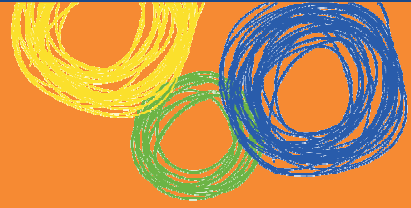


Peachester State School (0672)

Queensland State School Reporting

2012 School Annual Report



Postal address 966 Peachester Road Peachester 4519

Phone (07) 5439 5111

Fax (07) 5494 9038

Email the.principal@peachestss.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person School Administration

Principal's foreword

Introduction

This school annual report provides information on Peachester State School for 2012. Our school enrolment, student disciplinary absences, parent, teacher and student satisfaction with the school and student performance in national assessment programs is some of the information contained in this report.

School progress towards its goals in 2012

At Peachester, our focus is student learning. Teachers work hard to ensure students have the best possible opportunities to learn in an environment with high expectations. Teachers are constantly updating their skills through regular professional development to ensure students are exposed to a range of strategies for learning, including technology. Our student results have continued to improve through a strong focus on high expectations for student learning and ongoing improvement of teacher skills. We are the 'little school that makes a big difference'.

Future outlook

- Continue to embed regular classroom visits by principal and peer observations through Developing Performance Framework
- Investigate common approach to curriculum planning through focus on front end assessment and opportunities for development of staff data analysis
- Implement and resource C2C in Maths, English and Science
- Continue to implement strategies that improve literacy performance with focus on upper two bands

At Peachester we have continued to have a strong focus on improving teacher capability and student learning. We worked with the new Curriculum into the classroom units developed by Education Queensland in conjunction with a focus on reading comprehension. All staff participated in the developing performance program and engaged in professional conversations and professional development. We continue to investigate a common approach to curriculum planning and have used cluster and small school professional development sessions to enable collaboration with other small schools in our region for ongoing professional learning in best practice pedagogy and research based teaching.

In 2013 we will continue to focus on improving reading and comprehension strategies, preparing our year six and seven students for the transition to high school in 2015, collaborating with our cluster and small school colleagues for moderation and professional development in implementing the Art and Science of Teaching (pedagogical framework) and continued student improvement in literacy and numeracy. Our staff will continue to engage with the developing performance program to build their pedagogical capacity and collaboration with cluster and small school colleagues.

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 132 | 67 | 65 | 96% |
| 2011 | 113 | 59 | 54 | 89% |
| 2012 | 125 | 58 | 67 | 91% |

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

Characteristics of the student body:

Students who attend Peachester State School come from a mix of semi-rural and professional families who have chosen to live in Peachester for the relaxed country type lifestyle and place a high value on education. Our students are generally well behaved.

Average Class sizes

| Phase | Average Class Size | | |
|-------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 20 | 22 | 18 |
| Year 4 – Year 10 | 23 | 28 | 15 |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 9 | 2 | 6 |
| Long Suspensions - 6 to 20 days | 1 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

We have a strong focus on reading and children read every morning, with the older students being reading buddies to the younger students. Reading homework is scheduled every night. Reading success is tracked through benchmarking and Lexile testing, and teachers are involved in regular professional discussions around student achievement in reading. We are a Stephanie Alexander Kitchen Garden school and conduct garden and very soon kitchen lessons with strong links to the curriculum in mathematics, English and science. Students learn to grow, harvest, cook and share seasonal food which develops their academic and social skills.

Extra curricula activities

Instrumental Music – students in years 4-7 can opt to learn to play a musical instrument and participate in our instrumental music program.

Enviro Club operates during lunch times and involves students from all year levels who take on tasks throughout the year – mulching, maintaining our frog habitat, worm farm, weeding camphor laurel seedlings, planting Birdwing butterfly vines and managing our litter recycling program.

How Information and Communication Technologies are used to assist learning

Teachers use information and communication technologies in a range of ways at Peachester school. All classrooms have interactive whiteboards and networked computers. We have a purpose built technology room and all classes have digital camera and internet connections. Students in the upper school assist the local historical group to download data from our digital weather station located in the school grounds.

Social climate

At Peachester, students are encouraged to do their best through our three school rules: 'Be Safe', 'Be A Learner', 'Be Respectful'. Students are explicitly taught expectations about behaviour in all areas of the school. Students who exhibit appropriate behaviour are rewarded with a special event at the end of each term. Karrak, the black cockatoo, is our behaviour mascot. Our senior students are Kracker Rangers and organise games and activities for students at lunch time. Our dedicated teachers also give up their lunch times to run activities for students, which contributes to a climate of co-operation and mutual respect.

Parent, student and staff satisfaction with the school

Parents, staff and students satisfaction with our school is good. Our community is very supportive of our school and we value the involvement of our community in our school.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|-------------------------------------------------------------------|-------------------|
| their child is getting a good education at school | 92.6% |
| this is a good school | 96.3% |
| their child likes being at this school* | 88.9% |
| their child feels safe at this school* | 92.6% |
| their child's learning needs are being met at this school* | 84.6% |
| their child is making good progress at this school* | 85.2% |
| teachers at this school expect their child to do his or her best* | 100.0% |

Our school at a glance

| | |
|------------------------------------------------------------------------------------------------|-------|
| teachers at this school provide their child with useful feedback about his or her school work* | 96.3% |
| teachers at this school motivate their child to learn* | 92.6% |
| teachers at this school treat students fairly* | 96.3% |
| they can talk to their child's teachers about their concerns* | 96.3% |
| this school works with them to support their child's learning* | 88.9% |
| this school takes parents' opinions seriously* | 88.5% |
| student behaviour is well managed at this school* | 92.0% |
| this school looks for ways to improve* | 96.3% |
| this school is well maintained* | 96.3% |

Performance measure (Nationally agreed items shown*)

| | |
|---------------------------------------------------------------------------|-------------------|
| Percentage of students who agree that: | 2012 [#] |
| they are getting a good education at school | 100.0% |
| they like being at their school* | 93.8% |
| they feel safe at their school* | 94.1% |
| their teachers motivate them to learn* | 100.0% |
| their teachers expect them to do their best* | 100.0% |
| their teachers provide them with useful feedback about their school work* | 100.0% |
| teachers treat students fairly at their school* | 88.2% |
| they can talk to their teachers about their concerns* | 82.4% |
| their school takes students' opinions seriously* | 88.2% |
| student behaviour is well managed at their school* | 87.5% |
| their school looks for ways to improve* | 100.0% |
| their school is well maintained* | 100.0% |
| their school gives them opportunities to do interesting things* | 82.4% |

Performance measure (Nationally agreed items shown*)

| | |
|----------------------------------------------------------------|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 100.0% |
| with the individual staff morale items | 100.0% |

Our school at a glance

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We value the contribution our parents make to their children's learning through the following activities:

Parents and Citizen's Association

Classroom volunteers/helpers especially with reading before school

Transport to sporting events in the local area

Assistance in our school library

Assistance at working bees and general grounds care

Reducing the school's environmental footprint

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

Peachester State School has acted actively to reduce its carbon footprint through a range of activities. Our Enviro Club has been the impetus for focusing on reducing our waste, reducing electricity usage, re-establishing habitat for the Richmond Birdwing Butterfly by propagating, planting and distributing Birdwing Butterfly vines, removing camphor laurel trees and re-establishing native varieties and developing an Aboriginal Bush Tucker walk. Recently, through becoming part of the Stephanie Alexander Kitchen Garden Program, students in Years 4-7 grow, harvest, cook and share seasonal food. We have constantly worked to build additional infrastructure to capture rain water to reduce our reliance on river water for our toilets. We have an active recycling program operating at the school where students sort their lunch time waste and are encouraged to reduce the amount of wrapping they bring on their lunch.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 25,654 | 0 |
| 2010-2011 | 36,340 | 0 |
| 2011-2012 | 36,766 | 0 |

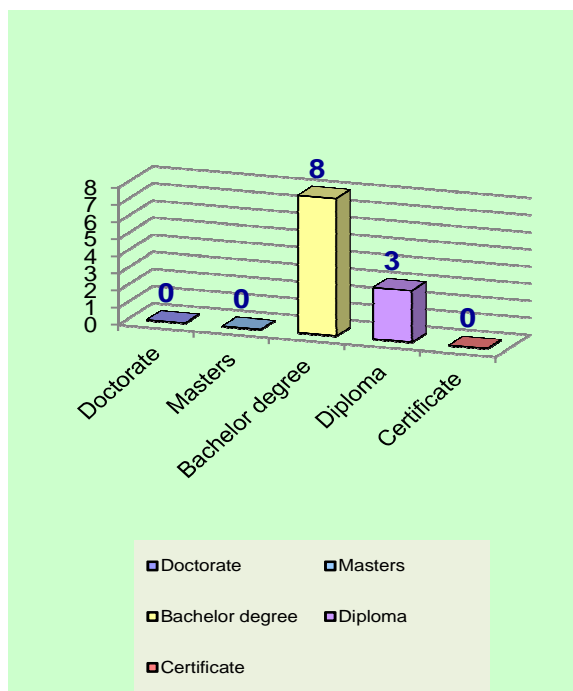
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 12 | 5 | 0 |
| Full-time equivalents | 7.2 | 3.6 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---------------------------------------------------------------|
| Doctorate | 0 |
| Masters | 0 |
| Bachelor degree | 8 |
| Diploma | 3 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$12 540.

The major professional development initiatives are as follows:

Reading Comprehension

Developing Professional Conversations

Implementation of Australian Curriculum and Curriculum into the Classroom

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

| | 2010 | 2011 | 2012 |
|------------------------------------------------------------------------|-------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 97.2% | 95.9% | 95.7% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.4% of staff was retained by the school for the entire 2012 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/>.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 | 2010 | 2011 | 2012 |
|---------------------------------------------------------------------------------------|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 90% | 90% |
| The overall attendance rate in 2012 for all Queensland state Primary schools was 93%. | | | |

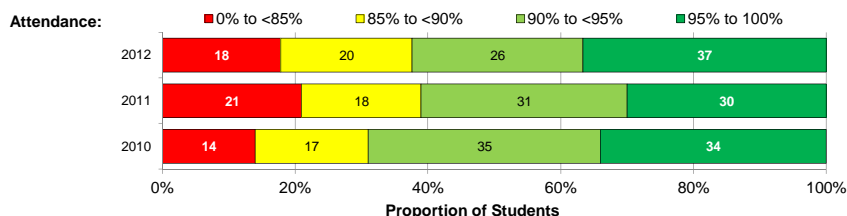
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2010 | 92% | 93% | 92% | 93% | 91% | 92% | 92% | N/A | N/A | N/A | N/A | N/A |
| 2011 | 90% | 88% | 92% | 88% | 94% | 90% | 87% | N/A | N/A | N/A | N/A | N/A |
| 2012 | 92% | 92% | 89% | 92% | 74% | 93% | 91% | N/A | N/A | N/A | N/A | N/A |

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 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.

Students are expected to be at school by 8.45am. Rolls are marked in the morning and afternoon. Unexplained absences of three days are followed up with a phone call to the parents. Early departures or late arrivals are required to report to the office to register. Parents are regularly provided with information about how regular absences impact on student learning. Parents are discouraged from making appointments and holiday plans during the school term.

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/>.

Performance of our students

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.

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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.

Achievement – Closing the Gap

Due to the small number of enrolments and to maintain student privacy, this information is withheld.