

# Payne Road State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Payne Road State School** from **23 to 27 July 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
Leah Mullane	Peer reviewer
Jim Horton	External reviewer



## 1.2 School context

<b>Location:</b>	Payne Road, The Gap	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	275	
<b>Indigenous enrolment percentage:</b>	2.5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	8 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	25.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1116	
<b>Year principal appointed:</b>	Term 4 2019 – acting	

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Special Education Program (SEP) teacher, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), administration officer, Outside School Hours Care (OSHC) coordinator, Parents and Citizens' Association (P&C) president and executive, school Elder, student mentor teacher, sustainability officer, 14 teachers, five teacher aides, 18 students and 11 parents.

Community and business groups:

- Paten Park Native Nursery.

Partner schools and other educational providers:

- Deputy principal of The Gap State High School and director of The Gap Cubbyhouse Montessori Early Learning Centre.

Government and departmental representatives:

- Councillor for The Gap Ward Brisbane City Council, Brisbane City Council Active School Travel (AST) coordinator and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (Mao 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	Inclusion at Payne Road State School
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey 2019	Responsible Behaviour Plan for Students
Literacy Framework	School Enrolment Pack
School based curriculum, assessment and reporting framework	Roles & Responsibilities Statement

## 2. Executive summary

### 2.1 Key findings

**Students, staff members, parents, other schools and the wider community hold the school in high regard.**

There has been a primary school at Payne Road for 50 years, providing quality education to local students and acting as a focal point for the community. A special celebration is planned to be held in 2021. Productive partnerships have been established with parents, families, other primary schools, secondary schools, community groups, universities and the local community to improve opportunities and outcomes for students. School leaders recognise the benefits of developing partnerships beyond the local community to support students' learning and wellbeing outcomes.

**The core values of '*Collaboration, Creativity, Excellence and Celebration*' underpin the work of staff members and the conduct of the students in the classrooms and the playground.**

The school promotes its small size comparative to other local schools, its picturesque environmental location, and its strong sense of community as distinctive features contributing to a school of choice that is able to support the learning and wellbeing opportunities and outcomes of its students. The school tone reflects a campus-wide commitment to the motto '*Aim ever higher*'. Positive and caring relationships are apparent between staff, students and parents. Teachers demonstrate a deep belief that every student is capable of successful learning.

**School leaders articulate commitment to the improvement of learning outcomes for the full range of students.**

They indicate a genuine belief that all students are able to learn successfully. Core values are expressed as '*Collaboration, Creativity, Excellence and Celebration*'. These values are developed through community consultation and are evolving in response to global and local demands. The Explicit Improvement Agenda (EIA) is aligned to the school plan and includes purpose, vision and direction. School leaders express the importance of embedding the elements of a refined EIA, collaboratively identifying opportunities for precision.

**The leadership team describes their purpose as maximising the impact on student learning.**

The newly formed leadership team includes the principal, Head of Curriculum (HOC), Special Education Program (SEP) teacher, and Support Teacher Literacy and Numeracy (STLaN). Due to the recent development of this team, the principal articulates the intent to provide further opportunities for members of the leadership team to develop their capabilities as instructional leaders, including clarification of their roles, responsibilities and accountabilities. Leaders articulate that all teachers collaborate strategically within the three established Professional Learning Communities (PLC) of innovation, differentiation and wellbeing.





**The school has developed an explicit, coherent, and sequenced plan for curriculum delivery aligned to the Australian Curriculum (AC).**

Teachers have begun work on a school-based integrated unit model called 'connected curriculum'. The school has worked collaboratively with other local schools to ensure that the AC integrity is maintained whilst implementing engaging and connected units. The principal and teachers acknowledge this work is in development for future implementation. Teachers endeavour to make the curriculum accessible, engaging and challenging for students. Students report high levels of satisfaction with the support provided by their classroom teachers and teacher aides.

**Staff, parents and members of the community all compliment the inclusive nature of the school.**

Teachers express a belief that all students are able to learn. Staff members are committed to the learning and improvement of all students at the school. Classroom differentiation occurs through a range of formal and informal interactions daily. There is determination from teachers to understand students' current knowledge, skills and learning abilities to identify appropriate starting points for learning. Support staff express the intent to spend further time with teachers during planning days to support the implementation of differentiated practice during the unpacking and planning of units.

**Staff members work to facilitate student learning at appropriate levels of challenge.**

School leaders and teaching staff are aware that students who show potential for high achievement require opportunities to have their learning extended. A commitment through the EIA is to lift Level of Achievement (LOA) outcomes. Teachers indicate an interest in learning more in relation to how intellectual rigour is able to be enhanced in their day-to-day teaching in alignment with the school's core value of excellence.

**School leaders recognise the development and maintenance of strong partnerships with parents and families is integral to students' learning and wellbeing outcomes.**

The school and the Parents and Citizens' Association (P&C) have developed a detailed enrolment folder for new parents. The principal offers 'VIP Tours' for small groups of prospective parents so that they are able to develop a comprehensive appreciation of everything the school offers. Parent representatives for each class welcome new parents, liaise with them when necessary and strive to enhance communication with families. A Parent and Community Engagement (PaCE) framework has been negotiated and developed to maximise the involvement of parents in their child's schooling.

**The school's signature focus on the environment and sustainability is complemented by the work of the environment club.**

This initiative involves a partnership between students, staff, community members and local nurseries. The P&C funds the employment of a part-time sustainability officer to work with the students. Students have the opportunity to learn about a range of locally relevant topics including native plants and animals, bush tucker, native bees, waterways restoration and environmental beautification. The school environment club and student eco ambassadors



stimulate student agency and reinforce the commitment to sustainability, articulated as a 'flagship activity within the Mt Coot-tha Cluster'.





## 2.2 Key improvement strategies

Embed the elements of a refined EIA, collaboratively identifying opportunities for precision.

Provide further opportunities for members of the leadership team to develop their capabilities as instructional leaders.

Build teacher capability in understanding achievement standards and content descriptors of the AC to maintain curriculum rigour and integrity whilst developing integrated units within the connected curriculum model.

Develop a collaborative approach for documentation and implementation of differentiated learning experiences for all students, including higher achieving students, to ensure they are engaged, challenged and extended in their learning.

Promote the development of intellectual rigour and high achievement for all students as a key component of the school culture.