

# Acacia Ridge State School

## Queensland State School Reporting

### 2015 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 2015 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 2015

School Priorities	Progress
<b>CURRICULUM</b> <ul style="list-style-type: none"> <li>Review the school's Curriculum Framework to ensure vertical and horizontal alignment with ACARA and the Assessment and Reporting Framework.</li> <li>Implement a whole-school literacy block</li> </ul>	Working towards 100% in 2016  100% implementation
<b>READING</b> <ul style="list-style-type: none"> <li>Implement reviewed whole school reading program with a focus on the six pillars- Phonemic Awareness, Phonics, Oral Language, Fluency, Comprehension and Vocabulary</li> <li>Implement Fountas and Pinnell whole school assessment and Levelled Literacy Intervention (LLI) program</li> <li>Provide coaching to Teachers and Teacher Aides on the teaching of reading.</li> <li>Conduct Case Management Meetings each term so that teachers have opportunities to discuss students who are not progressing with their reading and/or require a differentiated teaching approach.</li> </ul>	100% implementation  Review of whole-school reading program- working towards 100% in 2016  Working towards 100% embedding in 2016
<b>WRITING</b> <ul style="list-style-type: none"> <li>Conduct year level and cluster moderation for tasks.</li> </ul>	100% implementation
<b>NUMERACY</b> <ul style="list-style-type: none"> <li>Provide additional intervention for students in the Upper Two Bands for Numeracy and those just below National Minimum Standard.</li> </ul>	100% achieved

<p><b>TRANSITION</b></p> <ul style="list-style-type: none"> <li>• Conduct student 'hand-over' sessions with previous year teacher to discuss individual students, in terms of academic, social and emotional progress, attendance and family background.</li> <li>• Continue to conduct parent Prep Information night to welcome families and discuss prep program and information regarding Acacia Ridge State School.</li> <li>• Introduce Koala Joeys pre-prep program and train two staff members to ensure sustainability of the program.</li> <li>• 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.</li> <li>• Continue to conduct pre-prep, ECDP and high school transition programs and orientation days.</li> </ul>	<p>100% achieved</p> <p>100% implementation</p> <p>100% implementation</p> <p>Continue 100% implementation through 2016</p> <p>Continue 100% implementation through 2016</p>
<p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• Develop and embed the Attendance and Late Arrival policy.</li> <li>• Conduct regular data audits with teachers to identify &lt;85% and determine the strategies to improve attendance.</li> <li>• Display and communicate attendance data with staff, students and families.</li> <li>• Continue to use positive reinforcers for high attendance rates and improvement in attendance.</li> </ul>	<p>100% achieved</p> <p>Implementation to continue in 2016</p> <p>100% implementation</p> <p>100% implementation</p>
<p><b>STAFF CAPACITY AND LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• Lesson observations with teachers, embedding the feedback cycle from these.</li> <li>• Coaching cycles, focusing on the teaching of reading, writing and numeracy.</li> <li>• Review current Developing Performance process to ensure alignment with current departmental processes and the Australian Professional Standards for Teachers.</li> </ul>	<p>100% implementation</p> <p>Continue 100% implementation through 2016</p>
<p><b>SCHOOL COMMUNITY AND CULTURE</b></p> <ul style="list-style-type: none"> <li>• Continue with embedding PBL Tier 1 processes and implement Tier 2 and Tier 3 as appropriate.</li> <li>• Increase our profile and strengthening relationships in the community by engaging and participating in school and community events and programs.</li> <li>• Develop positive and productive partnerships with our local kindergartens and child care centres and ensure they are invited to Prep Orientation Days, Under 8 Days, Multicultural days and staff PD relevant to both sectors.</li> <li>• Participate in local community initiatives based around the early learning years group (AEDC data driven), to drive strategies to improve early literacy and numeracy and promote our school and encourage student and family participation.</li> </ul>	<p>Continue implementation through 2016- working towards 100%</p> <p>100% implementation</p> <p>100% implementation</p>

### Future outlook

Our main improvement areas for 2016 will be:

<b>READING</b>		
Develop Oral Language Program and intervention in the lower school	100% students screened	By the end of Term 1
	100% teacher aides trained	By the end of Term 1
	Increase end of year reading targets by 10%	Terms 2-4

Embed consistent reading strategies across all year levels	100% Teachers and Teacher Aides trained	By the end of Term 1
Implement Literacy Blocks in all classrooms	100% classrooms, 4 days per week	By the end of Term 1
Provide coaching to teachers on the teaching of reading	100% commenced	Ongoing throughout year (from Term 1)
Use data to inform the teaching of reading, in conjunction with Case Management	100% implemented	Implementation commences Term 1 2016
Improve NAPLAN data in reading	Year 3 NMS – 93% Year 5 NMS – 90% Year 3 U2B – 20% Year 5 U2B – 15% 100% NMS student participation	Term 1 and 2, 2016

#### SCHOOL CULTURE AND SCHOOL COMMUNITY

Improve school culture and behaviour of all students	10% reduction in suspension and major behaviour incidents.	Ongoing from Semester 1
Implement PBL processes across the whole school	100% teaching and learning staff trained in ESCM	Term 1 2016
Continue building partnerships with local kindergartens and early learning centres and high schools.	Increase school enrolments by 5%	By end of Term 4
Continue with the 'Koala Joeys' program for children 0-5 years with a focus on oral language.	Increase enrolments in program by 10%	From Term 1 onwards

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	227	101	126	26	89%
2014	240	106	134	23	93%
2015	240	101	139	28	89%

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 2015, 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:

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 30 nationalities of students, making it a cosmopolitan, vibrant and exciting campus of Education Queensland. Approximately 10% of the school population identifies as Indigenous, 18% are from refugee families and 45% were born overseas. Approximately 40% of our students are English as an Additional Language/ Dialect students. Our population can be transient and we often see families return as they move back into the area.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	21	21
Year 4 – Year 7 Primary	27	23	27
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	10	33
Long Suspensions - 6 to 20 days	0	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.

### Curriculum delivery

#### Our distinctive curriculum offerings

- Every class offers focussed 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.
- Each term an intensive 'core skills block' is built into the unit in order to close the gap around basic skills.

### Extra curricula activities

1. Instrumental music is offered to students in Years 5-7 (brass, woodwind and percussion)
2. Sport and Recreation:
  - Cluster sports gala days for students in Years 5-7
  - Rugby League and Netball (4-7)
  - Swimming Program (Prep-7)
3. 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
4. Upper school camp program

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

iPads have been purchased 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.

### Pastoral Care and student support includes:

□□ Our School Chaplain provides direct student support as well as secular personal development programs.

### Social Climate

Our school continues to build and refine the processes around our Positive Behaviour for Learning (PBL) support in order to continue to improve the overall social climate. There are whole school processes for teaching and reinforcing positive behaviour and procedures for managing inappropriate behaviour.

With a whole of school focus on high expectations for behaviour, resilience building and appropriate social interaction, Acacia Ridge State School is focused on providing a safe and secure learning environment for every student, every day.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	97%	90%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school (S2001)	100%	94%	94%
their child feels safe at this school (S2002)	92%	91%	100%
their child's learning needs are being met at this school (S2003)	92%	91%	100%
their child is making good progress at this school (S2004)	100%	94%	94%
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)	96%	91%	97%
teachers at this school motivate their child to learn (S2007)	100%	94%	100%
teachers at this school treat students fairly (S2008)	88%	94%	94%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	100%	97%	100%
this school takes parents' opinions seriously (S2011)	92%	91%	90%
student behaviour is well managed at this school (S2012)	84%	88%	87%
this school looks for ways to improve (S2013)	100%	97%	97%
this school is well maintained (S2014)	96%	94%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	99%	99%
they like being at their school (S2036)	85%	94%	99%
they feel safe at their school (S2037)	100%	100%	98%
their teachers motivate them to learn (S2038)	97%	99%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	100%	100%
teachers treat students fairly at their school (S2041)	91%	94%	98%
they can talk to their teachers about their concerns (S2042)	94%	89%	97%
their school takes students' opinions seriously (S2043)	76%	93%	95%
student behaviour is well managed at their school (S2044)	91%	88%	84%
their school looks for ways to improve (S2045)	85%	97%	99%
their school is well maintained (S2046)	97%	95%	98%
their school gives them opportunities to do interesting things (S2047)	88%	88%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	100%	92%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	84%	97%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	79%
students are encouraged to do their best at their school (S2072)	96%	100%	97%
students are treated fairly at their school (S2073)	83%	94%	94%
student behaviour is well managed at their school (S2074)	83%	97%	89%
staff are well supported at their school (S2075)	83%	97%	89%
their school takes staff opinions seriously (S2076)	91%	94%	86%
their school looks for ways to improve (S2077)	96%	100%	94%
their school is well maintained (S2078)	84%	88%	83%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	78%	94%	83%

# '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

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. They also have monthly parent social morning teas as an opportunity for parents to meet and make connections within our parent community informally. 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. We also have an official school Facebook page which is regularly updated with information about upcoming events.

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 Monday afternoons 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

Acacia Ridge State School has an ongoing commitment to recycling and reusing whenever possible and uses compost bins throughout the school. Through negotiations with the Council, several large asthma-inducing and mould-producing trees are being removed and replaced with native trees. Native trees have also been planted in the refurbishment of garden beds. Through a refurbishment and reinstatement of D Block, asbestos materials have been removed from the grounds. Ongoing monitoring of lights and air conditioning is a focus.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	258,046	2,607
2013-2014	283,088	1,700
2014-2015	284,151	1,782

\*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.

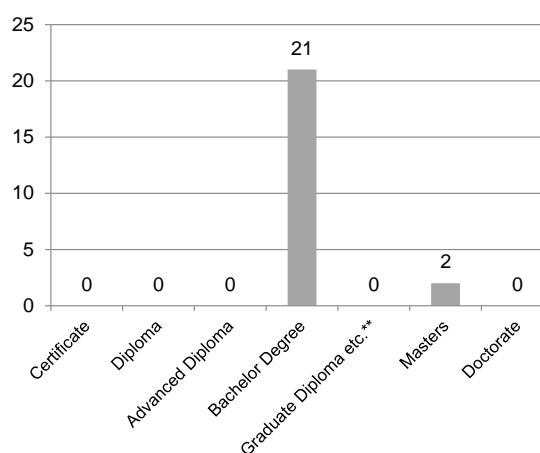
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	23	0
Full-time equivalents	20	15	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
<b>Total</b>	<b>23</b>



\*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 2015 were \$19 121.38.

The major professional development initiatives are as follows:

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Positive Behaviour for Learning – ongoing PBL Committee professional development sessions

Putting Faces on the Data- Lyn Sharratt

The Teaching of Reading- Independent and Guided Reading

Building Vocabulary in Everyday Learning- all staff

Planning for Literacy Blocks

National Curriculum implementation

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 90% of staff was retained by the school for the entire 2015 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/>.

Full-time equivalent enrolments relating to recurrent income and capital expenditure:

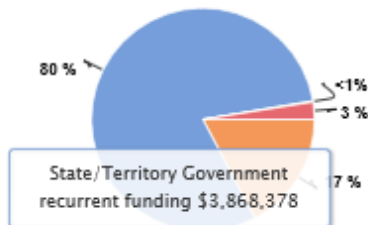
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### Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

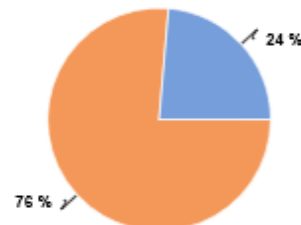
	<b>\$ Total</b>	<b>\$ Per student</b>
<b>Net recurrent income 2014</b>		
Australian Government recurrent funding	838,571	3,488
State/territory government recurrent funding	3,868,378	16,118
Fees, charges and parent contributions	7,802	32
Other private sources	121,090	505
<b>Total gross income</b> (excluding income from government capital grants)	<b>4,833,641</b>	<b>20,140</b>
Less <a href="#">deductions</a>	<b>0</b>	<b>0</b>
<b>Total net recurrent income</b>	<b>4,833,641</b>	<b>20,140</b>
<b>Capital expenditure 2014</b>	<b>\$ Total</b>	<b>\$ Total 2009-2014</b>
Australian Government capital expenditure	54,813	2,774,958
State/territory government capital expenditure	18,982	4,415,079
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	6,384
<b>Total capital expenditure</b>	<b>71,795</b>	<b>7,196,399</b>

**Total gross income 2014**

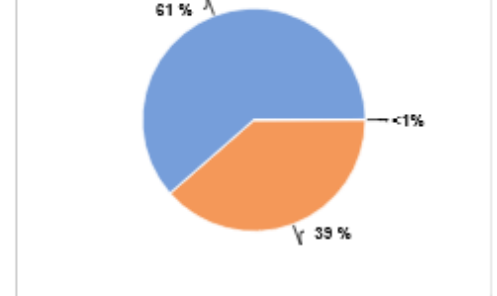


(excluding income from government capital grants)

**Total capital expenditure 2014**



**Total capital expenditure 2009-2014**



Percentages are rounded and may not add to 100%.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	86%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

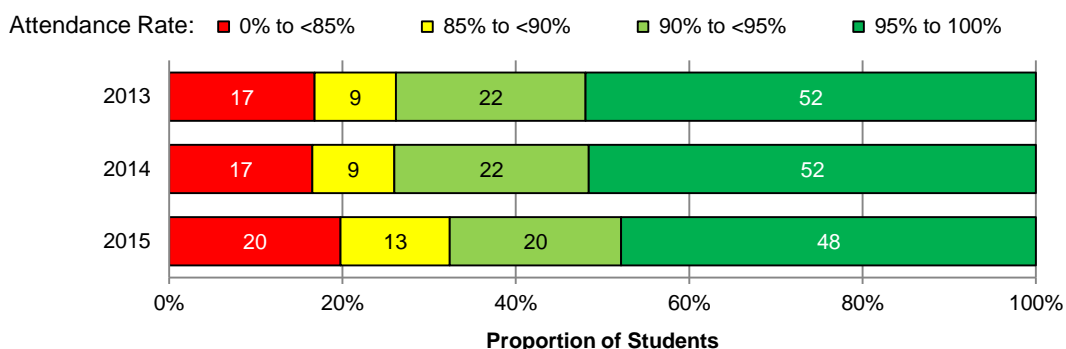
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	90%	93%	91%	95%	95%	93%	93%	NA	NA	NA	NA	NA
2014	92%	90%	93%	93%	93%	93%	96%	95%	NA	NA	NA	NA	NA
2015	93%	92%	91%	91%	94%	92%	92%	NA	NA	NA	NA	NA	NA

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 class and individual attendance awards.

### 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**.

#### Find a school

The image shows a search form titled "Find a school". It has a dark blue background. At the top, there is a white input field labeled "School name" with a red "GO" button to its right. Below this is another white input field labeled "Suburb, town or postcode". Underneath that, the text "Sector:" is followed by two checkboxes: "Government" (checked) and "Non-government" (checked). At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it says **'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 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.