Principal’s foreword

Introduction

Petrie Terrace State School is representative of the diverse community it serves. We are particularly proud of our quality differentiated curriculum, responsive and inclusive philosophy, music programs, peer support program, information communication technologies and whole school engagement through the development of our kitchen gardens project. Queensland schools annually publish meaningful information for parents about student and school performance. This document contains important information about our school’s journey in 2011 towards the key directions of the School Strategic Plan 2009-2012.

School progress towards its goals in 2011

In 2011 the following outlines the school’s progress towards goals outlined in the School Strategic Plan;
- Refined our Teaching and Learning Framework to incorporate the Australian Curriculum and standards
- Refined our internal tracking and monitoring of student achievement by establishing collaborative inquiry practices
- Embedded a whole school approach to the teaching of reading
- Embedded our recognition and response process for identifying and implementing educational adjustments for students who are gifted, have a disability, and/or students with specific learning needs
- Completed the following aspects of the School Facilities Master-plan
  - Kitchen/Gardens throughout the school
  - Beautification of Grounds/Buildings
- Increased enrolments towards a target enrolment of 180 students in 2012. There has been significant growth in the early years. The 2011 prep enrollment exceeded all previous years.
- Supported staff wellbeing through the Four Pillars of Positive Education and student wellbeing through the introduction of the Fun Friends and Friends for Life program and continuation of the Peer Support Program.

In 2011 the school completed for the second time the Teaching and Learning Audit. Petrie Terrace State School improved performance in three areas resulting in the school receiving high commendation for the following areas; An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, Targeted Use of School Resources, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.

In 2011 our students participated in the following extension and enrichment programs;
- Young Scholars/High Achievers Program
- Brainwaves - programs for Gifted Students
- McIntyre Centre – Horse riding for the disabled
- City District Sports and Athletics competitions
- Metropolitan Music Band – Fanfare
Future outlook

As a school community we have identified a number of key priorities for our school. These are:

- The continuation of the Peer Supported Kitchen Gardens Project
- Implement actions as outlined in the school’s response to recommendations of the Teaching and Learning Audit findings.
- Continued improvement of Student Performance – NAPLAN – Target 60% of students in the middle and upper bands
- Implementation of the Australian Curriculum- English, Mathematics and Science

Key professional learning actions to be undertaken in 2012;

- City Cluster Moderation Days – Mathematics and English
- City Cluster Teacher Conference
- Collaborative planning and collaborative inquiry for improved student achievement- Science Focus
- Educational- Neuroscience
- The Art and Science of Teaching- Dr. Robert Marzano
Our school at a glance

School Profile

Petrie Terrace State School is a co-educational facility for Prep to Year 7 students. It is situated on the fringe of the Central Business District of Brisbane. The area combines commercial businesses, housing, retail outlets and sporting facilities and is within walking distance to Roma Street Parklands, Suncorp Stadium and the Retail Villages of Paddington and Caxton Street. All classes are multi-aged and the school maintains a strong tradition and commitment to the philosophy of mixed-age grouping of students.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>176</td>
<td>80</td>
<td>96</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student population is diverse, and represents a wide range of socio-economic groups, family structures, cultural and religious backgrounds and beliefs.

In 2011, the school had a School ICSEA (Index of Community Socio-Educational Advantage) rating of 1160.

The variables used in calculating a value on the ICSEA scale include student-level data on the occupation and education level of parents/carers, and/or socio-economic characteristics of the areas where students live, whether a school is in a metropolitan, regional or remote area, proportion of students from a language background other than English, as well as the proportion of Indigenous students enrolled at the school. A breakdown rating in comparison to the national average can be found on the myschool website [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

25% of our students have a Language Background Other Than English (LBOTE).

6% of our students are identified as having a Language Learning Need and receive English as a Second Language Teacher support.

5% of the student population present as Gifted and/or Talented.

10% of our student population are students with a verified disability.

Less than 2% of the student population identify as Aboriginal or Torres Strait Islander.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>15.6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>19</td>
</tr>
</tbody>
</table>
## School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

Peer Support – A whole school social-skilling program that utilizes a peer mentoring model. Student Leaders are trained as mentors and lead a multi-age group through delivery of the social skilling and problem solving lessons, culminating in the ‘Think Sports’ event each year. Every child is part of a vertically grouped multi-age team that meet each week. In 2011 each Peer Support Group planned and constructed a kitchen garden.

High Achievers – A Brisbane Central Cluster schools initiative for Year 6/7 students who achieve exceptionally high standards in the areas of English, Mathematics, Science, Visual Arts, Music, Business and Technology.

Young Scholars – the Queensland Academy for Science Mathematics and Technology, Queensland Academy for Health Sciences and Queensland Academy for Creative Industries have established a QA Young Scholars Program - Connecting Bright Sparks for students from Year 5 to Year 7. Students participate in online activities and attend a variety of workshops across a range of interests.

School Leadership - All Year 7 students become school leaders. In their leadership role students undertake peer mentoring of younger students, helping the teachers with classroom projects, organising sporting events, fund-raising for school as well as charities. The Student Council operates as an advocacy and mentoring forum for the whole student community.

Extra curricula activities

- Active After school Communities - students participate in a variety of activities eg. Yoga, chess, bollywood dancing, karate and soccer.
- Strings Ensemble – junior and senior
- Band – junior and senior
- Choir - All students in Prep/Year 1 are members of the Petrie Terrace Piccolos Choir
  Students in Year 4-7 may join the Senior Choir
  (Petrie Terrace has a dedicated music room and recording studio)
- Private guitar and piano lessons
- University of New South Wales competitions
- Years 3-7 School Camps
- Combined Churches religion lessons
- Baha'i Faith instruction
- Horse riding – students with disabilities

Information and Communication Technologies are used to assist learning

All classes in years 1-7 are actively engaged in using Interactive Whiteboards (IWB). Within their planning, teachers embed learning episodes that involve the use of computers and the interactive whiteboard. The IWB enables students to receive instant feedback promoting discussion, deep learning and conversation. Online mathematics and literacy resources are used to support skill development throughout the school. The school is equipped with a fully operational computer lab. Student laptops and i-pads are utilized in classrooms to further enhance the immediacy and access to online information and technologies.

Social climate

Petrie Terrace State School is a place where children enjoy and positively engaged in their learning. It is a place where children of all abilities experience success, both academically and socially. There is a palpable sense of community and inclusion in our school.

Students are taught respect for self, others and place through weekly sessions with student leaders and school assemblies. The Peer Support Program is a historically valued program embedded in the school ethos. Visitors comment regularly on the way our students care for each other and cooperate and support their mixed age peers.

Students from a variety of cultural and religious backgrounds are integral to our school community and sense of connectedness and belonging.
Our Positive Behaviour Support Plan is built on the principles of fairness and restorative justice and has been developed with the input of the whole school community. Positive support programs such as our Peer Support Program, Fun friends and Friends for Life, The Four Pillars of Positive Education, Gotcha Cards, weekly Principal Awards and monthly, Spirit of Excellence Awards are pro-active strategies our school employs to equip students with the necessary skills to be active and engaged citizens.

In 2011 a Harassment and Relational Aggression Policy was developed to further the school’s capacity to effectively prevent and respond to incidents of bullying.

Our Pastoral Care worker is integral to our philosophy of supporting all students and families in times of need and is valued as an integral staff and community member.

School Opinion Surveys indicate that both parents and students are satisfied with the school climate and the pedagogy (teaching style) of the teachers. Teachers indicate that relationships and staff morale are significantly above that of their colleagues across the state.

**Parent, student and teacher satisfaction with the school**

Parents, students and staff report a high level of satisfaction with the school as indicated from the annual School Surveys. The results in 2011 were all above the state Mean and most were above the Like School Mean.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of parents satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>91%</td>
</tr>
</tbody>
</table>

DW – Data withheld

**Involving parents in their child’s education**

The School advocates an ‘Open Door Policy’. Viewing parents as partners, the school aims to establish a rapport with parents of trust and cooperation. The programs at Petrie Terrace State School reflect the values and beliefs of the school community. Of particular note is the positive feeling towards the Peer Support Program and the Whole School Assembly. Each assembly is well attended by parents who come to enjoy the community feel, high student participation with the ‘whole school song’. Parents help with curriculum activities by helping with home reading, supervising groups of students in class, assisting with excursions, etc. They are also invited to identify any area of expertise they may be prepared to share, such as art, music, environmental education, science etc. At the culmination of a unit of work, parents are invited to the classrooms to share the ‘learning journey’. Most notably is the level of involvement of parents in school events. Our active Parent Representative group organize and assist with special days such as Mother’s Day Stall, Under Eights Day, Athletics, School Dance and School Concerts.

The school has an active, supportive and committed P&C. The P&C has a valued voice in school decision making and are regularly consulted on school programs and vision. The P&C organised ‘Working Bee’ is a highlight each term with each event well attended and concluding in a family BBQ.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has developed a Whole School Environmental Management Plan (SEMP) to focus on the schools waste management, environment and water / energy audits.

The school has many solar panels fitted to lighten our environmental footprint and all rooms are fitted with low voltage lighting. The substantial contribution to school infrastructure via the BER project accounts for the increase in electricity consumption for this year.

The school actively encourages the use of natural light with artificial lighting only to be used when natural light is insufficient. The school classroom designs have utilised passive cooling principles.

2 tanks with a total capacity of 18 000 litres for watering the school oval and servicing the school hall

5 x 3000 litre tanks used for the kitchen gardens

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>65,264</td>
<td>1,238</td>
</tr>
<tr>
<td>2010</td>
<td>23,014</td>
<td>768</td>
</tr>
</tbody>
</table>

% change 10 - 11 184% 61%
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>21</td>
<td>13</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>14</td>
<td>7</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>17</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
**Our staff profile**

**Expenditure on and teacher participation in professional development**

The total funds expended on teacher professional development in 2011 was $13,452.89.

The major professional development initiatives are as follows:

- First Steps in Number
- First Steps in Reading
- First Aid
- Work Place Health and Safety
- Positive Education
- In-school curriculum development –collaborative inquiry and collaborative planning sessions
- Cluster based curriculum conferences
- Cluster moderation afternoons

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 84% of staff was retained by the school for the entire 2011 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/](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](image)

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>92%</td>
</tr>
<tr>
<td>2</td>
<td>89%</td>
</tr>
<tr>
<td>3</td>
<td>94%</td>
</tr>
<tr>
<td>4</td>
<td>94%</td>
</tr>
<tr>
<td>5</td>
<td>95%</td>
</tr>
<tr>
<td>6</td>
<td>93%</td>
</tr>
<tr>
<td>7</td>
<td>93%</td>
</tr>
<tr>
<td>8</td>
<td>85%</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

If a student is away for more than three days, without parent notification, our school will personally contact parents. A sign in and sign out book is kept in the office for parents to sign their children in and out if their arrival and departure is during school times. Roll marking is conducted twice a day, at the beginning of the school day and after lunch.

Ongoing unexplained absences or late arrival are considered serious and of detriment to the academic achievement and potential of students. In the case where this has occurred parental contact is made by the school principal requesting the student improve attendance. If attendance does not improve, a formal letter is written to the parent/s. The situation may be considered a child safety concern in which case student protection procedures are put in place.

Excellent attendance is acknowledged at a class and individual level on school assemblies.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

Two students identify as Aboriginal or Torres Strait Islander at Petrie Terrace State School. To protect the privacy of these students this information is not discussed in this report.