

Petrie State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Petrie State School** from **26 to 28 April 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Bruce Torrens	Peer reviewer
Lynne Foley	External reviewer



1.2 School context

Location:	Dayboro Road, Petrie
Education region:	North Coast Region
Year opened:	1874
Year levels:	Prep to Year 6
Enrolment:	573
Indigenous enrolment percentage:	5.6 per cent
Students with disability enrolment percentage:	9.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002
Year principal appointed:	Semester 2, 2015
Full-time equivalent staff:	23
Significant partner schools:	Dayboro State School, Lawnton State School, Strathpine State School, Strathpine West State School, Kurwongbah State School, Pine Rivers State High School, Bray Park State School, Bray Park State High School
Significant community partnerships:	Parents and Citizen's association (P&C), Allied Health, Department of Communities, Child Safety and Disability Services, Adopt-a-Cop, Local Member for Moreton Bay Regional Council, State Member for Kallangur and Federal Member for Dickinson, Prep program to day care centres, Prep Transition Program – Countdown to Prep, Best Practice Network
Significant school programs:	Instrumental Music Program, Strings and Concert Band, Junior and Senior choirs, Cross Country, Athletics Day - opportunities to access all sporting trials including Pine Rivers District level and beyond, excursions and academic competitions, Year 6 Fun-da-mentals Mathematics enrichment day at Pine Rivers State High School, Prep Transition Program - Countdown to Prep, Years 5 and 6 camps, leadership development training for student leaders with local primary school cluster, Years 4 to 6 library assistant program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), master teacher, Support Teacher Literacy and Numeracy (STLaN), numeracy lead teacher, guidance officer, chaplain, 28 teachers, three Special Education Program (SEP) teachers, Business Services Manager (BSM), two administrative assistants, P&C president, P&C treasurer, P&C immediate past president, tuckshop convenor, 86 students, 10 teacher aides and 13 parents.

Community and business groups:

- Representative of Police-Citizens Youth Club (PCYC) Pine Rivers - Petrie School Age Care Outside School Hours Care (OSHC)

Partner schools and other educational providers:

- Deputy principal Pine Rivers State High School and local kindergarten representative.

Government and departmental representatives:

- Adopt-a-Cop, Local Councillor for Moreton Bay Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Standards of Practice
Headline Indicators (2016 release)	School Data Profile (Semester2, 2016)
OneSchool	School budget overviews – 2016 and 2016
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School Learning and Wellbeing Framework
School pedagogical framework	Professional development plans
School data plan	Responsible Behaviour Plan
Strategic Plan 2014-2017 and Strategic Plan Summary	School newsletters and website and Facebook Page
Curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

The school's vision, '*We are working together to ensure that every day, in every classroom, every student is learning and achieving*' is expressed and enacted through all aspects of the school's operation.

The school presents as calm and orderly and focused on learning. Relationships between staff members and students appear positive and respectful. Most classrooms are attractively presented with colourful displays and artefacts to support the teaching and learning process.

Parents articulate a positive view of the school.

Parents report a predominant level of satisfaction regarding the quality of their child's education and value the level of interest shown by teachers in supporting every student's success. Staff members indicate that they feel well supported in the work they do within the school.

The school leadership team has established a broad improvement agenda.

All staff members identify reading achievement as the focus of the current Explicit Improvement Agenda (EIA). Some teachers accurately identify all aspects of the 2017 improvement agenda. Processes for systematically monitoring progress towards published school targets and evaluating strategies for effectiveness are in the early stages of development.

Staff members have recently reviewed and updated the school's pedagogical framework.

The pedagogical framework draws on a range of effective teaching practices. Staff members have participated in initial professional learning regarding its application to inform their teaching practices. A process to ensure consistent implementation of key elements of the school's pedagogical framework across the school is still emerging.

The school leadership team performs scheduled and informal classroom walkthroughs.

A formal observation and feedback process with teachers to ensure alignment with the school's improvement agenda is not yet apparent. Some teachers articulate a desire to engage in observation and feedback activities to enhance their professional practice.

The school leadership team is committed to building a professional team.

Teachers predominantly demonstrate a high level of enthusiasm to improve their skills. Professional Learning Teams (PLT) regularly meet to engage in professional conversations regarding student outcomes and teaching practice. The engagement of PLT members in this process varies across the school.



Most staff members express their own wellbeing support needs are met by colleagues in their year level teaching cohorts.

The school recently experienced a number of changes in the school leadership team. Most staff members welcome a strategic approach to facilitate the building of consistency in expectations and practices across the school. Some staff members articulate the need to develop processes to monitor and support staff wellbeing.

The school has developed a strong reputation within its community.

This is demonstrated by comments regarding the positive tone, the community feel, the high standards, the strength of the teaching team and the behaviour of the students. Parents are supportive of the school and value the teaching team and the quality programs offered.

A signature program in the school is the transitioning of students to the Prep year.

This formal program has been established by the school leadership team through networks with kindergarten and early childhood providers to develop stronger processes for the transition of students to Prep. Conversations with key stakeholders confirm that this program is highly valued throughout the community.



2.2 Key improvement strategies

Narrow and sharpen the EIA to include clear targets and timelines to ensure progress and achievement for all aspects of the improvement agenda can be monitored, measured and celebrated.

Provide further opportunities for teachers to engage with the key elements of the school's pedagogical framework to ensure it is embedded into curriculum planning to develop consistency of practice across all classrooms.

Develop a formal classroom observation and feedback culture involving all teachers to ensure that effective teaching strategies are aligned with school expectations and are embedded across the school.

Build on existing structures to broaden and deepen the culture of teacher collaboration and teamwork to facilitate continuous professional learning.

Collaboratively develop and implement a staff wellbeing strategy to further enhance the workplace culture of the school.