

Peachester State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

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

In 2015 our focus was to implement the strategies from the North Coast Region Success Numeracy project, review our school processes around reading and develop a peer coaching and feedback model among teachers to improve student achievement across our school. All staff participated in professional development around the peer coaching and feedback model and had opportunities to develop their skills in this area through implementation of the Success Numeracy project. Parent sessions were also held to inform parents about expectations around teaching and learning mathematics at Peachester school. The development of a numeracy coach role and broadening of the Learning Support teacher's role to include curriculum support. Mean scale score data indicates that our students are improving at a rate significantly above Queensland state schools. Upper two band improvement data indicates that in seven out of ten domains our students in year three and year 5 are performing at the highest level.

Future outlook

In 2016 our focus remains on building consistency across our reading program, embedding the great work undertaken as part of the North Coast Region Success Numeracy project with maths warmups and question types and embedding the peer coaching and feedback model implemented as part of the Success Numeracy project, which is contributing to our ongoing improvement in student achievement. We have also been working on improving communications with our community through our electronic newsletter and investigating how technology might assist us to keep our parents and community informed of what is happening in our school. We have a dynamic and positive Parents and Citizens' Association who are constantly contributing to programs and resources to support our teachers and students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	119	57	62	2	92%
2014	128	61	67	1	93%
2015	97	52	45		87%

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 2015, 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:

Peachester State School is located in Peachester.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	19	18
Year 4 – Year 7 Primary	19	15	28
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	2	3
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.

Curriculum delivery

Our approach to curriculum delivery

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. This year, we participated in the North Coast Regional Success Literacy Project to introduce warm ups and fluency in mathematics. We are a Stephanie Alexander Kitchen Garden school and conduct garden and 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 improve 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.

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 of a high standard.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	93%	93%
this is a good school (S2035)	100%	93%	100%
their child likes being at this school (S2001)	96%	93%	100%
their child feels safe at this school (S2002)	96%	87%	100%
their child's learning needs are being met at this school (S2003)	100%	93%	89%
their child is making good progress at this school (S2004)	100%	100%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	86%	92%
teachers at this school motivate their child to learn (S2007)	96%	87%	85%
teachers at this school treat students fairly (S2008)	92%	73%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	100%
this school works with them to support their child's learning (S2010)	100%	87%	93%
this school takes parents' opinions seriously (S2011)	100%	80%	96%
student behaviour is well managed at this school (S2012)	92%	71%	93%
this school looks for ways to improve (S2013)	100%	87%	88%
this school is well maintained (S2014)	100%	93%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	91%	90%
they like being at their school (S2036)	86%	82%	90%
they feel safe at their school (S2037)	90%	78%	92%
their teachers motivate them to learn (S2038)	95%	87%	95%
their teachers expect them to do their best (S2039)	95%	96%	95%
their teachers provide them with useful feedback about their school work (S2040)	95%	82%	79%
teachers treat students fairly at their school (S2041)	90%	67%	79%
they can talk to their teachers about their concerns (S2042)	95%	74%	77%
their school takes students' opinions seriously (S2043)	81%	69%	89%
student behaviour is well managed at their school (S2044)	85%	67%	78%
their school looks for ways to improve (S2045)	95%	89%	89%
their school is well maintained (S2046)	90%	84%	94%
their school gives them opportunities to do interesting things (S2047)	90%	73%	79%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	93%
they receive useful feedback about their work at their school (S2071)	100%	92%	100%
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%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	92%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	93%
their school gives them opportunities to do interesting things (S2079)	92%	100%	100%

'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

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 and changing homework reading books 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 4-6 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
2012-2013	34,737	0
2013-2014	44,126	0
2014-2015	21,937	

*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.

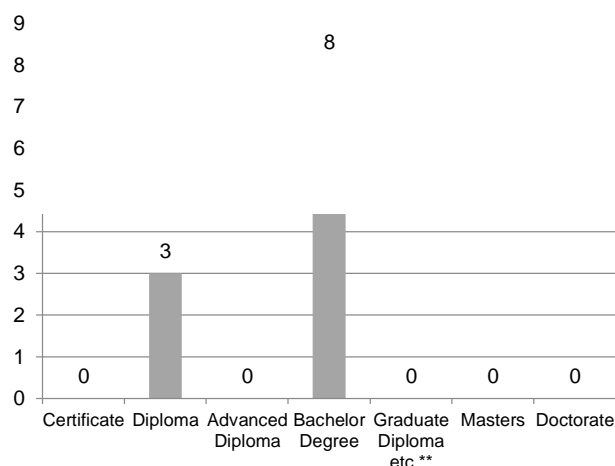
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	8	0
Full-time equivalents	6	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 2015 were \$ 21,500

The major professional development initiatives are as follows:

- Implementing the North Coast Region Success Numeracy Project
- Employing a Numeracy Coach
- Accessing professional development around peer coaching and mediation
- Accessing professional development for mathematics pedagogy
- Glasshouse Coalition moderation of student work

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	54%	80%	67%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

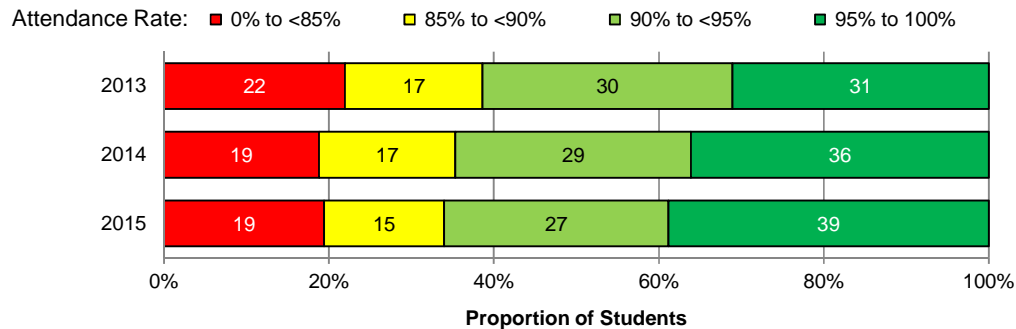
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	89%	91%	91%	89%	84%	76%	92%					
2014	93%	92%	89%	90%	90%	90%	89%	76%					
2015	95%	94%	93%	84%	91%	92%	89%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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.

Find a school

Sector:

Government

Non-government

SEARCH

Where it says '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 NAPLAN information is available by selecting 'NAPLAN' 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 our school's NAPLAN results.