marked as either explained (using an appropriate reason code) or unexplained (using U to denote an

Performance of our students

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.

Payne Road State School Continues to achieve at high levels in national assessment with student performance at or significantly above the National performance in NAPLAN in all year levels and all areas of the assessments.

100% of our students were above the National Minimum Standards in

- Yr 3 Reading, Writing, Grammar and Punctuation and Numeracy
- Yr 7 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Our performances were significantly above the National performance in:

- Yr 5 Reading, Grammar and Punctuation and Numeracy
- Yr 7 Writing and Numeracy

Further details of our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 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.

The image shows a 'Find a school' search interface. It features two main search sections. The first section is titled 'Search by school name' and includes a text input field and a yellow 'GO' button. The second section is titled 'Search by suburb, town or postcode' and includes a text input field, a 'Sector' dropdown menu with 'Government' and 'Non-government' options, and a yellow 'SEARCH' button.

Performance of our students

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.

Achievement – Closing the Gap

In 2012, 2% of the students enrolled at Payne Road State School were indigenous. Attendance for this group was approximately 95% and at a similar level to the overall school population. Attainment data is not provided in this report due to the small number of students in each year level spread across the school.