

Park Lake State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

2015 saw the seventh year of operation for Park Lake State School, our values and beliefs are fully embedded across our school and the school community (staff, students and parents) continued to work very hard in all areas of our school and student development. This report will provide details about school and student performance in relation to a range of goals related to 2015.

School progress towards its goals in 2015

During 2015 we achieved many of our intended goals for the year, including the implementation of recommendations from the Priority Support Review. We further refined our whole school assessment plan, inclusive of professional development and data analysis. Our school pedagogical framework was fully implemented across the school and continues to be refined. Professional development for all staff was provided in a range of areas, in particular Literacy and Numeracy. Student performance target results in literacy and numeracy approximated our targets for students achieving the National Mean Standard with Years 3 and 5 performing well in relation to the targets in all areas of the testing. We need to focus on assisting more students in reaching the upper two bands in all areas although we exceeded our targets in Year 3 Reading, Spelling and Numeracy. Progress towards our targets in student, parent and staff satisfaction exceeded our targets in all areas, 98.9% of parents indicated satisfaction that this is a good school, 97.7% indicated that their child is receiving a good education and 95.2% of students indicated they believe they are getting a good education. 97.6% of students believe that their teachers challenge them to think. 98.7% of staff believe that this is a good school and 91.9% are satisfied with the professional development opportunities provided.

Future outlook

Throughout 2016 our focus will be on continuing high levels of intellectual rigour throughout the curriculum programs across the school accompanied by high expectations for all students in order to develop the potential of each individual. Substantial investment in the teaching of reading, writing and teaching of numeracy will occur in 2016 through the implementation of our pedagogical framework and the support of three pedagogical coaches and a Head of Learning to support teachers across the school in the development of their skills, knowledge and strategies for the teaching of reading and numeracy. The key foci for our school during 2016 will be in the development of student Literacy and Numeracy skills and knowledge and the reduction of staff turnover through the annual staffing processes. We will focus on school attendance and on Closing the Gap between Indigenous and non-Indigenous students. Our focus on embedding digital pedagogy across our school will continue and expand through new ICT initiatives.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	752	361	391	12	95%
2014	827	395	432	21	93%
2015	847	408	439	29	94%

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:

Our student population continued to grow throughout 2015 with a final enrolment of 850 students. Park Lake State School has a substantial multicultural enrolment base, 87% of our student population were born in Australia, 3.4% are Aboriginal or Torres Strait Islanders, 9.3% in New Zealand, 2.8% in United Kingdom, 2.9% who are ESL students and we have many other students born in other countries including South Africa, Thailand, Canada, Hungary and Bangladesh who make up the remainder of our enrolments.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	28	25	25
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	35	33	41
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	1	0	0

Cancellations of Enrolment	0	0	0
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* 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 approach to curriculum delivery

Our distinctive curriculum offerings

- Team-based Learning
- Environmental Education
- You Can Do It! Social skilling program
- Daily 5 and CAFÉ

Extra curricula activities

- Junior and Senior Choirs
- Japanese Club
- Chess Club
- Skipping Club
- Maori Club
- Gardening Club
- Eco-Marines
- Student Council
- School Musical
- Dance Club
- Walking Club

How Information and Communication Technologies are used to improve 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 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 is utilised to teach students about claymation, digital image manipulation and movie making. There are many digital cameras, digital video cameras and other digital devices available to both staff and students. We have also established virtual classrooms for each class group, operated and maintained by both the students and teachers. I pads are utilised in classrooms to enhance the learning opportunities provided to our students through appropriate use of Apps.

Social Climate

During 2015 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 with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	93%	98%
this is a good school (S2035)	100%	95%	99%
their child likes being at this school (S2001)	96%	95%	98%
their child feels safe at this school (S2002)	100%	95%	98%
their child's learning needs are being met at this school (S2003)	100%	88%	98%
their child is making good progress at this school (S2004)	100%	90%	98%
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)	96%	93%	97%
teachers at this school motivate their child to learn (S2007)	100%	93%	98%
teachers at this school treat students fairly (S2008)	100%	91%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	99%	98%
this school works with them to support their child's learning (S2010)	100%	94%	97%
this school takes parents' opinions seriously (S2011)	100%	90%	94%
student behaviour is well managed at this school (S2012)	100%	90%	92%
this school looks for ways to improve (S2013)	100%	95%	99%
this school is well maintained (S2014)	100%	98%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	93%	95%
they like being at their school (S2036)	88%	84%	92%
they feel safe at their school (S2037)	91%	96%	96%
their teachers motivate them to learn (S2038)	95%	96%	93%
their teachers expect them to do their best (S2039)	97%	96%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	95%	96%
teachers treat students fairly at their school (S2041)	86%	90%	89%
they can talk to their teachers about their concerns (S2042)	87%	84%	89%
their school takes students' opinions seriously (S2043)	88%	87%	90%
student behaviour is well managed at their school (S2044)	81%	85%	90%
their school looks for ways to improve (S2045)	94%	92%	95%
their school is well maintained (S2046)	94%	90%	94%
their school gives them opportunities to do interesting things (S2047)	91%	90%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	93%	94%
they feel that their school is a safe place in which to work (S2070)	100%	98%	99%
they receive useful feedback about their work at their school (S2071)	92%	92%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	97%	94%
students are encouraged to do their best at their school (S2072)	98%	98%	100%
students are treated fairly at their school (S2073)	100%	97%	99%
student behaviour is well managed at their school (S2074)	94%	93%	95%
staff are well supported at their school (S2075)	78%	89%	88%
their school takes staff opinions seriously (S2076)	78%	88%	86%
their school looks for ways to improve (S2077)	98%	97%	97%
their school is well maintained (S2078)	98%	98%	97%
their school gives them opportunities to do interesting things (S2079)	86%	89%	91%

'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.

Reducing the 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 continued in 2015 and we actively promoted processes to reduce the impact of people on our waterways, in particular Moreton Bay. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	220,607	1,097
2013-2014	236,647	0
2014-2015	245,565	1,455

*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.

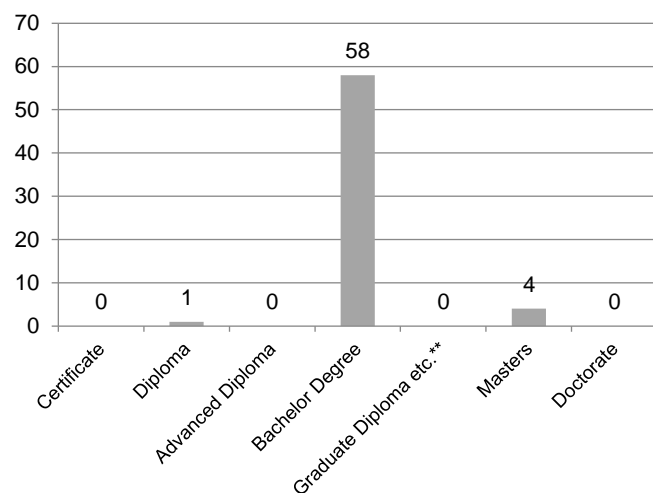
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	63	30	<5
Full-time equivalents	54	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	58
Graduate Diploma etc.**	0
Masters	4
Doctorate	0
Total	63



*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 \$30 555

The major professional development initiatives are as follows:

Teaching of Reading, Number and Spelling. First Aid, Child Safety, Code of Conduct and Science. Student's with Disability Training. Mental Health training. Professional Learning Teams. Two coaches were also available to support teaching staff in the development of pedagogical practice. A teacher supporting Oral Language development in Prep was also employed throughout 2015.

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

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Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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/>.

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

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 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.

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).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	94%	92%

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	93%	94%	93%	93%	93%	94%	92%	93%					
2014	95%	93%	94%	94%	94%	94%	93%	93%					

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

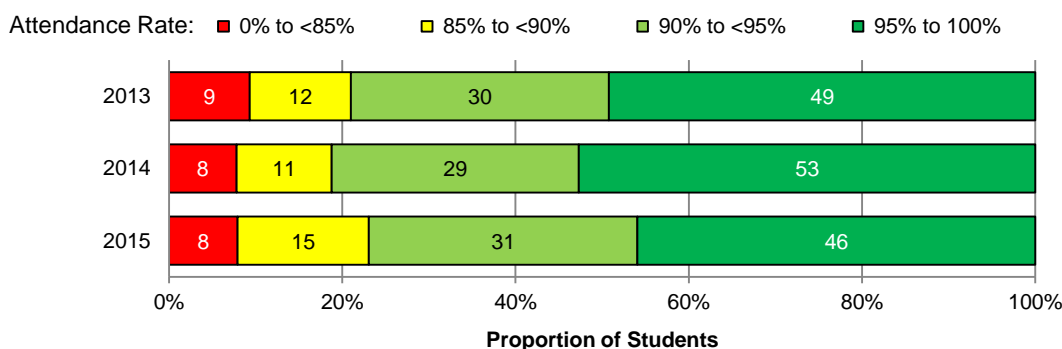
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	93%	94%	93%	93%	93%						

*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 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.

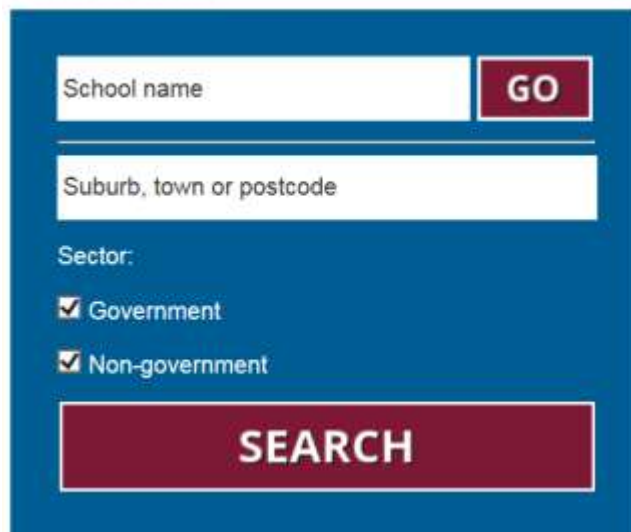
Student rolls are marked daily at the commencement of the day and after the second break. Teachers record student attendance in OneSchool. If a student is absent parents are required to send a note, leave a message on the absence line or send an email to the Administration Officer so that a record can be made of absences. If this information is not provided, teachers follow up with parents as the first step to obtain a reason for the absence of a student in their class. Following this a report is generated regarding any unexplained absences and ensuing letters are sent to all families concerned indicating the dates of unexplained absences and seeking an explanation. After two weeks a list of any absences that remain unexplained is provided to the Principal and Deputy Principal for direct telephone follow-up. If a parent refuses to provide a reason for an absence or is unable to provide a satisfactory reason then the Education Queensland recommended process for managing student attendance and absenteeism is implemented and can lead to a range of punitive implications for parents.

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" with a blue background. It contains a text input field labeled "School name" with a red "GO" button to its right. Below this is another text input field labeled "Suburb, town or postcode". Underneath the second field is the label "Sector:" followed by two checked checkboxes: "Government" and "Non-government". 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.

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