



PALLARA
STATE SCHOOL

Pallara State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Established in 1959 and then reopened at a new site in 2016, Pallara is a large 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 variety of 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 Australian Curriculum is enhanced by the school's BYOD laptop, social skills and anti-bullying programs. Students are supported in their learning through our early intervention strategies, extension and a special needs support programs. 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 Foreword

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 responsibility. This form of curriculum delivery is our school's pedagogical model and is featured in every lesson of every classroom.

Throughout 2017, the school committed significant financial resources to professional development, thus building the capacity of both teachers and aides. Throughout 2017, Pallara State School maintained a sharp and narrow focus on Numeracy and reading development for all students which

was highlighted by our internal monitoring and NAPLAN results.

During 2017, our stage 2 build was under construction (the building of 12 new classrooms in our senior precinct and the school hall). Stage 2 constituted the final build stage at Pallara State School which was handed over in December of 2017.

Thanks to our fantastic P&C and Heritage Bank for the addition of portable air conditioners to every classroom in the school.

School Progress towards its goals in 2017

1.) Implement a targeted improvement agenda for Numeracy.

With this focus area, we analysed many years of data to identify that student problem solving skills and abilities were lower than desired. To rectify this the school formed a Numeracy Committee where members travelled out to other schools during 2016/2017 to identify best practice in the teaching of problem solving skills. We identified what strategies best suited our context and developed a school-wide Problem Solving Toolkit (a series of strategies for students to use) that has been taught from Prep to Year 6. Other tactics implemented include:

- The employment of a Maths Mentor from 2016.
- Staff development of Numeracy Placemats which outline the concepts for each year level and these have been sent home to all families.
- Maths professional development for all staff several times each term.
- Maths Moments (best ways to teach concepts) addressed with all staff in our weekly staff meetings.
- All individual teacher Professional Development Plans (PDPs) have a differentiated improvement area relating to Numeracy that targets an area for their personal improvement.
- Our school hosted a series of Numeracy workshops where other schools in the region attended to improve the teaching of Numeracy.
- All teachers are taken off line for a day each term to collaboratively plan the maths units for the following term (led by the administration/curriculum team).

2.) Develop a high performing school culture.

We are proud of our progress within this area. Anyone who walks the grounds of our school can only make encouraging comments on the positive school culture that is present. This is attributed in part to the high expectations that staff and students have of each other. Our staff are committed to continually developing themselves and their students (as can be seen through the BYOD program).

- As a school we are performing at a level that is similar to like schools but we believe we can achieve even better results.
- Even though we are growing (we have doubled in size since the end of 2015) and our students are coming in from other schools, we are statistically getting more than one year's growth from one year of education for students.
- Every staff member in our school is committed to a working Performance Development Plan where they meet with their supervisor each term to discuss progress on their individual goals.
- Students regularly set learning goals with their teachers to identify areas that they need to improve.

3.) Establishing productive Partnerships within and beyond the school community

The school has many effective ways of communicating with parents. Each term we front-end the learning that will occur by sending home curriculum overviews and the related marking guides. A term calendar is also shared. In addition to these items, the school sends information via:



- Newsletters-
- Electronic whiteboard.
- QSchools Application (which is the best way to get notifications and it is free)-
- QParents-
- Email-
- SMS-
- Website (which has all of our policy document information and letters home saved)-
- Weekly assembly-
- Letters home-
- Parent Representatives for each class-
- P&C Facebook-
- P&C meetings-
- School Council meetings-

This is an area that is continually developing and we have been strengthening relations within and beyond the school gates. Examples of this include:

- Close ties with three of our local feeder day care centres.
- Regular sponsorship by Forest Lake Ray White.
- Sponsorship of our Chaplaincy program by MTR Property Group.
- Our school leads the local school cluster (consisting of 13 other schools).
- Regular sponsorship of student centred initiatives from Turrissi and Stockland (local developers in Pallara).
- Strong ties with Councillors Griffiths and Owen.
- Support from our State Member Minister Enoch.
- Sponsorship (weekly) by Forest Lake Shopping Centre for the school breakfast program.
- Oxley Creek Catchment Association support of our Environment Club initiative.
- Bunnings Oxley support and sponsorship of our Environment Club.
- Trans Urban in support of our school Environment Club initiative.

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, each term, for each teacher continue to access whole school Professional Development with a focus on best pedagogical practices in Numeracy.

Developing automaticity of student Problem Solving Toolkit (PSTK) strategies selection when encountering unknown mathematical problems.

Observations and feedback for all teachers with the teaching of 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. Each teaching staff member allocated a \$1000 bursary for self-identified professional development.

Whole school data days to evaluate yearly performance and monitor progression towards goals. In 2018 we will be focusing human and financial resourcing towards the effective implementation of our Years 1-6 BYOD program.

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.

Initiate an Environment Club as an extra-curricular activity for students.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2017: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	256	117	139	3	94%
2016	328	153	175	5	93%
2017	412	194	218	9	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 an increasing number of 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	2015	2016	2017
Prep – Year 3	23	24	24
Year 4 – Year 6	28	27	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- The curriculum at Pallara State School is informed by the Australian Curriculum.
- 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 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 3-6
- Coding and Robotics Club
- Environment Club – Years 4 - 6
- 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 year to recognize Aboriginal and Torres Strait Islander cultural heritage
- School Camp – for Years 3 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)
- Bazil Grumble – Drama lessons (after school program by external provider)
- Kung Fu Kids (after school program by external provider)
- AFL Aus Kick (after school program by external provider)
- Tennis (after school program by external provider)
- Swimming for years 3 and years 5.

How Information and Communication Technologies (ICTs) 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. The use of ICT's is incorporated into the planning of units that is led by administration staff before the start of each term. Our school uses several web based platforms to enhance the learning experience for our students.

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. Our school is a Bring Your Own Device (BYOD) school where 93% of students from Years

1-6 bring their own Windows 10 laptop machines each day. Our teachers used web-based platforms and applications to complement curriculum delivery and we use technology as an accelerator for learning (rather than it being the driver of the curriculum).
There are three steps that need to be adhered to before a child has their own laptop connected to our school network:

- 1.) A parent/Guardian must attend a school-run information session on the program to understand how it works.
- 2.) Parents sign a User Agreement which is only given to them at the conclusion of an information session.
- 3.) The laptop that is purchased must meet the minimum specified requirements outlined by the school.

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

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 2017, 89% of parents and 93% of students believe that student behaviour 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 organises 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:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	89%	98%
this is a good school (S2035)	100%	88%	98%
their child likes being at this school* (S2001)	84%	97%	97%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	89%	86%	95%
their child is making good progress at this school* (S2004)	100%	89%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	89%	94%
teachers at this school motivate their child to learn* (S2007)	94%	91%	95%
teachers at this school treat students fairly* (S2008)	84%	94%	94%
they can talk to their child's teachers about their concerns* (S2009)	79%	91%	97%
this school works with them to support their child's learning* (S2010)	95%	88%	98%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	79%	82%	90%
student behaviour is well managed at this school* (S2012)	84%	88%	89%
this school looks for ways to improve* (S2013)	100%	88%	98%
this school is well maintained* (S2014)	100%	97%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	97%	100%
they like being at their school* (S2036)	96%	96%	99%
they feel safe at their school* (S2037)	100%	96%	97%
their teachers motivate them to learn* (S2038)	98%	99%	95%
their teachers expect them to do their best* (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	95%
teachers treat students fairly at their school* (S2041)	91%	92%	98%
they can talk to their teachers about their concerns* (S2042)	85%	89%	97%
their school takes students' opinions seriously* (S2043)	80%	95%	100%
student behaviour is well managed at their school* (S2044)	89%	92%	93%
their school looks for ways to improve* (S2045)	91%	97%	100%
their school is well maintained* (S2046)	98%	99%	99%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	100%	89%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	83%	96%
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)	96%	96%	100%
staff are well supported at their school (S2075)	100%	93%	100%
their school takes staff opinions seriously (S2076)	100%	96%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	96%	89%	100%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
[#] '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 are 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 2017 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

In addition to these, the school has a statistically large and active P&C that supported curriculum delivery and resourcing throughout 2017.

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)
- 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 school's 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, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	18	11
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 a few reverse cycle air-conditioning units, the use of which is controlled to reduce output and electricity consumption. Classrooms have portable airconditioning units that are only used in the warmer months for cooling.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	95,072	745
2015-2016	132,009	334
2016-2017	30	?

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	17	0
Full-time Equivalents	24	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
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 2017 were \$107,953.00.

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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	87%

*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 2017 for all Queensland Primary schools was 93%.

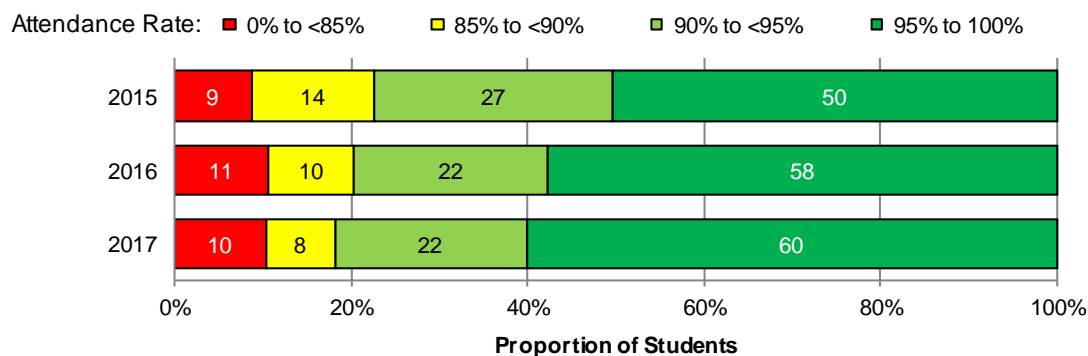
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	93%	94%	93%	93%	94%	91%						
2016	94%	95%	94%	94%	93%	92%	94%						
2017	95%	94%	94%	95%	94%	93%	92%						

*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 Department of Education 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.

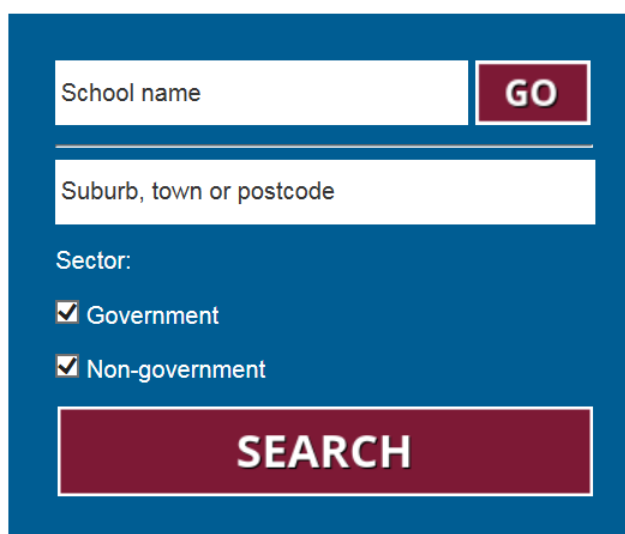
In 2017 teachers marked rolls using an online program called ID Attend. For any unexplained absence, an SMS is generated from the electronic marking system that is sent home to parents. Classroom teachers consistently monitor attendance and inform the Principal of any emerging patterns causing concern. 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.

Find a school

A screenshot of the 'Find a school' form on the My School website. The form is set against a blue background. It features a text input field for 'School name' with a red 'GO' button to its right. Below this is another text input field for 'Suburb, town or postcode'. Underneath that, the 'Sector:' section has two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

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 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.