Petrie State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

We are working together to ensure that every day, in every classroom, every student is learning and achieving.

Positive relationships and a positive school culture is our platform. Every day, our school community works together to achieve our school vision. We believe in strong partnerships with our parents and community. Our teaching and support staff focus on developing an inclusive, safe and supportive learning environment that celebrates the school's rich diversity while focusing on the achievement and wellbeing of each individual student. Our goals are to develop each student to his/her intellectual potential while maintaining a wholesome attitude to life and learning, developing attitudes of cooperation and tolerance, and developing a healthy mind in a healthy body.

Petrie's Responsible Behaviour Plan is based on mutual respect and responsibility. Respect is the basis of positive relationships between colleagues, parents, students and the wider school community. It enables us to provide safe, supportive and inclusive learning environments, and to support the learning and achievement of every student.

Our inclusive curriculum caters for the individual needs of each student, whether they need support or enrichment in academic areas, behavioural or social support, or disabiity support. Intervention programs are provided to students identified through diagnostic tests, NAPLAN and classroom assessment. Individual needs are catered for with assistance from Support Teachers in Literacy and Numeracy, special education teachers, teacher aides, advisory visiting teachers and volunteers.

Student interests and strengths are developed through access to extra-curricular programs including sport and instrumental music; and through participation in events such as District sporting trials, Music Festival, Maths tournaments, Battle of the Brains and Creative Generation. Petrie excels in these areas.

Our key priority is improvement in Literacy (specifically Reading and Spelling) and Numeracy for all students. This will be achieved by supporting teachers to differentiate and make appropriate adjustments to the Australian Curriculum to meet the learning needs of all students. This support is in the form of a significant allocation of funds for additional teacher aides in classrooms; funds and time for teachers to engage in professional development; and a strong focus on strengthening and building teacher capability to achieve pedagogical excellence and consistency across all classrooms. High expectations for all students, providing timely feedback, analysing systemic and school data together with development of action plans help to enable significant progress.

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 is based on research, including using the Art and Science of Teaching (ASOT). Our approach involves coaching, a renewal of practices through professional development and discussions, analysing data and sharing student's 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 be able to make 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 2016

The 2016 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 92.9% of Year 3 students, and 86.6% of Year 5 students are achieving above the National Minimum Standard. 31.4% of Year 3 students, and 28.3% of Year 5 students performed in the Top Two Bands.

- NAPLAN results for Numeracy indicate that 94.1% of Year 3 students, and 89.7% of Year 5 students are achieving above the National Minimum Standard. 17.7% of Year 3 students, and 20.6% 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 English, Mathematics, Science, Writing and Spelling
  - 19 Credits achieved across Mathematics, English, Spelling, Writing and Science
  - 5 Distinctions achieved across Mathematics, Science, Writing and Spelling
  - 1 High Distinction achieved across Mathematics, Science, Writing and Spelling

- Local Kindergarten Centres continue to support in an 8-week transition program for Prep students, and 3 centres had staff attend and participate in the program

- 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 2017 we plan to continue improvement in Literacy and Numeracy outcomes 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, with a strong focus on strengthening and building teacher capability to achieve pedagogical excellence and consistency across all classrooms.

Annual Improvement Plan 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 - Positive behaviour for learning	- Effective pedagogical practices - researched based - Expert teaching team - Pedagogical framework - PLT Professional Learning Teams - Literacy Priority- Numeracy Priority	- Explicit improvement Agenda: - Targeted improvement plan - Systematic 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 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	596	268	328	33	94%
2015*	564	247	317	28	95%
2016	591	250	341	28	96%

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 2016, 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

Overview

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.

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. We have a number of children whose parents and/or grandparents attended Petrie.

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.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	23
Year 4 – Year 7	26	27	27
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Our beliefs about learning are:
- All children can learn.
- Learners are supported by a safe and supportive school environment and caring relationships.
- Strong partnerships with parents and the wider school community support and enhance learning.
- Quality teachers deliberately influence student learning.
- A positive attitude to learning helps learners develop persistence, confidence and resilience.
- Explicit teaching, goal setting and feedback influence student outcomes.

Our Pedagogical Framework is designed to ensure high quality teaching focussed on the achievement of every student. It is based on:
- Relationships as the basis of a positive school culture
- Student-centred planning with targeted and scaffolded instruction
- High expectations for all
- Alignment of curriculum, teaching and assessment
- Safe supportive learning environments

We:
- Improve teacher capability through focused coaching and professional development.
- Enhance the P-3 Intervention program with additional human and physical resources to deliberately and strategically target and support students to reach the National Minimum Standards.
- Provide additional resources to support curriculum development and practice within the classroom.
- Gather and analyse individual 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 ensures 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. This ensures 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 team meetings.
- 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 Countdown to Prep transition program involving the local kindergartens, focusing on school readiness, fine and gross motor, Numeracy and Literacy skills.
- Continue to support participation of local kindergarten in our Countdown to Prep transition program to ensure students are school ready.

Co-curricular Activities
Petrie offers:
- 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 to support and reinforce classroom learning
- 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 Assist 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.

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Social Climate

Overview
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. 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 five 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 positive partnership between parents, teachers and the school administration, and are supported by a safe and supportive school environment, quality school curriculum and teacher pedagogy.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	88%	85%	96%
this is a good school (S2035)	92%	95%	98%
their child likes being at this school* (S2001)	94%	92%	92%
their child feels safe at this school* (S2002)	94%	90%	96%
their child's learning needs are being met at this school* (S2003)	88%	82%	94%
their child is making good progress at this school* (S2004)	86%	85%	92%
teachers at this school expect their child to do his or her best* (S2005)	94%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	92%	92%
teachers at this school motivate their child to learn* (S2007)	88%	95%	92%
teachers at this school treat students fairly* (S2008)	94%	79%	88%
they can talk to their child's teachers about their concerns* (S2009)	98%	89%	94%
this school works with them to support their child's learning* (S2010)	84%	87%	90%
this school takes parents' opinions seriously* (S2011)	90%	81%	91%
student behaviour is well managed at this school* (S2012)	86%	49%	83%
this school looks for ways to improve* (S2013)	91%	95%	94%
this school is well maintained* (S2014)	90%	74%	79%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	94%	87%	92%
they like being at their school* (S2036)	94%	90%	89%
they feel safe at their school* (S2037)	84%	86%	87%
their teachers motivate them to learn* (S2038)	95%	93%	96%
their teachers expect them to do their best* (S2039)	97%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	94%
teachers treat students fairly at their school* (S2041)	82%	77%	86%
they can talk to their teachers about their concerns* (S2042)	81%	79%	85%
their school takes students' opinions seriously* (S2043)	87%	83%	88%
student behaviour is well managed at their school* (S2044)	78%	75%	67%
their school looks for ways to improve* (S2045)	93%	97%	94%
their school is well maintained* (S2046)	88%	82%	86%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	91%	94%	95%
they feel that their school is a safe place in which to work (S2070)	87%	96%	82%
they receive useful feedback about their work at their school (S2071)	89%	85%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	97%	87%
students are encouraged to do their best at their school (S2072)	98%	96%	96%
students are treated fairly at their school (S2073)	92%	87%	86%
student behaviour is well managed at their school (S2074)	77%	60%	63%
staff are well supported at their school (S2075)	79%	75%	78%
their school takes staff opinions seriously (S2076)	85%	82%	87%
their school looks for ways to improve (S2077)	96%	92%	97%
their school is well maintained (S2078)	83%	67%	63%
their school gives them opportunities to do interesting things (S2079)	87%	82%	83%

* Nationally agreed student and parent/caregiver items
# '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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our goal is to develop students' knowledge and skills to be able to resolve conflict without violence; and to recognise, react and report when they, or others, are unsafe.

We do this through:

Health and Physical Education curriculum:
- Looking out for others
- Belonging
- Staying safe
- Good friends
- Culture in Australia – positive interactions
- Emotional interactions

Daniel Morcombe program:
- Personal safety and awareness
- Cybersafety
- Recognise, React and Report

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Fun Friends and Friends for Life programs:
- Feelings
- Being a good friend
- Social Skills
- Resilience

School Wide Positive Behaviour Support:
- An understanding of rights and responsibilities
- Explicit teaching of expected social behaviour and emotional self-discipline

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	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	48	33	29
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	2	0	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.

Environmental Footprint

Reducing the school's environmental footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	256,102	2,004
2014-2015	165,958	3,740
2015-2016	157,046	3,099

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.

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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.**

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	32	<5
Full-time Equivalents	39	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	29
Diploma	5
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 2016 were $17,186.68

The major professional development initiatives are as follows:

Improving student outcomes in numeracy	• Appointment of a Specialist Numeracy support teacher to work in classrooms regularly to model and provide feedback for teachers • Development of whole-school Maths program • Modelling and providing feedback on the structure of an Effective Maths lessons • Modelling and providing feedback on effectively using Warm ups and teaching Problem solving
Improving student outcomes in Reading	• Appointment of Master Teacher to support teachers in classrooms to effectively implement Guided Reading lessons • Use of coaching, feedback and the Gradual Release model • Development of a whole-school Reading program • Ongoing Professional Learning Teams for various aspects of teaching Reading

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School Wide Positive Behaviour	• Team training and staff workshops • SWPBS team meetings • Whole school routines • Behaviour Matrix • Staff, student and community induction

Effective use of student data	• Workshops and team meetings to support understanding and responding to:
	  o NAPLAN data
	  o PAT data
	  o School assessment data
	  o Triangulation of all student data

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	92%

*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 2016 for all Queensland Primary schools was 93%.

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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
2014	93%	92%	94%	93%	93%	93%	94%	92%					
2015	92%	92%	93%	93%	92%	92%	91%						
2016	92%	93%	94%	94%	92%	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:
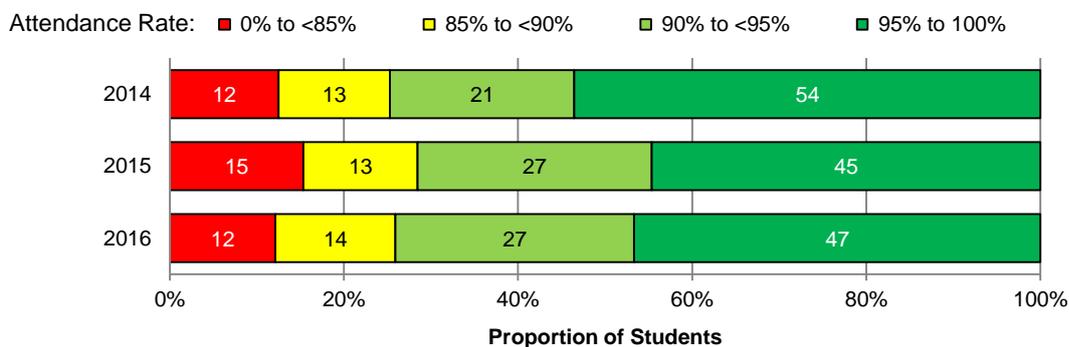
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

NAPLAN

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.**

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.