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Principal's foreword

Introduction

THIS REPORT TO THE SCHOOL COMMUNITY WILL HIGHLIGHT THE ACTIVITIES, PERFORMANCE AND SUCCESSES OF DRAYTON STATE SCHOOL THROUGHOUT 2008. IT WILL ALSO DETAIL PLANS FOR THE FUTURE DEVELOPMENT OF THE SCHOOL IN TERMS OF THE ACADEMIC PERFORMANCE OF OUR STUDENTS, FACILITIES ENHANCEMENT AND COMMUNITY ENGAGEMENT.

At Drayton State School we are determined to work in partnership with parents and the community to create a culture of high expectations and to preserve and continue the high standards that have previously been established at this school. Yet we also have a commitment to empowering students to live in and contribute to a rapidly changing society.

In 2008, the school implemented the QCAR agenda (Queensland Assessment and Reporting Framework), and began the process of aligning current school curriculum planning, assessment and reporting to the new framework. In addition, many hours of professional development were delivered or attended to ensure that Drayton State School and its staff were well prepared for the implementation of the Essential Learnings. Early Phase teachers and all teacher aides attended the five day departmental literacy training, providing further skill and expertise in curriculum delivery. This continues to be a work in progress and will extend throughout 2009 with the design of curriculum overviews and assessment procedures. The new 'OneSchool' Reporting System was utilised to provide reports to parents in Semester 2.

With the support of the P&C, Drayton State School benefitted from over \$21 000 of new resources, strengthening our literacy and ICT programs. The school's facilities were also enhanced by the installation of rain water tanks funded by a \$50 000 *Green Voucher* grant and the addition of a covered multi-purpose playground structure and a covered play area for the Preps made possible by the \$150 000 *Investing In Our Schools* Grant.

Drayton State School's strength in catering for a wide range of learning abilities is reflected in our consistent performance in all areas of the NAPLAN tests in 2008. Our Learning Support and Special Education Teachers continue to provide a range of support programs to cater for individual learning needs. In response to the Smart Schools agenda, Drayton State School continued to embrace the integration of ICTs into the curriculum by purchasing new computers and upgrading cabling so that the school now hosts a Media Room of 27 computers, a mini lab in the library with 12 computers and pods of 8 computers in each of the teaching areas thus ensuring students great access to computer assisted learning.

Extra curricula programs have been varied and have included 'Roadshow' workshops with Harristown State High School, Environmental Education Programs at the Amaroo Environmental Education Centre, Questacon roadshow, Brainstorm Anti-Bullying Productions, participation in eisteddfod and 'Sing Out', TYME Festival and Music camps, Interschool and representative sporting fixtures and school visits by specialist presenters.

We are also proud of our school's history in being the second oldest school in Queensland, and communicate this through many of our programs and events whilst also delivering a contemporary curriculum that reflects the needs and aspirations of the current student population.

I trust that you find the information contained in this report about our school informative. If, after reading this report, any further information is required, please do not hesitate to contact me.

Sue Hagley

A/Principal

Future outlook

Drayton State School's Three Year Strategic Plan was designed in consultation with the school community and is designed to provide the framework for the future. Central to the plan is the continued enhancement of curriculum across all year levels and the ongoing commitment to improving learning outcomes. To facilitate these goals we reflect on and are guided by the main focus areas identified in the Triennial School Review:

Curriculum – High Expectations for All

Boys & Schools

ICT Integration

School Climate – Relationships

By using this tool for school improvement we are able to embed expectations and standards within the culture of the school. Our core belief is that **EVERY** student can achieve high standards appropriate to their particular learning needs and aspirations.

Our school prides itself on its practices of implementing inclusive education. The increasing diversity of our student population and growth in the Special Education Program demands that we remain very focussed on this agenda. Policies, practices and decision making will continue to be guided by the principles of equity and social justice and the development of responsible behaviour in our students. Staff professional development in catering for our diversity remains a high priority.

Key Strategies for the Future include:-

- Implementation of “What State Schools Value” Values Education Framework and the subsequent embedding of this into curriculum development
- The implementation of the “*You Can Do It*” Social Skills Program throughout the school to promote responsible behaviour
- Reviewing the Responsible Behaviour Plan to remain consistent with current school practices and trends
- Embedding of ICT and E-Learning strategies into curriculum programs and practice (facilities, pedagogy).
- Increased liaison with Harristown State High School to provide programs which reflect individual learning needs, particularly across the Middle Years Phase.
- Complementing the Developing Performance Framework for teachers by ensuring that Professional Development is accessible and increases their capability to provide relevant and purposeful learning experiences for our students.
- Embracing new facilities projects and engaging the community in modernising all campus facilities.
- The development and enhancement of relationships with our Pre-Prep community in order to maximise the potential for learning
- Drayton State School is privileged to have a supportive and active P&C who continue to provide resources and facilities for our school. Projects anticipated for completion in the future include:-
 - The construction of an ‘adventure trail’ area to finalise the refurbishment of the new playground area
 - Grants application for the redevelopment of the ‘Tiered Garden’ to an outdoor ‘amphitheatre’.
 - Purchase of resources for a new ‘Early Intervention’ program
 - Support for the upgrade of ICT hardware

OUR SCHOOL AT A GLANCE

School Profile

Drayton State School, situated on the southern outskirts of Toowoomba, is a medium sized, co-educational primary school, Prep to Year 7, with approximately 315 students and 13 classroom teachers.

Our administration team includes a Principal and Deputy Principal, Business Services Manager and Administrative Officer.

Support and extension programs are offered for those students with disabilities and/or special needs and those students with particular talents. We have a STLD (Support Teacher – Learning Difficulties) who services the school for two and a half days a week and an SEP teacher (Special Education Program) who works at the school for four days a week. Students who require scaffolding are fully integrated into the regular class setting.

Other specialist teaching staff include: - Teacher Librarian, Physical Education Teacher, Classroom Music Teacher and LOTE Teacher.

Visiting personnel include – Instrumental Music Teacher, Guidance Officer, Advisory Visiting Teachers, Behaviour Support Team members, Dental Van, School Nurse and Religious Instruction personnel.

Teacher Aides support our students in the classrooms. Our Teacher aides may also work in other areas: Library, Early Intervention with Literacy & Numeracy in Years 1 and 2, O.T. (fine & gross motor) and Support-A-Talker programs.

A Facilities Officer maintains our grounds and facilities along with our cleaners.

The school operates on an organisational structure which involves students, teachers and parents working together to achieve the educational objectives as outlined in our School Annual Operational Plan.

The school features classrooms of single or double teaching space design with wet areas, an off campus Prep, and a single on campus modular Prep building.

The school also has a tuckshop, Library/resource centre, Media room/computer lab, music areas and a literacy room. Our outdoor facilities include a cricket pitch, volleyball and netball courts, tennis court, three large multi-purpose outdoor covered areas with a designated shaded Prep play area.

The *Building the Education Revolution* funding will further enhance our facilities with the upgrade of classrooms, the construction of covered walkways, an outdoor learning area and a multi- purpose hall.

Curriculum offerings

Our distinctive curriculum offerings:

The Drayton State School Curriculum Plan specifies Core Learning for all students. The curriculum is drawn from the Essential Learnings in each of the eight Key Learning Area syllabuses. Specific outcomes for students with special needs are developed in Individual Education Programs for our Special Education Program students.

Additional co- curriculum opportunities include:

- Ag-Ed program for Year 7 students – access to Wilsonton Agricultural Centre
- Sustainability Education – Energy Efficiency & Water Wise programs
- Access to the Amaroo Environment Education Centre
- Gross and Fine Motor Skills Program for Early Phase Students
- Support - A -Talker Program for Early Phase Students
- Year 7 Leadership Workshop – Young Leader's Day
- Student Leadership Program focused upon team building and peer support
- Swimming lessons at Glennie Aquatic Centre
- School Camps and Excursion
- World of Maths Experiences

OUR SCHOOL AT A GLANCE

- Instrumental Music Tuition and Competitions
- Life Education Program
- Middle School Activities arranged in partnership with Harristown State High School
- Specialised skills development clinics for particular sports
- Specialised presentations eg. Questacon Roadshow & World of Maths workshops

How computers are used to assist learning

One Media Room/computer lab accommodates full classes of students with one to one access and a second computer lab positioned in the Resource Centre provides 12 computers for student access. The computer lab also is equipped with a fixed data-projector and surround-sound audio system. A Smart Classrooms mentor works one day a week to maintain the network and support staff and students in embedding ICT into the curriculum. Teachers are encouraged to integrate Information and Communication Technologies into all aspects of the student's learning. Each teaching area has the capacity to provide ICT integration in learning activities.

ICT development at Drayton State School is identified for additional resources in 2009 with the introduction of further interactive whiteboards and the enhancement of computer hardware. We embrace the Smart School's Agenda to develop a "learning community", whereby teachers undertake opportunities to develop meaningful and engaging learning experiences by completing their 'ICT Certificate' or 'Licence'. Access to professional development by teachers throughout 2009 will provide a catalyst for further development in this area.

Social climate

Drayton State School is the second oldest school in Queensland having been established in 1851. The school is situated on the southern outskirts of Toowoomba and children from Drayton, Toowoomba, Westbrook and Wyreema districts attend the school. The school maintains a steady growth and currently has 13 classes. The school hopes to offer After School Care from Term 4 and has supervised playground duty for children catching buses until 4.00pm daily.

At Drayton State School we have been proactive in promoting a school climate where students feel they belong to a school that accepts, supports and cares about them. The adoption of the Social Outcomes Program '*You Can Do It*' in 2009 will focus on proactive strategies to assist students, parents, staff and the wider community to foster appropriate values and attitudes towards positive citizenship. The five keys to success:-

- Confidence
- Persistence
- Getting Along
- Organisation
- Emotional Resilience

will be continually reinforced and used as the basis for awards and social outcomes lessons with students.

The partnership between our school and the parent community is strong and productive and we encourage parent, carer and community input through our P&C Association, being actively involved in your child's learning and classroom environment or by visiting our staff and administration team.

Results from the School Opinion Survey indicates that both parents and students are very satisfied with safety, behaviour and that children are happy to attend this school.

OUR SCHOOL AT A GLANCE

Involving parents in their child's education.

At Drayton State School the development of the partnership between the school, parents and the wider community is of paramount importance. We appreciate the support of parents in working with us to ensure each student achieves to his/her full potential. Open communication is the key to this partnership, with opportunities to meet with teachers and to contribute to school activities. Parents have numerous opportunities to become involved in the life of the school through a range of activities such as: supporting their children in the classroom, key events such as social, cultural and sporting days and through parent teacher interviews and information meetings.

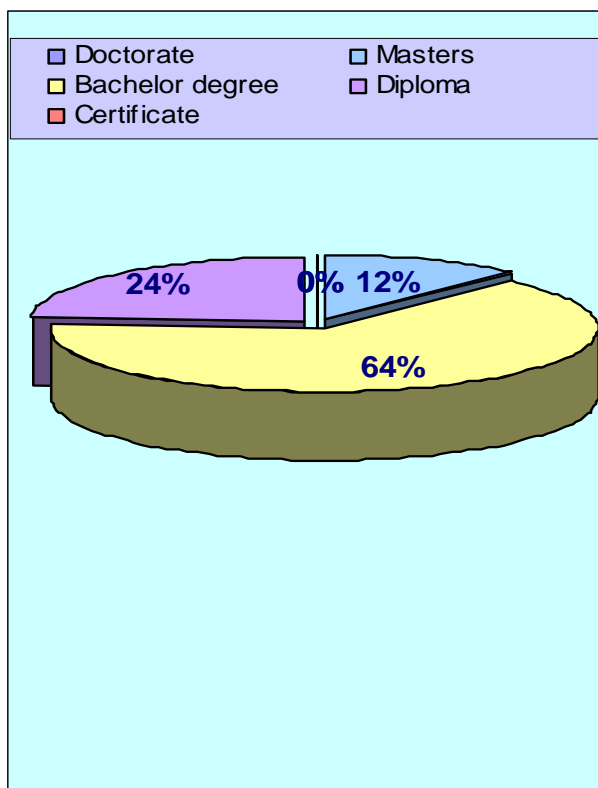
Many parents come along and assist in their child's classroom in all aspects of our curriculum from literacy blocks and maths groups to ICT, art and drama activities. Our inter-house swimming, cross country and track and field events are always well supported by the school community. The P&C Association is particularly active and supportive of all school activities and financially contributes to many school initiatives. Our P & C also provide advice on key strategic and school based issues. It consists of a number of sub committees, who report back to P & C meetings held on the first Monday of each month.

We value and acknowledge the work of parents at our annual Volunteers' Morning Tea as well as giving parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletters, assemblies and learning celebrations.

OUR STAFF PROFILE

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	16
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$21 500. The major professional development initiatives are as follows:
- Literacy Training for Teacher Aides & Early Phase teachers
- QSA Curriculum Training- Essential Learnings
- Literacy Solutions training – Reading Strategies
- The Professional Standards for Teachers
- The Developing Performance Framework
- Alignment Planning Sessions
- Essential Skills for Classroom Management
- LEM Phonics Training
- SEP & EAP Validation Training
- Learning Support Teacher Network Meetings
- Middle Phase of Learning focus groups in conjunction with Harristown State High School
- Pedagogical Licence attainment
- First Aid Training – CPR updates
- Curriculum Planning Release Time to work collaboratively on QCAR Curriculum Plans
- OneSchool Training

OUR STAFF PROFILE

- *Smart Classrooms Workshops*
- *Maths Investigations Workshops*
- *Student Protection Workshop*
- *The involvement of the teaching staff in professional development activities during 2008 was 100 %.*

Average staff attendance

- *For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.*

Proportion of staff retained from the previous school year.

- *From the end of the 2007 school year, 95 % of staff were retained by the school for the entire 2008 school year.*

PERFORMANCE OF OUR STUDENTS

Student attendance

The average attendance rate as a percentage in 2008 was 95%.

Key outcomes

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

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	351	455	550
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 90 %	87 %	98 %
Writing	Average score for the school	399	463	549
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 100 %	94 %	98 %
Spelling	Average score for the school	342	451	544
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 90 %	90 %	94 %
Grammar and Punctuation	Average score for the school	359	464	539
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 96 %	87 %	98 %
Numeracy	Average score for the school	361	441	567
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 88 %	94 %	98 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	50%
Writing	89%
Number	76%

PERFORMANCE OF OUR STUDENTS

Value added

Literacy and Numeracy

Many students received intervention support in 2008 using funding from the Upper Primary Literacy Grant, the Even Start Program and the Year 2 Intervention Strategy. Intervention was provided utilizing the services of trained teachers and our teacher aides providing intensive literacy and numeracy intervention across all year levels. This is a clear indicator that we are determined to consistently add value to **all** students' learning.

Supportive School Environment

Class mentoring programs between students in the lower and upper school phases. The Responsible Behaviour Plan for Students was reviewed and changes implemented. Student achievement is recognised at an end of year awards ceremony.

Community Involvement

Students are actively involved in a number of community based events such as leading the school Anzac & Remembrance Day ceremonies and participating in the local community events. Fundraising for local charities is also an important initiative led by the school's Student Council.

Upgrading Facilities

Drayton State School consistently strives to upgrade existing facilities. The school has a fully air conditioned Media Room and Library, separate playgrounds for upper and lower school students, a large oval, synthetic tennis court and excellent learning resources which cater for all students.

Parents and Citizens' Association

An active, supportive and focussed P&C Association which operates the Tuckshop and initiates many other fundraising strategies thus funding the purchase of many resources for the school each year. Our school acknowledges the hard work and dedication of the parents and volunteers who contribute to our great school each year.

Parent, student and teacher satisfaction with the school

Overall, satisfaction from all members of the school community, as indicated in the School Opinion Survey for 2008 was very positive. Drayton State School has a very positive and supportive community of students, parents and teachers.

Parents responded with an 90% satisfaction rating in relation to Drayton State School being a good school, whilst students responded with 88%. Parents and students highlighted their satisfaction with the access to Learning

Technology which is available at the school. Parents and students generally indicated that they were pleased with most aspects of school climate, learning climate and school community relations.

Staff responded with a 88% satisfaction response on average in relation to the school being a good place to work and that they are happy working in the school.