Peachester State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

Contact information

Postal address	966 Peachester Road Peachester 4519
Phone	(07) 5439 5111
Fax	(07) 5494 9038
Email	principal@peachesterss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Kim Fillery

School overview

Peachester State School is a small rural school (107 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 Respecful

School progress towards its goals in 2018

Focus Area in 2018	Actions successfully undertaken to address focus area
Curriculum Priority – Writing	- Introduced Writing (using Sheena Cameron's Writing strategies and Pearson's Gradual Release of Responsibility model) in Prep to Year 2 - Professional development was undertaken by whole staff. This included classroom observations and provision of feedback by Regional English Head of Department - Implemented Early Start as a tracking tool for early years - Implemented Literacy Continuum (Writing) across the whole school as a tracking tool - Created and provided opportunities for professional learning within the Australian Curriculum around the teaching of writing
Curriculum Priority – Numeracy	- Embedded the North Coast Region Maths Fiesta focus to whole school - Implemented a whole school focus on problem solving strategies - Professional development was undertaken by whole staff. This included visit by Regional Maths team
Develop whole school peer observation & feedback	- Access peer observation, feedback, coaching and learning communities - Introduced individual student goal setting

Future outlook

Focus Area in 2019	Actions successfully undertaken to address focus area
Curriculum Priority – Writing	• Review of Sheena Cameron's Writing strategies and Pearson's Gradual Release of Responsibility model) across whole school • Professional development for teacher aides in supporting writing. • Embed Early Start as a tracking tool for early years • Embed Literacy Continuum (whole Literacy Continuum) across whole school • Provide opportunities for professional learning within the Australian Curriculum around the teaching of writing
Curriculum Priority – Numeracy	• Professional development with North Coast Region Curriculum Leader • Continue the North Coast Region Maths Show-Me's Yr 3-6 • Implemented a whole school focus on number facts
Whole school peer observation & feedback	• Access peer observation, feedback, coaching and learning communities • Continue individual student goal setting

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	88	83	85
Girls	46	48	51
Boys	42	35	34
Indigenous		2	10
Enrolment continuity (Feb. – Nov.)	87%	92%	90%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Peachester State School is located approximately 10km from Beerwah, at the southern end of the Sunshine Coast. Peachester township is a is semi-rural community with an approximate population of 1259 (as per 2011 census) that consists of established residential blocks, mixed farming and state forestry. The main facilities in the town are the Peachester café, fruit shop, sawmill and community hall. Students predominantly come from farming or professional families, with easy access to Caboolture, Maleny, Woodford or Central and Northern Sunshine Coast.

Peachester State School is a co-educational school for students from Prep to Year 6. Five classroom teachers operate in cooperative classrooms with an approximate 20-25 students in each class. Classes may be either single year level or composite; with two year levels combined. Diversity is valued in all classrooms and throughout the school. Our school's inclusive practices mean that we attract students who are at various developmental stages.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	21	23
Year 4 – Year 6	24	20	18
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Peachester State School aims to equip students with the skills to be holistic life-long learners. Exposure to a range of cultural, sporting and academic activities that will improve students outcomes is a priority.

The school offers a multi age, co-educational continuous curriculum program, across years P-6, encompassing the eight subject areas. We teach the Australian Curriculum in all subjects.

Music, Languages and Physical Education were delivered to all students by specialists in these areas of expertise in 2018.

An Instrumental Music program was offered to students in Years 4 to 6.

Our school has incorporated Technology into all key learning areas. Computers are used in all classrooms as tools to enhance learning in all areas and form pivotal roles in many activities. 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 in 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

- Choir Group
- Instrumental Music lessons
- Stephanie Alexander Kitchen Garden program
- Inter and intra school sporting events
- Annual Athletics and Swimming Carnivals
- Annual swimming lessons
- School Leadership opportunities:
    - Parades and representing the school at key local events (e.g. ANZAC Day parade and ceremony; Remembrance Day)
- Annual Camp for students in Years 4-6. This alternates between a beach and bush experience.

How information and communication technologies are used to assist learning

At Peachester State School, we value ICT's and see them as an integral tool for teaching and learning.

Students are provided with regular opportunities to access and develop ICT skills within classrooms and in some specially targeted lessons. The school has developed a bank of ICT devices to support learning. In 2018 student laptops were purchased to be used both in and outside of the classroom. This has ensured an increased usage rate of devices by students in all classes across the school. 100% of students and staff have access to computers and the internet. Staff are continually updating pedagogy and skills to ensure best practice. Every teacher has a personal laptop provided by Education Queensland and they use computers for all planning and assessment as well as the development of classroom resources. Each classroom also has an interactive touch screen TV for delivery of lesson content.

Social climate

Overview

At Peachester, students are encouraged to do their best through our three school rules: 'I am Safe', 'I am a Learner', 'I am 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.

Peachester State School continues to work on developing, achieving and embedding a caring and supportive school culture. With the continued use of PBL (Positive Behaviour for Learning) as a framework for behaviour management at the school, we continue to work towards ensuring Peachester State School is a safe and supportive school. In 2018 we continued the implementation

of our Bullying No Way Policy to ensure safe and supportive learning environments for the students, staff and parents. We used Karrak Tickets as part of the PBL framework to encourage and reward positive behaviours. Processes are based on celebrating positive choices, intervening early and using the least invasive interventions when required.

Students that require a better understanding of the social aspect of school are provided that opportunity to develop those skills. We also have a number of programs focusing on the social and emotional well-being of students including a wellbeing program facilitated by our Principal, PBL Coach and our Guidance Officer.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviour, preventing poor behaviour choices and responding to unacceptable behaviour including bullying. Shared expectations for student behaviour are plain to everyone, assisting Peachester State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	100%	96%
• this is a good school (S2035)	88%	100%	100%
• their child likes being at this school* (S2001)	94%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	96%
• their child's learning needs are being met at this school* (S2003)	80%	88%	96%
• their child is making good progress at this school* (S2004)	93%	81%	96%
• 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)	88%	94%	100%
• teachers at this school motivate their child to learn* (S2007)	88%	81%	96%
• teachers at this school treat students fairly* (S2008)	88%	94%	87%
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	96%
• this school works with them to support their child's learning* (S2010)	81%	94%	91%
• this school takes parents' opinions seriously* (S2011)	88%	88%	100%
• student behaviour is well managed at this school* (S2012)	94%	94%	96%
• this school looks for ways to improve* (S2013)	88%	94%	100%
• this school is well maintained* (S2014)	94%	94%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	100%	100%
• they like being at their school* (S2036)	100%	97%	97%
• they feel safe at their school* (S2037)	96%	100%	97%
• their teachers motivate them to learn* (S2038)	100%	97%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	100%
• teachers treat students fairly at their school* (S2041)	93%	97%	100%
• they can talk to their teachers about their concerns* (S2042)	93%	90%	100%
• their school takes students' opinions seriously* (S2043)	100%	93%	97%
• student behaviour is well managed at their school* (S2044)	96%	100%	100%
• their school looks for ways to improve* (S2045)	100%	97%	97%
• their school is well maintained* (S2046)	93%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	95%
• they receive useful feedback about their work at their school (S2071)	100%	100%	95%
• 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)	100%	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

At Peachester State School we believe that relationships are important. Relationships between parents, students and the school are vital. In order for relationships to be effective and productive they need to be constantly maintained. There are times when relationships work better than others; it is at these times when we encourage you to approach us and discuss any issues of concern that you may have. When we work together on solving problems it provides an optimal opportunity to strengthen communication and understanding as well as providing an outcome that is suitable and understood by all stakeholders involved. To encourage good communication and understanding from the beginning, class teachers hold an information session discussing the everyday operations of their classroom, the school's expectations regarding academic performance and behaviour as well as outlining the modes of communication that they will be using throughout the year. We encourage all parents to attend these sessions to ensure a clear understanding of the teachers' expectations.

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

It is the relationships at Peachester State School which have encouraged and resulted in greater involvement of parents and also community within our school. This is evident in the amount of volunteers that support our school and provide quality learning opportunities for our students. At Peachester State School we highly value the role parents need to play in the education of their children. Our staff are honoured that parents entrust us with their children's care and development as they navigate their schooling journey. We look forward to working in partnership with parents to encourage and support children grow as individuals within the "Peachester State School Family".

Key members of staff are readily accessible to all parents to discuss adjustments required for individual students to achieve equity of opportunity, regardless of need. The school has an overarching philosophy of 'Every student succeeding'. All students are welcomed, diversity is respected and embraced and all students are supported to achieve success.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. We have included content from the Respectful Relationships suite of resources into our Health and Physical Education units, within explicit classroom Social and Emotional Learning lessons and also in small group scenarios with our Student Wellbeing Officer. School programs and practices focus on social skills, personal safety and awareness, identifying and responding to abuse and violence, preventing and responding to domestic and family violence and abuse, increasing gender equality and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has an active Learning and Wellbeing Framework with a suite of activities reflecting its commitment to building a culture that seeks to prevent gender based violence, through the building of respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	15
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:
School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2019 our Year 5-6 students are participating in the Sunshine Coast's "Kids In Action" Project, designing and implementing a program to inform our community about their environmental impact. The students have chosen to focus specifically on the Yellow-tailed Black Cockatoo.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	27,212	9,988	23,956
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
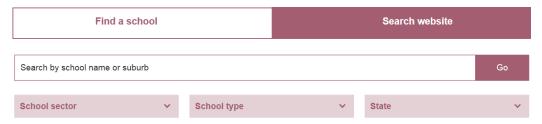
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	11	9	<5
Full-time equivalents	6	4	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	3
Bachelor degree	8
Diploma	
Certificate	

*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 2018 were $14,657.

The major professional development initiatives are as follows:

- Accessing professional development around mathematics pedagogy
- Accessing professional development around writing pedagogy
- Glasshouse coalition moderation for student work
- Principal Leadership Capability Development
- Business Services Manger Capability Development
- Teacher release to work with the Principal on the school's curriculum development
- Teacher release to work with the North Coast Region's Head of Curriculum (English) and Super Sixes school cluster on the Australian Curriculum and writing strategies.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	DW	94%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

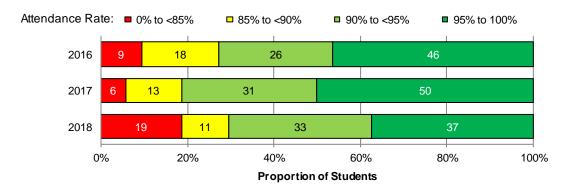| Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	93%	92%	Year 7			
Year 1	93%	92%	87%	Year 8			
Year 2	96%	91%	94%	Year 9			
Year 3	93%	94%	92%	Year 10			
Year 4	92%	95%	91%	Year 11			
Year 5	88%	94%	94%	Year 12			
Year 6	96%	93%	92%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	9	18	26	46
2017	6	13	31	50
2018	19	11	33	37

Proportion of Students (0% – 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.
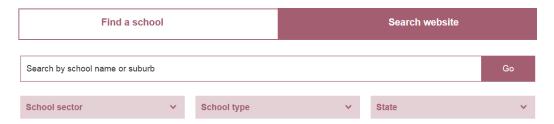
Students are expected to be at school by 8.45am. Rolls are marked in the morning and afternoon. Unexplained absences are immediately followed up with a text or phone call to parents. Early departures or late arrivals are required to report to the office to register. Parents are regularly provided with 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 NAPLAN tests are available via the *My School* website.
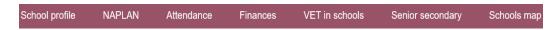
How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.