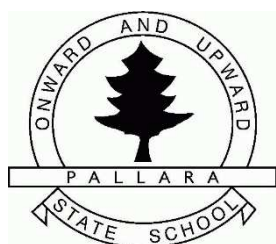


Pallara State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The Pallara State School Annual Report is a document reporting on our school's activities, achievements and celebrations for the 2014 school year. This report demonstrates the success achieved by a school community working together to provide quality education for all students.

Our Core Priorities for 2014 were:

Reading

Writing

Numeracy

Science

Transition

Attendance

Closing the Gap

Development of professional capabilities of staff

Review of current base-line data collections tools and schedule

School progress towards its goals in 2014

We developed consistency of practice in Guided Reading using data to inform teaching and learning with support and guidance from an appointed Literacy Coach. We built teachers' knowledge in the analysis and use of their reading data (differentiated according to need) to inform teaching and learning in Guided Reading. We achieved this through ensuring Pallara's Powerful Pedagogy was revisited with continuing staff and unpacked with new staff. We reviewed the Assessment tools and schedule. We purchased and introduced the new version of PM Benchmarks; and introduced PROBE as a data collection tool. We ensured consistency of practice across the whole school through a range

of workshops. We conducted desktop audits with each teacher to develop individual learning plans which cater for differentiation. We worked at developing a whole school culture around the use of Coaching and Mentoring through the Literacy Coach, classroom walkthroughs by the Admin team, and creating opportunities for sharing of best practice.

We exposed all students to regular writing commensurate with their level of development. We ensured that the Powerful Pedagogy strategies were embedded in teaching practice; and ensured that explicit teaching of the writing process was happening across all Year Levels.

Targeted Teaching of Mathematics was introduced across the whole school. This necessitated establishing a process for 'change'. We allowed teachers the opportunity to engage in the change process providing support structures to ensure teachers had the capacity to enact change. We then monitored effectiveness of the initiative through teacher feedback, classroom walkthroughs and more formal processes. We ensured that teachers were upskilled in relevant areas such as the administration and analysis of assessment tools and consequent data; and allowed the opportunity for all staff to be involved in workshops unpacking a Problem Solving program. Teacher planning reflected their commitment to differentiation in catering for the individual needs of students.

To improve student educational outcomes in Science we identified students' *prior knowledge* and *understanding* skills in all areas of Science. We collected and analysed student data to inform future planning; and allowed opportunities for staff to participate in professional conversations and moderation activities aimed at achieving consistency in teacher judgements across classes.

We continued to work closely with Forest Lake State High School including being involved in the MYAT testing of Year 6 and Year 7 students through which students have the opportunity to be part of the Lighthouse Program; supporting their open day in Term 4; and inviting Secondary students to showcase their skills through performance.

Every Day Counts: we continued to promote the importance of attendance through P&C, newsletters and whole school assemblies. A whole school approach to Every Day Counts saw weekly recognition, in the form of an Attendance Bear, going to classes with the highest attendance. We continued the practice of making contact with parents when no explanation for absence is received.

We have made significant progress toward our objectives and are committed to continuing our efforts into 2015.

Future outlook

Key Priorities for 2015:

- Reading
- Writing
- Spelling
- Numeracy
- Science
- Transition
- Attendance
- Closing the Gap

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	222	110	112	95%
2013	236	108	128	95%
2014	251	113	138	95%

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

Characteristics of the student body:

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. Our current enrolment in Prep to Year 7 is 258 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 2014 year saw students shared across ten (10) classes.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	18	21
Year 4 – Year 7 Primary	25	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	5	14	22
Long Suspensions - 6 to 20 days	0	1	1
Exclusions [#]	0	0	0

Cancellations of Enrolment	0	0	0
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Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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.

- 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 / 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 a class set of iPads (with the support of the P&C). 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 aspect of student development with the *You Can Do It!* Program delivered in the Early Years.

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* 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

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	96%	97%
this is a good school (S2035)	88%	96%	100%
their child likes being at this school* (S2001)	96%	96%	100%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	94%
their child is making good progress at this school* (S2004)	92%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	96%	90%
teachers at this school motivate their child to learn* (S2007)	88%	96%	100%
teachers at this school treat students fairly* (S2008)	76%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	97%
this school works with them to support their child's learning* (S2010)	92%	96%	88%
this school takes parents' opinions seriously* (S2011)	83%	91%	77%
student behaviour is well managed at this school* (S2012)	84%	96%	87%
this school looks for ways to improve* (S2013)	83%	95%	97%
this school is well maintained* (S2014)	100%	96%	94%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	94%	100%
they like being at their school* (S2036)	80%	94%	98%
they feel safe at their school* (S2037)	81%	84%	98%
their teachers motivate them to learn* (S2038)	93%	94%	95%
their teachers expect them to do their best* (S2039)	98%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	88%	98%
teachers treat students fairly at their school* (S2041)	79%	81%	90%
they can talk to their teachers about their concerns* (S2042)	68%	94%	85%
their school takes students' opinions seriously* (S2043)	67%	81%	95%
student behaviour is well managed at their school* (S2044)	54%	71%	80%
their school looks for ways to improve* (S2045)	92%	94%	98%
their school is well maintained* (S2046)	85%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	83%	81%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	96%
they feel that their school is a safe place in which to work (S2070)		96%	100%
they receive useful feedback about their work at their school (S2071)		96%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	87%
staff are well supported at their school (S2075)		96%	96%
their school takes staff opinions seriously (S2076)		96%	91%
their school looks for ways to improve (S2077)		96%	100%
their school is well maintained (S2078)		88%	83%
their school gives them opportunities to do interesting things (S2079)		92%	91%

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

'Agree' represents the 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.

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 development of 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 where 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 responded 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	75,908	201
2012-2013	74,560	367
2013-2014	87,056	902

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.

Our staff profile

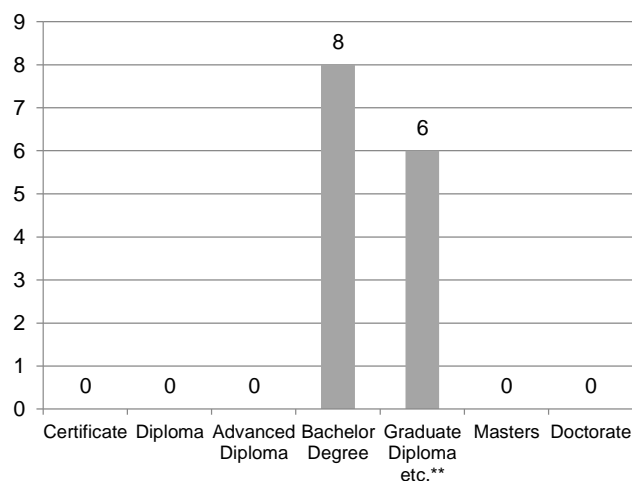
Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	21	14	0
Full-time equivalents	14	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	6
Masters	0
Doctorate	0
Total	14



*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 2014 were \$9475.

The major professional development initiatives are as follows:

- Explicit Teaching / Differentiation
- Effective analysis of data
- Guided Reading
- Mentoring/Coaching
- First Aid
- Training of Ancillary Staff

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%

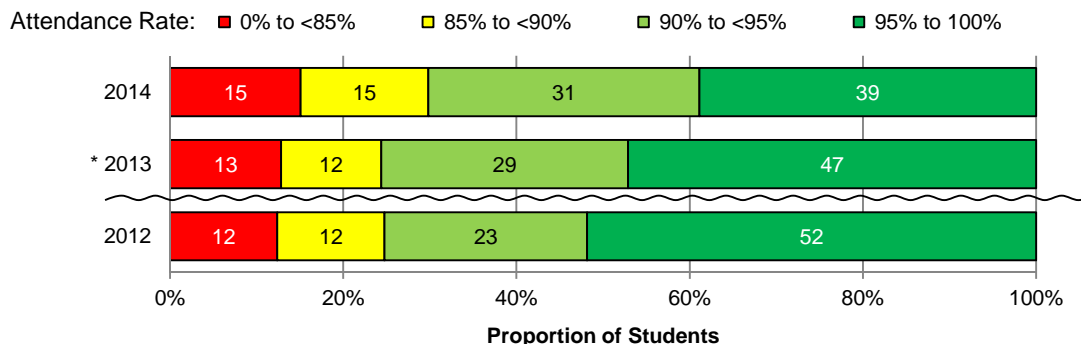
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	93%	91%	95%	90%	94%	94%					
2013	91%	95%	91%	93%	90%	92%	90%					
2014	93%	93%	93%	91%	93%	90%	85%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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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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

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

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 2014 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.

Pallara State School's Indigenous enrolment is 3% of total enrolment.