Acacia Ridge State School
Queensland State School Reporting
2013 School Annual Report

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Principal's foreword

Introduction

Welcome to Acacia Ridge State School, a place that has high expectations for learning, behaviour, school pride and a positive, safe and respectful learning environment. It is a place where improving student learning outcomes for every child is our core business and focus. Acacia Ridge State School is situated fifteen kilometres south of the Brisbane CBD.

It is with pleasure that we present our 2013 School Annual Report. This report provides information about our school, in terms of achievements, our school culture and environment and our future priorities.

School progress towards its goals in 2013

School Priorities	Progress
Implement the Australian Curriculum for English, Mathematics, Science and History	100% implementation
Implement THRASS for the teaching of phonics and spelling	100% teaching staff trained in THRASS
Implement the RoleM Early Years Numeracy Program	100% Prep to Year 2 teaching staff trained in RoleM
Implement strategies to improve attendance	100% implementation
Develop coaching program with staff	Staff participated in coaching to improve their pedagogical practices

Embed School Wide Positive Behaviour Support (SWPBS) Tier 1 processes	50% implementation achieved
Develop staff performance development process	100% staff have a Developing Performance Plan that they are working on
Improve school community engagement through the development of Open Days	Two open days were held which were very successful
Review and embed the Whole-School Assessment and Reporting Framework	Review completed and framework embedded

Future outlook

Our main areas for school improvement in 2014 are:

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Utilise data to inform teaching practice
- Improve school performance
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents and the community
- Plan to transition Year 7 to high school

In particular, we will focus on the following key areas:

Reading

- Improve READING outcomes for all students
- Review and develop a consistent approach to teaching READING
- Ensure teachers have quality resources to teach READING
- Develop a consistent approach to teaching spelling and sight words
- Collect and analyse READING data to determine areas for development and improvement

Numeracy

- Improve NUMERACY outcomes for all students
- Develop a consistent approach to teaching NUMERACY
- Collect and analyse NUMERACY data to determine areas for development and improvement

School Culture
- Embed School Wide Positive Behaviour Support (SWPBS) processes which focuses on teaching and reinforcing positive behaviour and procedures for managing inappropriate behaviour
- Improve school and community engagement and partnerships

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	288	129	159	88%
2012	274	132	142	84%
2013	227	101	126	89%

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

Characteristics of the student body:

Acacia Ridge is located fifteen kilometres 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		
	2011	2012	2013
Prep – Year 3	21	23	24
Year 4 – Year 7 Primary	28	20	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	47	84	8
Long Suspensions - 6 to 20 days	6	7	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings

- Every class offers focussed guided reading lessons per week utilising a team of teacher aide support staff as well as the classroom teacher, Support Teacher – Literacy and Numeracy and staff to support our students where English is their second language.

- 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 – Literacy and Numeracy 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, The Arts 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.

Extra curricula activities

1. Through a partnership agreement with the Inala Police Citizens Youth Club, we offered a number of programs in 2013 designed to improve self-esteem, confidence, teamwork skills and self-defence skills. The programs were offered to all students in Years 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 were 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:

    - Cluster sports gala days for students in Years 5-7

    - After After-School Sport Program each term for students in Prep to Year 7, focusing on a variety of sports including Netball, Basketball, Athletics and Soccer

    - Rugby League and Netball (4-7)

    - Swimming (Prep-7)

5. Upper school camp program

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

Over the last two years, 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 will be purchased this year for a number of our lower primary classes and in the last two years, 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 Wi-Fi access.

The new Federally funded amphitheatre 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

Our school has worked hard at improving the overall social climate through the application of School-Wide Positive Behaviour Support, where there are whole school processes for teaching and reinforcing positive behaviour and procedures for managing inappropriate behaviour. This work has resulted in a significant reduction of school disciplinary absences.

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 assists with student absenteeism.

2. Through a partnership agreement with Student Care Welfare Acacia Ridge, free psychological counselling was offered during school time to selected students who have experienced personal trauma.

3. Through a partnership agreement with Saint Laurence's College Community Care program, Year 11 students made a weekly 1 hour visit to the school to work with students in their classrooms. Students from Lourdes Hill College also occasionally participated in the program. Students from both schools assisted us greatly with our Harmony Fete celebrations by providing logistical support and musical performances.

Parent, student and staff satisfaction with the school

There has been a significant improvement in the satisfaction of our school by our parents, students and staff.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	80%	96%
this is a good school (S2035)	93%	100%
their child likes being at this school* (S2001)	100%	100%

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their child feels safe at this school* (S2002)	87%	92%
their child's learning needs are being met at this school* (S2003)	87%	92%
their child is making good progress at this school* (S2004)	87%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	96%
teachers at this school motivate their child to learn* (S2007)	93%	100%
teachers at this school treat students fairly* (S2008)	93%	88%
they can talk to their child's teachers about their concerns* (S2009)	93%	96%
this school works with them to support their child's learning* (S2010)	93%	100%
this school takes parents' opinions seriously* (S2011)	92%	92%
student behaviour is well managed at this school* (S2012)	86%	84%
this school looks for ways to improve* (S2013)	93%	100%
this school is well maintained* (S2014)	79%	96%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	87%	97%
they like being at their school* (S2036)	84%	85%
they feel safe at their school* (S2037)	81%	100%
their teachers motivate them to learn* (S2038)	94%	97%
their teachers expect them to do their best* (S2039)	91%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	94%
teachers treat students fairly at their school* (S2041)	77%	91%
they can talk to their teachers about their concerns* (S2042)	67%	94%
their school takes students' opinions seriously* (S2043)	70%	76%
student behaviour is well managed at their school* (S2044)	62%	91%
their school looks for ways to improve* (S2045)	90%	85%
their school is well maintained* (S2046)	72%	97%
their school gives them opportunities to do interesting things* (S2047)	80%	88%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	100%

they receive useful feedback about their work at their school (S2071)	84%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	83%
student behaviour is well managed at their school (S2074)	83%
staff are well supported at their school (S2075)	83%
their school takes staff opinions seriously (S2076)	91%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	84%
their school gives them opportunities to do interesting things (S2079)	78%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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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.

Parent reporting evenings are held twice per year with parents encouraged to book a time to speak with their child's teacher.

Parents are encouraged to attend our weekly parade on Fridays which focuses on student achievement, reinforcement of positive student behaviour and at times musical/dance items by students.

Parents are also strongly encouraged to attend our annual Student Leader Induction Ceremony, ANZAC Day Ceremony and Awards Presentation Ceremony.

Reducing the school's environmental footprint

In 2012 and 2013, 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.

There was a significant reduction in water usage across the school during the 2012-2013 periods. Efforts will be made to investigate ways to reduce electricity usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	227,508	3,042
2011-2012	233,682	4,141
2012-2013	258,046	2,607

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	34	23	0
Full-time equivalents	31	15	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	30
Graduate Diploma etc.	
Masters	3
Doctorate	1
Total	**34**
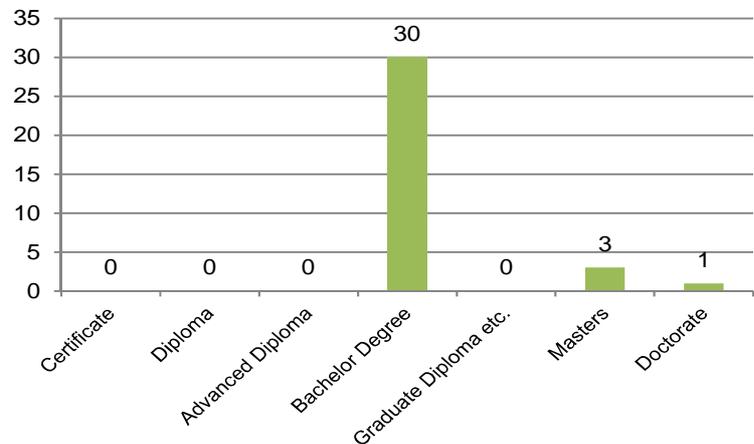
* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were: $45,373.80.

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 2013 was:100%.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

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, 94% of staff was retained by the school for the entire 2013 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.**

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%

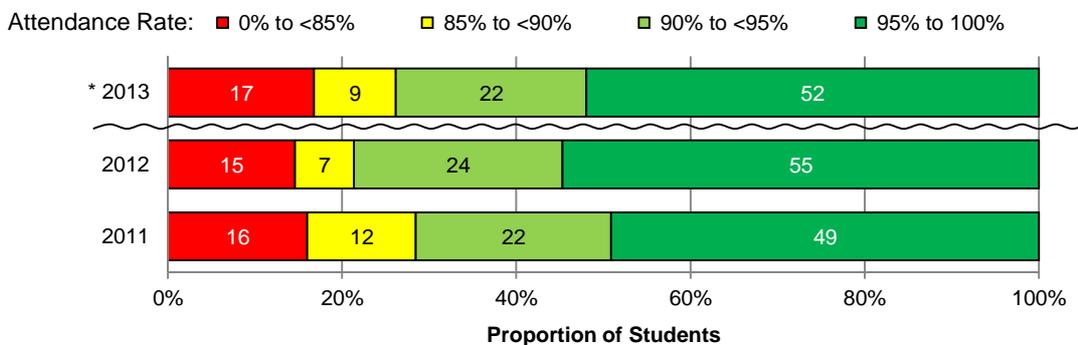The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011	92%	91%	93%	91%	93%	93%	92%					
2012	93%	94%	96%	94%	95%	93%	93%					
2013	90%	93%	91%	95%	95%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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

* 2013: 17 | 9 | 22 | 52
2012: 15 | 7 | 24 | 55
2011: 16 | 12 | 22 | 49

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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 or is absent for three consecutive days without an explanation, staff 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 may occur as required.

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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/.

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.**

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results 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 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.

Achievement – Closing the Gap

2013 showed some good gains for our Aboriginal and Torres Strait Islander students in NAPLAN. Our Aboriginal and Torres Strait Islander students achieved higher mean scale scores than their Non-Indigenous peers for:

- Year 3 Writing
- Year 3 Numeracy
- Year 5 Writing
- Year 7 Writing
- Year 7 Numeracy

The following areas showed the most improvement:

YEAR 3 NAPLAN RESULTS

- **Reading**
  - Mean scale scores for Reading were higher for both our Aboriginal and Torres Strait Islander students and Non-Indigenous students
- **Writing**
  - The Indigenous mean was well above the National mean and Qld State Schools mean
  - Our Aboriginal and Torres Strait Islander students achieved higher mean scale scores than our Non-Indigenous students

- **Numeracy**
  - The mean scores were higher for both Indigenous and Non-Indigenous mean
  - The gap between these scores has decreased dramatically
  - Our Aboriginal and Torres Strait Islander students achieved higher mean scale scores than our Non-Indigenous students

YEAR 5 NAPLAN RESULTS

- **Reading**
  - Mean Scale Scores for Reading were higher for both our Aboriginal and Torres Strait Islander students and Non-Indigenous students
- **Writing**
  - Mean scale scores for Writing were higher for both our Aboriginal and Torres Strait Islander students and Non-Indigenous students
  - The Indigenous mean was above the National mean and Qld State Schools mean
- **Numeracy**
  - Mean scale scores for Numeracy were higher for both our Aboriginal and Torres Strait Islander students and Non-Indigenous students
  - The gap between these scores has decreased dramatically

YEAR 7 NAPLAN RESULTS

- **Writing**
  - Mean scale scores for Numeracy were higher for both our Aboriginal and Torres Strait Islander students and Non-Indigenous students
  - The gap between the mean scale scores for Aboriginal and Torres Strait Islander students and Non-Indigenous students has decreased
- **Numeracy**
  - Aboriginal and Torres Strait Islander students scored higher than our Non-Indigenous students
  - The gap between these scores has decreased