Acacia Ridge State School
Queensland State School Reporting
2014 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 2014 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 2014

School Priorities	Progress
CURRICULUM • Implement the Australian Curriculum for English, Mathematics, Science, Geography and History • Review and embed the Assessment and Reporting Framework	100% implementation Review and embedding of Assessment and Reporting Framework completed
READING • Develop a whole-school reading program • Develop a consistent approach to teaching reading • Provide PD to staff in the teaching of reading and phonics	100% achieved
MATHS • Improve the teaching of numeracy	Working towards 100% in 2015
ATTENDANCE • Develop a Attendance and Late Arrival Policy • Implement strategies to improve attendance	100% implementation

School progress towards its goals in 2014

STAFF DEVELOPMENT • Develop coaching program with staff • Develop staff performance development process	100% Staff participated in coaching to 100% staff have a DPP
SCHOOL CULTURE • Embed School Wide Positive Behaviour Support (SWPBS) Tier 1 processes	100% implementation achieved
SCHOOL AND COMMUNITY • Improve school community engagement through students participating in community events, holding Under 8's Day with our school and neighbouring child care centres and kindergartens	100% achieved

Future outlook

Our main areas for school improvement in 2015 will be:

READING

• Implement reviewed whole school reading program with a focus on teaching the six pillars - Phonemic Awareness, Phonics, Oral Language, Fluency, Comprehension and Vocabulary.

• Implement Fountas and Pinnell whole school assessment and the Levelled Literacy Intervention (LLI) program

• Provide PD to teachers and teacher aides on how to conduct and analyse a Fountas and Pinnell reading benchmark to guide planning and teaching.

• Analyse reading data to inform intervention, differentiation and planning and setting targets for National Minimum Standards and Upper Two Bands

• Introduce Jolly Phonics to the lower school and continue the teaching of THRASS throughout the remainder of the school.

• Provide coaching to teachers and teacher aides on the teaching of reading.

WRITING

• Develop and set individual learning goals for each student in Writing.

• Conduct year level and cluster moderation for writing tasks.

• Provide PD to staff around the NAPLAN Writing Marking Guide as a tool to guide planning, teaching and assessment.

NUMERACY

• Provide additional intervention for students in the Upper Two Bands for Numeracy and those just below the National Minimum Standard.

• Continue to set individual learning goals for each student in Maths.

• Set targets for National Minimum Standards and Upper Two Bands each year.

TRANSITION

- Conduct 'student hand-over' sessions with previous year teacher to discuss individual students, in terms of their academic, social and emotional progress, attendance, medical and family background.

- Continue to conduct parent Prep information night to welcome families and discuss prep program and information regarding Acacia Ridge State School.

- Introduce the Koala Joeys pre-prep program and train two staff members to ensure sustainability of the program.

- Continue to develop positive relationships with local kindergartens, childcare centres and feeder high schools in relation to transition, community service programs and high school services and programs, including Chaplaincy.

- Continue to conduct Prep-Prep, ECDP and high school transition programs and orientation days.

ATTENDANCE

- Develop and embed the Attendance and Late Arrival Policy.

- Conduct regular attendance data audits with teachers to identify students attending < 85% and determine the strategies to improve attendance.

- Display and communicate attendance data with staff, students and families.

- Continue to use positive reinforcers for high attendance rates and improvement in attendance.

CLOSING THE GAP

- Case-manage individual students to ensure that their engagement, attendance and attainment are at or above those of their non-indigenous peers.

- Support students to be strong in their culture and identity by creating meaningful partnerships with their parents, carers and community.

- Organise a multi-cultural day and NAIDOC celebration with links with our local Aboriginal and Torres Strait Islander community.

STAFF CAPACITY AND LEADERSHIP

- Continue lesson observations with teachers embedding the feedback cycle from these.

- Review all elements within the Pedagogical Framework and ensure it is embedded across the whole school, in particular ensuring that there is a consistent pedagogical approach to teaching Reading, Writing and Numeracy.

- Provide 'Feedback for Learning / Descriptive Feedback' PD for staff.

- Continue to conduct academic and attendance data audit each semester with teachers to analyse data to inform differentiation and planning.

- Continue with coaching model, focussing on the teaching of reading, numeracy and writing.

- Review current Developing Performance process to ensure alignment with current departmental processes and the Australian Professional Standards for Teachers.

- Provide PD to staff on the Australian Professional Standards for Teachers to develop their understanding and knowledge of the key areas and standards.

- Conduct a professional learning circle with staff across a twelve month period using the text 'Explicit Instruction' by Archer and Hughes as a basis for collegial, rigorous dialogue, establishment of peer coaching and observation and feedback model, with a focus on transferring theory into practice.

- Investigate developing a facilitated learning circle for leaders in the cluster around Sharratt and Fullan's "Putting Faces on the Data" to drive the concept of putting theory into best practice in our schools.

CURRICULUM

- Review the school's Curriculum Framework to ensure a vertical and horizontal alignment with ACARA and the Assessment and Reporting Framework.

- Provide PD to staff on implementing the Australian Curriculum for Civics and Citizenship.

SCHOOL CULTURE AND COMMUNITY

- Continue with embedding SWPBS Tier 1 processes and implement Tier 2 and 3 when appropriate.

- Increase our profile and strengthening relationships in the community by engaging and participating in school and community events and programs.

- Provide a wide range of extra-curricular activities to our students, such as interschool and after school sport, instrumental music, art, music and sport gala days.

- Develop positive and productive partnerships with our local kindergartens and child care centres and ensure they are invited to Prep Orientation days, Under 8's Day, Multi-Cultural days and staff PD relevant to both sectors.

- Participate in local community initiatives based around the early learning years group (driven by the AEDC data), to drive strategies to improve early literacy and numeracy and to promote our school and encourage student and family participation.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Early Childhood - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	274	132	142	84%
2013	227	101	126	89%
2014	240	106	134	93%

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 11% of the school population identifies as Indigenous, 20% are from refugee families and 45% were born overseas.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	23	24	21
Year 4 – Year 7 Primary	20	27	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	84	8	10
Long Suspensions - 6 to 20 days	7	0	0
Exclusions[#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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, Special Education Teacher and staff to support our students where English is their second language.

- Every child performing under National Benchmarks is required to have an Individual Support Plan (ISP) which is a set of simple and achievable educational goals to strive for by the end of term. Each term the ISPs 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.

Extra curricula activities

1. 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

2. Instrumental music is offered to students in Years 5-7 (brass, woodwind and percussion)

3. Sport and Recreation:

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

    - Rugby League and Netball (4-7)

    - Swimming Program (Prep-7)

4. After School Sport Program

    - 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

5. Upper school camp program

How Information and Communication Technologies are used to assist learning

IPads will be purchased later in the 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.

A fully functional computer lab is operational and these computers are continually updated.

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 and a significant improvement in our School Opinion Survey data.

Pastoral Care and student support includes:

- 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.

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	80%	96%	97%
this is a good school (S2035)	93%	100%	97%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	87%	92%	91%
their child's learning needs are being met at this school* (S2003)	87%	92%	91%
their child is making good progress at this school* (S2004)	87%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	93%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	96%	91%
teachers at this school motivate their child to learn* (S2007)	93%	100%	94%
teachers at this school treat students fairly* (S2008)	93%	88%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	96%	100%
this school works with them to support their child's learning* (S2010)	93%	100%	97%
this school takes parents' opinions seriously* (S2011)	92%	92%	91%
student behaviour is well managed at this school* (S2012)	86%	84%	88%
this school looks for ways to improve* (S2013)	93%	100%	97%
this school is well maintained* (S2014)	79%	96%	94%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	87%	97%	99%
they like being at their school* (S2036)	84%	85%	94%
they feel safe at their school* (S2037)	81%	100%	100%
their teachers motivate them to learn* (S2038)	94%	97%	99%
their teachers expect them to do their best* (S2039)	91%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	94%	100%
teachers treat students fairly at their school* (S2041)	77%	91%	94%
they can talk to their teachers about their concerns* (S2042)	67%	94%	89%
their school takes students' opinions seriously* (S2043)	70%	76%	93%
student behaviour is well managed at their school* (S2044)	62%	91%	88%
their school looks for ways to improve* (S2045)	90%	85%	97%
their school is well maintained* (S2046)	72%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	80%	88%	88%

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Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		84%	97%
students are encouraged to do their best at their school (S2072)		96%	100%
students are treated fairly at their school (S2073)		83%	94%
student behaviour is well managed at their school (S2074)		83%	97%
staff are well supported at their school (S2075)		83%	97%
their school takes staff opinions seriously (S2076)		91%	94%
their school looks for ways to improve (S2077)		96%	100%
their school is well maintained (S2078)		84%	88%
their school gives them opportunities to do interesting things (S2079)		78%	94%

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

'Agree' represents the 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.

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.

A Meet and Greet Barbeque is held for all our families at the beginning of the school year which is an opportunity for parents to meet new families and their child's class teacher.
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 2014, 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 2012-2014 periods. Efforts will be made to investigate ways to reduce electricity usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	233,682	4,141
2012-2013	258,046	2,607
2013-2014	283,088	1,700

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	20	0
Full-time equivalents	27	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**29**
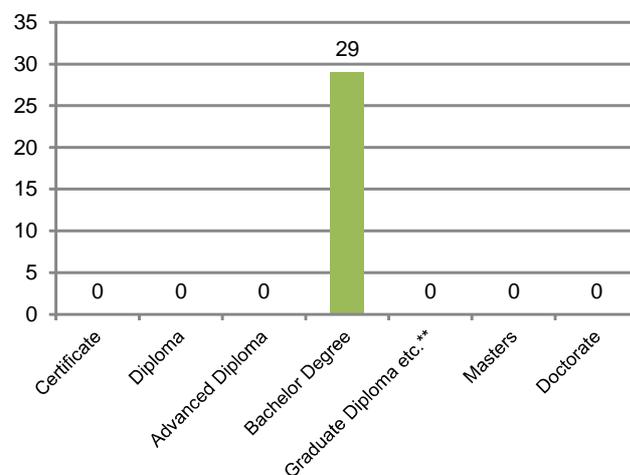
*Teaching staff includes School Leaders

**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 2014 were $12, 500

The major professional development initiatives are as follows:

- School Wide Positive Behaviour Support – ongoing SWPBS Committee professional development sessions
- RoleM (Early Year Mathematics) – RoleM professional development day for lower school teachers
- Jolly Phonics Program – for lower school teachers
- Maths Problem Solving PD – for upper school teachers
- National Curriculum implementation
- Teaching of reading PD

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%

The overall attendance rate in 2014 for all Queensland 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
2012	93%	94%	96%	94%	95%	93%	93%					
2013	90%	93%	91%	95%	95%	93%	93%					
2014	90%	93%	93%	93%	93%	96%	95%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
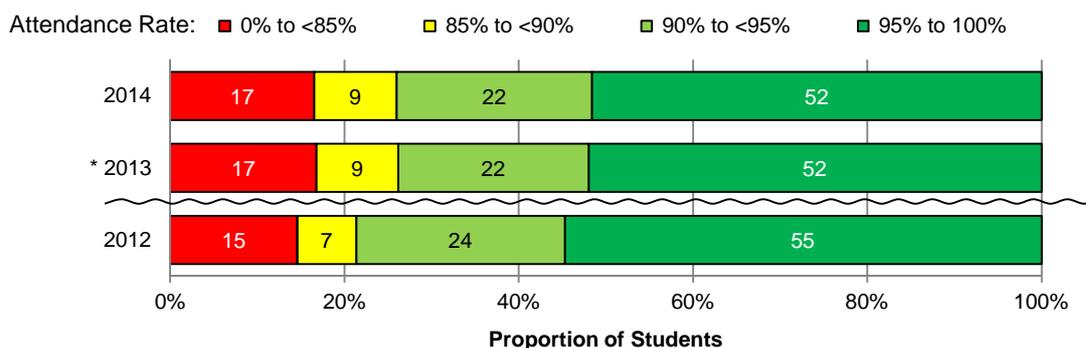
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

If there are continued patterns of absenteeism, the Principal and Deputy Principal will meet with families to discuss plans to improve attendance.

Our school also introduced positive reinforcement strategies to encourage attendance. This included a weekly class award.

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

2014 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 5 Reading
- Year 5 Writing
- Year 5 Numeracy
- Year 7 Writing
- Year 7 Numeracy

The following areas showed the most improvement:

YEAR 3 NAPLAN RESULTS

- No Aborginal and Torres Strait Islander students in Year 3 in 2014

YEAR 5 NAPLAN RESULTS

- **Reading**
  - Mean Scale Scores for Reading were higher for our Aboriginal and Torres Strait Islander students than Non-Indigenous students
  - The gap between these scores has reduced significantly
- **Writing**
  - Mean scale scores for Writing were higher for our Aboriginal and Torres Strait Islander students than Non-Indigenous students
  - The Indigenous mean was above the Queensland State Schools mean
- **Numeracy**
  - Mean scale scores for Numeracy were higher for our Aboriginal and Torres Strait Islander students than Non-Indigenous students
  - The gap between these scores has reduced significantly

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**
  - The gap between the mean scale scores for Aboriginal and Torres Strait Islander students and Non-Indigenous students has decreased