

Acacia Ridge State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Acacia Ridge State Primary School is located in Brisbane within a low socio-economic area and has an enrolment of approximately 312 students, catering for an extremely diverse clientele consisting of over twenty-five nationalities. Acacia Ridge State School is proud to be a public school that builds tolerance and resilience amongst the student population, building on the work already started in our Positive Behaviour for Learning program. Acacia Ridge State School has as its foremost goal, improving literacy and numeracy skills among all students. Student welfare, music programs, the performing arts, sport, and ICT are strengths within our curriculum. In addition to the provisions for Prep to Year 6, there is an Early Childhood Developmental Program and a Special Education Program. The staff at this school are a professional and committed group of people that work very hard every day for every child.

Principal's Foreword

Introduction

Welcome to Acacia Ridge State School.

It is with pleasure that we present our 2017 School Annual Report. This report provides information about our school, in terms of our achievements, our school culture and environment and our future priorities.

School Progress towards its goals in 2017

School Priorities

Quality Teaching in Reading

Further develop a consistent approach to reading instruction by reviewing and updating school reading program with a focus on teaching the six pillars (Phonemic Awareness, Phonics, Oral Language, Fluency, Comprehension and Vocabulary).

Undertake an analysis of current phonics practices within the school and identify a Synthetic Phonics program for consistent practice throughout lower school and as an element of support programs.

Further develop teachers' capacity to use Formative Assessment to provide quality student feedback in order to enhance student ownership of their learning and to assist them to develop student learning goals.

Further develop instructional coaching and peer to peer observations by developing a systematic formal coaching and collegial engagement framework for all teachers and leaders.

Continue internal process of regular data collection, review and analysis (inclusive of reaching NMS, U2B aligned with performance targets) to inform teaching with emphasis on group and individual case management meetings (Lyn Sharratt).

Screen all Prep and Year 1 students with an oral language screener to gather baseline data in order to implement intensive intervention in the early years.

Systematic Curriculum in English

Continue Year Level teams to further enhance staff understanding of the relationship between Australian Curriculum and C2C units moving from V7.5 to V8 consolidated C2C units and to continue to embed 3 levels of planning.

Continue to formalise process for school based and cluster based moderation for consistency in A - E ratings across the year.

Successful Transitions

Implement the 3a (Abecedarian Approach), to build oracy skills of 0-5 year old children within the school and beyond. Continue to liaise with Sunnybank SHS, Early Childhood Department and ECEC providers as well as other community stakeholders to lead and implement the 3a approach within in the Acacia playgroup 0-5 years.

Developed positive relationships with prospective Acacia Ridge SS parents and local ECEC providers to implement an enrolment plan designed to promote the unique features of Acacia Ridge SS as a preferred educational setting and to increase the school enrolment.

Continued to build relationships through middle school involvement in cluster transition.

Attendance

Continue to embed the Attendance and Late Arrival Policy. Further develop a variety of positive reinforcers for high attendance rates and improvement in attendance.

An Inclusive Curriculum : Differentiated Teaching and Learning

Build capacity of teachers to develop a differentiated approach to student learning by using research based differentiation strategies of co-teaching, tiered task model and assistive technology through the use of iPad and laptops.

Implement Indigenous perspectives incorporated in all aspects of the school through internal and external programs.

Continue to employ additional Teacher Aides and extra teacher time to support our Students with Disability and English as an Additional Language or Dialect. Students will be supported through accessing the curriculum therefore fostering an inclusive environment.

Continue to refine our intervention program with links to classroom pedagogy and programs (LLI, SLP, MiniLit, MultiLit).

School Community and Culture

Continue our Positive Behaviour for Learning (PBL) by developing a PBL 2017-2018 strategic plan. Routines and Transitions in classroom and non-classroom settings as well as collection, analysis and retrieval of OneSchool behaviour data will be a major focus.

Future Outlook

Our main improvement areas for 2018 will be:

School Priorities

Quality Teaching in Reading

Further develop a consistent approach to the teaching of reading using Explicit Instruction across the whole school encompassing the Big 6 Reading Pillars. Whole School Reading Initiatives include: Modelled, Shared, Guided and Independent reading, Synthetic Phonics, Phonemic Awareness, vocabulary program, and High Impact Strategies.

Further develop teachers' capacity to provide quality student feedback in order to enhance student ownership of their learning and to assist them to develop learning goals.

Further develop teacher pedagogy with an emphasis on developing teachers' capacity to construct learning intentions, success criteria, goal setting, feedback and review through professional development.

Build capacity of staff by developing a differentiated coaching framework which is responsive to staff needs and utilises a range of strategies including modelled lessons, peer to peer observations and direct observation

Create a school Response to Intervention model (RTI) for reading intervention.

Further embed the use of data tools using data wall, differentiation reading planner, Oneschool class dashboard and Reading tracker (regular data collection review, and analysis inclusive of reaching NMS, U2B aligned to performance targets) to drive teaching practice and improve student outcomes. Data conversations occur regularly through case management (Lyn Sharratt) and individual data meetings with teachers.

Systematic Curriculum in English

Continue Year level team meetings to further enhance staff understanding of the relationship between Australian Curriculum and C2C units moving from Version 5 to V8 consolidated C2C units.

Promote teacher understanding of how to restructure GTMJ's to provide clarity of assessment tasks and to develop learning intentions and success criteria in order to give explicit feedback and instruction to students (Based on Hattie).

Continue a formal process for school based and cluster based moderation to deepen teacher understanding of the A-E ratings and to ensure consistency in their application across the year level and across schools.

Continue to collaborate with cluster schools to join in moderations session.

Continue to build teacher literacy in the triangulation of NAPLAN, Reading and A-E ratings in English within and across year levels.

Successful Transitions

Continue to collaborate with a variety of stakeholders (Acacia Ridge SS, ECEC Transition Officers, Sunnybank State High School, and ECEC provides) to further embed a 4 Year Step Up cluster plan for Successful Transitions.

Further embed a cultural playgroup in the school to foster community relationships amongst our dominant cultural groups and highlight the importance of attending an educational setting prior to prep. This cultural playgroup will focus on the development of students across 5 domains with a focus on the 3a approach in the area of language and communication.

Attendance

Continue implementing the Attendance and Late Arrival Policy and admin to follow up with absenteeism concerns. Focus for 2018 will be on improving Late arrival data with proactive whole school strategies.

An Inclusive Curriculum : Differentiated Teaching and Learning

Build teacher knowledge of research/evidence based practices/pedagogies develop and implement engagement strategies and differentiation practices in order to improve student learning with an emphasis on co teaching and the use of assistive technology.

School Community and Culture

Continue our Positive Behaviour for Learning (PBL) by developing a PBL 2018 strategic plan. Routines and Transitions in classroom and non-classroom settings as well as collection, analysis and retrieval of OneSchool behaviour data will be a major focus. A focus on proactive strategies will also be implemented and the introduction of a restorative practice model across the whole school setting will be initiated with staff building their capacity in this area.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	240	101	139	28	89%
2016	273	124	149	25	92%
2017	302	131	171	25	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	24	24
Year 4 – Year 6	27	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Every class engages with 4 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 either Individual Curriculum Plan or a Personalised Learning Plan which is a set of simple and achievable educational goals to strive for by the end of term. Each term these documents are reviewed and adjusted accordingly by the HOSES, 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.
- Explicit Instruction and the GRR (Anita Archer) are an integral component of our curriculum delivery.
- We are a Lyn Sharratt school with a focus on Case Management, goal setting for students to differentiate.

Co-Curricular Activities

1. Instrumental music is offered to students in Years 5-6 (brass, woodwind and percussion)
2. Sport and Recreation:
 - Cluster sports gala days for students in Years 5-6
 - Rugby League, Soccer, Basketball and Netball Years 5-6
 - Swimming Program Prep-6
3. Upper school camp program

How Information and Communication Technologies are used to Assist Learning

The use of assistive technology is used as part of curriculum delivery.

iPads have been purchased across the whole school 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

Overview

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

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	90%	81%	100%
this is a good school (S2035)	97%	84%	96%
their child likes being at this school* (S2001)	94%	88%	96%
their child feels safe at this school* (S2002)	100%	84%	93%
their child's learning needs are being met at this school* (S2003)	100%	84%	93%
their child is making good progress at this school* (S2004)	94%	78%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	100%
teachers at this school motivate their child to learn* (S2007)	100%	88%	96%
teachers at this school treat students fairly* (S2008)	94%	84%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	98%
this school works with them to support their child's learning* (S2010)	100%	83%	95%
this school takes parents' opinions seriously* (S2011)	90%	88%	100%
student behaviour is well managed at this school* (S2012)	87%	69%	93%
this school looks for ways to improve* (S2013)	97%	88%	100%
this school is well maintained* (S2014)	91%	91%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	95%	100%
they like being at their school* (S2036)	99%	90%	97%
they feel safe at their school* (S2037)	98%	93%	95%
their teachers motivate them to learn* (S2038)	100%	95%	100%
their teachers expect them to do their best* (S2039)	100%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	97%
teachers treat students fairly at their school* (S2041)	98%	91%	85%
they can talk to their teachers about their concerns* (S2042)	97%	93%	88%
their school takes students' opinions seriously* (S2043)	95%	81%	87%
student behaviour is well managed at their school* (S2044)	84%	90%	89%
their school looks for ways to improve* (S2045)	99%	96%	97%
their school is well maintained* (S2046)	98%	96%	97%
their school gives them opportunities to do interesting things* (S2047)	100%	93%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	100%	98%
they feel that their school is a safe place in which to work (S2070)	97%	97%	98%
they receive useful feedback about their work at their school (S2071)	83%	93%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	81%	91%
students are encouraged to do their best at their school (S2072)	97%	100%	98%
students are treated fairly at their school (S2073)	94%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
student behaviour is well managed at their school (S2074)	89%	83%	95%
staff are well supported at their school (S2075)	89%	90%	98%
their school takes staff opinions seriously (S2076)	86%	93%	95%
their school looks for ways to improve (S2077)	94%	97%	98%
their school is well maintained (S2078)	83%	100%	95%
their school gives them opportunities to do interesting things (S2079)	83%	90%	98%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 sponsored by the YMCA and manned by volunteer parents and teachers.

Parents are also welcome to act as parent helpers in all classrooms as well as attending 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 performance items by students. Parents are also strongly encouraged to attend our annual Student Leader Induction Ceremony, ANZAC Day Ceremony and Awards Presentation Ceremony.

Respectful relationships programs

At Acacia Ridge State School, we have a multi-levelled approach that focuses on setting high expectations for behaviour, personal safety and self-awareness. At the whole school level, we use the Positive Behaviour for Learning framework to guide our whole school focus for personal awareness and development each week. This focus is taught to the whole school on Monday during assembly and followed up with an explicit lesson in the classroom by each classroom teacher. As a school, we are establishing clear, consistent routines that help children identify how to be safe, respectful learners, to identify when they feel unsafe and how to respond safely/appropriately.

For students requiring additional support, we are working with identified students in small groups to teach self-regulation strategies including conflict resolution, anger management and responding appropriately to challenges through using a whole school restorative practices approach.

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	33	47	50
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	284,151	1,782
2015-2016	285,783	1,812
2016-2017	235,270	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

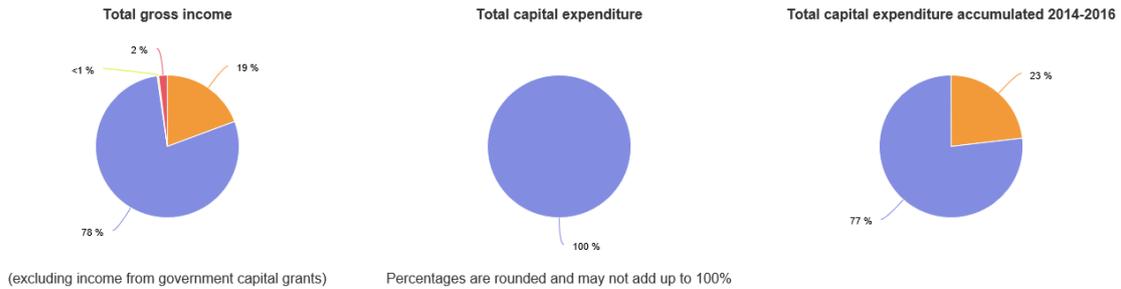
School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 273.0

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	948,014	3,473
State / territory government recurring funding	3,849,349	14,100
Fees, charges and parent contributions	16,251	60
Other private sources	94,658	347
Total gross income	4,908,272	17,979
Less deductions	0	0
Total net recurrent income	4,908,272	17,979

Capital expenditure	\$ Total	\$ Accumulated 2014-2016
Australian government capital expenditure	0	80,534
State / territory government capital expenditure	233,050	267,201
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	233,050	347,735



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

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile



Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	26	0
Full-time Equivalents	25	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	5
Bachelor degree	21
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 20,020.00

The major professional development initiatives are as follows:

- Non Crises Intervention Training
- Distress & Deliberately Defiant
- Lead coach PD Caroline Hennin Coaching and conversation for Pedagogical
- Aspiring to Lead program PD
- Trauma Information PD
- PD With Lynelle Ludwig
- Dr Anita Archer
- CHILD WELLBEING-IPSWICH
- 24 Teacher Planning Days

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

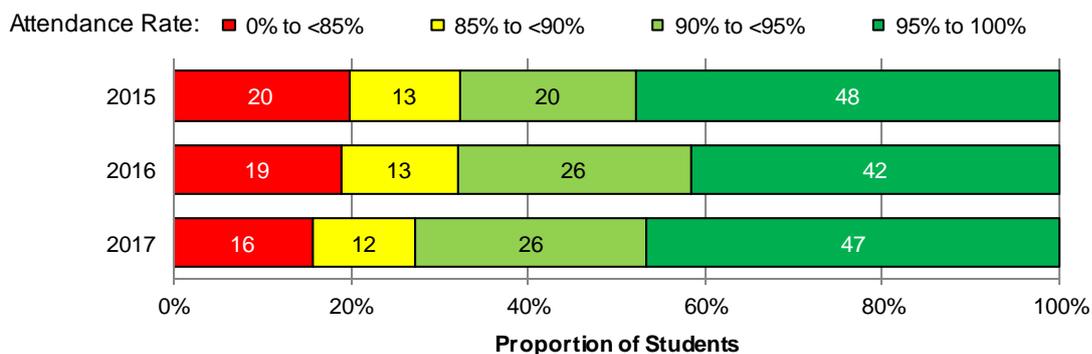
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	91%	91%	94%	92%	92%						
2016	90%	90%	91%	91%	91%	93%	90%						
2017	92%	93%	91%	91%	93%	92%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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 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 these 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 utilises positive reinforcement strategies to encourage attendance. These include a class and individual attendance awards and a regular focus on attendance at assemblies.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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 screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.