

# Acacia Ridge State School (0025)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

This report is designed to provide a summary of the progress made at Acacia Ridge State School during 2012. It also contains general information about our unique school.

2012 was a year spent focusing on pedagogical change and the adoption of the National Curriculum. Our goal was to change the way we teach as well as what we teach.

First Semester of 2012 saw the implementation of two key teaching methodologies as well a key reform designed to improve student behaviour and school climate. The key teaching methodologies were: The Teaching of Handwriting, Reading and Spelling Skills (THRASS) and Fleming's Explicit Teaching Model. The behaviour initiative, School-Wide Positive Behaviour Support program (SWPBS), is a common approach throughout Australia.

In term 4 2012, Representations, Oral Language and Engagement in Mathematics (RoleM), was implemented in grades P-3 to support enhanced teaching of mathematics in the Early Years.

### School progress towards its goals in 2012

Our 2012 Key Directions and progress towards completion are listed below

Key Direction	% Completed
Continue to address the commendations and recommendations from the school's Teaching and Learning Audit	100%
Continue with adoption and adaption of the Australian National Curricula	100%
Continue implementing common school-wide pedagogical practice, behaviour management processes and classroom management strategies.	80% (See Introduction)

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### Future outlook

In 2013 there will be an unrelenting focus on the improvement of our students' academic and social outcomes through improving pedagogical practice. The three key teaching methodologies (THRASS, Explicit Teaching and RoleM) will continue to be fully implemented. Teachers will continue to receive in-class coaching and feedback to enhance classroom skills and to increase their repertoire of skills.

The context for all teaching, learning and social activities will be through the School-Wide Positive Behaviour Support program.

The National Curriculum is fully implemented and up to date at the time of writing. Continued adaptations will be made as required.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	283	121	162	89%
2011	288	129	159	88%
2012	274	132	142	84%

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

### Characteristics of the student body:

Acacia Ridge is located 14 km from the Brisbane CBD. An old suburb, it was once heavily industrialised and known for manufacturing. Industrialisation has declined and transport, support services and logistics businesses now dominate. Acacia Ridge's demographics are rapidly changing with a steady influx of migrants, refugees and young first home buyers moving in.

Our school population is made up of over 40 nationalities of students, making it a cosmopolitan, vibrant and exciting campus of Education Queensland. Approximately 12% of the school population identifies as Indigenous, 20% are from refugee families and 45% were born overseas.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	21	23
Year 4 – Year 10	25	28	20
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	18	47	84
Long Suspensions - 6 to 20 days	6	6	7
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

- Every class offers two focussed guided-reading lessons per week utilising a team of teacher aide support staff as well as the classroom teacher.
- Every child performing under National Benchmarks is required to have a Learning Improvement Plan which is a set of simple and achievable educational goals to strive for by the end of term. Each term the LIP's are reviewed and adjusted accordingly by the Support Teacher Learning Difficulties in consultation with individual students and their teachers
- Instruction hours in English and Mathematics are above the minimum recommended.
- There are two "Weeks of Excellence" every Semester focussing exclusively on SOSE, art and technology. Parents are invited into classrooms twice per term for Open Days during the Weeks of Excellence.
- Our Special Education Program offers a 'Life Skills' component focussing on developing real-world skills like cooking, cleaning and shopping.

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### Extra curricula activities

1. Through a partnership agreement with the Inala Police Citizens Youth Club, we offer a number of programs designed to improve self-esteem, confidence, teamwork skills and self-defence skills. The programs are offered to all students in year 4-7. They include:
  - Team Up (focussing on cooperation and teamwork);
  - Hit Like a Girl (Self-esteem, confidence building, self-defence skills for girls);
  - Drumbeat (Drumming program to enhance teamwork, cooperation and coordination and self-esteem)
  - Duke of Edinburgh Scheme (Confidence, skill-building and community support – Year 7 only)
2. Through a partnership agreement with 'Shaping Brains', selected children are offered out-of-hours, intensive cognitive therapy sessions to improve short-term memory and brain function
3. Instrumental music is offered to students in years 5-7 (brass, woodwind and percussion)
4. Sport and Recreation:
  - Students are encouraged to participate in student and school-directed sporting opportunities
  - Cluster sports gala days
  - Rugby League and Netball (4-7)
  - Swimming: (Prep-7)
  - After hours swimming club (summer only)
5. Year 6 camp - 4-day excursion and camp to Hervey Bay; Year 5 camp – 2 days to the Gold Coast
6. NAIDOC Day – usually celebrated later in the year with a visit to the Inala Indigenous Cultural Centre
7. HARMONY DAY is celebrated every year through our "Harmony Fete" with a focus on music, food and fun

## How Information and Communication Technologies are used to assist learning

In 2012, a total of 50 new computers were installed throughout the school including 30 new machines in the computer laboratory. Each classroom now has at least two computers. All teachers received a new Computers For Teachers laptop.

Interactive Whiteboards were installed in every classroom, as well as the library, the computer laboratory and the music room. Staff received two Professional development sessions on their use.

The aging Library software was replaced and the process of moving the catalogue over to the new system was commenced in late 2012.

Two full class-sets of digital cameras were purchased and are available to teachers to borrow.

iPads were purchased for the Special Education Program and the English as a Second language program. New wireless systems were installed at several key locations in the school improving iPad and class WiFi access.

The new Federally funded theatre has a fully integrated system of computerised sound and lights allowing for presentations, movies, theatre productions and concerts. Several key staff received professional development on its use.

## Social climate

We are the Acacia Ridge Rockets! Our 'Launchpad to Excellence' is to be Respectful, Safe Learners. Our school has worked hard at improving the overall social climate through the application of School-Wide Positive Behaviour Support. We have taken a strong stance against violence, poor language, bullying and harassment.

Pastoral Care and student support includes:

1. Our School Chaplain provides direct student support as well as secular personal development programs such as Dazzle (Girls Business). The Chaplain also acts as the school's first point of contact when attendance issues arise.
2. Through a partnership agreement with Student Care Welfare Acacia Ridge, free psychological counselling is offered during school time to selected students who have experienced personal trauma
3. Through a partnership agreement with Saint Laurences College Community Care program, Year 11 students make a weekly 1 hour visit to the school to work with students in their classrooms. Students from Lourdes Hill College also occasionally participate in the program. Students from both schools assist us greatly with our Harmony Fete celebrations by providing logistical support and musical performances

# Our school at a glance

## Parent, student and staff satisfaction with the school

Overall satisfaction of parents, students and staff is improving fast. From a low-point in 2011, parents and students are opening expressing approval with the positive changes to the school climate. Staff morale is improved with fewer sick and leave days being expended in 2012 than 2011. (It should be noted that the staff morale data includes data from two District Programs located on Acacia Ridge State School property and may have affected the overall staff moral score).

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	80.0%
this is a good school	93.3%
their child likes being at this school*	100.0%
their child feels safe at this school*	86.7%
their child's learning needs are being met at this school*	86.7%
their child is making good progress at this school*	86.7%
teachers at this school expect their child to do his or her best*	92.9%
teachers at this school provide their child with useful feedback about his or her school work*	78.6%
teachers at this school motivate their child to learn*	93.3%
teachers at this school treat students fairly*	92.9%
they can talk to their child's teachers about their concerns*	93.3%
this school works with them to support their child's learning*	92.9%
this school takes parents' opinions seriously*	91.7%
student behaviour is well managed at this school*	85.7%
this school looks for ways to improve*	92.9%
this school is well maintained*	78.6%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	87.0%
they like being at their school*	83.6%

## Our school at a glance

they feel safe at their school*	81.5%
their teachers motivate them to learn*	94.3%
their teachers expect them to do their best*	90.7%
their teachers provide them with useful feedback about their school work*	86.3%
teachers treat students fairly at their school*	77.4%
they can talk to their teachers about their concerns*	66.7%
their school takes students' opinions seriously*	70.4%
student behaviour is well managed at their school*	62.3%
their school looks for ways to improve*	90.4%
their school is well maintained*	72.2%
their school gives them opportunities to do interesting things*	80.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	76.5%
with the individual staff morale items	65.2%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parents are welcome to join the school community at any time and there are a number of ways they can do so.

The Parents and Citizens Association has monthly meetings and has several active sub-committees which are always in need of assistance. There is a breakfast club manned by volunteer parents and teachers. Parents are also welcome to act as parent helpers during HPE lessons as well as to attend class swimming lessons during summer and act as in-pool helpers. The tuckshop, which operates three days per week, welcomes volunteer helpers.

A newsletter goes out once per fortnight and the school website is updated as often as possible with new information. School signage, including a new electronic sign is updated regularly with information for parents.

Two open days are held each Semester and parents are welcome to attend. Parent reporting evenings are held twice per year with parent encouraged to book a time to speak with their child's teacher.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2012, there was a focus on recycling and reuse. New recycle bins were introduced along with a large industrial recycle bin. An additional array of solar panels was installed through the 'Solar Schools' initiative. Through a refurbishment of E Block, several inefficient and old hot water systems were removed and replaced with a single energy efficient model.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	176,216	3,613
2010-2011	227,508	3,042
2011-2012	233,682	4,141

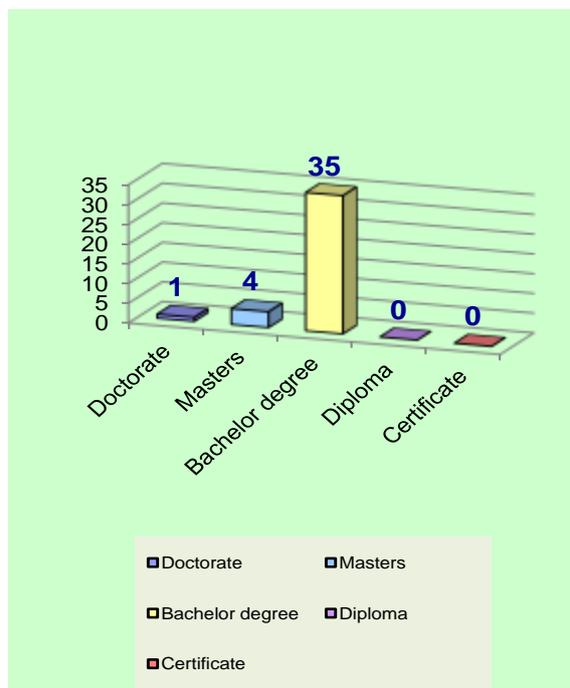
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	31	<5
Full-time equivalents	35.8	18.7	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Bachelor degree	35
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$107 000.32.

The major professional development initiatives are as follows:

- THRASS – ongoing in-class coaching and modelling by external THRASS coaches
- School Wide Positive Behaviour Support – ongoing SWPBS Committee professional development sessions
- Explicit Teaching Model – ongoing in-house coaching and modelling sessions
- RoleM (Early Year Mathematics) – RoleM professional development day
- National Curriculum implementation

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

## Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.4%	95.4%	94.7%

**Note:** Staff count includes the Acacia Ridge Intervention Centre and the Early Childhood Development Program, both of which are Regional programs located on our campus, but not under the control of the school.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89.4% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

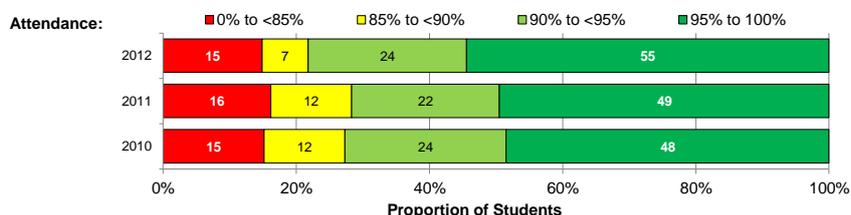
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	94%	90%	93%	92%	93%	91%	N/A	N/A	N/A	N/A	N/A
2011	92%	91%	93%	91%	93%	93%	92%	N/A	N/A	N/A	N/A	N/A
2012	93%	94%	96%	94%	95%	93%	93%	N/A	N/A	N/A	N/A	N/A

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Like all Queensland State Schools, class rolls are marked twice per day (morning and afternoon). In situations where a child may be showing a pattern of non-attendance, the School Chaplain or the School Liaison Officer will make phone contact with the parent or carer. The phone call is designed to assist families with whatever difficulties they are experiencing in sending their child to school. School personnel will sometimes visit families to talk through and problem-solve their difficulties. Families will be referred to outside agencies to provide support and assistance if they wish. Follow up telephone calls and visits will occur as required.

# Performance of our students

## 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/>.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

# Performance of our students

## Achievement – Closing the Gap

	Indigenous	Non-Indigenous
2012 Attendance	93.1	93.2

2012 NAPLAN Mean Score	Indigenous	Non-Indigenous
Year 3 Reading	335	305
Year 3 Writing	341	325
Year 3 Spelling	351	352
Year 3 Numeracy	343	338
Year 5 Writing	407	406
Year 5 Numeracy	432	419
Year 7 Reading	505	496
Year 7 Spelling	534	507
Year 7 Grammar and Punctuation	534	508
Year 7 Numeracy	522	505

\*\* A blue colour indicates the highest score. In 9 of the 10 scores above, Indigenous children out-scored their non-Indigenous classmates.