

Peachester State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This school annual report provides information on Peachester State School for 2014. 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 2015.

Future outlook

Our focus for the future is on reading, writing and building teacher capacity. We continue to implement and imbed the North Coast Regional Reading Framework, improving our students' achievement in writing and providing opportunities for staff to undertake planning, observation and feedback in explicit instruction to improve student achievement in Literacy, Numeracy and Science.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	125	58	67	91%
2013	119	57	62	92%
2014	128	61	67	93%

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		
	2012	2013	2014
Prep – Year 3	18	21	19
Year 4 – Year 7 Primary	15	19	15
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	3	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 have access to a range of rewards. Karrak, the yellow-tailed, black cockatoo, is our behaviour mascot. The behaviour of students at Peachester State School is generally very good.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	100%	93%
this is a good school (S2035)	96%	100%	93%
their child likes being at this school* (S2001)	89%	96%	93%
their child feels safe at this school* (S2002)	93%	96%	87%
their child's learning needs are being met at this school* (S2003)	85%	100%	93%
their child is making good progress at this school* (S2004)	85%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	86%
teachers at this school motivate their child to learn* (S2007)	93%	96%	87%
teachers at this school treat students fairly* (S2008)	96%	92%	73%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	93%
this school works with them to support their child's learning* (S2010)	89%	100%	87%
this school takes parents' opinions seriously* (S2011)	88%	100%	80%
student behaviour is well managed at this school* (S2012)	92%	92%	71%
this school looks for ways to improve* (S2013)	96%	100%	87%
this school is well maintained* (S2014)	96%	100%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	95%	91%
they like being at their school* (S2036)	94%	86%	82%
they feel safe at their school* (S2037)	94%	90%	78%
their teachers motivate them to learn* (S2038)	100%	95%	87%
their teachers expect them to do their best* (S2039)	100%	95%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	95%	82%
teachers treat students fairly at their school* (S2041)	88%	90%	67%
they can talk to their teachers about their concerns* (S2042)	82%	95%	74%
their school takes students' opinions seriously* (S2043)	88%	81%	69%
student behaviour is well managed at their school* (S2044)	88%	85%	67%
their school looks for ways to improve* (S2045)	100%	95%	89%
their school is well maintained* (S2046)	100%	90%	84%
their school gives them opportunities to do interesting things* (S2047)	82%	90%	73%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		92%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		92%	100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	36,766	0
2012-2013	34,737	0
2013-2014	44,126	0

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.

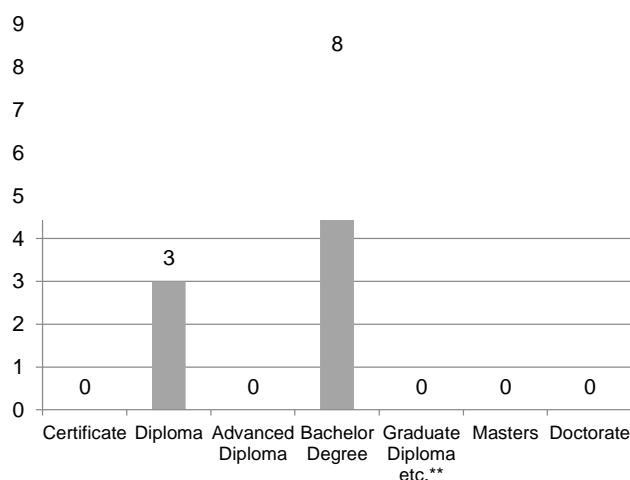
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	7	0
Full-time equivalents	8	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	11



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$21 000.

The major professional development initiatives are as follows:

- Art and Science of Teaching
- Reading, Writing and comprehension strategies
- Behaviour management strategies including Essential Skills for Classroom Management, Classroom Profiling, 123 Magic Emotion Coaching
- 7 Steps to Writing Success
- Glasshouse Coalition moderation of student work
- Regional numeracy professional development with PEAAAC's

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%

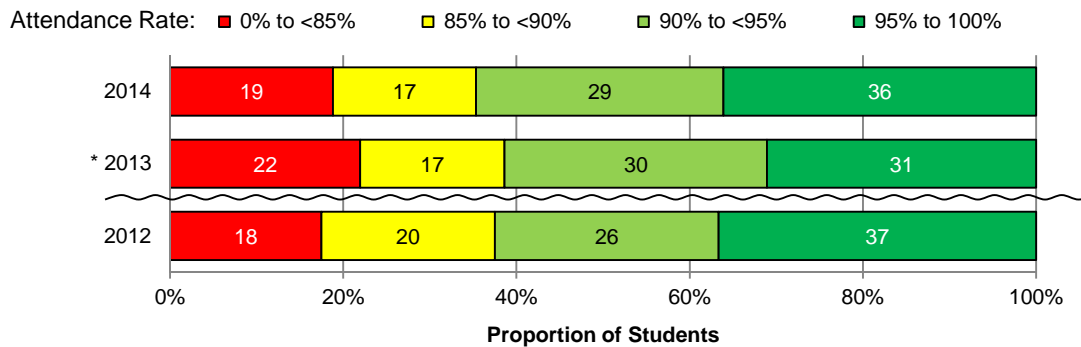
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	92%	92%	89%	92%	74%	93%	91%					
2013	89%	91%	91%	89%	84%	76%	92%					
2014	92%	89%	90%	90%	90%	89%	76%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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/>.

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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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.