



# Petrie Terrace 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

## Contact Information

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Contact Person:	The Principal

## 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 while being innovative and responsive to them each 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. This framework is based on a commitment to the three Rs of good teaching: •Relevance •Rigour •Relationships. 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 Forward

### Introduction

#### School Progress towards its goals in 2016

In 2016, staff, students and parents at Petrie Terrace State School continued to work together to develop quality teaching and learning programs designed to realise our school vision of Respecting

Self, Others and Place – The Petrie Terrace Way. The school’s Improvement Agenda, supported by the Investing four Success funding, provided the driving force for innovation and change within teachers’ pedagogical practice with a focus on maximising student achievement while also ensuring learning remained connected to real life contexts.

### Future Outlook

Maximising student achievement through the use of school data and improvement of pedagogical practice is the cornerstone for improving student outcomes at Petrie Terrace State School. In line with the Improvement Agenda, and supported by Investing for Success funding, staff will reflected on current developed knowledge and understanding of the teaching of writing.

Differentiating the curriculum to cater for individual student’s needs and learning styles. These will continue to be explored with a specific focus on pedagogical practice designed to improve students educational outcomes and to support identified Gifted and Talented students through the GEMS program and interfacing with cluster school programs. Professional development, specialist support staff and formal and informal data will all be used to improve teaching practice and maximise outcomes for students.

Teachers were engaged in professional learning around the concept of the teaching of writing and the requirements of the Australian Curriculum. Providing ongoing professional development through the school’s coaching and mentoring model will continue to be a priority. Professional Learning Teams will continue to be used to analyse school and student data and to provide collegial support to improve student outcomes.

## 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)
<b>2014</b>	205	101	104	2	96%
<b>2015*</b>	212	104	108	1	95%
<b>2016</b>	224	113	111		91%

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

In 2016, Petrie Terrace State School provided education from Prep to Year Six to an enrolment of 223 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 2015 at 1104, just above the national average.

The attendance rate in 2015 was 94.4%.

### 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	20	21	24
Year 4 – Year 7	21	27	26
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.

## 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, Optiminds, footsteps, think sports and the ICAS Competitions (Digital Technologies, English, Mathematics and Science).

### How Information and Communication Technologies are used to Assist Learning

The use of ICT within the teaching and learning environment at Petrie Terrace State School continues to grow and evolve. The staff recognise the importance of digital tools in the delivery of, and interaction with the curriculum for our 21<sup>st</sup> Century learning. In 2016, teachers continued to explore the use of Edstudios as an extension of the regular classroom. Teachers integrated ICT into the classroom through the use of digital stories, apps for reading and classroom organisation, and movie making. Everyday learning was enhanced in Prep - Six using the well-equipped computer lab situated within the library.

The school continues to work with all year levels Prep to Year Six, teaching them to create, manage, operate, navigate and manage within a safe learning environment.

Parents were encouraged to begin using the QSchools app. Implementation of sending the Newsletter, as an eNewsletter, became our preferred style to communicate with the parent community.

## 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	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	95%	94%
this is a good school (S2035)	100%	100%	100%

<b>Performance measure</b>			
<b>Percentage of parents/caregivers who agree# that:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
their child likes being at this school* (S2001)	100%	95%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	91%	83%
their child is making good progress at this school* (S2004)	100%	91%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	90%	94%
teachers at this school motivate their child to learn* (S2007)	100%	90%	91%
teachers at this school treat students fairly* (S2008)	100%	95%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	94%
this school takes parents' opinions seriously* (S2011)	97%	100%	91%
student behaviour is well managed at this school* (S2012)	94%	100%	91%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	100%	100%	91%

### Student opinion survey

<b>Performance measure</b>			
<b>Percentage of students who agree# that:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	99%	100%	98%
they feel safe at their school* (S2037)	100%	100%	98%
their teachers motivate them to learn* (S2038)	97%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	100%
teachers treat students fairly at their school* (S2041)	92%	91%	95%
they can talk to their teachers about their concerns* (S2042)	87%	93%	98%
their school takes students' opinions seriously* (S2043)	94%	91%	98%
student behaviour is well managed at their school* (S2044)	88%	86%	95%
their school looks for ways to improve* (S2045)	100%	98%	100%
their school is well maintained* (S2046)	97%	95%	98%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	96%	95%	93%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	100%	100%
they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	96%
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)	93%	100%	100%
students are treated fairly at their school (S2073)	93%	100%	100%
student behaviour is well managed at their school (S2074)	93%	100%	100%
staff are well supported at their school (S2075)	93%	100%	100%
their school takes staff opinions seriously (S2076)	93%	100%	100%
their school looks for ways to improve (S2077)	93%	100%	100%
their school is well maintained (S2078)	80%	100%	96%
their school gives them opportunities to do interesting things (S2079)	87%	100%	96%

\* 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 a valued and vital resource to Petrie Terrace State School. They are represented through the P&C where they work with the Principal and teaching staff to develop strategic plans for the school. In 2016 parents were invited to attend a literacy session in their child's classroom where they were able to view techniques being used to improve children's literacy. Parents were also provided with additional information/activities to take home and use with their child. These sessions were quite well attended.

The Parents and Citizens' Association consisted of interested parents and citizens who oversaw service operations such as the School Tuckshop, Uniform Shop and Out of School Hours Care. Throughout 2016 the P&C continued to contribute significantly to the resourcing of the school as a result of their fundraising efforts through the school event parking and parent class representatives.

Parent volunteers continued to assist teachers in a range of practical ways, providing valuable support both inside and outside the classroom. Changing home readers, catering for school events, attending excursions and assisting with class activities are just some of the ways this assistance was given.

To provide parents with important information, a number of sessions were held for parents both in and out of school hours. All year levels offered parent sessions at the beginning of the school year to inform parents of key policies, procedures and expectations.

Parent attendance at school events (eg .Cross Country, Swimming and Athletics Carnivals, Culminating Activity Showcases/Open Classrooms and the Art Show) was encouraged and well attended. Parents were invited to attend our weekly parades used to showcase student success and talent across a range of areas. Special parades were also held throughout the year eg. Student Leader Badge Presentation, ANZAC Day, NAIDOC DAY, Under 8's Day, Harmony Day, Celebration Night, Graduation Night and End of Year Parade.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships that establish Respect for Self, Others and Place. The responsible behaviour plan recognizes that great learning occurs when all students see themselves as active learners with a positive growth mindset.

### 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	1	0	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	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 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
2013-2014	39,040	1,233
2014-2015	22,240	2,360
2015-2016	67,952	2,126

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

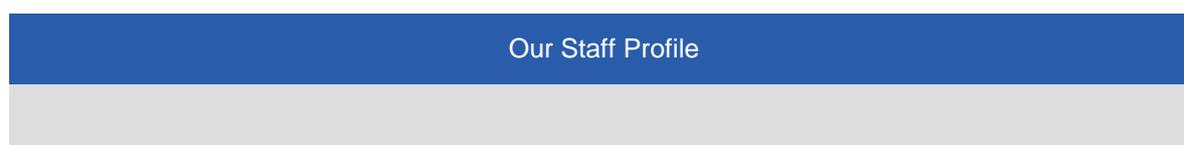
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

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.



### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	16	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	12
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 2016 were \$10, 753.00

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 2016 was 95%.

### Staff Attendance and Retention

#### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 80% 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).	95%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	DW	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

### AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL

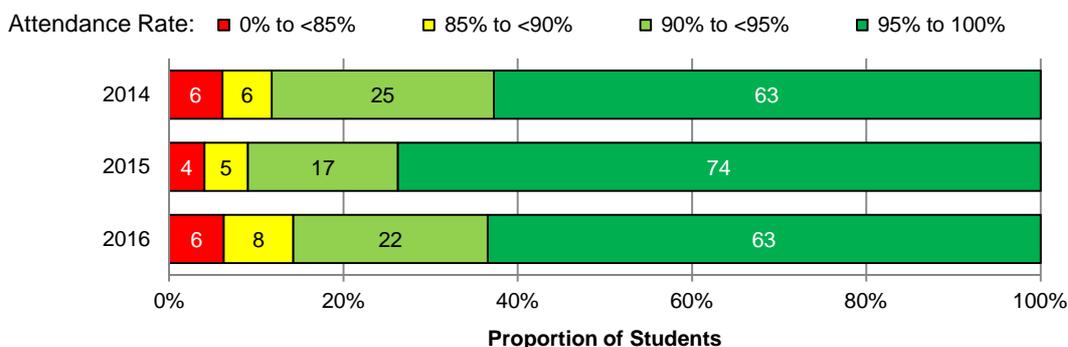
Year Level	Pre p	Yea r 1	Yea r 2	Yea r 3	Yea r 4	Yea r 5	Yea r 6	Yea r 7	Yea r 8	Yea r 9	Yea r 10	Yea r 11	Yea r 12
2014	94%	97%	96%	95%	94%	94%	96%	96%					
2015	95%	96%	97%	96%	96%	97%	97%						
2016	95%	97%	97%	96%	95%	92%	96%						

\*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 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.

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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. East Brisbane 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

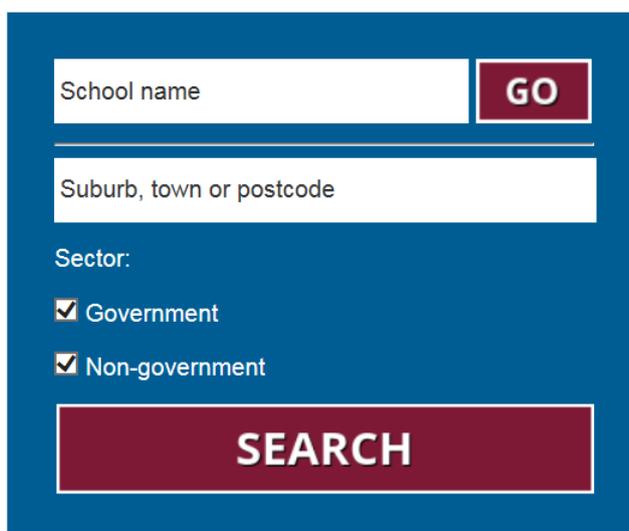
- Tracking of student absence data
- Following up by the Principal for unexplained absences
- Whole school reward tracking program to encourage attendance
- Enforcing of the Attendance Policy
- Intervention and support for community regarding attendance

## 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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a red "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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