Queensland State School Reporting – 2011

Pallara State School (0831)
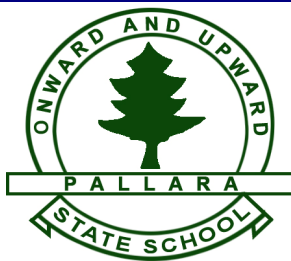
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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Department's Right to Information site.
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Principal's foreword

Introduction

Pallara State School is a small semi-rural school. Our school is proud of the achievements over the years and we acknowledge the hard work of students, staff and community as being crucial to the school's success. We endeavour to be a school which strives for a healthy, supportive and safe environment, a quality school that sets goals and targets with an emphasis on student learning outcomes and wellbeing.

The 2011 School Annual Report (SAR) provides an overview of important information about our school. The information provided includes progress towards our school targets, the aspirations we have for the future, a profile of student enrolments and an overview of our curriculum offerings. The SAR also includes information about parent, student and staff satisfaction with the school, ways in which parents are involved in the school, and a staff profile. There is also important information about student performance as well as links to further information located on the MySchool website.

School progress towards its goals in 2011

1. Raise all eligible student's achievement levels in Reading and Numeracy to above National Minimum standards and achieve increases in the upper two bands(NAPLAN)
Reading: Implemented whole school framework for the teaching of reading and reading comprehension with professional development for all teachers, support staff and parents with HOC and ST:LaN mentoring and coaching effective comprehension strategies. Allocation of resources to meet student developmental needs.
Writing: Focussed teaching of the writing process with HOC and ST:LaN supporting teachers
Literacy Conventions: Implementation of ACARA supported by Words their Way diagnostic testing and explicit teaching of spelling (word study), vocabulary and proofreading strategies. Making links between writing and literacy conventions
Numeracy: Continue use of diagnostic tools to inform teaching practices (FSiM). Allocation of resources and professional development to support the teaching of visual texts, the language of mathematics, mathematical vocabulary and multi-step problems

2. Throughout 2011 Pallara SS implemented a responsive quality Curriculum through a planned response to Teaching and Learning Audit recommendations and proposed set of actions. Teachers and staff now continue to implement the Australian Curriculum in English, maths and science and use the C2C unit plans; preparing for the implementation of the History KLA in 2013.
3. Increase access and use of ICTs in curriculum, assessment and reporting to achieve an overall of "A" in the school ICT Index. This was successfully achieved by providing staff with ICT professional development and having staff using ICT for teaching, planning and assessment and embedding ICT in curriculum planning. Staff also now use One School to record planning, assessment and student behaviour.
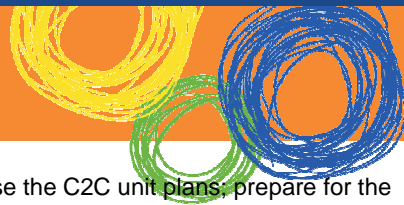
Future outlook

In 2012 our plan is for improvement in the key areas of
- Improving Student Outcomes
- Staff Performance and Development
- School and Community Partnerships

2011 School Annual Report

Implementation of the Australian Curriculum in English, maths and science and use the C2C unit plans; prepare for the implementation of the History KLA in 2013.

Literacy and Numeracy Improvement in top 2 Bands of NAPLAN & all students above NMS

Develop an effective feedback culture

Continue to develop student goal setting and self-evaluation

Develop individualised plans for students who fall below, or at risk of falling below National Minimum Standards in collaboration with ST:LaN

Embed data analysis as the catalyst for differentiation and an improvement in student learning outcome.

Development of consistent approaches within the school to provide coaching and mentoring to teachers and feedback to new and inexperienced teachers.

Provide for the professional development of all staff through the Performance Development Tool.

Continue to implement a range of parent and community engagement strategies that support improved student outcomes.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**
Year levels offered: **Prep - Year 7**
Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
228	118	110	96%

Characteristics of the student body:

Enrolments at Pallara have been continually growing for a number of years with a majority of school aged children residing within the catchment area of the school. The school currently operates 9 classrooms comprised of single year level and composite classes. Enrolments in the lower school are increasing and this trend is expected to continue in the future. Behaviour of the students at the school is outstanding.

Pallara State School's student population is predominately Caucasian background with approximately 3% of the population being indigenous. Pallara SS has a very low percentage of the population as ESL.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.6
Year 4 – Year 10	22.7
Year 11 – Year 12	
All Classes	23.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

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Curriculum offerings

Our distinctive curriculum offerings

Curriculum is all the planned learning that is offered and enacted by a school.

Curriculum is much more than a syllabus which outlines what is to be taught.

It is dynamic and encompasses:

* the learning environment
* resources (including syllabuses)
* teaching (teaching styles and methods)
* assessment methods and procedures
* the values and ethos of the school
* the relationships and behaviours among students and teachers.

These are all interconnected and provide the experiences that contribute to student learning.

Our staff and parents work extremely hard to build a caring community environment that caters for the needs of all our students encompassing the development of the whole child by offering programs in art, sport, instrumental music, choral groups and theatre and drama.

Extra curricula activities offered by the school in 2011 included:

Year 5 – 7 Camping Program

Interschool sports (Years 5-7)

Gifted and Talented Opportunities (Mathematics Team Challenge, Competitions etc)

Religious Education Program

Student Leadership Program

Student Council

Music and choral groups

Instrumental music

Premiers Reading Challenge

Readers Club

Book Fair

Author visits

Under 8s day for prep and years one and two

Before and after school we hire our facilities to tutors who offer lessons in Drama, Piano, Martial Arts, Dance and other extension activities.

How Information and Communication Technologies are used to assist learning

Pallara State School values the role ICT plays in the teaching and learning process and the importance of skill development in the effective use of these technologies. All classrooms have interactive whiteboards installed and teachers have access to computers, a video camera, digital cameras, scanners and printers. Our new library also contains a computer lab and wireless internet access. The school newsletter is emailed to parents and community members.

Social climate

Our school values its staff, parents and the wider community and promotes a positive social and learning environment conducive to learning for all students. Students are happy, well behaved and friendly towards each other; they feel safe and enjoy learning.

Our small school setting provides a very supportive family and community environment. Our classes are small and multi-aged. Teachers at Pallara State School use effective teaching strategies that support a learning environment, which facilitates intellectual quality, connectedness and a safe and supportive social environment. Teaching strategies are based around co-operative learning and a supportive classroom environment enabling the participation of all students. An extensive range of instructional approaches is used to suit the age, learning styles and abilities of their students and to maintain interest and motivation. Problem solving, inquiry and activity-based learning are all used extensively.

Our school has developed a Responsible Behaviour Plan for students in collaboration with our school community.

As a school community we hold the following beliefs about learning and behaviour:

* Developing responsible behaviour involves three stages of support and teaching: **preventative, supportive** and **responsive**.
* Learning and behaviour is enhanced by quality curriculum, interpersonal relationships and effective school

organisation.
- There must be respect for the roles, rights and responsibilities of all members of the school community.

Effective learning and teaching

- Effective learning and teaching is founded on an understanding of the learner.
- Effective learning and teaching enhances and is enhanced by a supportive classroom and school environment.
- Effective learning and teaching is enhanced through worthwhile learning partnerships.
- Effective learning and teaching shapes and responds to social and cultural contexts.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe.
- Be respectful.
- Be caring and considerate.
- Be responsible.
- Be your best.

Parent, student and teacher satisfaction with the school

The satisfaction levels of parents, students and teachers in the five performance measures of the School Planning, Reporting and Reviewing Framework are good as the scores on the table below indicate. The school staff works very hard to develop successful learning partnerships with parents and students to ensure quality educational outcomes.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	66%
Percentage of students satisfied that they are getting a good education at school	94%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	62%
Percentage of staff members satisfied with morale in the school	69%

Involving parents in their child's education

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.

At Pallara State School we strongly encourage parents to be involved in their child's education and they are encouraged to be actively involved in many facets of school life. We look to foster a partnership between home and school in order to support every child at the school. Parents are invited to be active participants in the school through assisting in classrooms, supporting the library, helping on camps, sporting events and excursions or assisting in some P&C led initiatives. The P&C are very active in advancing the school and enhancing the facilities of the school. The Pallara P&C are active fundraisers and through the various committees are in a healthy financial situation and actively support teaching and learning in the school.

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Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2010 we implemented a number of strategies to assist in reducing Pallara State School's environmental footprint. This continued throughout 2011. We conducted an electricity survey and water audit and made adjustments accordingly including changing the school's light bulbs, raising awareness of excess usage of power and water, encouraging restricted use of air-cooling and heating units, installation of water tanks, fixing tamper proof taps to all external hose cocks, fitting of water saving devices and installation of dual flush systems operated using tank water. We continue to communicate a school statement of sustainability "enough for all forever" and implement a school based environmentally sustainable practices.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	79,984	606
2010	73,924	886
% change 10 - 11	8%	-32%

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Our staff profile

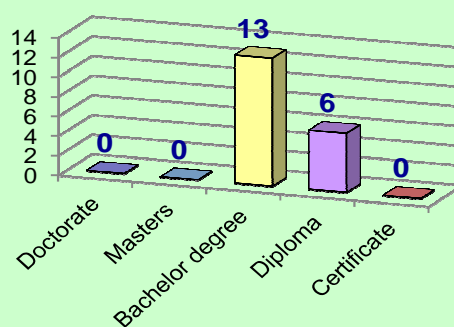## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	19	12	0
Full-time equivalents	14	6	0

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	13
Diploma	6
Certificate	0

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Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $7 770.00.

The major professional development initiatives are as follows:

First Steps in Maths

ICT training

One School

NAPLAN

BSM training

Reading and Reading Comprehension

Visual Arts

Leadership

First aid

In addition to this, the staff participated in Professional Development on Pupil Free Days and in school-based workshops and programs.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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.**

Where it says '**Search by school name'**, type in the name of the school you wish to view, and select **<GO>'**.   Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes
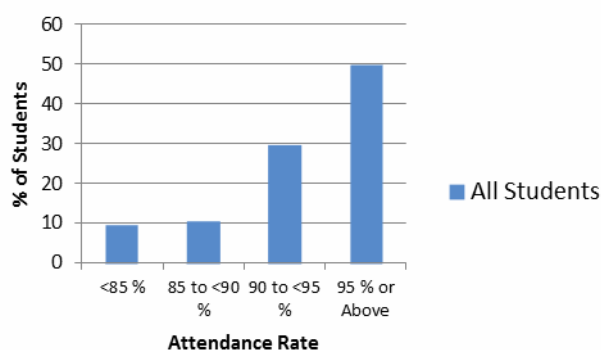
Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
94%	95%	93%	92%	94%	93%	93%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Class rolls are marked twice a day. Students who arrive after 9:00 am collect a late slip from the office. Frequently arriving at school late leads to a discussion with parents about the importance of students being at school on time. Absenteeism is closely monitored. As indicated above student non-attendance is a minor issue at our school. School policy is to contact parents directly on the third day of a child's absence if parents or guardians haven't contacted the school. Unexplained absences are investigated by a letter sent home to parents. Parents may phone the school to explain their child's absences, this is recorded in an absence book and the teachers are notified.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/.

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Find a school

Search by school name

[   ] **GO**

Search by suburb, town or postcode

[   ]

Sector ☐ Government
        ☐ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>'**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap
Due to the small number of students who are represented in this group, we are unable to provide any specific details.

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