



Peachester State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Peachester State School is a small rural school (84 students) in the hinterland of the Sunshine Coast. Most students are of an English speaking background. Employment in the community is varied and includes management, professional, government, education, farming and trades. Peachester State School provides a safe, supportive, stimulating environment where staff, parents and community members work to provide quality education for our students. The school has developed close partnerships with community groups - there is a very strong environmental awareness in both the school and the community. Our school and community are concentrating on maintaining and improving literacy - daily reading occurs, with parents and community members involved in a daily one-on-one reading programme with the early year's students. Writing, Numeracy and Feedback (both staff and student) are the current focus areas for our school.

The school values at Peachester State School are:

1. Be Safe
2. Be a Learner
3. Be Respectful

Principal's Foreword

Introduction

School Progress towards its goals in 2017

In 2017 our focus was on Writing and Numeracy, embedding the great work undertaken as part of the North Coast Region Success Numeracy project with maths warmups and question types and embedded the peer coaching and feedback model implemented as part of the Success Numeracy project, which contributed to our ongoing improvement in student achievement. We improved 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 constantly contributed to programs and resources to support our teachers and students.

Future Outlook

Our focus for 2018 is the continuation of Writing and Numeracy as well as Peer Observation and Feedback. Teachers will be participating in workshops across our region, building their pedagogical capacity in writing, focusing on teaching of grammar. We will continue to build upon the great successes we have had in Numeracy, continuing our Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources. We will also be embedding peer coaching and feedback to build pedagogical capacity. We will continue to review and implement our whole school PBL program to support learning processes in writing and numeracy.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	97	52	45		87%
2016	88	46	42		87%
2017	83	48	35	2	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Peachester State School is located in Peachester, approximately 10km from Beerwah. Our community is semi-rural, with students predominantly coming from professional or farming families. Our student behaviour is generally of a high standard and students are enthusiastic learners.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	20	21
Year 4 – Year 6	28	24	20
Year 7 – Year 10			
Year 11 – Year 12			

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. 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.

Co-curricular 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.

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	88%	100%
this is a good school (S2035)	100%	88%	100%
their child likes being at this school* (S2001)	100%	94%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	89%	80%	88%
their child is making good progress at this school* (S2004)	93%	93%	81%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	88%	94%
teachers at this school motivate their child to learn* (S2007)	85%	88%	81%
teachers at this school treat students fairly* (S2008)	96%	88%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%	100%
this school works with them to support their child's learning* (S2010)	93%	81%	94%
this school takes parents' opinions seriously* (S2011)	96%	88%	88%
student behaviour is well managed at this school* (S2012)	93%	94%	94%
this school looks for ways to improve* (S2013)	88%	88%	94%
this school is well maintained* (S2014)	100%	94%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	96%	100%
they like being at their school* (S2036)	90%	100%	97%
they feel safe at their school* (S2037)	92%	96%	100%
their teachers motivate them to learn* (S2038)	95%	100%	97%
their teachers expect them to do their best* (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	79%	100%	97%
teachers treat students fairly at their school* (S2041)	79%	93%	97%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)	77%	93%	90%
their school takes students' opinions seriously* (S2043)	89%	100%	93%
student behaviour is well managed at their school* (S2044)	78%	96%	100%
their school looks for ways to improve* (S2045)	89%	100%	97%
their school is well maintained* (S2046)	94%	93%	100%
their school gives them opportunities to do interesting things* (S2047)	79%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	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%	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)	100%	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)	93%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	1	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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. In 2018 we are introducing an additional recycling bin, where students can place other plastics (such as single use plastics, biscuit wrappers etc) and these are collected and sent away to be made into plastic furniture.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	21,937	
2015-2016	27,212	
2016-2017	9,988	

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

Sector:

Government

Non-government

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	9	0
Full-time Equivalents	6	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	5
Diploma	1
Certificate	2

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*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 2017 were \$14,623.

The major professional development initiatives are as follows:

- Employing a Numeracy Coach
- Accessing professional development around peer coaching and mediation
- Accessing professional development for mathematics pedagogy
- Glasshouse Coalition moderation of student work
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	67%	DW	94%

*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 2017 for all Queensland Primary schools was 93%.

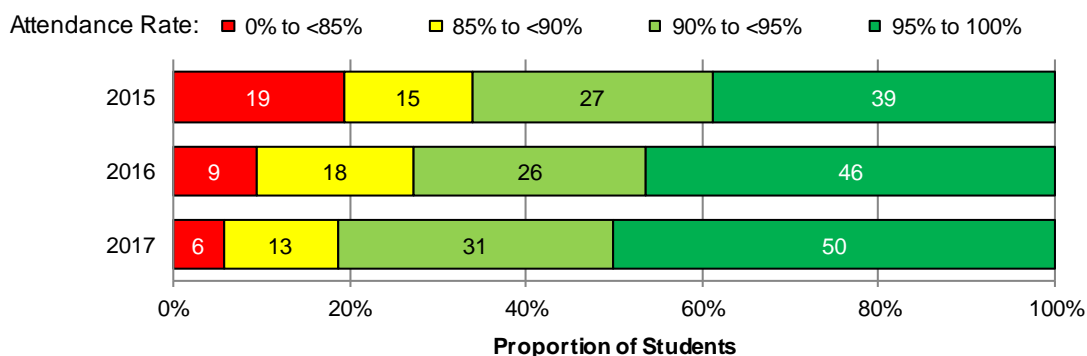
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	94%	93%	84%	91%	92%	89%						
2016	92%	93%	96%	93%	92%	88%	96%						
2017	93%	92%	91%	94%	95%	94%	93%						

*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 Department of Education 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 are immediately followed up with a text or phone call to 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.

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.

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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.