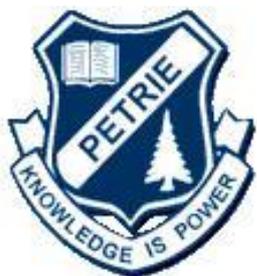


Petrie State School

Queensland State School Reporting

2014 School Annual Report



Postal address	42 Dayboro Road Petrie 4502
Phone	(07) 3285 0333
Fax	(07) 3285 0300
Email	the.principal@petriess.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	The Principal

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 2014 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 2014

The 2014 focus was on continuing the implementation of the Australian curriculum (English, Maths, Science, History and Geography); continuous improvement in Literacy and Numeracy outcomes students; the implementation of the Art and Science of Teaching through the Pedagogical Framework; and the development of school and community partnerships to support transition into Prep and Secondary School. Below is a snapshot of achievements.

- NAPLAN results for Reading indicate that 91% of Year 3 students, 85% of Year 5 students, and 92% of Year 7 students are achieving above the National Minimum Standard. 36% of Year 3 students, 33% of Year 5 students, and 17% of Year 7 students performed in the Top Two Bands.
- NAPLAN results for Numeracy indicate that 97% of Year 3 students, 93% of Year 5 students, and 92% of Year 7 students achieved above the National Minimum Standard. This was an improvement for Year 3 and Year 5 from 2013. 33% of Year 3 students, 15% of Year 5 students

and 22% of Year 7 students achieved in the Top Two Bands. For Year 3, this was a considerable improvement on 2013 results.

- Voluntary student participation in ICAS (International Competitions and Assessments for Schools) competitions resulted in:
 - 22 Merits achieved across English, Mathematics, Science, Writing and Spelling
 - 20 Credits achieved across Mathematics, English, Spelling, Writing and Science
 - 5 Distinctions achieved across Mathematics, Science, Writing and Spelling
 - 1 High Distinction achieved in Writing
- Local Kindergarten and Day-care Centres supported in an 8-week transition program for Prep students, and 3 centres attended and participated
- The Pedagogical Framework is fully embedded. It is based on a Positive School Culture; High Expectations; Quality Teaching Learning and Assessment; and a Supportive Learning Environment. The Art and Science of Teaching is woven through the 'HOW' in the way business is conducted at Petrie.

Future outlook

In 2015 we will continue the focus on improvement in Literacy and Numeracy for all students. The focus will also continue to be on building teacher capability.

Areas for focus in 2015 will be:

- Develop teacher practices in the 5 reading procedures of Reading Aloud to students; Modelled Reading; Shared Reading; Guided Reading; Independent Reading.
- Embed elements of Context, Representation, Mathematics and Reflection in Mathematics lessons
- Use data driven intervention strategies to ensure students reach NMS or have an ISP/ICP (GRG) in reading and numeracy; and that optimal learning and challenge opportunities are provided for U2B students
- Build use of School Wide Positive Behaviour Support as a means of teaching and reinforcing expected student behaviours, thereby continuing to enhance our Supportive Learning Environment

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	564	260	304	94%
2013	563	262	301	95%
2014	596	268	328	94%

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.

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		
	2012	2013	2014
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	27	27	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	67	44	48
Long Suspensions - 6 to 20 days	3	6	0
Exclusions [#]	0	0	2
Cancellations of Enrolment	0	0	0

[#] 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

- 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
- Annual Cross Country, Athletics Day and opportunities to access all sporting trials at Pine Rivers District level and beyond
- Excursions and academic competitions
- Fun-da-mentals Mathematics enrichment day at Pine Rivers State High School for Year 6 students
- 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
- 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. The implementation of School Wide Positive

Behaviour Support as a means of teaching and reinforcing expected student behaviours has enhanced our Supportive Learning Environment.

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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	91%	100%	88%
this is a good school (S2035)	82%	100%	92%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	96%	95%	88%
their child is making good progress at this school* (S2004)	87%	95%	86%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	84%
teachers at this school motivate their child to learn* (S2007)	87%	100%	88%
teachers at this school treat students fairly* (S2008)	87%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	91%	95%	98%
this school works with them to support their child's learning* (S2010)	87%	95%	84%
this school takes parents' opinions seriously* (S2011)	70%	95%	90%
student behaviour is well managed at this school* (S2012)	78%	90%	86%
this school looks for ways to improve* (S2013)	91%	95%	91%
this school is well maintained* (S2014)	95%	90%	90%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	93%	94%	94%
they like being at their school* (S2036)	86%	96%	94%
they feel safe at their school* (S2037)	86%	94%	84%
their teachers motivate them to learn* (S2038)	97%	95%	95%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	99%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	93%	91%
teachers treat students fairly at their school* (S2041)	79%	83%	82%
they can talk to their teachers about their concerns* (S2042)	84%	87%	81%
their school takes students' opinions seriously* (S2043)	71%	88%	87%
student behaviour is well managed at their school* (S2044)	71%	68%	78%
their school looks for ways to improve* (S2045)	90%	97%	93%
their school is well maintained* (S2046)	74%	89%	88%
their school gives them opportunities to do interesting things* (S2047)	90%	91%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	91%
they feel that their school is a safe place in which to work (S2070)		98%	87%
they receive useful feedback about their work at their school (S2071)		82%	89%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		100%	92%
student behaviour is well managed at their school (S2074)		77%	77%
staff are well supported at their school (S2075)		86%	79%
their school takes staff opinions seriously (S2076)		95%	85%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		75%	83%
their school gives them opportunities to do interesting things (S2079)		86%	87%

* 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

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 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. Paper recycling is part of school business.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	141,891	4,968
2012-2013	142,926	1,790
2013-2014	256,102	2,004

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.

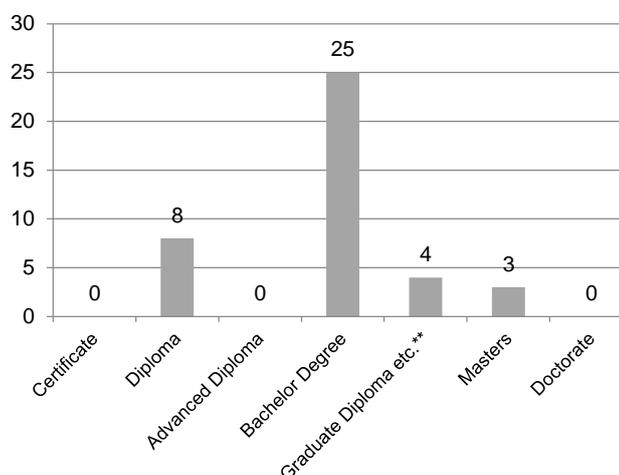
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	32	<5
Full-time equivalents	37	17	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
Total	40



*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 \$16000

The major professional development initiatives are as follows:

- Comprehension strategies and the teaching of Reading
- The Art and Science of Teaching
- Warm ups in Mathematics lessons
- School Wide Positive Behaviour Support

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% 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

Search by suburb, town or postcode

Sector Government
 Non-government

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%	93%

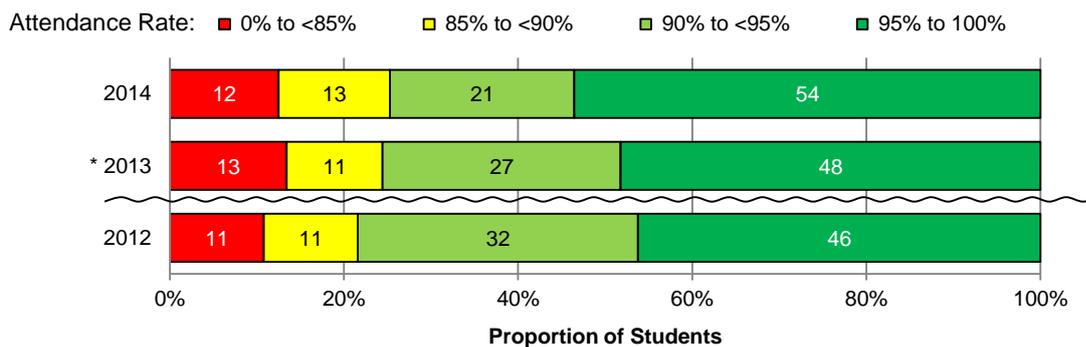
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	92%	92%	92%	94%	93%	92%	93%					
2013	93%	91%	93%	92%	94%	92%	92%					
2014	92%	94%	93%	93%	93%	94%	92%					

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.

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.

Incentives to improve attendance were offered, such as a prize for the students with the highest attendance rate, and random prizes drawn for students at school that day.

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

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

% of All Students Attendance <85% was 12.5

% of Indigenous students Attendance <85% was 27