



Payne Road State School

ANNUAL REPORT

2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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

Payne Road State School is in the Brisbane Central and West education district and was opened in 1970. It has a current co-educational enrolment of about 310 students from Prep to year 7. The school prides itself on its picturesque location, grounds and the sense of community that is generated by its size. Our school provides an engaging and challenging curriculum characterised by intellectual rigour. There is a central focus of high levels of literacy and numeracy with the remaining syllabus delivered as integrated units of study. The school has a distinctive early years education precinct that promotes its early years philosophy and provides foundations for learning for all children. Our code of shared values has been adapted from the National Safe Schools Framework and Program Achieve. Environmental club learning and activities help reinforce our commitment to eco-citizen qualities. The school has a Chaplaincy program which supports values education and adds another dimension of care to the school's supportive environment. Our local community is actively involved in the school and contributes to school planning, ceremonies, events and celebrations.

VISION

“The local school of choice meeting the needs, interests and wellbeing of a collaborative school community”

“We embrace a love of learning and focus on the whole child”

We foster creativity and ingenuity

Every child has an eagerness to learn and engage in the world around them. At Payne Road State School we foster this love of learning by providing students with opportunities to engage with their learning through academic, creative and athletic pursuits. Our Teachers develop authentic and quality curriculum and support all learners to engage in that curriculum. Our classrooms are flexible learning spaces where children interact positively with Teachers, support staff, parents, other volunteers and their peers in order to share ideas and solve learning problems. Teachers look for innovative ways to deliver their curriculum and engage with the school environment beyond the classroom. Parents and the community are active members in the learning, bringing expertise in a range of fields and real world connections to enhance opportunities.

We celebrate learning

The Payne Road State School community is proud of the achievements of all our students. We celebrate the achievements of students who, regardless of ability, are positive about their learning. We foster respectful, inclusive practices across all year levels to support students and offer opportunities for all students to succeed. We have developed a well-resourced learning environment through the support of our community that reflects the high regard for children and their learning.

We build a respectful learning environment

As a whole school community we respect one another and recognise the part we all play in the growth of our children. The children reflect this respect through their interactions with their Teachers and their peers. We have a strong values program that strengthens the respect that the community holds for the children of Payne Road State School. We develop

future leaders who exhibit our high expectations of learning and behaviour at Payne Road and beyond in their future pursuits.

We empower the learning community

Teachers, staff and students are engaged positively in the work that they do at Payne Road State School. Through organisational and collaborative practices we have empowered our Teachers to be proficient educators who explore new ways of bringing the best out of their students. The community has supported the resourcing of learning environments and has engaged positively with our staff to ensure that everyone is well informed about what is best for all the students. We value open, frequent and respectful communication to ensure the wellbeing of our school community.

CORE VALUES

We value developing the whole child. We demonstrate this through:

Collaboration

We work together to create an environment where children are happy and engaged in quality learning. To do this we balance kindness and empathy with courage and honesty in order to build trust between children, teachers and community members. We show respect towards ourselves, others and our environment.

Creativity

We value learning that encourages children to develop their thinking. We value learning that provides a solid foundation for their role in the world. We want our children to grow in mind and body, to enjoy the discovery of new ideas and ways of doing things. We encourage and foster innovative thinking that leads us to discover and grow new ways of teaching and learning in order for our children to achieve their best.

Excellence

We encourage children, staff and parents to be industrious and strive to achieve their personal best. We constantly strive to aim ever higher and do better from wherever we start. We value tenacity in order to achieve our goals.

Celebration

We enjoy coming together as a community to celebrate learning and success. We celebrate diversity of ability, background and culture. We show appreciation and acknowledge achievement.

Principal's Forward

Introduction

A Full School Review was conducted in 2016 and procedures were put in place to gather information in order to inform the next 4 Year Strategic Plan. 2016 saw the completion and review of elements of the previous 4 Year Strategic Plan with a particular focus on the following key actions:

- Pedagogical Framework Review
- Planning and assessment processes
- Reading practices
- Classroom practices

School Progress towards its goals in 2016

The following procedures and practices were reviewed in line with the Full School Review recommendations:

- Planning and assessment process to incorporate Reading to Learn strategies and other elements of a balanced literacy program
- Coaching and Mentoring practices as part of the planning process implemented

Future Outlook

The next 4 Year Strategic Plan reflects these key priorities and practices:



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	274	123	151	7	95%
2015*	246	105	141	4	96%
2016	268	113	155	7	97%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

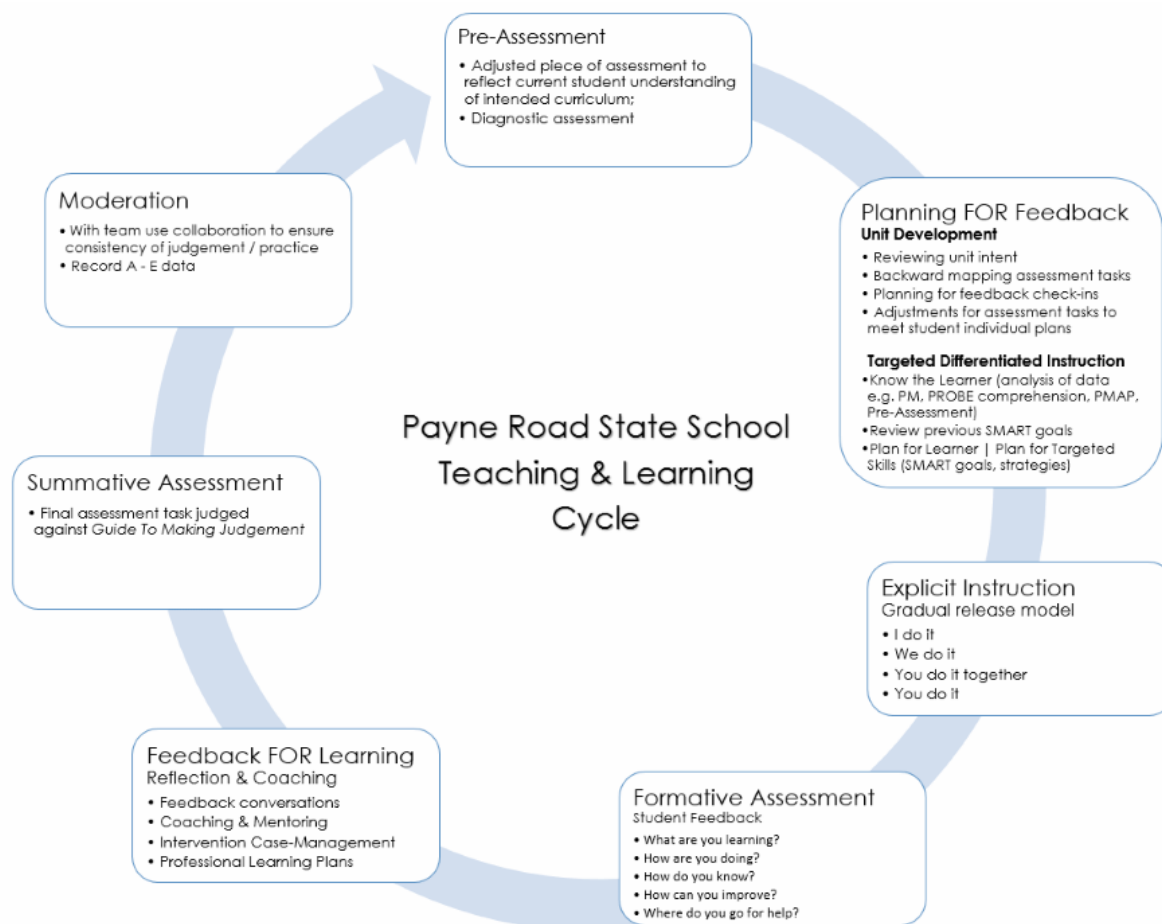
AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	23	23
Year 4 – Year 7	22	24	26
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Payne Road State School has been reviewing the curriculum delivery procedures and programs in line with recommendations from the Full School Review. At the core of our practice is the PRSS Teaching & Learning Cycle.



Co-curricular Activities

Payne Road State School is a small school but utilises its membership of the broader Mount Coot-tha Cluster to provide students opportunities to be involved with a range of extra-curricular activities including:

- MCC Young Writers
- GRIPPS Band and Strings
- Ringbalin Choir
- Leadership workshops
- Eco-Ambassadors

Students are also engaged at the school in robotics, drama, art and genius clubs.

How Information and Communication Technologies are used to Assist Learning

A new 5 year plan was developed with the support of the P&C to increase the access to digital technology across the school. In 2017 this program will evolve as we looked to develop further opportunities for students as part of our e-STEAM program. We have initially engaged a private specialist to look at implementing digital technologies curriculum through ByteMinded.

Social Climate

Overview

Payne Road State School is located in the leafy green suburb of the The Gap. It is part of the highly successful Mount Coot-tha Cluster of Schools and feeds into The Gap State High School. It is a small school of approx. 270 students and is coeducational for Prep to Year 6 students. With an active SEP, the school caters for a broad spectrum of learners – from a strong upper 2 band cohort (NAPLAN) to students needing high levels of support. There is a strong commitment by the school to differentiation, developing the whole child and working

closely with the community to provide excellent learning opportunities. Payne Road is a high performing school within a high performing cluster of schools.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	97%	97%
this is a good school (S2035)	97%	97%	97%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	94%
their child is making good progress at this school* (S2004)	100%	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	97%	100%
teachers at this school motivate their child to learn* (S2007)	97%	100%	100%
teachers at this school treat students fairly* (S2008)	97%	97%	93%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	97%
this school takes parents' opinions seriously* (S2011)	94%	94%	93%
student behaviour is well managed at this school* (S2012)	90%	90%	91%
this school looks for ways to improve* (S2013)	100%	97%	94%
this school is well maintained* (S2014)	97%	94%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	98%
they like being at their school* (S2036)	93%	94%	94%
they feel safe at their school* (S2037)	97%	100%	96%
their teachers motivate them to learn* (S2038)	98%	98%	96%
their teachers expect them to do their best* (S2039)	100%	100%	98%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	91%	92%	95%
teachers treat students fairly at their school* (S2041)	85%	87%	92%
they can talk to their teachers about their concerns* (S2042)	80%	85%	87%
their school takes students' opinions seriously* (S2043)	77%	86%	91%
student behaviour is well managed at their school* (S2044)	84%	82%	82%
their school looks for ways to improve* (S2045)	98%	95%	97%
their school is well maintained* (S2046)	97%	98%	94%
their school gives them opportunities to do interesting things* (S2047)	87%	95%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	87%	95%
they feel that their school is a safe place in which to work (S2070)	100%	83%	100%
they receive useful feedback about their work at their school (S2071)	88%	65%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	85%	87%
students are encouraged to do their best at their school (S2072)	100%	87%	100%
students are treated fairly at their school (S2073)	96%	83%	95%
student behaviour is well managed at their school (S2074)	96%	78%	90%
staff are well supported at their school (S2075)	96%	57%	90%
their school takes staff opinions seriously (S2076)	88%	55%	85%
their school looks for ways to improve (S2077)	100%	83%	100%
their school is well maintained (S2078)	88%	74%	100%
their school gives them opportunities to do interesting things (S2079)	100%	70%	90%

* Nationally agreed student and parent/caregiver items

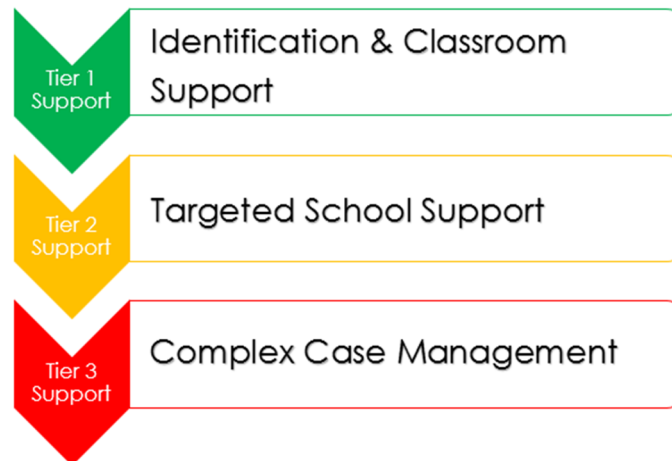
'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Payne Road State School has a very active P&C group who support programs within the school including ICT developments and Eco-Sustainability programs. This group also coordinates a large number of community events that help us to maintain a positive school community.

Student Support Services Team meetings are conducted regularly to look at appropriate interventions and support for students. Parents are involved heavily in this process and communication continues throughout student's journey at school to provide the appropriate level of support.



Respectful relationships programs

Our school community has identified three basic school rules to teach and promote our high standards of responsible behaviour. These rules have been agreed upon, endorsed by all staff and the P & C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Be respectful

Be responsible

Be safe

Clear expectations for these basic rules are reflected in classroom rules that can be displayed, known and understood easily by students. They will be regularly communicated through class social skills programs, class discussions, assembly messages, newsletters and as necessary through school incidents and situations that provide a vehicle for discussing and addressing behaviour.

FIVE KEY VALUES

Five key values are taught as five keys to success and are embedded in the You Can Do It program delivered in classrooms. Our school is committed to sustaining a positive focus on developing important qualities for personal development, high standards of responsible behaviour and social/emotional well-being in age-appropriate ways. Our five key values are:

- Persistence
- Resilience
- Confidence
- Self-Organisation
- Respect

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	1	3
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	72,292	3,922
2014-2015	65,097	1,036
2015-2016	97,387	136

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	20	0
Full-time Equivalents	17	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	13
Diploma	1
Certificate	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$62000

The major professional development initiatives are as follows:

- Reading to Learning PD
- Planning processes including consultation for Feedback FOR Learning process

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	98%	94%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

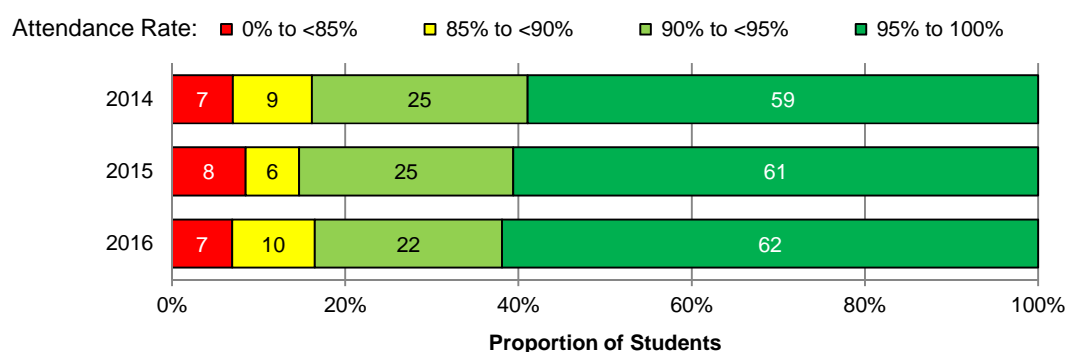
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	95%	95%	95%	96%	94%	94%	93%					
2015	95%	94%	95%	94%	95%	94%	96%						
2016	96%	94%	96%	96%	94%	94%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

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

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

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Sector:

Government

Non-government

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