

Petrie State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Our school motto of "Knowledge is Power" epitomises the attributes of a lifelong learner. We are supporting our teaching staff by focusing on pedagogy. This has been based on research, including using Art and Science of Teaching (ASOT).

This involves coaching, a renewal of practices through professional development and discussions, analysing data and sharing students' relative gain at timely intervals.

Communication is very important to us and partnerships with parents are very strong. We believe it is important for parents to have a meaningful contribution to their child's journey through the school.

Our Responsible Behaviour Plan outlines our School Rules:

- Respect for Property
- Respect for Others
- Respect for Learning
- Respect for Yourself

At Petrie State School our students and student learning outcomes are our focus.

School progress towards its goals in 2015

The 2015 focus was on embedding the Australian curriculum (English, Maths, Science, History and Geography); continuous improvement in Literacy and Numeracy outcomes for students; the development of a Balanced Reading Program across the school; implementation of the Art and Science of Teaching through the Pedagogical Framework; and the continued 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 81.9% of Year 3 students, and 89.9% of Year 5 students are achieving above the National Minimum Standard. 29.8% of Year 3 students, and 21.5% of Year 5 students performed in the Top Two Bands.
- NAPLAN results for Numeracy indicate that 92.4% of Year 3 students, and 91.1% of Year 5 students are achieving above the National Minimum Standard. 22.8% of Year 3 students, and 16.5% of Year 5 students performed in the Top Two Bands
- Voluntary student participation in ICAS (International Competitions and Assessments for Schools) competitions resulted in:
 - 8 Merits achieved across Science, Writing and Spelling, English and Mathematics;
 - 14 Credits achieved across Science, Writing and Spelling, English and Mathematics;
 - 5 Distinctions achieved across Science, Writing and Spelling, and Mathematics.
- Local Kindergarten and Day-care Centres continue to support in an 8-week transition program for Prep students, and 3 centres had staff attend and participate
- 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 2016 we plan to achieve continuous improvement in Literacy and Numeracy for all students with a key focus on Reading. This will be achieved in classrooms where teachers are supported to differentiate and make appropriate adjustments to meet the learning needs of all students. This support will be in the form of a significant allocation of funds and time for teachers to engage in professional development. There will be a strong focus on strengthening and building teacher capability to achieve pedagogical excellence and consistency across all classrooms.

AIP priorities

Successful Learners	Great People Teaching Quality Principal Leadership & Performance	High Standards School Performance	Engaged Partners Regional Support Local decision making
Analysis and discussion of data Culture that promotes learning Differentiated Teaching and Learning Researched Based Improve student Attendance	Effective Pedagogical Practices - Researched Based Expert Teaching Team Pedagogical Framework PLT Professional Learning Teams Literacy Priority- Numeracy Priority	Explicit improvement Agenda: Targeted improvement plan Systemic Curriculum Delivery SWPBS-School Wide Positive Behaviour Support Celebrate Success	P&C School and community partnerships Regional support Best Practice Networks with other schools

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	563	262	301	26	95%
2014	596	268	328	33	94%
2015	564	247	317	28	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Petrie State School has an Enrolment Management Plan. All students who live within our catchment area are eligible for enrolment at Petrie State School.

Students who live outside of our catchment area are able to be enrolled if class positions are available. This process requires the completion of an out-of-catchment application form, and submitting it to the school office. The student will be placed on a waiting list and families will be advised if a position becomes available. Out-of-catchment applications will only remain current for the school year in which they apply to enrol.

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. 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 who are experiencing poverty have enrolled in the school and the school supports them in a number of ways.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	23	22
Year 4 – Year 7 Primary	27	26	27

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	44	48	33
Long Suspensions - 6 to 20 days	6	0	0
Exclusions	0	2	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Improve teacher capability through focused coaching and professional development to improve student performance.
- Enhance the Petrie State School P-3 Intervention program with additional human and physical resources to deliberately and strategically target and support students to reach the National Minimum Standards.
- Continue to increase participation of local kindergarten providers in our transition to Prep program to ensure students are school ready.
- Provide additional resources to support curriculum development and practice within the classroom.
- Gather and analyse individual Early Start student data to identify students needing intensive support.
- Collaboratively work with the Master Teacher through the use of the gradual release model to focus on reading and comprehension strategies. This will ensure consistency of planning, teaching and learning; and ongoing professional development for teachers, teacher aides and parents/carers in support strategies.
- Collaboratively work with the Numeracy Teacher through the use of the gradual release model to focus on number, and further embedding the elements of Context, Representation, Mathematics and Reflection in Maths lessons, as well as further extension. This will ensure consistency of planning, teaching and learning and ongoing professional development for teachers, teacher aides and parents/carers in support strategies.
- Provide additional enrichment for students in Year 5 who are at or close to the upper 2 bands in numeracy through enquiry based learning with the Numeracy Teacher.
- Enable data based conversations on student progress through the monitoring of data across year levels through the year level PLTs.
- Identify and develop individual support provisions for students who are struggling to reach National Minimum Standards, including developing individual learning goals and targets. Develop Individual Learning Plans to support students who are working significantly below or above the National Minimum Standard and who require alternate curriculum to be presented to consolidate or enrich.
- Develop a culture of celebration for students who reach and exceed targets.
- Provide consistent, regular and timely feedback to parents/carers about the strategies used to support their child and the strategies that can followed up and used at home to enhance the school support.
- Provide ongoing opportunities for feedback to all staff on effectiveness of intervention programs.
- Embed a culture of classroom observation and feedback through the gradual release model.
- Provide pre-Prep students with a comprehensive 8-week transition program involving the local kindergartens and day care centres, focusing on school readiness, fine and gross motor, Numeracy and Literacy skills.

Extra curricula activities

- An award winning Instrumental Music Program (Strings and Concert Band) that links with similar programs in our main feeder high school
- Junior and Senior choirs
- Annual Cross Country, Athletics Day and opportunities to access all sporting trials and Pine Rivers District level and beyond

- Excursions and academic competitions
- Fun-da-mentals Mathematics enrichment day at Pine Rivers State High School for students in Year 6
- Camps for students in Years 5 and 6
- Leadership development training for student leaders with local primary school cluster
- Library assistant program for student in Year 4-6
- School discos, weekly school parades and visiting programs encouraging participation in a variety of sports.

How Information and Communication Technologies are used to improve learning

ICT is integrated across the curriculum in all year levels. With access to Electronic Whiteboards and data projectors in each classroom, students use computer and other technologies as an integral part of their learning.

There are two Internet capable labs with 32 computers in each and one mini lab of 13 computers in the library. All classes have the opportunity to access the labs. The school has a trolley of a class set of iPads which all classes may access; as well as iPads in many classrooms. This structure ensures student ICT learning is future focussed and embedded in daily practice.

Social Climate

Petrie State School is committed to providing a safe, supportive and inclusive environment which maximises the educational opportunities and outcomes for all students. The school recognises that for optimal learning to take place, we must provide an inclusive, supportive environment. Our Responsible Behaviour Plan for Students is based on rights, responsibilities, rules and consequences. All students, staff and community members are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Our school community has identified the following values to teach and promote our high standards of responsible behaviour.

- Respect property
- Respect others
- Respect learning
- Respect yourself

School Wide Positive Behaviour Support

Petrie uses School Wide Positive Behaviour Support (SWPBS) to improve academic and behavioural outcomes for all students. It is based on clear expectations that can be applied and taught in every context.

School-wide - all students, all staff, all settings

Positive - explicitly teaching and acknowledging expected social behaviour and emotional self-discipline

Behaviour – focus on what we do, how we do it, when we do it and how we feel about it

Support – ensuring that interventions improve the quality of life for the whole community

Expectations at Petrie are based on our POLY values – respect for Property, respect for Others, respect for Learning, and respect for Yourself.

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, available twice days per fortnight.

The school liaises with outside support services to coordinate and facilitate support for families in need. A 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 supported by a safe and supportive school environment, quality school curriculum and teacher pedagogy.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	88%	85%
this is a good school (S2035)	100%	92%	95%
their child likes being at this school (S2001)	100%	94%	92%
their child feels safe at this school (S2002)	100%	94%	90%
their child's learning needs are being met at this school (S2003)	95%	88%	82%
their child is making good progress at this school (S2004)	95%	86%	85%
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)	100%	84%	92%
teachers at this school motivate their child to learn (S2007)	100%	88%	95%
teachers at this school treat students fairly (S2008)	100%	94%	79%
they can talk to their child's teachers about their concerns (S2009)	95%	98%	89%
this school works with them to support their child's learning (S2010)	95%	84%	87%
this school takes parents' opinions seriously (S2011)	95%	90%	81%
student behaviour is well managed at this school (S2012)	90%	86%	49%
this school looks for ways to improve (S2013)	95%	91%	95%
this school is well maintained (S2014)	90%	90%	74%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	94%	87%
they like being at their school (S2036)	96%	94%	90%
they feel safe at their school (S2037)	94%	84%	86%
their teachers motivate them to learn (S2038)	95%	95%	93%
their teachers expect them to do their best (S2039)	99%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	91%	94%
teachers treat students fairly at their school (S2041)	83%	82%	77%
they can talk to their teachers about their concerns (S2042)	87%	81%	79%
their school takes students' opinions seriously (S2043)	88%	87%	83%
student behaviour is well managed at their school (S2044)	68%	78%	75%
their school looks for ways to improve (S2045)	97%	93%	97%
their school is well maintained (S2046)	89%	88%	82%
their school gives them opportunities to do interesting things (S2047)	91%	93%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	91%	94%
they feel that their school is a safe place in which to work (S2070)	98%	87%	96%
they receive useful feedback about their work at their school (S2071)	82%	89%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	90%	97%
students are encouraged to do their best at their school (S2072)	100%	98%	96%
students are treated fairly at their school (S2073)	100%	92%	87%
student behaviour is well managed at their school (S2074)	77%	77%	60%
staff are well supported at their school (S2075)	86%	79%	75%
their school takes staff opinions seriously (S2076)	95%	85%	82%
their school looks for ways to improve (S2077)	100%	96%	92%
their school is well maintained (S2078)	75%	83%	67%
their school gives them opportunities to do interesting things (S2079)	86%	87%	82%

'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

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 parent-teacher interviews, parents are invited to information sessions regarding developing skills in the early learner, Mathematics and Literacy. Parents are also involved in the school and P&C newsletter distribution, 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 good forum for parents to have their say on many aspects of school organisation.

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
2012-2013	142,926	1,790
2013-2014	256,102	2,004
2014-2015	165,958	3,740

*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.

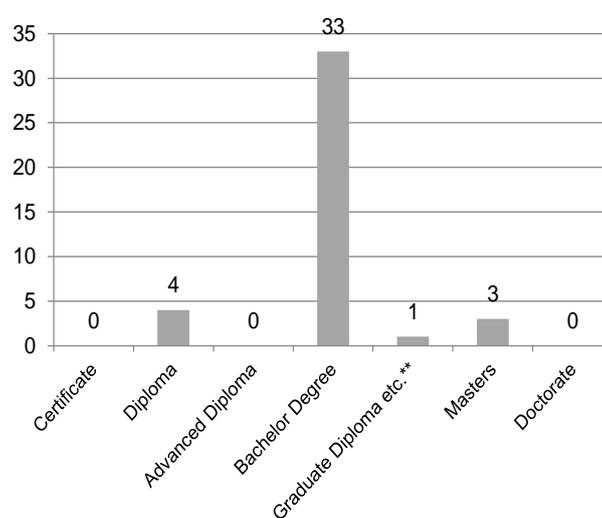
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	41	30	<5
Full-time equivalents	37	17	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
Total	41



*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 2015 were \$30,000

The major professional development initiatives are as follows:

- School Wide Positive Behaviour
- Developing Performance Framework with all staff (teaching and non-teaching), ensuring alignment to school improvement priorities and individual needs.
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	89%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

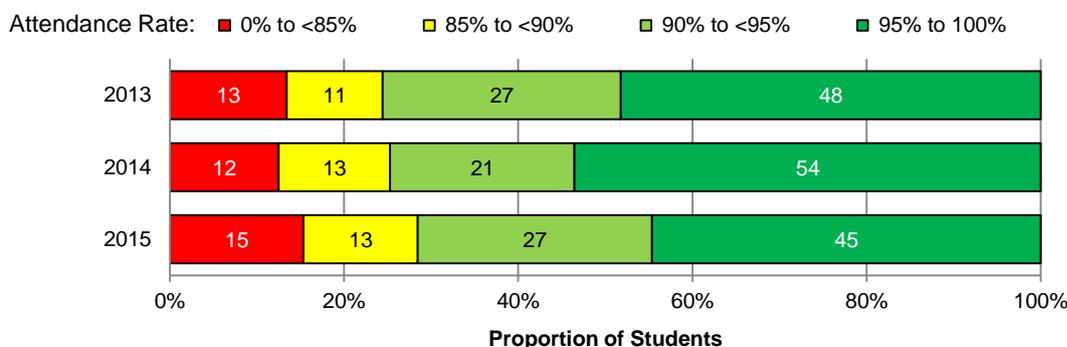
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	93%	91%	93%	92%	94%	92%	92%					
2014	93%	92%	94%	93%	93%	93%	94%	92%					
2015	92%	92%	93%	93%	92%	92%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

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.

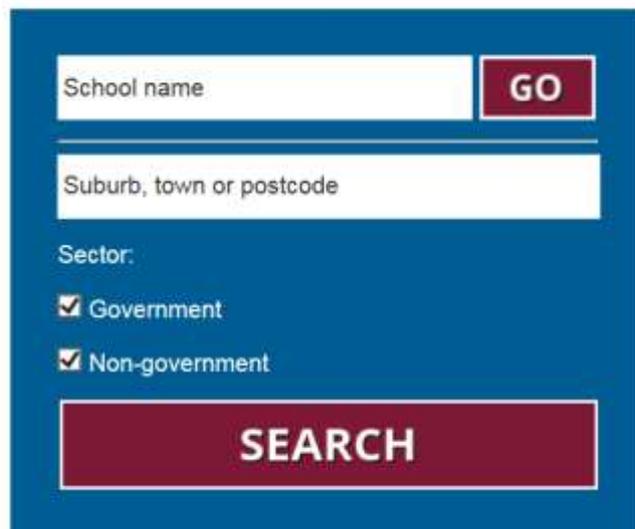
Incentives to improve attendance were offered, such as a prize for the students with the highest attendance rate, and random prizes drawn for students at school that day.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says '**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.