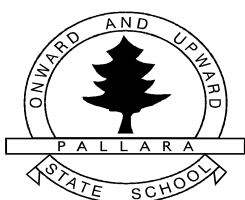


Pallara State School

Queensland State School Reporting

2013 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 Gabrielle Durham - Principal

Principal's foreword

Introduction

The Pallara State School Annual Report is a document reporting on our school's activities and celebrations for the 2013 school year. This report demonstrates the success achieved by a school community working together to provide quality education for its students.

Our focus and successes in 2013 were:

- Explicit improvement in the teaching and learning of Reading, Writing and Numeracy
- Implementation of the Australian curriculum – History
- Purposeful use of data to improve student educational outcomes (NAPLAN/school based)
- implementation of the school's Strategic Plan 2012-2015
- development of instructional leadership with a focus on workforce performance
- development of productive partnerships with students, staff, parents and the community
- transition of Years 6 and 7 to high school.

School progress towards its goals in 2013

Implementation of the Australian Curriculum in English, Maths, History and Science utilising adapted Curriculum to Classroom (C2C) units occurred. To support the implementation, within the context of many classes being multi-age, changes were made to units of work as necessary. Significant collaboration between teaching teams ensured continuity and a smooth transition. The Australian Curriculum and C2C were implemented throughout all year levels and the necessary resources were purchased to support C2C units.

The school has adopted the John Fleming Explicit Teaching Model; a research driven initiative. Staff received training to allow them to successfully implement this approach.

Teacher planning reflected their commitment to differentiation in catering for the individual needs of students. The school's Assessment Schedule, Benchmarks and Targets was integral to the collaborative alignment of planning, teaching and assessment. Assessment tools such as Reading and Mathematics (PAT-R/PAT-M) were used to obtain data on all students from Year 2 on. Assessment items were moderated and the data collected and analysed. Flexible timetabling in our Learning Support Program allowed focussed teaching and learning in targeted year levels.

The Australian Curriculum – History was implemented. All year levels included History/SOSE in their curriculum overviews. The Technology syllabus continued to be implemented and technology tasks within English, Maths and Science units were differentiated to meet the learning needs of individual students.

A whole school approach to Every Day Counts saw weekly recognition, in the form of an Attendance Bear, going to classes



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with the highest attendance.

The Arts have played an integral part in student learning. NAIDOC celebrations included a visit from Indigenous artist, Arthur Conlon. With the assistance of students from Year 4 to 7 Arthur adorned our buildings with longlasting Indigenous artwork. RawArt's visit involved the students in clay sculptures and unique face paintings. Our Musical Showcase allowed the skills of our Choir and Band to be demonstrated to the community. Our Senior Band members won Silver at the Brisbane Schools' Music Festival in the combined South-west Concert Band Competition. Our choir performed at Forest Lake shopping centre. Author, Cameron Stelzer worked with students to give insights into the work of real life

Future outlook

Key Directions of the Strategic Plan 2012 – 2015:

Improved student performance in Reading
 Implement whole school framework for the teaching of Reading
 Improved student performance in Numeracy
 Implementation of the Australian Curriculum
 Implementation of whole school pedagogical practices
 Differentiation

Early Childhood Education

Purposeful use of School and Student Performance Data
 Develop instructional leadership with a focus on workforce performance
 Develop productive partnerships with students, staff, parents and community
 Implement plan to transition Year 7 to high school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	228	118	110	96%
2012	222	110	112	95%
2013	236	108	128	95%

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

Characteristics of the Student Body

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 7

Pallara State School is unique in that it is situated in a semi-rural pocket of Brisbane. We have limited land with little room for expansion. Consequently, we are under an Enrolment Management Plan stating a maximum enrolment of 158 students. We are a family oriented school which values diversity. Students are from both within and outside the catchment area. The school educates children from a variety of religious and cultural backgrounds, including international families. The school supports students with disabilities and individual learning needs. The 2013 year saw students shared across nine (9) classes.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	19	18
Year 4 – Year 7 Primary	23	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	5	14
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Dimensions of Learning (DoL) and Marzano's Art and Science of Teaching are used as the pedagogical framework for planning, teaching and assessing. (DoL) is a significant factor in the differentiation strategy of Pallara State School. It places students at the centre of what we do and promotes lifelong learning. The John Fleming Model focusses on explicit teaching and high expectations.

- the *You Can Do It!* social skills program aimed at producing articulate and confident students
- a camping program for Years 5, 6 and 7 which, through outdoor experiences, aims to nurture and sustain the development of a range of social and leadership skills; and challenge students to be the best they can be
- a range of excursions and visitors to the school to connect learning to the real world
- engagement with a range of learning experiences and community partnerships to address a future focused agenda of sustainability
- a Term 4 swimming program for all students, Years 1 to 7, as part of the Health and Physical Education curriculum
- a Junior and Senior Choir
- Instrumental Music

Extra curricula activities

Years 5, 6, 7 camps / excursions / run-a-thons / choir / instrumental music / run-a-thons / Musical Showcase / band performance at Brisbane Schools' Music Festival / Music – Count Us In / Forest Lake SHS 'Brain Day' / Day for Daniel / Student Council / Student Leadership Program

How Information and Communication Technologies are used to assist learning

Students have access to computers in classrooms and a set of 10 laptops in the Resource Centre. Continued maintenance and replacement of hardware. Purchase of 10 iPads (with the support of the P&C) with the goal of building to a class set. Improved wireless network with hardware upgrades in preparation for increased mobile device use in classrooms.

Teachers accessed ICT to support the implementation of the Australian Curriculum. Examples of ICT accessed and used include Learning Objects, websites, C2C support materials, photographs and photo books, U-Tubes, Powerpoints, emails, Ed Studios and web conferences were also accessed by staff.

All teachers used OneSchool to enter student data. Reports were generated on OneSchool. All staff received professional development to assist understanding and use of ICTs to enhance student learning. Powerpoint presentations regarding approaches within the new curriculum, and links to useful websites (for example QSA) were utilised as part of our staff awareness and in-service sessions.

Social climate

Pallara State School encourages respectful relationships, communication, behaviour and self-management in an environment that is conducive to successful social and emotional growth and developing productive citizens.

To facilitate the achievement of this, the school has established a comprehensive responsible Behaviour Plan which outlines the policies and procedures relevant to managing all aspects of school climate. In addition, we proactively supported this important

Our school at a glance

aspect of student development with the *You Can Do It!* Program.

We used the five keys to success – getting along, organisation, confidence, persistence and resilience to foster social development and guide our conversations with our learners.

Leadership positions and the inclusion of buddy classes offered students opportunities to develop healthy relationships and to become positive role models to our younger students. The Student Council was active in fostering a sense of *everyone's input is valued through* by actively listening to the wants and needs of the student body. They raised money for worthy causes and set a fine example for their fellow students.

Students and parents enjoyed social activities such as the Disco nights, Book Club, Mother's Day stall, Father's Day stall, Community breakfasts, BBQ at Meet and Greet evening and whole school assemblies.

Parent, student and staff satisfaction with the school

There is a strong sense of community here at Pallara State School as we are committed to developing productive partnerships throughout the school community. We are proud of our school culture. Staff are committed, dedicated professionals and continue to report a high level of satisfaction of working at Pallara State School. It is significant to note that satisfaction levels in all areas of the Parent survey had increased; and none less than 91%. Similar with our Student survey, all areas have improved bar one - *'their school gives them opportunities to do interesting things'*.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	92%	96%
this is a good school (S2035)	88%	96%
their child likes being at this school* (S2001)	96%	96%
their child feels safe at this school* (S2002)	96%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	92%	96%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	96%
teachers at this school motivate their child to learn* (S2007)	88%	96%
teachers at this school treat students fairly* (S2008)	76%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	92%	96%
this school takes parents' opinions seriously* (S2011)	83%	91%
student behaviour is well managed at this school* (S2012)	84%	96%
this school looks for ways to improve* (S2013)	83%	95%
this school is well maintained* (S2014)	100%	96%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
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Our school at a glance

they are getting a good education at school (S2048)	93%	94%
they like being at their school* (S2036)	80%	94%
they feel safe at their school* (S2037)	81%	84%
their teachers motivate them to learn* (S2038)	93%	94%
their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	88%
teachers treat students fairly at their school* (S2041)	79%	81%
they can talk to their teachers about their concerns* (S2042)	68%	94%
their school takes students' opinions seriously* (S2043)	67%	81%
student behaviour is well managed at their school* (S2044)	54%	71%
their school looks for ways to improve* (S2045)	92%	94%
their school is well maintained* (S2046)	85%	94%
their school gives them opportunities to do interesting things* (S2047)	83%	81%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	96%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	88%
their school gives them opportunities to do interesting things (S2079)	92%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

We value effective partnerships with parents, caregivers and community members as an integral component of improving educational outcomes for students; and developing the whole child.

We commit to fostering our relationship with caregivers by offering:

- Formal reporting four times year - twice face to face and twice through written reports
- We also welcome parents to make a time to meet with teachers and/or admin as the need arises throughout the year
- Regular celebrations of learning here community members are invited to share in the celebration
- Staff communication with parents via a variety of media including electronically
- Encouraging parents and caregivers to participate as volunteers in the classroom and at extra-curricula activities
- Whole school assemblies
- Meet and greet at the beginning of each year
- Sports Days
- Musical Showcases
- We have an active P&C body providing support in fundraising initiatives that directly impact learning outcomes for all students – all parents and caregivers are invited to join this group.

Reducing the school's environmental footprint

The school installed solar panels; water tanks for the toilets; upgraded taps and cisterns and respond immediately to any suspected leaks etc. Reduced the number of access lighting after hours installing sensor lights instead. We have been proactive in developing programs that encourage staff and student to make ecologically sound decisions with regard to the use of resources that impact on the environment.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	79,984	606
2011-2012	75,908	201
2012-2013	74,560	367

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

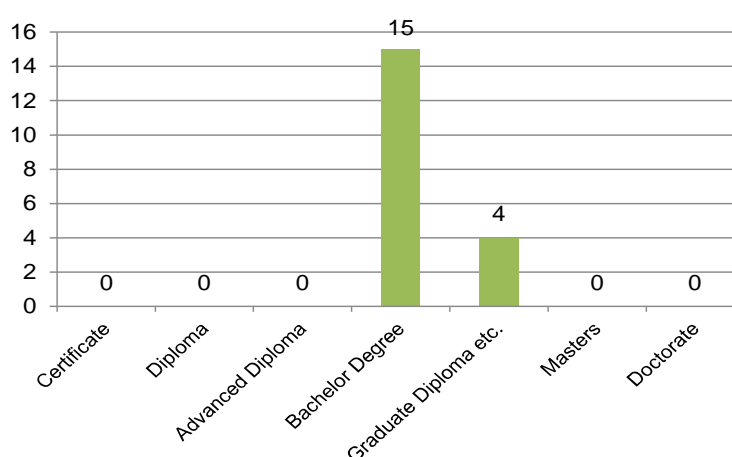
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	19	13	0
Full-time equivalents	13	7	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.	4
Masters	0
Doctorate	0
Total	19



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$7135.89.

The major professional development initiatives are as follows:

- John Fleming Model – Explicit Teaching / Differentiation

Our staff profile

- Non-violent Crisis Intervention
- First Aid
- Training of Ancillary Staff

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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.

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 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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

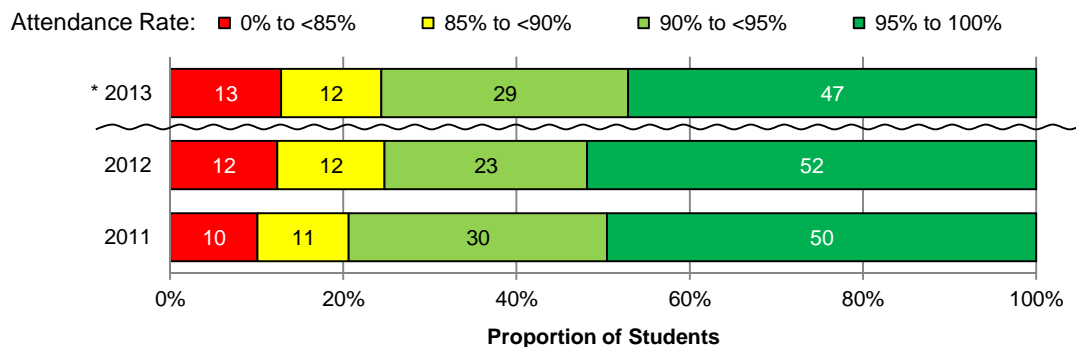
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	95%	93%	92%	94%	93%	93%					
2012	93%	93%	91%	95%	90%	94%	94%					
2013	91%	95%	91%	93%	90%	92%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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.

Rolls are marked twice daily by the class teacher. An absentee line is managed each morning and teachers are notified by email of student absence. If students arrive late they must come to the office to get a Late Slip. Parents are required to sign their children in and out of the school for part day attendance. The office is alerted by the teacher if students have unexplained absence of more than three (3) days. All unexplained absences are followed up by a member of the school Admin team and this is supplemented with a letter if they are unable to be contacted.

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

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

The 2013 Closing the Gap Report shows that Indigenous students are exceeding the system targets for improvement in reading and numeracy Years Three and Five. Strategies are in place to ensure this trend continues across Years Three, Five and Seven.

Attendance of Indigenous students is high with strategies in place to maintain that level.

Performance of our students

Pallara State School's Indigenous enrolment is 5.5% of total enrolment.