

Payne Road State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Payne Road State School acknowledges the shared lands of the Turrbal nation and the Turrbal people of the Turrbal language region.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	300
Indigenous enrolments	3.4%
Students with disability	23.2%
Index of Community Socio-Educational Advantage (ICSEA) value	1112

About the review

 3 reviewers from 16 to 18 July 2024	 106 participants	 32 school staff
 45 students	 19 parents and carers	 10 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Sharpen teachers' knowledge and understanding of the Australian Curriculum (AC) to support them in developing contextualised curriculum units that enhance student engagement in learning.

Strengthen staff knowledge of evidence-informed approaches to teaching reading to support effective planning for, and delivery of, reading instruction across the AC.

Domain 8: Implementing effective pedagogical practices
Initiate professional conversations around a shared understanding and language of pedagogy, to foster collaboration and a shared understanding about pedagogical beliefs and perspectives.

Domain 7: Differentiating teaching and learning
Strengthen teachers' capability in designing, documenting and delivering evidence-informed differentiation within classroom programs to effectively respond to the diverse learning needs of all students.

Domain 5: Building an expert teaching team
Systemically enact formalised processes for supporting teachers to reflect on, and further develop, their professional practice, including opportunities for coaching and mentoring, to strengthen their capability.

Key affirmations



High expectations for all students are shared across the school.

Staff describe their commitment to improving learning outcomes for all students. They share the fundamental belief that all students have the capacity to learn, and do so at different rates. Teaching staff recognise the importance of targeted interventions for students identified as requiring additional support. Many parents convey appreciation for the targeted support provided by staff to meet their child's learning needs.



Staff promote a culture of learning.

Leaders describe a 'comprehensive' school curriculum plan that caters for a range of interests and abilities. They detail visible learning approaches used across the school, including learning walls, 'Bump it up' walls, 'I can' statements and 'A' level exemplars. Students speak of using Bump it up walls to monitor their own learning and improve. Parents and students speak enthusiastically of the variety of co- and extra-curricular opportunities provided at the school.



Caring and supportive relationships are established throughout the school community.

Students and staff articulate relationships are respectful, positive and supportive. Teachers convey high levels of trust and support between colleagues. Students describe their teachers as caring and kind. Students and parents express appreciation for the 'small school' feel and convey a strong sense of belonging to the school. In the 2023 School Opinion Survey, 97.3% of parents and 100% of staff agree with the statement 'This is a good school'.



Staff and students focus on environmental care and sustainability.

Parents and community members describe a 'genuine interest in environmental issues and a sincere focus on sustainability'. Staff discuss a range of partnerships with not-for-profit community organisations to support the school's sustainability and environmental programs. Students speak positively of the opportunities available to them to learn about and contribute to environmental education. Students and staff take pride in the school's sustainability garden and nature classroom, and look forward to the planned Sustainability Centre.