



Pallara State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	39 Ritchie Road Pallara 4110
Phone	(07) 3727 4222
Fax	
Email	principal@pallarass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Sandra Johnstone Business Manager Pallara State School

School overview

Established in 1959 and then reopened at a new site in 2016, Pallara is a large school located in a pleasant rural environment. The school provides an innovative and responsive curriculum to a diverse coeducational population of students from Prep to Year Six. We serve a wide variety of families from variety of socio-economically and culturally diverse backgrounds. Our School Curriculum Framework has been designed and developed to meet the needs of our students whilst focusing on Numeracy and Literacy. The curriculum framework also serves to link the key learning areas together to achieve consistency, continuity, balance and alignment across the whole school. The Australian Curriculum is enhanced by the school's BYOD lap top, social skills and anti-bullying programs. Students are supported in their learning through our early intervention strategies, extension and special needs support programs. It is our belief that education is the responsibility of both teachers and parents. Therefore we embrace the opportunity to develop positive, trusting and productive relationships between the school and home.

School progress towards its goals in 2018

1.) Implement a targeted improvement agenda for Numeracy.

With this focus area, we analysed many years of data to identify that student problem solving skills and abilities were lower than desired. To rectify this the school formed a Numeracy Committee where members travelled out to many schools during 2016/2017 to identify best practice in the teaching of problem solving skills. We identified what strategies best suited our context and developed a school-wide Problem Solving Toolkit (a series of strategies for students to use) that is being taught from Prep to Year 6. After years of teaching these strategies, students are engaging in automaticity of strategy selection to solve unknown mathematical problems.

Other things that have happened include:

- The employment of a Maths Mentor from 2016.
- Staff development of Numeracy Placemats which outline the concepts for each year level, were sent home to all families at the beginning of each year.
- Maths professional development for all staff several times each term.
- Maths Moments (best ways to teach concepts) addressed with all staff in our weekly staff meetings.
- All individual teacher Professional Development Plans (PDPs) have a differentiated improvement area relating to Numeracy that targets an area for their personal improvement.
- Our school has hosted a series of Numeracy workshops where other schools in the region have attended to improve the teaching of Numeracy.
- All teachers are taken off line for a day each term to collaboratively plan the maths units for the following term (led by the administration/curriculum team).
- Maths observations of teacher practice are conducted each term by administration staff with follow up feedback provided to staff.

2.) Develop a high performing school culture.

We are proud of our progress within this area. Anyone who walks the grounds of our school can only make encouraging comments on the positive school culture that is present. This is attributed in part, to the high expectations that staff and students have of each other. Our staff are committed to continually developing themselves and their students (as can be seen through the BYOD program).

- As a school, we are performing at a level that is similar to like schools but we believe we can get even better results.
- Even though we are growing, (we have doubled in size since the school opened in 2016) and our students are coming in from other schools, we are statistically getting more than one year's growth from one year of education for students.
- Every staff member in our school is committed to a working Performance Development Plan where they meet with their supervisor each term to discuss progress on their individual goals.
- Students regularly set learning goals with their teachers to identify areas that they need to work on in the areas of reading and numeracy.

3.) Establishing productive Partnerships within and beyond the school community

The school has many effective ways of communicating with parents. Each term we front-end the learning that will occur by sending home curriculum overviews and the related marking guides. A term calendar is also shared. In addition to these items, the school sends information via:

- Newsletters.
- Electronic whiteboard.
- QSchools Application (which is the best way to get notifications and it is free).
- QParents.
- Email.
- SMS.
- Website (which has all of our policy document information and letters home saved).
- Weekly assembly.
- Letters home.
- Parent Representatives for each class.
- P&C Facebook.
- P&C meetings.
- School Council meetings.

This area is continually being developed where we have strengthened relationships within and beyond the school gates. Examples of this include:

- Close ties with three of our local feeder day care centres.
- Regular sponsorship by Forest Lake Ray White.
- Sponsorship of our Chaplaincy program by MTR Property Group.
- Our school leads the local school cluster (consisting of 13 other schools).
- Regular sponsorship of student centred initiatives from Turrisi and Stockland (local developers in Pallara).
- Strong ties with Councillors Steve Griffiths and Angela Owen.
- Support from our State Member Minister Leeanne Enoch.
- Sponsorship (weekly) by Forest Lake Shopping Centre for the school breakfast program.
- Oxley Creek Catchment Association support of our Environment Club initiative.
- Bunnings Oxley support and sponsorship of our Environment Club.
- Trans Urban in support of our school Environment Club initiative.

		Mean Scale Score (MSS)					
		This School					2008 - 18
		2008	2015	2016	2017	2018	
Year 3	R	376.4	419.7	418.2	410.0	445.5	
	W*	386.4	432.8	414.9	399.6	423.3	
	S	378.7	414.0	422.9	406.7	430.9	
	GP	411.3	449.9	420.7	416.9	435.3	
	N	369.5	389.3	389.3	394.6	422.3	
Year 5	R	444.3	486.1	456.8	494.2	503.8	
	W*	424.3	475.2	449.3	457.2	442.7	
	S	437.7	485.3	462.1	500.2	509.7	
	GP	462.1	502.1	451.7	503.4	503.4	
	N	432.3	454.9	450.5	509.3	482.3	

Future outlook

This year the school will be undertaking a full school review and consequently engaging in the process of establishing a new four-year strategic plan.

Each year, all of our staff gather on the October Pupil Free day to engage in what we call STAR Day (School Target Annual Review Day). At STAR Day, we look at our performance as a whole towards the targets we have in place and review the strategies used to meet those targets. The staff then look at various data sets to make aspirational SMART goals/targets for the year ahead and establish new actions/strategies to monitor progression.

1.) **The teaching and learning of Numeracy** - The continuation of a Numeracy Mentor and strengthening of the Numeracy Committee, half day Numeracy planning, each term, for each teacher continue to access whole school Professional Development with a focus on best pedagogical practices in Numeracy. Observations and feedback for all teachers with the teaching of Numeracy.

2.) **The continuing development of a High Performing School Culture** – Staff retreats to work on and establish Literacy and Numeracy Placemats that highlight content taught in each year level that are then shared with the community. All staff engage in the Developing Performance Framework to differentiate their professional learning needs. Whole school data days to evaluate yearly performance and monitor progression towards goals. In 2018 we will be focusing human and financial resourcing towards the effective implementation of our Years 1-6 BYOD program.

3.) **Establishing Productive Partnerships within and beyond the school community** – Strengthen relationships with parents through establishment of Class-Parent Representatives, build relationships with the newer developers in the area, host open days and nights for parents and community members to attend.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	328	412	498
Girls	153	194	234
Boys	175	218	264
Indigenous	5	9	15
Enrolment continuity (Feb. – Nov.)	93%	95%	97%

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 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Pallara State School students are drawn from the suburb of Pallara and those surrounding it. A broad range of socio-economic backgrounds are represented in the school community from low socio-economic to the upper-middle range.

ICSEA data identifies an upward trend in the school's socio-economic profile. The school has an increasing number of students classified as EAL/D learners but the range of cultural backgrounds represented in the student body is quite diverse with students coming from approximately 20 different nations. Indigenous students represent <3% of the school clientele.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	27	24	26
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 delivery

Our approach to curriculum delivery

- The Curriculum at Pallara State School is informed by the Australian Curriculum.
- The school's Pedagogical Framework is based on Explicit Instruction with the Gradual Release of Responsibility during which students are working within their zone of proximal development.
- All curriculum planning includes differentiation (which is recorded on One School).
- Literacy blocks are delivered by teams where consistent teacher aide alignment across year levels allows for small-group focus. This in turn supports the notion of differentiated programming. This includes identification and catering for high performing students and is embedded across the school.
- Spelling Mastery is timetabled four times per week for half an hour each lesson – students are grouped according to their spelling ability.
- Science, History, Geography, Health, Technology and the Arts, LOTE, Music and Physical Education are embedded in the school curriculum.
- Students with disabilities and specialised learning needs are supported through an inclusive approach by having special education teachers and aides working with students in the classroom environment.
- High expectations, on-task behaviour and explicit teaching are the keys to our success.

Co-curricular activities

Pallara State School offers a range of extra-curricular activities facilitated by our dedicated staff members. These include:

- Instrumental Music – brass, woodwind and percussion tuition for Years 5 and 6.
- Choir – Years 3-6 – All students are invited to participate
- Ukulele Club – Years 3-6
- Coding and Robotics Club
- Environment Club – Years 4 - 6
- Life Education Van
- Forest Lake State High School Brain Day – each year teams participate against other local schools in the Brain Day Challenge

- Maths Team Challenge day at Durack SS – Years 5 and 6
- NAIDOC Day – A special assembly each year to recognize Aboriginal and Torres Strait Islander cultural heritage
- School Camp – for Years 3 to 6
- National Literacy and Numeracy Week – Each year this is celebrated with a range of activities and special recognition awards for students.
- Social and emotional programs - Chaplaincy programs and Friendship Club
- Religious Instruction – Years 1-6 (Christian)
- Bazil Grumble – Drama lessons (after school program by an external provider)
- Kung Fu Kids/AMADA (after school program by an external provider)
- Tennis coaching (after school program by an external provider)

How information and communication technologies are used to assist learning

Our facilities are state of the art and enable our students to have quick and reliable access to the internet.

At Pallara State School, it is understood that students are not just users of technology but creators. ICTs at Pallara are used to collect, organise, present and store information and ideas and are utilised across all learning areas and year levels.

All classrooms have wireless internet access, and attached work areas which each house a set of computers. Our school is a Bring Your Own Device (BYOD) school where 96% of students from Years 1-6 bring their own Windows 10 laptop machines each day. Our teachers used web-based platforms and applications to complement curriculum delivery and we use technology as an accelerator for learning (rather than it being the driver of the curriculum).

There are three steps that need to be adhered to before a child has their own laptop connected to our school network:

- 1.) A parent/Guardian must attend a school-run information session on the program to understand how it works.
- 2.) Parents sign a User agreement, which is only given to them at the conclusion of an information session.
- 3.) The laptop that is purchased must meet the minimum specified requirements outlined by the school.

Social climate

Overview

Pallara State School has a consistent school-wide approach to the management of student behaviour. This is composed of both positive and consequential steps to promote the four school rules:

- Be Safe
- Be Respectful
- Be Responsible
- Be Caring and Considerate

These 'rules' fit in to our overarching value/motto of 'Be Your Best' and are proclaimed and reflected upon at each assembly through student commitment speeches and the awarding of 'Gotcha' prizes.

At Pallara State School, inappropriate behaviour is dealt with promptly ensuring that ALL learners experience the right to a safe and supportive learning environment. In 2018, 93.8% of parents and 87.6% of students believe that student behaviour was well managed at this school. 96% of students and parents believed that children were feeling safe at our school.

Pallara State School has an active Student Support Services Committee, which is used as a vehicle to support parents of children with challenging behaviours and learning needs. An experienced Guidance Officer organises referrals to external agencies such as Mission Australia when required.

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	98%	100%
• this is a good school (S2035)	88%	98%	96%
• their child likes being at this school* (S2001)	97%	97%	94%
• their child feels safe at this school* (S2002)	100%	97%	96%
• their child's learning needs are being met at this school* (S2003)	86%	95%	96%
• their child is making good progress at this school* (S2004)	89%	95%	100%
• teachers at this school expect their child to do his or her best* (S2005)	94%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	90%
• teachers at this school motivate their child to learn* (S2007)	91%	95%	100%
• teachers at this school treat students fairly* (S2008)	94%	94%	89%
• they can talk to their child's teachers about their concerns* (S2009)	91%	97%	93%
• this school works with them to support their child's learning* (S2010)	88%	98%	93%
• this school takes parents' opinions seriously* (S2011)	82%	90%	79%
• student behaviour is well managed at this school* (S2012)	88%	89%	94%
• this school looks for ways to improve* (S2013)	88%	98%	94%
• this school is well maintained* (S2014)	97%	100%	100%

* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	100%	99%
• they like being at their school* (S2036)	96%	99%	96%
• they feel safe at their school* (S2037)	96%	97%	96%
• their teachers motivate them to learn* (S2038)	99%	95%	98%
• their teachers expect them to do their best* (S2039)	100%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	98%
• teachers treat students fairly at their school* (S2041)	92%	98%	87%
• they can talk to their teachers about their concerns* (S2042)	89%	97%	92%
• their school takes students' opinions seriously* (S2043)	95%	100%	93%
• student behaviour is well managed at their school* (S2044)	92%	93%	88%
• their school looks for ways to improve* (S2045)	97%	100%	96%
• their school is well maintained* (S2046)	99%	99%	97%
• their school gives them opportunities to do interesting things* (S2047)	97%	98%	99%

Percentage of students who agree# that:	2016	2017	2018
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* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
• they receive useful feedback about their work at their school (S2071)	89%	100%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	96%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	100%	100%
• staff are well supported at their school (S2075)	93%	100%	100%
• their school takes staff opinions seriously (S2076)	96%	97%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	89%	100%	100%

* 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

Parent and community volunteers are welcomed and celebrated at Pallara State School. At the commencement of each year, and as needed throughout, the Administration Staff have introduced and on line Induction video for easy access for parents who would like to volunteer in our school. Parents then sign the completed form and return it to the school office for our records.

The school has a 'class parent representative' program where one parent from each class represents their child's class at two parent representative meetings each term. These meetings take place with the administration team to discuss current issues and consult with the wider community.

Pallara State School is an Independent Public School and as such, has a School Council. The Council oversees the schools performance and provides advice to the Principal on strategic matters when required. Parental roles in 2018 included:

- Reading and Numeracy support in the classroom
- Volunteering in Tuckshop and Uniform Shops
- Sports Days
- Attendance at assemblies
- Discos
- Excursions
- Incursions
- Library duties and
- Support with Student Council

In addition to these, the school has a statistically large and active P&C that supported curriculum delivery and resourcing throughout 2018.

All of our Policy and procedure revision and development takes place in 4 steps:

- 1.) Consultation with staff (through staff meetings, retreats, electronic means)
- 2.) Consultation with Class Parent Representatives (meetings each term where there is a representative parent from each classroom across the school to canvas the whole community)
- 3.) Presentation to P&C (at the monthly meetings that take place every third Thursday of the month)
- 4.) Finally presentation to the School Council (where the council meets at least once each term). Our School Council provides guidance to the School Principal and monitors the school's performance to set targets and strategic plans.

Respectful relationships education programs

The School Responsible Behaviour Plan for Students (RBPS) is set up in a way to foster positive relationships and has many proactive steps to ensure this happens.

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

Each year we have life education visit to work with our students on promoting productive and healthy relationships. They also provide sex education for our Year 5 & 6 students.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	18	11	13
Long suspensions – 11 to 20 days	1	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

Pallara State School actively monitors electricity and water usage and encourages staff and students to engage in practices to reduce these. The school is fitted with a few reverse cycle air-conditioning units, the use of which is controlled to reduce output and electricity consumption. Classrooms have portable airconditioning units that are only used in the warmer months for cooling.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	132,009	30	222,311
Water (kL)	334		

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

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.

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

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

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	31	22	<5
Full-time equivalents	29	13	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	1
Bachelor degree	27
Diploma	3
Certificate	

*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 2018 were \$205 044.35

The major professional development initiatives are as follows:

- Spelling Mastery (whole of staff)
- Seven Steps to Writing Success
- Term Curriculum Overviews and planning (planning days)
- Peer Mentoring
- BYOD readiness training
- Regional Curriculum Forums
- Essential Skills for Behaviour Management (Teachers and Teacher Aides) and classroom profiling
- Maths Problem Solving Toolkit
- First Aid
- Various ICT training for all staff
- Mandatory Training – Code of Conduct, Student Protection

100% of teaching staff were involved in this professional development.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	88%	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	2016	2017	2018
Prep	94%	95%	95%
Year 1	95%	94%	93%
Year 2	94%	94%	92%
Year 3	94%	95%	92%
Year 4	93%	94%	94%
Year 5	92%	93%	92%
Year 6	94%	92%	93%

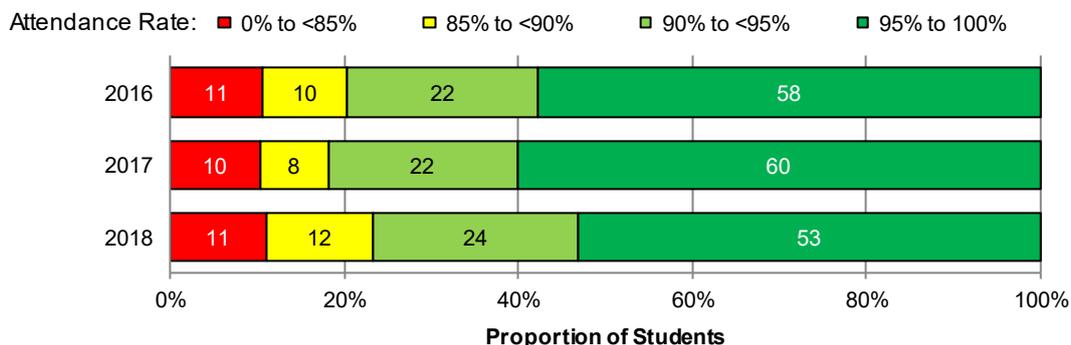
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



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.

In 2018 teachers marked rolls using an online program called ID Attend. For any unexplained absence, an SMS is generated from the electronic marking system that is sent home to parents. Classroom teachers consistently monitor attendance and inform the Principal of any emerging patterns causing concern. SMS-PR-029 Managing Student Absences procedures are implemented when necessary to ensure attendance.

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.

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

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

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.