



PALLARA  
STATE SCHOOL

## Pallara State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Established in 1959, Pallara is a small 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 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 mandated curriculum of the key learning areas are enhanced by the school's social skills and anti-bullying programs. Students are supported in their learning through our Early Intervention strategies, Gifted and Talented program and the Learning and Special needs Support Program. 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.

## Principal's Forward

### Introduction

In 2016, Pallara State School opened again as a new school at a brand new site which is located two kilometres south of the old Pallara State School site. The new larger school was built in response to the changing environment surrounding the suburb of Pallara which is experiencing large scale construction of housing developments.

The School's Motto of 'Be Your Best' is enacted through the actions of both staff and students whereby it is commonly understood that every child has the potential to succeed. The delivery of curriculum through an explicit teaching framework allows for differentiation to meet learner needs and promotes success through the gradual release of understanding. This form of curriculum delivery is our school's pedagogical model and is featured in every lesson of every classroom.

Throughout 2016, the school committed significant financial resources to professional development, thus building the capacity of both teachers and aides. Throughout 2016, Pallara State School maintained a sharp and narrow focus on Numeracy and reading development for all students which was highlighted by our improvement in year 3 NAPLAN results.

### School Progress towards its goals in 2016

In 2016 our Explicit Improvement Agenda focused on three core areas;

- 1. The teaching and learning of Numeracy** – Creation of Maths Toolkit (Strategies for Problem Solving), sequential and systematic unit planning and implementation, quality assurance processes (moderation, assessment schedules, planning), establishment of a Numeracy Coach position within the school and timetable for the coach to work with all teachers around Numeracy Pedagogy.

#### This resulted in:

- Teachers mentored in the use of the school developed 'Problem Solving Toolkit'.
- Students explicitly taught a consistent approach to accessing and using problem solving strategies in Numeracy.
- The intended being the enacted curriculum in all year levels with consistency of practice ensuring that the Numeracy content is scaffolded to allow a seamless transition for students from one year level to the next.
- A Numeracy Mentor (and Numeracy Team) that caters to individual teacher needs to ensure support is differentiated for Professional Development.

- 2. The continuing development of a High Performing School Culture** – Establishment of protocols for feedback (delivery and receiving) to all staff,



continuation of walk-throughs with feedback, consistent use of effective feedback for students, ongoing Professional Development around data interrogation and usage (using data to improve NOT prove), tracking of all summative C2C assessments for Maths, English and Science in OneSchool at the end of each unit (assessment tasks scheduled by the admin/curriculum team so that mark books become digital rather than paper).

**This resulted in:**

- All staff being involved in Professional Development conversations centered on their individual Performance Development Plans.
- Staff receiving Professional Development that was aligned to the school Strategic Plan.
- All student summative assessments in English/Maths/Science, being recorded in OneSchool which allows for better tracking of student progress.
- School wide data analysis (with all staff involved during October Pupil Free Day) to measure performance in NAPLAN and School Opinion Survey and set targets with agreed strategies to address and monitor future performance.

**3. Establishing productive Partnerships within and beyond the school community –**

Regular and informative communication with the wider school community, host community forums, involve the community in strategic planning and target setting.

**This resulted in:**

- Establishment of a School Council to provide strategic guidance and monitor school progress.
- Close relations with many of the faculties at Forest Lake State High School where transition programs and high school students working with Pallara State School is common practice.
- Partnerships with the local day care centres (Montessori and Kidz Magic).
- Sponsorship from local developers for our extra-curricular Marsupial Program.

**Future Outlook**

- 1.) **The teaching and learning of Numeracy** - The continuation of a Numeracy Mentor and strengthening of the Numeracy committee, half day Numeracy planning time for each teacher facilitated by the Numeracy Mentor, continue to access whole school Professional Development with a focus on best pedagogical practices in 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 so that they can be shared with the community, all staff engaged in the Developing Performance Framework to differentiate their professional learning needs. Whole school data days to evaluate yearly performance and monitor progression towards goals.
- 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

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	251	113	138	8	95%
<b>2015*</b>	256	117	139	3	94%
<b>2016</b>	328	153	175	5	93%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## 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 two 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 <2% of the school clientele.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	23	24
Year 4 – Year 7	26	28	27
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

## **Our Approach to Curriculum Delivery**

- The curriculum at Pallara State School is informed by the DET P-12 Curriculum, Assessment and Reporting Framework.
- 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 OneSchool).
- 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 school curriculum.
- Students with disabilities and specialised learning needs are supported through an inclusive approach by having AVTs, 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 4-6
- Coding and Robotics Club
- 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 week in July to recognize Aboriginal and Torres Strait Islander cultural heritage
- School Camp – for Years 5 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)
- Basil Grumble – Drama lessons (after school program by 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. The development of 5 computer trolleys throughout the school allows for flexible and equitable use of computer technology. Students are encouraged to use word processing, graphics, presentation and publishing software to create reports, spreadsheets and other documents which demonstrate their learning outcomes across the KLAs, developing the necessary computer skills as needed for the particular task.

Our school has a computer lab based in the resource centre and has employed a permanent computer technician. In 2016 Pallara State School set up a trial 1:1 Bring Your Own Device (BYOD) class for year 3's in 2017. A significant amount of consultation and planning took place in 2016 for the 2017 launch.

## 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 and

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 2016, 88% of parents and 92% of students believe that student behavior was well managed at this 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 organizes referrals to external agencies such as Mission Australia when required.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	100%	89%
this is a good school (S2035)	100%	100%	88%
their child likes being at this school* (S2001)	100%	84%	97%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	89%	86%
their child is making good progress at this school* (S2004)	94%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	83%	89%
teachers at this school motivate their child to learn* (S2007)	100%	94%	91%
teachers at this school treat students fairly* (S2008)	94%	84%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	79%	91%
this school works with them to support their child's learning* (S2010)	88%	95%	88%
this school takes parents' opinions seriously* (S2011)	77%	79%	82%
student behaviour is well managed at this school* (S2012)	87%	84%	88%
this school looks for ways to improve* (S2013)	97%	100%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	94%	100%	97%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	97%
they like being at their school* (S2036)	98%	96%	96%
they feel safe at their school* (S2037)	98%	100%	96%
their teachers motivate them to learn* (S2038)	95%	98%	99%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	97%
teachers treat students fairly at their school* (S2041)	90%	91%	92%
they can talk to their teachers about their concerns* (S2042)	85%	85%	89%
their school takes students' opinions seriously* (S2043)	95%	80%	95%
student behaviour is well managed at their school* (S2044)	80%	89%	92%
their school looks for ways to improve* (S2045)	98%	91%	97%
their school is well maintained* (S2046)	93%	98%	99%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	96%	100%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	83%
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)	87%	96%	96%
staff are well supported at their school (S2075)	96%	100%	93%
their school takes staff opinions seriously (S2076)	91%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	83%	100%	100%
their school gives them opportunities to do interesting things (S2079)	91%	96%	89%

\* 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 and welcomed and celebrated at Pallara State School. At the commencement of each year, and as needed throughout, the Administration Staff deliver an Induction Workshop. Parental roles in 2016 included:

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

In addition to these, the school has a statistically large and active P&C that supported curriculum delivery and resourcing throughout 2016.

**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 at 6.30pm)**
- 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 schools performance to set targets and strategic plans.**

## Respectful relationships 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 and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	22	3	18
Long Suspensions – 6 to 20 days	1	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

## Reducing the school's environmental footprint

The school actively monitors electricity and water usage and encourages staff and students to engage in practices to reduce these. The school is fitted with some reverse cycle air-conditioning units, the use of which is controlled to reduce output and electricity consumption

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	87,056	902
2014-2015	95,072	745
2015-2016	132,009	334

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

## 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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	14	0
Full-time Equivalents	20	9	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	25
Diploma	3
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$43 877.

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)
- Maths Problem Solving Toolkit
- First Aid
- Various ICT training for all staff
- Mandatory Training – Code of Conduct, Student Protection

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

## Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entirety 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	88%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

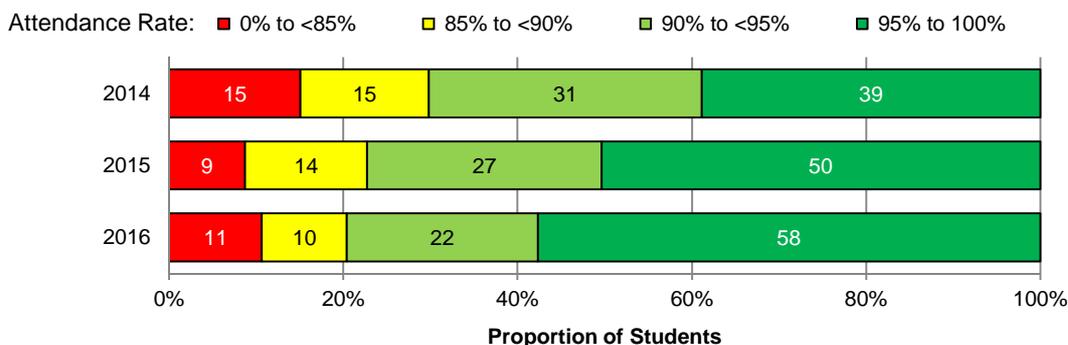
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	93%	93%	91%	93%	90%	85%					
2015	95%	93%	94%	93%	93%	94%	91%						
2016	94%	95%	94%	94%	93%	92%	94%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

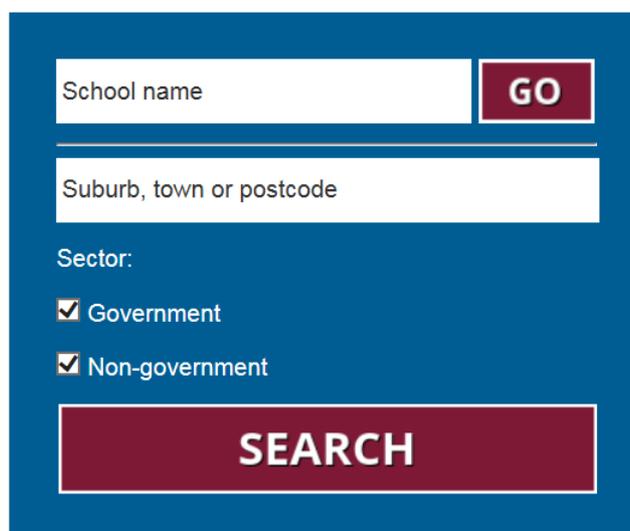
In 2016 teachers marked one school rolls twice per day (in Semester 1), first in the morning and then immediately following the second break. In Semester 2 the school transitioned to an online program called ID Attend. For any unexplained absence, an SMS is generated from the electronic marking system 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 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

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Suburb, town or postcode

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.