



Park Lake State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Park Lake State School opened in 2008 in the West Pacific Pines area as a direct result of current rapid residential development and future development plans.

The school opened with an enrolment of 212 students and has 1050 enrolments in 2018. We have created a community school, one which encompasses an atmosphere of caring, respect, ownership, quality learning experiences and personal development. We invite all families to become a part of our learning community, "Learning and Growing Together" and developing Park Lake State School as a highly respected part of our local community. This is supported by a very active Parents and Citizens Association which works alongside our school team to provide the best learning experiences for our students.

Our school engages fully in the Australian Curriculum providing high quality educational experiences for our students in an environment which is safe and holds very high expectations for both students and staff. We want our students to be successful people who can function in our society as individuals and as team players. To support the development of personal growth we implement the You Can Do It! Program which focuses on Resilience, Getting Along, Persistence, Confidence and Organisation. Academically we have strong processes for identifying the needs of individuals and implement intervention programs and high performance strategies, in conjunction with personal goals in Literacy and Numeracy, in order to assist students achieve continuous growth at a high standard.

Extra-curricular activities are a strong feature of our school, students have opportunities to participate in a wide-range of club-based activities. These clubs vary from year to year and are organised and run by staff either during school breaks or outside of school hours. We have an active and successful Instrumental Music Program, a fantastic classroom Music Program, Japanese lessons for Prep to Year 6 students, hold a school musical every second year and all students have access to our camping program on annual basis.

Park Lake State School and our school community have had a fantastic journey since opening in 2008. We are highly respected amongst both the local and educational communities as a school that not only provides a quality education with high expectations, but as one that genuinely cares for the welfare and development of our students as whole people. We think of ourselves as the Park Lake family, proudly wearing the name Park Lake State School and striving to be the best we can be at all times, Learning and Growing Together.

The mission of our school is based on our motto, **Learning and Growing Together**.

Our students will be:

Literate and Numerate - high performing multi-literate and numerate individuals who interact with their world confidently and appropriately.

Active - confident, healthy and physically active individuals who take risks with their learning and responsibility for their actions as a global citizen.

enGaged - persistent, creative, critical thinkers who show initiative, set realistic goals for personal achievement and fully participate in the learning journey.

Transformative - independent, efficient life-long learners who access and generate knowledge; transforming it into new learning and applications.

School progress towards its goals in 2018

FOCUS	ACTIONS	ACHIEVEMENTS
Literacy & Numeracy	<ul style="list-style-type: none">➤ Create 8 week units of work in Mathematics and English based on ACARA standards to reflect real world contexts➤ Provide regular, explicit reading feedback linked to individual reading goals, supported through rigorous reading	<ul style="list-style-type: none">✓ Coaches employed to support all staff in developing rigorous reading knowledge✓ All staff engaged in planning days to develop greater understanding of standards and annotations for unit planning✓ Reading goals for students developed through data analysis and tracking✓ Teaching cohorts involved in regular sessions to analyse student data
Pedagogy	<ul style="list-style-type: none">➤ Implementation of Age Appropriate Pedagogies in the Early years➤ Implement digital pedagogies in the teaching and learning process	<ul style="list-style-type: none">✓ Teaching practices shared in year level professional learning team conversations✓ Coaching and mentoring provided for classes across all year levels✓ BYOD Trial commenced✓ Digital technology tools upgraded across the school, banks of ipads available to classes and embedded within unit design

Future outlook – 2019 Explicit Improvement Agenda

FOCUS	ACTIONS	SUCCESS CRITERIA
Quality Teaching & Learning	<ul style="list-style-type: none"> ➤ Revise and refine the pedagogical framework 	<ul style="list-style-type: none"> ✓ Staff able to articulate a common language of pedagogy
Collaborative Learning Culture	<ul style="list-style-type: none"> ➤ Establish Year level collaborative learning conversations, CLCs (inclusive of support staff) to work collaboratively on unpacking the achievement standards of the Australian Curriculum ➤ 	<ul style="list-style-type: none"> ✓ Improvement in school opinion survey ✓ Engagement in Collaborative Learning Conversations ✓ Student improvement in summative assessment, with ongoing formative assessment enabling greater tracking
Know our Students	<ul style="list-style-type: none"> ➤ Develop teacher's data literacy and leverage understanding to improve student outcomes ➤ Data Conversations to target identified students growth ➤ Implement new support services structures 	<ul style="list-style-type: none"> ✓ 85% of student achieving C or Better ✓ Correlation of A-E data sets ✓ Tracking of reading goals and refined feedback processes

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	904	992	1057
Girls	439	482	523
Boys	465	510	534
Indigenous	37	38	43
Enrolment continuity (Feb. – Nov.)	94%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our student population continued to grow throughout 2018 with a final enrolment of 1040 students. Park Lake State School has a substantial multicultural enrolment base, 85% of our student population were born in Australia, 4% are Aboriginal or Torres Strait

Islanders, 6% in New Zealand, 3.5% who are ESL students and we have many other students born in other countries including Germany, United Kingdom, India, Belgium, Belarus, Thailand, Canada, Hungary, Japan, Korea and Bangladesh who make up the remainder of our enrolments.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	24	24	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	27	27	26	

Curriculum delivery

Our approach to curriculum delivery

Park Lake State School offers a quality education in the key learning areas of English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technology, Health and Physical Education and LOTE (Japanese). Music, Physical Education and Japanese are taught by specialist teachers.

The school demands a strong focus on Literacy and Numeracy across all key learning areas.

In 2018, distinctive curriculum programs included:

- English Intervention and Enrichment Programs – Rigorous Reading
- Pastoral care programs including, Values Education and You Can Do It
- Sport – Gala Sports program, cross country, swimming and athletics
- ICT supported learning programs across the curriculum
- Arts and Japanese Excellence programmes
- Special Education Programs (SEP) including lunch clubs, specially tailored education programs, facilitation of specialist advisor programs for students with diagnosed disabilities and the support of special learning needs as required

Through consultation with our local Early Childcare Education Centres and our wider community, our school continued to develop and refine our Pre-Prep Program to build the relationships between our school and our pre-school aged children. This initiative transitions parents and students into our school community through a formalised orientation program focussing on simple skills and expectations of children and parents.

Co-curricular activities

- Junior and Senior Choir
- Japanese Dance Club
- Kapa Haka Group
- Gardening Club
- Student Council
- Eco-Marines
- Danceoke
- Pre-prep program: Stepping Stones
- Chess Club
- Coding Club
- Readers Cup Challenge
- Instrumental Music Programme
- School Musical - biannually

How information and communication technologies are used to assist learning

Computers are used extensively across the learning environment to enhance student understanding and engagement with the curriculum. All teaching and learning spaces have interactive whiteboards/data projectors and our school is wirelessly networked. Each classroom has laptops and desktops available to the students as well as a bank of desktops available in the Resource Centre. We have a chroma-key room which can be utilised to teach students about claymation, digital image manipulation and movie making. I pads are utilised in classrooms to enhance the learning opportunities provided to our students through appropriate use of Apps.

Social climate

Overview

During 2018 our school continued to grow, parents were encouraged to be a part of our school community and to participate in a wide variety of activities. Families are encouraged to adopt our school as their school, not just their child's school. To support the notion of community we have focused our whole school on being Australian, this is particularly important due to the multicultural nature of our family members. Our buildings are named after Australian native plants, our student house groups are named after Australian native animals and our class groups selected their own names based on something to do with Australia.

Our You Can Do It! Program has continued to grow and forms the basis for the development of individuals throughout the school. The program is used as a way to develop essential foundations within all of our children, the program focuses heavily on five foundations; Resilience, Confidence, Getting Along, Organisation and Persistence. We utilise the five foundations as a way to celebrate student success and to discuss inappropriate behaviour, thus creating a common language which now permeates our school. This is supported heavily by the Smarts program which is used to assist students to identify their strengths and weaknesses and to understand that we are all different. Through this process we aim to develop acceptance by the students that they are individuals and that each of us has strengths to work with and weaknesses we may need support with to continue to develop. Students, staff and parents indicate strongly that our school is a safe place to be and that the social climate is supportive of students in making appropriate choices. Bullying is not accepted at our school and there are a range of intervention strategies used to support both the victim and the bully.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
✓ their child is getting a good education at school (S2016)	98%	100%	94%
✓ this is a good school (S2035)	93%	95%	95%
✓ their child likes being at this school* (S2001)	97%	100%	95%
✓ their child feels safe at this school* (S2002)	93%	100%	97%
✓ their child's learning needs are being met at this school* (S2003)	95%	95%	92%
✓ their child is making good progress at this school* (S2004)	95%	95%	95%
✓ teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
✓ teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	96%
✓ teachers at this school motivate their child to learn* (S2007)	93%	96%	94%
✓ teachers at this school treat students fairly* (S2008)	88%	91%	89%
✓ they can talk to their child's teachers about their concerns* (S2009)	97%	95%	94%
✓ this school works with them to support their child's learning* (S2010)	93%	96%	91%
✓ this school takes parents' opinions seriously* (S2011)	83%	90%	87%
✓ student behaviour is well managed at this school* (S2012)	88%	90%	86%
✓ this school looks for ways to improve* (S2013)	91%	96%	92%
✓ this school is well maintained* (S2014)	98%	98%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
✓ they are getting a good education at school (S2048)	98%	89%	95%
✓ they like being at their school* (S2036)	95%	83%	91%
✓ they feel safe at their school* (S2037)	99%	92%	94%
✓ their teachers motivate them to learn* (S2038)	99%	96%	100%
✓ their teachers expect them to do their best* (S2039)	99%	95%	100%
✓ their teachers provide them with useful feedback about their school work* (S2040)	96%	83%	94%
✓ teachers treat students fairly at their school* (S2041)	88%	79%	91%
✓ they can talk to their teachers about their concerns* (S2042)	91%	80%	89%
✓ their school takes students' opinions seriously* (S2043)	94%	80%	91%
✓ student behaviour is well managed at their school* (S2044)	82%	70%	75%
✓ their school looks for ways to improve* (S2045)	94%	91%	97%
✓ their school is well maintained* (S2046)	92%	91%	90%
✓ their school gives them opportunities to do interesting things* (S2047)	92%	87%	91%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
✓ they enjoy working at their school (S2069)	97%	90%	90%
✓ they feel that their school is a safe place in which to work (S2070)	98%	97%	96%
✓ they receive useful feedback about their work at their school (S2071)	93%	76%	79%
✓ they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	84%	94%
✓ students are encouraged to do their best at their school (S2072)	100%	99%	97%
✓ students are treated fairly at their school (S2073)	95%	96%	95%
✓ student behaviour is well managed at their school (S2074)	95%	85%	84%
✓ staff are well supported at their school (S2075)	93%	82%	78%
✓ their school takes staff opinions seriously (S2076)	88%	83%	76%
✓ their school looks for ways to improve (S2077)	98%	94%	93%
✓ their school is well maintained (S2078)	100%	95%	97%
✓ their school gives them opportunities to do interesting things (S2079)	89%	81%	82%

* 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 to be found regularly in our school, helping in the classroom or canteen, organising activities, or contributing to meetings and program development, and are welcome to visit classrooms at any time. The input of parents is a valued asset of the school and contributes significantly to the overall warmth and openness of the

school environment.

An active and caring Parents and Citizens' Association work hand-in-hand with a dedicated and professional staff to create the best learning experiences and environment for our children. The children for their part demonstrate a keenness to attend school, participate in activities and show a unique caring for the well-being of others within the school. The Parents and Citizens' Association is very supportive of school initiatives such as Sun Safety, Dress Code and Behaviour Management as well as providing substantial support across all key learning areas.

Opportunities were also provided to parents to be trained in Support a Reader, the Ready Reader Program, Numeracy and Literacy opportunities and a Positive Parenting Program.

Extensive consultation occurs with parents and staff to provide appropriate support to all students in order that they can participate fully at school and in school activities.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The You Can Do It! Program is embedded across our school environment and focuses on key learnings in the areas of Confidence, Resilience, Persistence, Getting Along and Organisation. These keys to success support students to develop as whole people and to gain the skills necessary to succeed in life.

Across our school we also engage Life Education to provide learning opportunities appropriate to each year level. Life Education also provide Healthy Relationships and Sexual Education to our Year 5 and Year 6 students. All students are engaged in the Daniel Morcombe safety units which have a strong focus on personal safety. Our early years students are engaged with a program on personal safety called Emmi and Friends which again develops the beginning stages of personal safety.

Our values education program exposes students to appropriate ways in which to interact with each other and to develop respect for the rights of others in a wide range of areas. This is also supported by our Chaplaincy program which is focused on small group and individual support for students who have difficulties in relationship building or who have experienced difficult relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	38	58	45
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

As a school we actively promote the reduction of water and energy consumption through the use of automatic lighting throughout the school, encouragement to switch off appliances when not in use and general messages re energy consumption. We also have student volunteers as Eco-Warriors who work with a teacher to audit and highlight the importance of energy usage. Water is minimised through the provision of 300 000L of water stored on site for use in amenities and garden watering. We also have an environmentally based club which looks after vegetable gardens, worm farms, plant propagation and generally gardening projects within the school. In 2014 our school joined the Eco-Marines program, the program continues to develop and to expand on initiatives to assist our students and community to learn about reduction in environmental footprint. We have made short movies that have been shared with the community and students along with promoting rubbish free lunch boxes. Our growth in enrolments and additional facilities have an impact on our data, however we have worked hard to continue to minimise our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	246,560	262,497	276,156
Water (kL)	2,960	3,807	33,100

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three filter dropdown menus: "School sector", "School type", and "State". Above the search bar, there are two buttons: "Find a school" and "Search website".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text "View School Profile" in a dark red font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark red background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	77	35	<5
Full-time equivalents	69	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	0
Bachelor degree	77
Diploma	0
Certificate	0

*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 2018 were \$30 402.00.

The major professional development initiatives are as follows:

- Coaching and mentoring for staff aligned to school priority areas of reading
- Principal networks including - Principals' Association (QASSP)
- Deputy Principals' networking and training events
- Business Manager networking and training events
- High performance teams training
- Middle Leadership program for aspiring leaders
- MAPA training for Student Services staff
- First aid training for staff
- Targeted reading training – rigorous reading
- Abecedarian training
- iEducate PD
- Age Appropriate Pedagogy induction for new staff
- Coaching conversations

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	93%	94%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

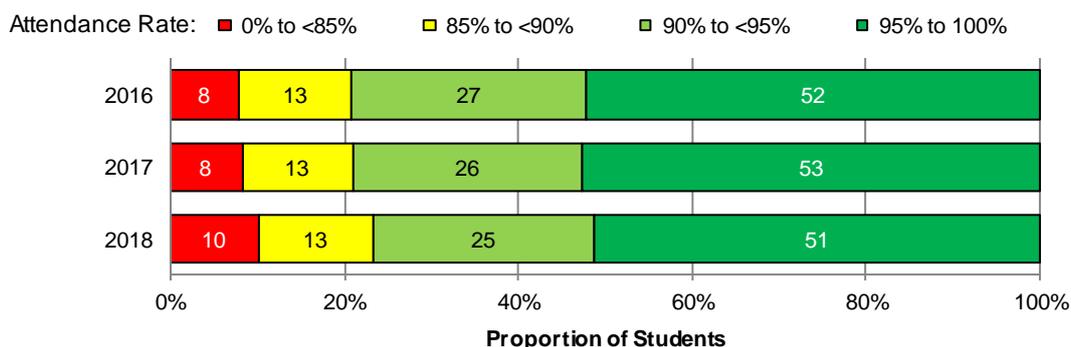
Year level	2016	2017	2018
Prep	94%	95%	94%
Year 1	93%	94%	93%
Year 2	94%	92%	94%
Year 3	93%	94%	92%
Year 4	94%	93%	93%
Year 5	93%	93%	92%
Year 6	94%	93%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

At Park Lake State School, teachers and office staff monitor student attendance closely making positive approaches to families to ensure children are in attendance at school when they can be.

Referrals to the school Guidance Officer and Chaplain are made where it is deemed necessary to support family circumstances.

Reminders of the importance of school attendance are added to parent handbooks and periodically in the school newsletter and on the school Facebook site. Daily SMS are sent for students not in attendance and follow up occurs with families to ensure absence reasons are provided

Detailed procedures are outlined in the school Attendance Policy that can be located on the school website.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.