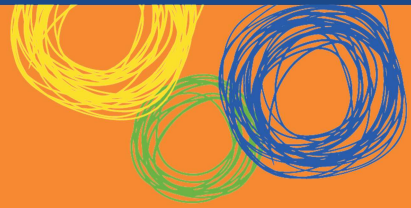


Petrie State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The Petrie School Annual Report aims to provide parents and the community with information that is common to all schools in Queensland. It outlines highlights and successes of the school during the 2013 academic year and consists of three sections:

- Our school at a glance
- Our staff profile
- Performance of our students

The report is linked to various systemic documents and at the school level, the Annual Operational Plan and the School Strategic Plan.

School progress towards its goals in 2013

The 2013 focus was on continuing the implementation of the Australian curriculum (English, Maths, Science and History); continuous improvement in Literacy and Numeracy outcomes for students; the development and implementation of a Pedagogical Framework to guide pedagogical practice; and the development of school and community partnerships. Below is a snapshot of achievements.

- NAPLAN results for Reading indicate that 91% of Year 3 students, 97% of Year 5 students, and 96% of Year 7 students are achieving above the National Minimum Standard. This was an improvement for all Year levels from 2012. 34% of Year 3 students, 21% of Year 5 students, and 17% of Year 7 students performed in the Top Two Bands.
- NAPLAN results for Numeracy indicate that 87% of Year 3 students, 90% of Year 5 students, and 100% of Year 7 students achieved above the National Minimum Standard. This was an improvement for Year 5 and Year 7 from 2012. 23% of Year 3 students, 17% of Year 5 students and 5% of Year 7 students achieved in the Top Two Bands. This was a considerable improvement on 2012 results.
- Voluntary student participation in ICAS (International Competitions and Assessments for Schools) competitions resulted in:
 - 22 Credits achieved across Mathematics, English, Spelling and Science

Queensland State School Reporting

2012 School Annual Report



- 8 Distinctions achieved across Mathematics, English and Spelling
- 1 High Distinction in Spelling
- Implementation of a Parent Forum to facilitate parent involvement with school activities and strategic direction; which then became the Petrie Partners Community Forum.
- The Pedagogical Framework is becoming fully embedded in the way business is conducted at Petrie – based on a Positive School Culture; High Expectations for All; Quality Teaching Learning and Assessment; and a Supportive Learning Environment.
- In the Teaching and Learning audit the school was commended for progress made in the areas of An Explicit Improvement Agenda, Analysis and Discussion of Data, Expert Teaching Team and Systematic Curriculum Delivery. The school was rated High and/or Outstanding in all areas.

Future outlook

In 2014 we will focus on achieving continuous improvement in Literacy and Numeracy for all students. This will be done through significant allocation of funds and time for teachers to engage in professional development aimed at strengthening and building teacher capability.

Other areas for focus in 2014 will be:

- Implement a whole-school Reading and Phonological Awareness program
- Implement a whole-school Mathematics program
- Use Data Walls to design individual learning plans
- Use learning goals and feedback to support student improvement
- Implement strategies from the Art and Science of Teaching as part of our Pedagogical Framework
- Implement Developing Performance Plans for all staff
- Implement Professional Learning Communities as a means of developing understanding of student achievement and targeting support and intervention
- Further develop the Petrie Partners Program
- Use School Wide Positive Behaviour Support as a means of teaching and reinforcing expected student behaviours, thereby enhancing our Supportive Learning Environment
- Transition to Secondary School for Year 6 and Year 7 students

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	559	258	301	96%
2012	564	260	304	94%
2013	563	262	301	95%

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

Characteristics of the student body:

The Petrie State School community draws upon the well-established suburb of Petrie with neighbouring suburbs being recently developed. Rail links and bus services transport students from other suburbs to attend the school.

The enrolment has been steady over the last number of years. Data informs us that some students attend from the surrounding suburbs of Joyner, Lawnton, Kallangur, Bray Park, Narangba, Warner, Strathpine and Dayboro. Overall, the population is fairly stable with an increasing number of families enrolling from nearby suburbs and interstate.

Most students are from a European background, with a small percentage of Indigenous students and students from a non-English speaking background.

A small number of families experiencing poverty have enrolled in the school and the school supports them in a number of ways.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	24
Year 4 – Year 7 Primary	26	27	27
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	44	67	44
Long Suspensions - 6 to 20 days	4	3	6
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

- Targeted intervention programs throughout the whole school
- Enrichment and challenge opportunities for high achievers
- Social skills program – Bounce Back
- A strong Special Education Program guided by inclusive practices

Extra curricula activities:

- An award winning Instrumental Music Program (Strings and Concert Band), linking with similar programs in our feeder high school
- Junior and Senior choirs
- Dance group
- Annual Cross Country, Athletics Day and opportunities to access all sporting trials at Pine Rivers District level and beyond
- Excursions, Arts Council productions and academic competitions
- Environment Club
- Battle of the Brains participation for students in Year 7
- Fun-da-mentals Mathematics enrichment day at Pine Rivers State High School for students in Year 6
- Camps for students in Years 5 and 7
- Leadership development training for student leaders with local primary school cluster
- Library assistant program for student in Year 4-7
- School discos, weekly school assemblies and visiting programs encouraging participation in a variety of sports

How Information and Communication Technologies are used to assist learning

Teachers are using Information and Communication Technologies (ICTs) for planning, assessment, curriculum delivery, reporting and the use of online content and services. ICTs are increasingly embedded in the teaching and learning process with interactive whiteboards and data projectors in every classroom. There are two computer labs and a class set of iPads in the school.

Teachers are active participants in professional development in the application of ICTs. Year levels actively develop ICT and information literacy skills. Students use ICTs in their learning activities across curriculum areas.

Social climate

The school provides a supportive and safe environment for all students, the basis of which is the school's Responsible Behaviour Plan for Students.

A Student Welfare Committee meets to support the social/emotional and academic needs of students, whether they have a learning difficulty, disability or require extension due to high academic performance. Additional student support is provided by the school Guidance Officer, who is available two days per week.

The school liaises with outside support services to coordinate and facilitate support for families in need. The School Chaplain works at the school for two days per week and has supported many families and individual students.

We believe that quality student outcomes are the result of a partnership between parents, teachers and the school administration ; and are maintained by a safe and supportive school environment, quality school curriculum and teacher pedagogy.

Our school at a glance

Parent, student and staff satisfaction with the school

Parents and students are satisfied with the education provided at the school. It is pleasing there has been an improvement in satisfaction in almost all areas. The data shows that our focus now needs to be on student behaviour. This will be addressed through the implementation of School Wide Positive Behaviour Support.

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)	91%	100%
this is a good school (S2035)	82%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	95%
their child is making good progress at this school* (S2004)	87%	95%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%
teachers at this school motivate their child to learn* (S2007)	87%	100%
teachers at this school treat students fairly* (S2008)	87%	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	95%
this school works with them to support their child's learning* (S2010)	87%	95%
this school takes parents' opinions seriously* (S2011)	70%	95%
student behaviour is well managed at this school* (S2012)	78%	90%
this school looks for ways to improve* (S2013)	91%	95%
this school is well maintained* (S2014)	95%	90%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	94%
they like being at their school* (S2036)	86%	96%
they feel safe at their school* (S2037)	86%	94%
their teachers motivate them to learn* (S2038)	97%	95%
their teachers expect them to do their best* (S2039)	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	89%	93%
teachers treat students fairly at their school* (S2041)	79%	83%
they can talk to their teachers about their concerns* (S2042)	84%	87%
their school takes students' opinions seriously* (S2043)	71%	88%
student behaviour is well managed at their school* (S2044)	71%	68%

Our school at a glance

their school looks for ways to improve* (S2045)	90%	97%
their school is well maintained* (S2046)	74%	89%
their school gives them opportunities to do interesting things* (S2047)	90%	91%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		95%
they feel that their school is a safe place in which to work (S2070)		98%
they receive useful feedback about their work at their school (S2071)		82%
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)		77%
staff are well supported at their school (S2075)		86%
their school takes staff opinions seriously (S2076)		95%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		75%
their school gives them opportunities to do interesting things (S2079)		86%

* 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

Parents are encouraged to be involved in their child's education by participating in classroom activities to support the teacher and students. In addition to an information session at the beginning of the year and formal parent-teacher interviews and written reports twice yearly, parents are also invited to information sessions regarding developing skills in the early learner, Mathematics and Literacy.

Parents are also involved in working bees to improve the school grounds, supervision at school discos, volunteer work in the tuckshop and support for the school's involvement in things such as Creative Generation and musical performances. The P&C provides a forum for parents to be involved in many aspects of school organisation.

There is always an open-door policy when it comes to the welfare and wellbeing of all students.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. The school currently has six rainwater tanks storing a total capacity of 109 000 litres. Two of these rainwater tanks are connected to toilets and the water from the others is used for gardens and cleaning. The school has solar panels (2050 w) installed. A student environmental group focuses on waste minimisation. Paper recycling is now part of school business and the next goal is to reduce the amount of food scraps going to land fill by composting and worm farming.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	146,741	2,471
2011-2012	141,891	4,968
2012-2013	142,926	1,790

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.

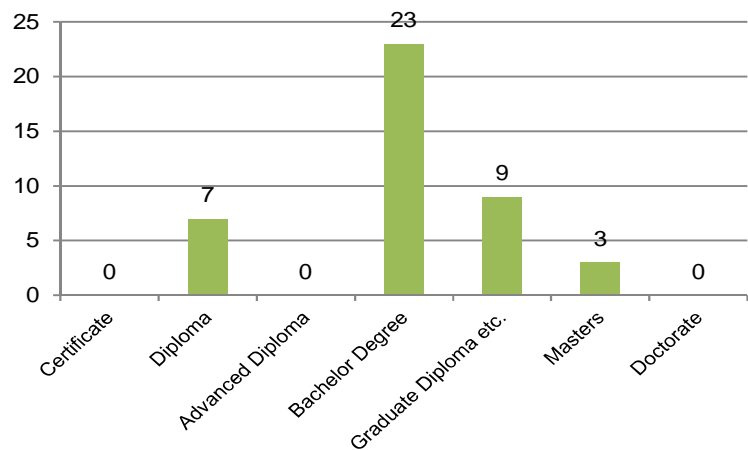
Performance of our students

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	42	30	0
Full-time equivalents	35	16	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.	9
Masters	3
Doctorate	0
Total	42



* 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 \$ 10 125.00. The major professional development initiatives are as follows:

- Comprehension strategies and the teaching of Reading
- Support for students with disabilities
- Essential skills for Behaviour Management
- The Art and Science of Teaching

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%	96%	95%

Performance of our students

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 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.

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

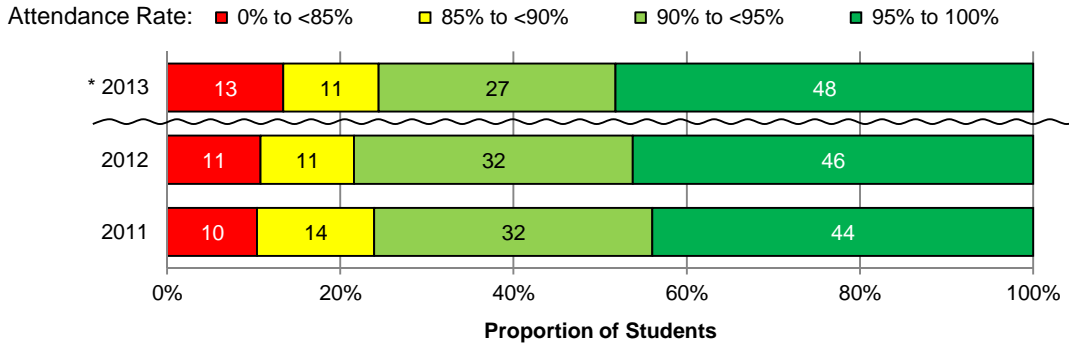
Student attendance rate for each year level (shown as a percentage)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	93%	92%	93%	93%	94%	94%					
2012	92%	92%	92%	94%	93%	92%	93%					
2013	93%	91%	93%	92%	94%	92%	92%					

DW = Data withheld to ensure confidentiality.

Performance of our students

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

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.

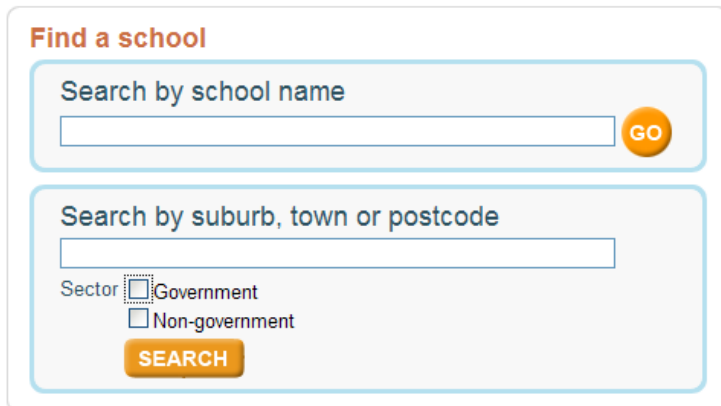
Rolls are marked twice a day. If a student is absent for three days without a reason being given by the parent, the parent is contacted by the school and asked for an explanation. If a child is absent for a long period of time without a satisfactory reason, the Principal or Deputy Principal will call the parent to ask the reason. In some cases, a home visit is made. If the absences continue, then the relevant departmental letter is sent and a meeting is organised with the parent. In the case of continued non-attendance, a further letter outlines the parent's legal responsibilities in relation to compulsory schooling. Police are contacted in cases where parents do not fulfil their responsibilities.

Performance of our students

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 is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular 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

Due to the small cohort of indigenous students, achievement data has been withheld for confidentiality.

Attendance:

% of All Students Attendance <85% was 13.4

% of Indigenous students Attendance <85% was 22.2