



# Park Ridge State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

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## School Overview

Park Ridge State School is a Band 9 Independent Public School catering for Prep to Year 6 students. The school is located in the Park Ridge suburb of Logan West in the South East Region of the Department of Education and Training. From its humble beginnings as a single room rural school of ten children and one teacher, Park Ridge State School has evolved into a large, multi-functional campus of 23 classes and approximately 575 students. The school offers learning programs implementing the Australian Curriculum. Students in Years 5 and 6 study German and over a long standing period, the school's students have been successful in German Verse Speaking Competitions. An innovative curriculum is delivered utilising our eLe@rn BYO Apple iPad program. There is a strong emphasis on effective Literacy and Numeracy Teaching and Learning Programs. Additionally the school has implemented a whole school targeted intervention and learning support program which is reviewed and revised yearly. Teaching staff have embraced Professional Learning Community Practice as a whole school improvement strategy where teachers form Year level Professional Learning Teams to collaborate in improving student learning and achievement. Also included in the programs offered is a fully staffed Special Education Program to cater for the learning needs of Students with Disabilities. Park Ridge State School has embraced the 'Harmony School' concept whereby everyone in the school community works together to create a safe and supportive educational environment. The school utilises a range of programs and activities such as the You Can Do It program to equip students with the skills and competencies to develop social and emotional maturity and to engage children in positive, meaningful experiences to promote school as a fun, enjoyable place. Extra-curricular activities such as Sport, Music (classroom and instrumental programs), Creative Arts and Student Leadership are emphasised as well. Facilities at the school include refurbished classroom blocks with all classes utilising interactive whiteboard technology. Other facilities include an assembly hall, a resource centre (library), a computer lab and a digital technology hub, a Creative Pavilion, a swimming pool, an Outside School Hours Care program and three ovals/playing fields.

## Principal's Forward

### Introduction

Park Ridge State School had a very successful year in 2016. Our achievements in systemic measures such as NAPLAN and School Opinion Surveys continued the strong improvement trend of recent years and high levels of engagement and satisfaction were evident with the students, staff and parents. This 2016 School Annual Report will be accessible electronically on the school's website and hard copies will be available to parents/caregivers from the school office.

### School Progress towards its goals in 2016

School Improvement Priorities for 2016

1. Improved Student Achievement in Reading; Targets Yr 3 U2B 40%; Yr 5 U2B 20% (both targets achieved – continue focus in 2017)
2. Improved Student Achievement in Numeracy; Targets Yr 3 U2B 30%; Yr 5 U2B 15% (Yr 3: 25.4%; Yr 5 target achieved – continue focus in 2017)

### 2016 NAPLAN Results

	Year 3			Year 5		
	Mean	%NMS	%U2B	Mean	%NMS	%U2B
<b>Reading</b>	410	97.5	<b>40</b>	473	84.5	<b>21.4</b>
Writing	419	98.7	45.7	457	88.6	4.3
Spelling	402	96.2	37.2	482	90	14.3
Grammar and Punctuation	418	97.4	41	477	87.1	24.3
<b>Numeracy</b>	386	96.4	<b>25.4</b>	470	90.1	<b>15.6</b>

3. Improved Student Attendance Rate – 93% attendance rate; introduced 'Every Day counts' attendance awards, continue in 2017
4. Writing Achievement – (Introduced 'Writing Matrix' to assist with consistency school-wide for A-E achievements; Literacy Coaching in Writing for class teachers – continue in 2017)
5. ICT Access and Usage – (school wide Wi-Fi upgrade, purchase of iPads for staff, PD for key staff on BYO iPads, parent workshops – continue in 2017 with phased in implementation of BYO iPads in Prep, Year 1 and Year 3)

This ongoing Literacy and Numeracy improvement has resulted from the continued implementation of:

- A whole school targeted intervention program including the Year 1 Focus class and the Year 2 Differentiated Literacy Program
- Professional Learning Community Practice with Year Level Professional Learning Teams, Team Leaders and Guaranteed and Viable Curriculum in Mathematics
- Literacy Coaching
- Early Years Oral Language Programs
- Numeracy Improvement Strategy and additional Literacy/Numeracy Teacher Aide support

## Future Outlook

School improvement priorities for 2017:

1. Improved Student Achievement in Reading - Targets Yr. 3, U2B 35%, Yr.5 U2B 30%
2. Improved Student Achievement in Numeracy - Targets Yr. 3, U2B 25%, Yr.5 U2B 25%
3. Implementation of IPS and eLe@rn BYOD iPad programs, and Improved Student Attendance

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	557	272	285	25	91%
<b>2015*</b>	536	272	264	32	96%
<b>2016</b>	576	284	292	33	95%

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 2016, 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

### Overview

Within the 2016 enrolment of 576 students, the following groups of students are present:

Students with Disabilities, 5.9%; Indigenous Students, 6%; Students in the Care of the State, 0.34%; Refugee Students, 0%; Students with English as a Second Language, 16%.

Additionally, there is a significant number of students with Asian or Pacific Islander heritage enrolled. Students come from both semi-rural and urban areas, with many families living to the south of the school on acreage allotments. The socio-economic status of families varies greatly, with a majority of families in the low-middle range of income.

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	24
Year 4 – Year 7	26	28	27
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- The school offers learning programs in the Key Learning Areas of English, Mathematics, History / Geography, Science, The Arts, Health and Physical Education, Technology and Languages (German).
- The school offers an innovative curriculum with full implementation of the Australian Curriculum, as it is developed and disseminated. Park Ridge staff believes that learning activities should be based around authentic inquiry approaches associated with relevant and appropriate culminating tasks, which link our curriculum to our community and beyond.
- The school offers German as its Languages Subject for Years 5 and 6 students.
- The school has a Special Education Class catering for 34 students verified with a disability such as Intellectual Impairment, Autistic Spectrum Disorder or Speech Language Impairment. These students are included in age appropriate regular classes, and their learning needs are met through an Individual Education Program supported by Special Education teachers and teacher aides.
- The School operates a Focus Class in Year One. Students placed in this class have been identified as requiring additional assistance to achieve learning outcomes similar to other students. This class focuses additional resources and staffing on Literacy and Numeracy programs to prepare students for successful progression to the next year of schooling.
- The school implements a Differentiated Literacy Program across the Year 2 classes to further enhance Early Years Literacy development.
- In Mathematics, the school uses the Guaranteed and Viable Curriculum and commenced Response to Intervention in 2016

### Co-curricular Activities

- A well supported Instrumental Music Program exists for children from Year 3 onwards (Strings) and Year 4 onwards (Woodwind/Brass/Percussion). Students are able to participate in the school bands, orchestra and ensembles. Additionally, choirs consisting of students in years 3 to 6 participate regularly in school life and competitions.
- The school encourages student participation in national and state competitions. Extension and Challenge activities are facilitated through school and district days of excellence, along with extension activities at school. Students with dramatic or artistic skills may participate in school music activities and our bi- annual Creative Arts Night.
- Park Ridge actively promotes Student Leadership. The School Captains and Student Councillors play an active role in decision-making. We also have Sports House Captains, Music Captains and Playground Leaders. School Captains participate in local and state wide Student Leadership forums. The Student Council coordinates fund raising activities for charities such as World Vision and the Morcombe Foundation. They are also actively involved in organising whole school special days; such as Harmony Day, Day for Daniel and Anzac Day.
- School sport includes inter-school competitions in touch football, netball, soccer, rugby league, AFL, basketball and cricket. Over the years, Park Ridge has had success in many of these areas winning premierships in netball, futsal, touch football and rugby league. Sports Days include track and field, cross-country running, and swimming. Students have competed successfully at District, Regional and State level in many sports. The school has a heated swimming pool and all children have weekly lessons in Terms 1 and 4 (Preps Term 4 only). A commercially operated swimming school conducts learn-to-swim classes and squad training at the pool during the week for interested community members.
- Along with competitions and cluster activities, Park Ridge State School invites students from Years 3 – 6 to participate in the annual Anzac Day march at the Greenbank RSL.

### How Information and Communication Technologies are used to Assist Learning

In 2016, the school's two computer laboratories were utilized to the full to enhance student learning through technology. Additionally, the school continued to employ a Technology teacher aide to assist students and co-ordinate technology use throughout the school.

In 2016, all Year Prep to Year 6 classrooms utilize Interactive Whiteboard technology. Additionally, Education Queensland's ICT administration system, 'One School' was further developed and enhanced in 2016. Also the school underwent a school-wide Wi-Fi upgrade, to improve access to online learning tools.

2016 saw the continuation of a Park Ridge edStudio for staff, containing a comprehensive range of school documentation and resources to enhance curriculum, teaching and learning, assessment and reporting and school policies and procedures.

The school purchased iPads and provided staff professional development in preparation for the introduction of a phased in BYO iPad program in 2017. Parent information sessions were also run in preparation for BYO iPads.

The Curriculum Committee commenced familiarisation of the Digital Technology strand in preparation for implementation in 2017.

## Social Climate

### Overview

Park Ridge is "The Harmony School". Within the 'Harmony School' framework, everyone works together to create a safe, supportive environment. Staff and students spend more time developing positive, exciting proactive programs, rather than focussing on what to do with individual students who misbehave.

Park Ridge State School has developed a range of programs and activities to engage children in positive, meaningful experiences in order to (a) promote school as a fun, enjoyable place to be and (b) to teach children the social, emotional and behavioural skills necessary to be successful, active citizens in our school and ultimately, our world. Social and emotional learning is explicitly taught through the You Can Do It program and embedded into daily practice. In 2016, our school continued to explicitly teach the Morcombe Child Safety curriculum.

Starting with each teacher in each classroom, positive behaviour support strategies are implemented in order to reach the goal of changing behaviour for improved social interaction, and improved learning outcomes. Teachers' use the school's Responsible Behaviour Plan for Students to assist in the management of low, medium and high level inappropriate behaviours, and to provide a safe learning environment for all students and staff.

The Supportive School Environment Committee, comprising representatives from teaching staff, administration, behaviour specialists, chaplaincy service and support services, co-ordinates Harmony School activities and programs and, in discussion with class teachers, refer individual students to other support agencies.

These pro-active approaches also link into anti-bullying strategies. All members of the school community become part of the solution by providing all students with clear messages about bullying and empowering all students to do something about it. Observed bullying behaviours are in the minority and everyone in the school community reinforces students making positive choices. Empowering victims and encouraging bystanders helps to create a more harmonious playground. School based strategies include the High 5 and Bystander 5. Park Ridge also promotes the importance of safe online behaviours, with the Cyber 5 providing strategies to help students stay safe online. These strategies, along with our anti-bullying policy, can be found in the Responsible Behaviour Plan for Students.

Over the last three years the school has maintained the improving trend in School Opinion Survey data. Again in 2016, Parent, Student and Staff satisfaction levels have been mostly very high or high and these results have been reinforced with anecdotal evidence from various sources from within our school community and externally as well. Students and staff feel secure and are happy to be at our school and parents are generally very pleased with, and supportive of, our efforts.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	93%	97%	97%
this is a good school (S2035)	93%	95%	98%
their child likes being at this school* (S2001)	97%	95%	95%
their child feels safe at this school* (S2002)	96%	92%	97%
their child's learning needs are being met at this school* (S2003)	91%	95%	93%
their child is making good progress at this school* (S2004)	92%	92%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	98%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	91%	95%	98%
teachers at this school treat students fairly* (S2008)	90%	97%	97%
they can talk to their child's teachers about their concerns* (S2009)	99%	97%	97%
this school works with them to support their child's learning* (S2010)	91%	89%	95%
this school takes parents' opinions seriously* (S2011)	83%	89%	90%
student behaviour is well managed at this school* (S2012)	86%	89%	93%
this school looks for ways to improve* (S2013)	89%	94%	97%
this school is well maintained* (S2014)	91%	81%	83%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	95%	93%
they like being at their school* (S2036)	91%	90%	96%
they feel safe at their school* (S2037)	95%	94%	93%
their teachers motivate them to learn* (S2038)	95%	93%	97%
their teachers expect them to do their best* (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	96%
teachers treat students fairly at their school* (S2041)	88%	85%	91%
they can talk to their teachers about their concerns* (S2042)	88%	82%	91%
their school takes students' opinions seriously* (S2043)	85%	82%	90%
student behaviour is well managed at their school* (S2044)	75%	77%	81%
their school looks for ways to improve* (S2045)	91%	93%	96%
their school is well maintained* (S2046)	91%	89%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	90%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
they receive useful feedback about their work at their school (S2071)	94%	93%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	87%	86%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	94%
student behaviour is well managed at their school (S2074)	94%	93%	98%
staff are well supported at their school (S2075)	94%	93%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	92%	91%	93%
their school looks for ways to improve (S2077)	96%	100%	96%
their school is well maintained (S2078)	90%	89%	79%
their school gives them opportunities to do interesting things (S2079)	92%	98%	98%

\* 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

Park Ridge offers a range of programs and opportunities to involve parents in their children's education. These include: (1) Informing parents of their child's progress through parent/teacher interviews and Student Reports twice a year. (2) School Newsletters and Class Parent Information Newsletters. (3) Having a strong and active Parents & Citizens Association. (4) Involving parents in educational forums on a variety of issues. (5) Encouraging parents to volunteer to assist in and out of classrooms and celebrating that relationship through our Parent Volunteer's Morning Tea. (6) Keeping parents informed of school activities through the Park Ridge State School Parent Information Facebook page.

Parental engagement continues to be a school priority and in 2016 our school's Parent and Community Engagement Framework implementation continued.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Park Ridge State School explicitly teaches 2 programs aimed at promoting personal safety and resolving conflict. You Can Do it is the Social and Emotional program which is explicitly taught school-wide. Park Ridge State School also explicitly teaches the Morcombe Child Safety Curriculum school-wide. This program teaches students to recognise, react and report when they, or others, are unsafe.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	29	12	29
Long Suspensions – 6 to 20 days	1	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.

## Environmental Footprint

### Reducing the school's environmental footprint

The School is focused on conservation and responsible usage of these resources.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	196,770	0
2014-2015	160,873	
2015-2016	174,501	12

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

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	31	<5
Full-time Equivalent	37	19	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	2
Bachelor degree	28
Diploma	7
Certificate	0

\*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 2016 were \$17, 640

The major professional development initiatives are as follows:

- Professional Learning Community Practice
- Principal and Administration Team Conferences, Seminars, and Workshops
- First Aid and CPR Training
- ICT – BYO iPad
- Beginning Teachers Conference
- Special Education Workshops
- Behaviour Management workshops
- Coaching
- School Reviews

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Student Attendance

### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	89%

\*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 2016 for all Queensland Primary schools was 93%.

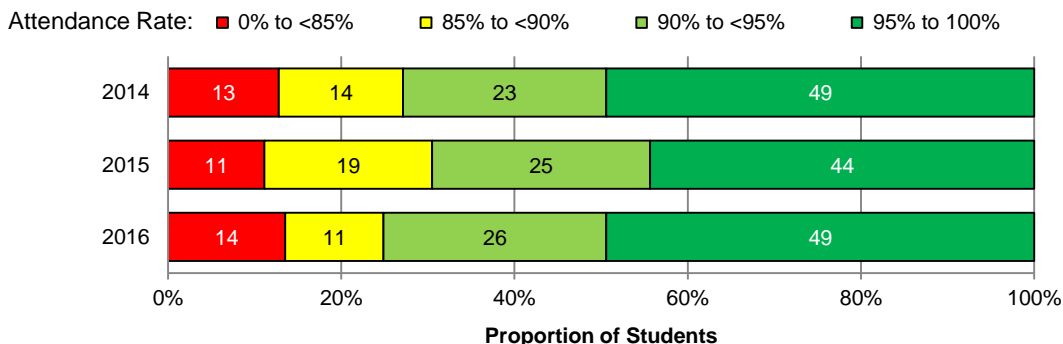
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	92%	93%	93%	94%	92%	90%					
2015	92%	92%	93%	93%	93%	92%	92%						
2016	94%	92%	93%	93%	92%	93%	93%						

\*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 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.

The following practices are utilised to monitor student attendance at school.

- ID Attend is utilised at Park Ridge State School
- Rolls are marked twice daily
- Text messages are sent daily to students marked with an unexplained absence
- Late Arrival and Early Departure registers are maintained – students sign in and out at the office
- Attendance data is entered into ID Attend daily, which rolls over into OneSchool
- Three or more consecutive unexplained days absence is followed up with communication home
- Sporadic unexplained days absence is followed up with communication home
- Introduction in 2016 of Every Day Counts awards. Students with 95% attendance or higher receive an attendance sticker each term. Furthermore, at each assembly, the junior and senior class with the highest attendance rate for that fortnight receive the attendance trophy and a certificate.
- Every Day Counts is promoted in our fortnightly Newsletter

## 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/>.

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Suburb, town or postcode

Sector:

Government

Non-government

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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.