Pallara State School (0831)

Queensland State School Reporting

2012 School Annual Report

Postal address	282 Ritchie Road Pallara 4110
Phone	(07) 3723 6333
Fax	(07) 3723 6300
Email	the.principal@pallarass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person	Ms Gabrielle Durham .

Principal's foreword

Introduction

Pallara State School is unique in that it is a small semi-rural school situated just 21kms from the heart of Brisbane City Centre. At Pallara we are dedicated to our students and our community. We understand that learning is a three-way partnership between students, parents/carers and teachers. We nurture an inclusive environment where diversity, persistence and confidence are valued; and student wellbeing and improved educational outcomes are core business. We have high expectations of our students and our own performance and regularly reflect on current practices to provide valuable feedback for future direction. Our school caters for a diverse community from Prep to Year 7. We value clear direction and unity of purpose.

We are pleased to present this report of our undertakings for the 2012 school year. We use a cycle of strategic planning and review, coupled with a strong focus on annual planning and reporting to ensure that our school provides, for our learning community, a commitment to continuous improvement. At Pallara, we set individual and whole school targets to ensure a clear focus of purpose; with ongoing monitoring and review of progress. We value, acknowledge and celebrate progress. This report is part of that celebration.

The 2012 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 2012

Throughout 2012 we worked towards our goals as follows:
- Accessed professional development opportunities for staff to facilitate improved educational outcomes for all students.
- Developed individual Staff Performance Plans and provided access to identified professional development needs.
- Worked proactively to build on and improve School and Community Partnerships – ongoing into 2013

- Implemented the Australian Curriculum in English, Maths and Science using C2C unit plans; and prepared for the implementation of the History KLA in 2013.
- Developed a plan for to establish an effective feedback culture
- Continued to develop student goal setting and self-evaluation
- In collaboration with the STLaN, developed individualised plans for students who fall below, or at risk of falling below National Minimum Standards in Literacy and/or Numeracy.
- Embedded data analysis as the catalyst for differentiation and an improvement in student learning outcomes.
- Developed consistent approaches within the school to provide coaching and mentoring to teachers and feedback to new and inexperienced teachers – ongoing into 2013.
- Provide for the professional development of all staff through the Performance Development Tool.
- Continued to implement a range of parent and community engagement strategies that support improved educational outcomes for students.

Future outlook

Our focus for 2013 is as follows:
- Improved student performance in Reading
- Improved student performance in Numeracy
- Implementation of the Australian Curriculum
- Implementation of whole school pedagogical practices
- Purposeful use of Data
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Develop plan to transition Year 7 to secondary school

Queensland

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Prep - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	230	121	109	94%
2011	228	118	110	96%
2012	222	110	112	95%

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

Characteristics of the student body

Enrolments at Pallara have been steadily increasing for a number of years with the majority of students
residing within the catchment area of the school. We operate 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. The school is currently under a School Enrolment Management Plan as we are nearing capacity. Students with English as a second language (ESL) make up 9%; and Indigenous students make up 3% of the student population.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	22	24	19
Year 4 – Year 10	24	23	25

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days		2	5
Long Suspensions - 6 to 20 days		0	0
Exclusions		0	0
Cancellations of Enrolment		0	0

Queensland
Government

Curriculum offerings

Our distinctive curriculum offerings .

Curriculum refers to 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

- 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
- Chaplaincy Program
- 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

Students at Pallara State School are 21st century learners living in a digital world. Through their exposure to ICTs for learning, we enhance student engagement with the curriculum; increase participation in learning activities; and provide numerous opportunities to demonstrate learning and achievement. Our students learn in innovative classrooms as ICT is embedded in classroom practice through the use of interactive whiteboards (IWBs), laptops, classroom computers, iPads and digital devices such as cameras, microphone recorders and video cameras. Digital technology extends learning beyond the classroom to make connections with the real world. Students are connected with external experts and other learners, use online learning tools, simulations and applications and are provided with real life contexts for learning. ICT funding is provided by DETE, P&C fund raising contributions and grants. New Audio Visual installation in the BER funded Resource Centre - data projector, audio, screen, computer network cabling and wireless connectivity; replacement of aging computer hardware; and the introduction of iPads in the lower school to support students with learning difficulties, all enhance teaching and learning.

Social climate

Our school values its staff, parents/carers and the wider community and promotes a positive social and learning environment conducive to the wellbeing of 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. Teaching strategies are based around co-operative learning and a supportive classroom environment maximising the participation of all students. Our Chaplaincy Program supports the wellbeing of all students.

Our school has developed a Responsible Behaviour Plan for students in collaboration with our school community. Bullying is not tolerated at Pallara SS and we take a whole school approach to addressing it, if and when it arises. We proactively encourage students and parents/carers to report any concerns with regard to bullying. We value the concept of *natural justice;* consequently, addressing reported incidents follow a set procedure where all parties have the opportunity to tell their side of the story.

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.

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 staff 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 pleasing - as the scores on the table below indicate. At Pallara we adopt a whole school approach in developing successful productive partnerships with parents and students to ensure effective communication and quality educational outcomes for all students.

Our school at a glance

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	92.0%
this is a good school	88.0%
their child likes being at this school*	95.8%
their child feels safe at this school*	96.0%
their child's learning needs are being met at this school*	92.0%
their child is making good progress at this school*	92.0%
teachers at this school expect their child to do his or her best*	88.0%
teachers at this school provide their child with useful feedback about his or her school work*	76.0%
teachers at this school motivate their child to learn*	87.5%
teachers at this school treat students fairly*	76.0%
they can talk to their child's teachers about their concerns*	95.8%
this school works with them to support their child's learning*	92.0%
this school takes parents' opinions seriously*	83.3%
student behaviour is well managed at this school*	84.0%
this school looks for ways to improve*	82.6%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	92.9%
they like being at their school*	80.5%
they feel safe at their school*	81.0%
their teachers motivate them to learn*	92.9%
their teachers expect them to do their best*	97.6%
their teachers provide them with useful feedback about their school work*	85.7%
teachers treat students fairly at their school*	79.5%
they can talk to their teachers about their concerns*	67.6%
their school takes students' opinions seriously*	66.7%

Queensland
Government

student behaviour is well managed at their school*	53.7%
their school looks for ways to improve*	92.3%
their school is well maintained*	85.4%
their school gives them opportunities to do interesting things*	82.5%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	79.2%
with the individual staff morale items	84.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 actively support teaching and learning in the school.

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 process has continued throughout 2011 and 2012. 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 school based environmentally sustainable practices.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	73,924	886
2010-2011	79,984	606
2011-2012	75,908	201

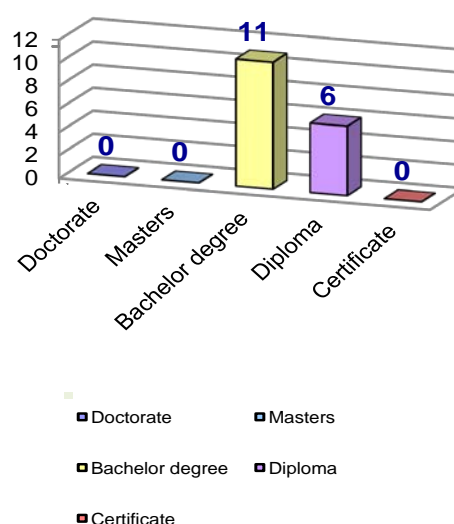## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	10	0
Full-time equivalents	12.5	5.9	0

Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	11
Diploma	6
Certificate	0

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $8,300.

The major professional development initiatives are as follows:
- Literacy
- Numeracy
- Early Childhood
- Pedagogical practices

Queensland
Government

- Mentoring
- Effective feedback
- NAPLAN
- 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 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95%	95.4%	95.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80.8% of staff was retained by the school for the entire 2012 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.

Queensland
Government

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	92%	93%	93%	94%	94%	94%	94%
2011	94%	95%	93%	92%	94%	93%	93%
2012	93%	93%	91%	95%	90%	94%	94%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
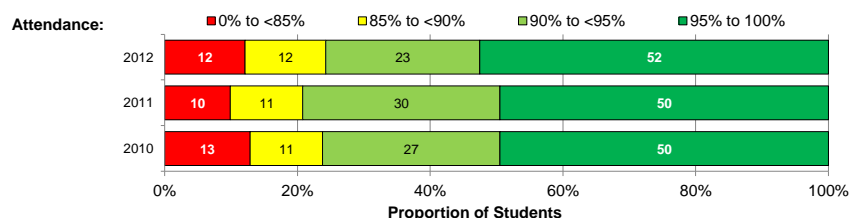
Description of how non-attendance is managed by the school

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

Class rolls are marked twice daily. Students who arrive after 9:00 am collect a late slip from the office. Frequent late arrivals lead to a discussion with parent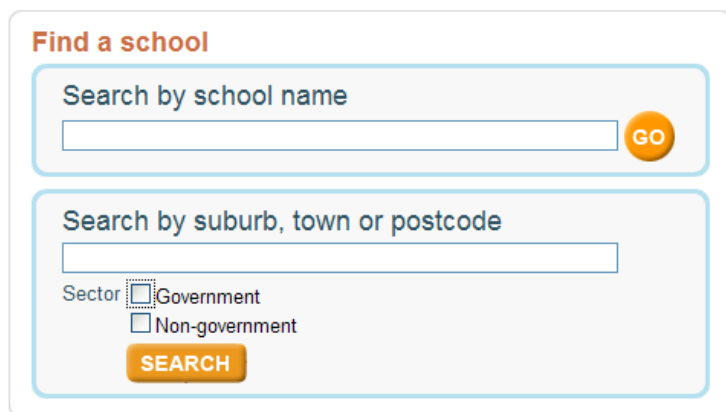s about the importance of students being at school on time. Absenteeism is closely monitored. As indicated in the above data, student non-attendance is a minor issue at our school. School policy is to contact parents directly on the third day of a child's absence if parents or guardians haven't contacted 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. The importance of 'every day counts' is addressed on a regular basis through newsletters and whole school parades which include a weekly presentation of an 'attendance bear' for the highest attending class for the past week.

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/.

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.**

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.

Queensland
Government