



Petrie Terrace State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

We are a community of learners situated on the fringe of the Brisbane Central Business District. We strive to develop the potential of each child within a supportive school environment, which is responsive to change, the individual and the wider community. We prepare our students for the demands of their future lives by ensuring our students experience a curriculum that is aligned with strategic directions but is innovative and responsive to them as individuals.

At Petrie Terrace State School we are proud of our reputation for our progressive and innovative educational programs as well as our passionate, committed and expert teaching staff. Our Teaching and Learning Framework is a snapshot of the art and science of teaching that occurs everyday, in every classroom in every teachable moment.

At Petrie Terrace State School, we believe that deep knowledge of every student is necessary to set aspirational yet achievable learning goals. Similarly, deep knowledge of the curriculum and the differing ways in which students will engage and learn is necessary for optimal learning. Our teachers meet regularly in collegial teams to analyse student progress profiles, set targets and plan individual programs for students. This occurs for every student, every term. Our understanding of learners is based on the latest educational research and evidence based practices for improving student learning and engagement.

We are a small school whose strength lies in the warm and individually attentive approach we are able to offer each child and his or her family. There are many opportunities for families to contribute to the life of the school. We are committed to our school being an important community hub and acknowledge its role as a source of belonging to our students, families and staff. The school website provides extended information regarding the profile details above.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

As you read through this Annual Report you will capture a glimpse of our school and the students, staff and community who make it so special.

Within this report you can expect to gain information about:

- School Profile
- School Curriculum
- Extra-curricular activities
- School climate
- Reducing our Ecological Footprint
- Staff profiles
- Student attendance
- Student academic achievement (NAPLAN results)

At Petrie Terrace State School we provide a high quality education which equips our young people for the future. Our school provides students with a comprehensive, balanced and inclusive education which encourages students to pursue their full potential.

Our motto is: RESPECT FOR SELF, PLACE and OTHERS

Whilst at school we wish your children to be happy, to feel safe and to learn in a wonderfully accepting and nurturing environment.

I invite you to read on and discover what makes our school, staff, students and community so very special.

Future Outlook

The following core priorities were identified as Annual Implementation Plan goals for 2017. They were all achieved during the 2017 school year.

Core Priorities

- High expectations and a belief that every child can learn.
- Continued development of quality curriculum, differentiation, assessment and teaching practices.
- Deep analysis of student achievement data to provide a quality differentiated education for all students.
- Used *Investing for Success (I4S)* funding to provide focused intervention programs for all identified students.

- Staff engaged in quality professional learning focusing on increased student learning
- Employed high quality, evidence-based teaching practices focused on success for every student.
- Increased the capability and capacity of every teacher to teach

- Implemented a whole school, consistent, evidence-based behaviour management program to ensure all students are fully engaged in their learning

- Refined the assessment and data collection schedule aligned to school priorities and union requirements

The other core priorities of Transition, Retention and Attendance, and Implementing Consistent Pedagogical Practice are ongoing have been incorporated into our 2017 strategic pillars.

The Petrie Terrace State School Annual Implementation Plan for 2018 sets out the following three strategic pillars that underpin our continuing improvement agenda.

Targeted teaching - Learning legacy - Positive partnerships

Underpinning each pillar are several priority areas, however the school's primary focus for curriculum in 2018 continues to be on writing.

Priority: Writing

Develop and implement an evidence-based and consistent whole school approach to the teaching of writing including spelling, punctuation and grammar, supported by professional development.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	212	104	108	1	95%
2016	224	113	111		91%
2017	234	120	114	1	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

In 2017, Petrie Terrace State School provided education from Prep to Year Six to an enrolment of 240 students. The school had (1%) of students who identified as being Aboriginal and Torres Strait Islander background and (10%) identified as having a Language Other Than English.

The Index of Community Socio-Educational Advantage (ICSEA) school value remained constant in 2017 at 1104, just above the national average.

The attendance rate in 2017 was 94.4%.

Average Class Sizes

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

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	24	22
Year 4 – Year 6	27	26	29
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- All students participated in Literacy and Numeracy programs, collaboratively planned by teachers within year levels. Concentrated Literacy and Numeracy blocks were maintained with an emphasis on analysing student achievement data to inform planned teaching and learning experiences. Teachers were supported by the Support Teachers and Teacher Aides to provide early intervention in Literacy and Numeracy to maximise student achievement and improve pedagogical practice.
- Curriculum programs were complemented by instruction for students from Prep to year six from the Visual Art, strings and Japanese teachers.
- Year five and six students were offered the opportunity to attend year level camps which provided students with the opportunity to develop social interaction skills through high levels of physical challenge and teamwork.
- Gifted and Talented students were given the opportunity to showcase their skills and talent by participating in Cluster Days of excellence for Literacy, Numeracy and the Arts.
- Students were encouraged to develop and maintain an active and healthy lifestyle through the school's Physical Education program which was taught by the specialist Physical Education teacher. Students had the opportunity to participate in the following PE units; motor program, ball skills/minor ball games, athletics, swimming/lifesaving/water polo. Students competed in intra class/school competitions; play in a range of inter-school sports. All Year four, five and six students were offered the opportunity to participate in interschool sport with maximum participation in school Swimming, Athletics and Cross Country carnivals to gain selection in various District, Regional and State teams across a range of sports. Students also participated in out of school hours sporting programs to encourage physical activity in Auskick.
- A whole school licence for Mathletics was purchased, allowing all students access to an online Maths program designed to improve Numeracy skills. Students were also able to access this program from home.

Co-curricular Activities

- An Instrumental Music Program provided tuition for students in learning brass instruments in years four, five and six and tuition for students learning strings from Prep – Year Six with performance opportunities at assemblies and other local events. Students participated in the Instrumental Music Camp, a three day event culminating in a concert for families. Year four, five and six band students also participated in Fanfare
- The school Student Council consisted of elected representatives from each class from Year four, five and six. They were responsible for coordinating free dress days, sausage sizzles, discos and pizza days to fundraise for student determined priorities

- Students participated in a range of competitions including the Cluster Maths Teams Challenge, Cluster Trivia Quiz, Readers' Cup, Creative Generations, Footsteps, Think Sports and the ICAS Competitions (Digital Technologies, English, Mathematics and Science).

How Information and Communication Technologies are used to Assist Learning

Upon walking into each classroom you will notice a collection of well utilised computers, laptops and/or iPads. We also have a computer lab, located within our Resource Centre, which is used daily as a tool to support student learning. Teachers and support staff use computers and iPads to supplement and broaden student learning. In doing so we aim to empower our students to be innovative, creative and future focussed learners of the 21st century.

Social Climate

Overview

Petrie Terrace State School continued to promote the school vision of developing a connected learning community where there is a shared belief that everyone is a learner and has a unique contribution to make. In our school this creates a focus on unlocking the promise that lies in individuals to make a difference for themselves, others and our world.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	94%	100%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	95%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	92%
their child's learning needs are being met at this school* (S2003)	91%	83%	92%
their child is making good progress at this school* (S2004)	91%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	100%
teachers at this school motivate their child to learn* (S2007)	90%	91%	96%
teachers at this school treat students fairly* (S2008)	95%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	94%	100%
this school takes parents' opinions seriously* (S2011)	100%	91%	96%
student behaviour is well managed at this school* (S2012)	100%	91%	81%
this school looks for ways to improve* (S2013)	100%	97%	100%
this school is well maintained* (S2014)	100%	91%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	95%
they like being at their school* (S2036)	100%	98%	93%
they feel safe at their school* (S2037)	100%	98%	100%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	98%
teachers treat students fairly at their school* (S2041)	91%	95%	91%
they can talk to their teachers about their concerns* (S2042)	93%	98%	93%
their school takes students' opinions seriously* (S2043)	91%	98%	98%
student behaviour is well managed at their school* (S2044)	86%	95%	86%
their school looks for ways to improve* (S2045)	98%	100%	95%
their school is well maintained* (S2046)	95%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	93%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	96%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	100%	100%	81%
their school takes staff opinions seriously (S2076)	100%	100%	95%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	96%	86%
their school gives them opportunities to do interesting things (S2079)	100%	96%	95%

* 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

At Petrie Terrace State School we welcome parents into our school, and actively encourage their involvement in their child's education. Parents can become involved by:

- Providing support within the classroom – reading or maths groups, general classroom assistance, attending end of term activities.
- Attending excursions.

- Becoming an active or supportive member of our P&C.
- Parent representatives for each class groups
- Volunteer at school and P&C organised events.
- Volunteer tuckshop duty.

Respectful relationships programs

Our Responsible Behaviour Plan for Students has a focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	1	3
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school undertook a significant energy audit across the school in 2016. The findings from the report are guiding the development of additional systems to improve the energy consumption across the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	22,240	2,360
2015-2016	67,952	2,126
2016-2017	41,600	2,279

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.

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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	17	0
Full-time Equivalent	15	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	5
Bachelor degree	13
Diploma	
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 2017 were \$9 548.00

The major professional development initiatives are as follows:

- The Teaching of Writing
- School Improvement Agenda
- Mandatory training – Student Protection, Curriculum Activity Risk Assessments, Work Place Health and Safety, School Emergency Evacuation Procedures, Asbestos and Fire Training, Code of Conduct and Ethical Decision Making.
- Teaching and Learning Beyond the Classroom - delivered at Pullenvale Environmental Education Centre
- Literacy teaching – delivered by Sheena Cameron

The proportion of the teaching staff involved in professional development activities during 2017 was 96%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	89%	DW

*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 2017 for all Queensland Primary schools was 93%.

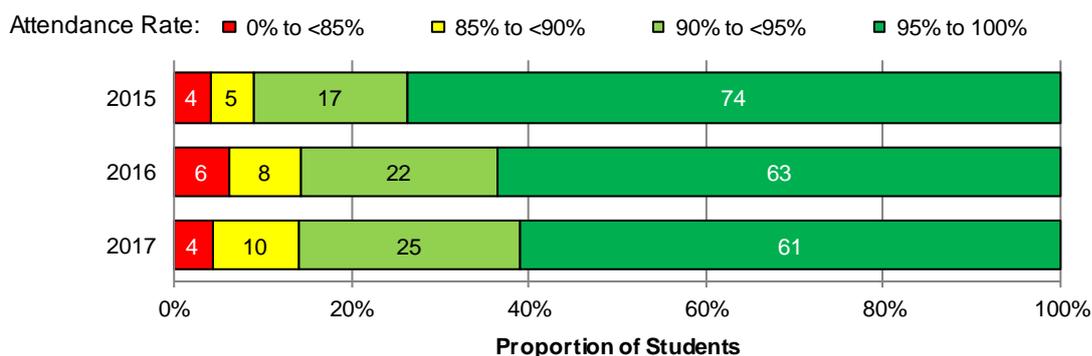
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	96%	97%	96%	96%	97%	97%						
2016	95%	97%	97%	96%	95%	92%	96%						
2017	96%	94%	95%	93%	94%	95%	96%						

*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 Department of Education 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.

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School absenteeism and student attendance is a complex issue which includes a range of student behaviours including school refusal and truancy. Petrie Terrace State School follows Education Queensland Policy regarding enforcing School Attendance through the promotion of the Everyday Counts Strategy.

Electronic roll marking tracks student attendance, students that aren't at school for unexplained reasons are contacted the day of their absence. Students with high absences are tracked by the Principal and processes developed to support the regular attendance every day. Strategies and processes that are implemented include

- Tracking of student absence data
- Following up by the Principal for unexplained absences
- Whole school reward tracking program to encourage attendance
- Enforcing of the Attendance Policy
- Intervention and support for community regarding attendance

NAPLAN

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

Sector:

Government

Non-government