Payne Road State School

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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School overview

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 280 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 code of shared values has been adapted from the National Safe Schools Framework and Program Achieve: Collaboration, Creativity, Excellence, Celebration. Our school provides an engaging and challenging curriculum characterised by intellectual rigour. There is a core focus on high levels of literacy and numeracy, and deep thinking is enhanced within connected curiculum design.The school has a distinctive early years education precinct that promotes its early years philosophy and provides foundations for learning for all children. Environmental club learning and activities help reinforce our commitment to eco-citizen qualities, as we champion sustainability. The school has a Chaplaincy program which supports social and emotional learning, and adds another dimension of care to the school's supportive environment. Our local community is actively and passionately involved in the school and contributes to school planning, ceremonies, events and celebrations.

Our School 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.

Our 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.

Progress toward goals for 2019

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. 2019 saw the continued implementation of the 4 year strategic plan with a particular focus on the following key actions:

- Pedagogical Framework Refinement
- Planning and assessment processes with a strong focus on feedback for learning
- Reading practices
- Classroom practices

The following practices were implemented:

- Planning and assessment process to incorporate feedback strategies within elements of a balanced literacy program
- Coaching and Mentoring practices as part of the planning process and implementation of a balanced literacy program
- Professional Learning Communities – Differentiation, Innovation, Wellbeing

Our Future Outlook

Payne Road State School's Explicit Improvement Agenda for 2020 is:

- Lift in U2B reading and writing
- Lift capability in the teaching of writing **–** paragraphing and cohesion, success criteria, precision, feedback
- Connected curriculum for deep learning and inquiry

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	258	281	278
Girls	109	124	120
Boys	149	157	158
Indigenous	8	6	4
Enrolment continuity (Feb. – Nov.)	95%	95%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

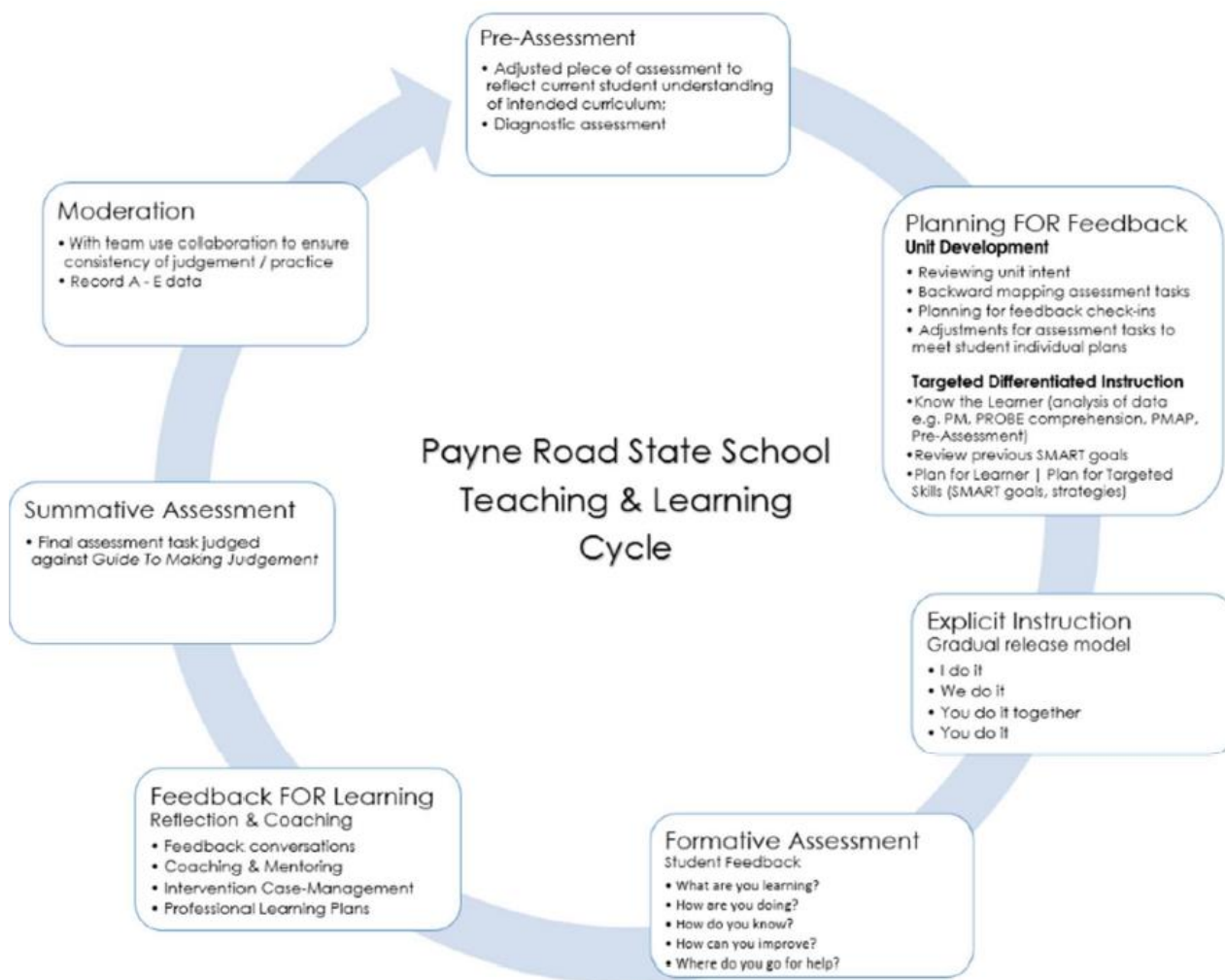Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	22	22	20
Year 4 – Year 6	26	28	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

Payne Road State School Teaching & Learning Cycle

Pre-Assessment
• Adjusted piece of assessment to reflect current student understanding of intended curriculum;
• Diagnostic assessment

Planning FOR Feedback
Unit Development
• Reviewing unit intent
• Backward mapping assessment tasks
• Planning for feedback check-ins
• Adjustments for assessment tasks to meet student individual plans

Targeted Differentiated Instruction
• Know the Learner (analysis of data e.g. PM, PROBE comprehension, PMAP, Pre-Assessment)
• Review previous SMART goals
• Plan for Learner | Plan for Targeted Skills (SMART goals, strategies)

Explicit Instruction
Gradual release model
• I do it
• We do it
• You do it together
• You do it

Formative Assessment
Student Feedback
• What are you learning?
• How are you doing?
• How do you know?
• How can you improve?
• Where do you go for help?

Feedback FOR Learning
Reflection & Coaching
• Feedback conversations
• Coaching & Mentoring
• Intervention Case-Management
• Professional Learning Plans

Summative Assessment
• Final assessment task judged against Guide To Making Judgement

Moderation
• With team use collaboration to ensure consistency of judgement / practice
• Record A - E data

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here
https://www.qld.gov.au/education/schools/information/programs.

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

- Mount Coot-tha Young Writiers Extension
- GRIPPS Band and String
- Ringbalin Choirs
- Leadership Workshops
- Eco-Ambassadors
- Environmental Day at Payne Road State School

We encourage and extend our own teams to compete at local and regional levels, including:

- Brainways Investigations – Maths and Science
- Optiminds Teams – Science, Technology, Language
- Netball and Soccer competitions

We engage students in a range of supported play activities:

- STEM Clubs
- Environmental Club
- Curiosity Club

- Literacy Club
- Library games
- Chill out room activities
- Student initiated groups such as drawing club

We offer a range of inspiring extra-curricular after school experiences:
- Drama
- Dance
- Visual Arts
- Chess
- Twai Kwon Doh
- Coding Camp
- Tennis

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

Our new STEAM room offers Digital Technologies classes with our STEAM Teacher. It is a space where Design Thinking flourishes, and is utilised by classes across the school.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

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.

We offer all students distinctive and proactive social-emotional learnings through the 'Zones of Regulation' as part of our Student Wellbeing Framework, and engage groups in targeted intervention through 'Art Zones' (self and co-regulation, mindfulness).

Active School Travel fun and innovative initiatives, events and prizes regularly collaboratively engage students and parents in the promotion of health, safety and wellbeing in our school community.

Further information is also available at https://www.qld.gov.au/education/schools/health.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2017	2018	2019
• their child is getting a good education at school (S2016)	92%	97%	93%
• this is a good school (S2035)	89%	90%	93%
• their child likes being at this school* (S2001)	97%	97%	98%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child feels safe at this school* (S2002)	95%	97%	93%
• their child's learning needs are being met at this school* (S2003)	92%	94%	93%
• their child is making good progress at this school* (S2004)	95%	97%	86%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	87%	90%
• teachers at this school motivate their child to learn* (S2007)	95%	81%	95%
• teachers at this school treat students fairly* (S2008)	86%	94%	88%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97%	95%
• this school works with them to support their child's learning* (S2010)	92%	80%	93%
• this school takes parents' opinions seriously* (S2011)	83%	80%	72%
• student behaviour is well managed at this school* (S2012)	84%	84%	87%
• this school looks for ways to improve* (S2013)	89%	87%	85%
• this school is well maintained* (S2014)	92%	91%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	98%	95%
• they like being at their school* (S2036)	90%	94%	95%
• they feel safe at their school* (S2037)	94%	95%	96%
• their teachers motivate them to learn* (S2038)	89%	95%	95%
• their teachers expect them to do their best* (S2039)	94%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	91%
• teachers treat students fairly at their school* (S2041)	85%	89%	83%
• they can talk to their teachers about their concerns* (S2042)	85%	76%	80%
• their school takes students' opinions seriously* (S2043)	79%	88%	82%
• student behaviour is well managed at their school* (S2044)	79%	78%	86%
• their school looks for ways to improve* (S2045)	93%	96%	94%
• their school is well maintained* (S2046)	90%	94%	97%
• their school gives them opportunities to do interesting things* (S2047)	91%	93%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	86%

Percentage of school staff who agree[#] that:	2017	2018	2019
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	91%	78%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	71%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	95%
• students are treated fairly at their school (S2073)	96%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	100%	86%
• staff are well supported at their school (S2075)	87%	96%	86%
• their school takes staff opinions seriously (S2076)	87%	96%	91%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	87%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	96%	91%	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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/community-engagement

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour

- less disruptive classroom behaviour, aggression, bullying and delinquent acts

- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	0	3	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	101,645	109,426	109,543
Water (kL)	42	335	82

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	School sector ∨	School type ∨	State ∨	🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN ∨	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	24	15	0
Full-time equivalents	18	9	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2019.

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Performance of our students

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Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	94%	87%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

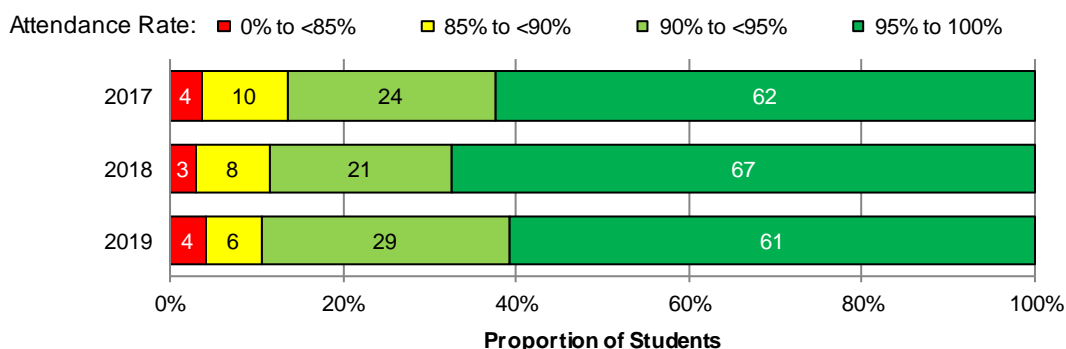Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019	Year level	2017	2018	2019
Prep	96%	96%	94%	Year 7			
Year 1	96%	93%	95%	Year 8			
Year 2	95%	96%	94%	Year 9			
Year 3	95%	96%	95%	Year 10			
Year 4	96%	95%	97%	Year 11			
Year 5	94%	96%	93%	Year 12			
Year 6	95%	95%	96%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	4	10	24	62
2018	3	8	21	67
2019	4	6	29	61

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	School sector	School type	State	🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN ⌄	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.