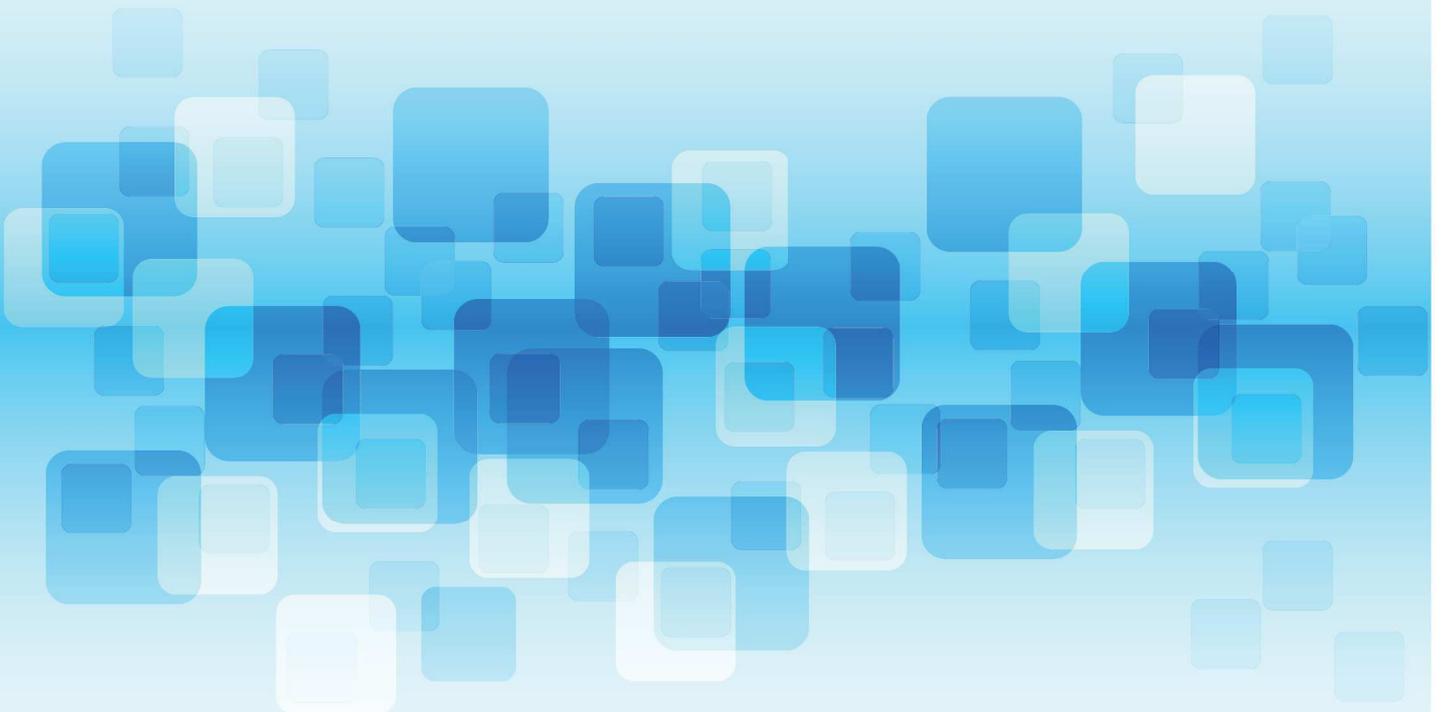




# School Improvement Unit Report

## Payne Road State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Payne Road State School from 11 to 15 February. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	171 Payne Road, The Gap
<b>Education region:</b>	Metropolitan Region
<b>The school opened in:</b>	1970
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	262
<b>Indigenous enrolments:</b>	2 per cent
<b>Students with disability enrolments:</b>	10 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1110
<b>Year principal appointed:</b>	Term 4, 2015
<b>Number of teachers:</b>	14.72 (full-time equivalent)
<b>Nearby schools:</b>	Hilder Road State School, Ashgrove State School, Oakleigh State School, The Gap State High School, The Gap State School, Bardon State School, Rainworth State School
<b>Significant community partnerships:</b>	Mount Coot-tha Cluster
<b>Unique school programs:</b>	Environmental Club and Sustainability Officer



### 1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Lead Principal
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Head of Curriculum (HOC) and Head of Special Education Services (HOSES)
  - 18 class teachers and specialists
  - Six teacher aides
  - 22 parents
  - 40 students
  - Administration officer
  - Three Parent and Citizens' Association (P&C) representatives
  - Guidance officer
  - Speech language pathologist
  - Chaplain
  - Two ancillary staff
  - Three community members

### 1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Judy Dale	Internal reviewer, SIU
Andrew Helton	Internal reviewer, SIU
Peter Cooper	Internal reviewer, SIU



## 2. Executive summary

### 2.1 Key findings

- The school has established a culture of high expectations and provides a learning environment which is safe, respectful, tolerant, inclusive and caring.

There is a strong ethos of community ownership of the school. Parents, students, staff and community members have a sense of belonging to the school and speak highly of the work done at the school. A high priority is given to maintaining positive and caring relationships between staff members, students and parents. There are clear and consistent expectations of behaviour.

- The school has curriculum plans that draw on the Curriculum into the Classroom (C2C) resource and Reading to Learn (RTL) program.

RTL has been a priority of the school for a number of years. Significant funds have been expended for professional development to implement this program. School leaders have identified the need to review components of the school's curriculum plan, including RTL, to ensure a balanced approach to addressing the Australian Curriculum.

- The school is well resourced and provides a positive and attractive learning environment.

School grounds and facilities are attractively presented and well-maintained. Classroom spaces are used for whole class, small group and individual learning. The school has a number of specialised indoor and outdoor learning spaces including the rainbow room, computer lab, art room and gardens. The school has one computer lab supported by a number of pods of laptops and iPads. Technology is used across the school and is accessible to staff members and students. The school's P&C provides funding to supplement school resourcing and facility upgrades.

- School leaders and staff members express a commitment for the success of all students.

The school has a well established reputation for inclusiveness and care. It offers a range of supportive programs to meet the needs and interests of the diverse range of students. There is an opportunity for the school to review the decision making processes that guide the allocation of resources and how they are used to support curriculum delivery and maximise outcomes for students.

- Staff members are united in their commitment to continuous improvement in the quality of teaching and learning.

School staff members engage in a range of professional development. There are staff development planning processes in place. Many teachers plan informally in teams. Staff value opportunities to work collaboratively and share best practice.



## 2.2 Key improvement strategies

- Collaboratively review and assess the implementation and effectiveness of the RTL program to ensure a balanced English program that provides for the needs of all learners.
- Review the school's curriculum plan to strengthen the alignment between the curriculum plan, term and unit plans, classroom teaching and assessment.
- Collaboratively review the current resourcing strategy to ensure the needs of the diverse student body are addressed and the delivery of curriculum is supported across the school.
- Provide multiple opportunities for staff members to work, plan and teach collaboratively to strengthen cohesive teams and to learn from and with each other.