



Park Lake State School

ANNUAL REPORT

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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 985 enrolments in 2017. 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.

The facilities at Park Lake State School support 21st Century learning styles, modern and creative learning spaces supported by high quality technology. Paralleling facility design are a range of sustainably appropriate design features aimed at reducing our school's ecological footprint, such as the management of lighting, natural airflow measures to control temperature and the storage of water on site.

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

Statement of Purpose:

The aims of our school are based on our motto, Learning and Growing Together.

We aim for our students to be:

Literate – in all forms of learning and application of learning.

Active – as a citizen, as a learner and physically

enGaged – fully participating in the learning journey

Transformative – have the ability to take knowledge and information and transform it into new learning and new applications

Principal's Forward

Introduction

2016 saw the eighth 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 2016.

School Progress towards its goals in 2016

During 2016 we achieved many of our intended goals for the year, including the continued implementation of recommendations from the Priority Support Review. 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. Whilst we continue to focus on assisting more students in reaching the upper two bands in all areas our students achieved very well in relation to achieving the National Minimum Standard in all areas of the testing. Progress towards our targets in student, parent and staff satisfaction approximated our targets in all areas, 93.1% of parents indicated satisfaction that this is a good school, 98.3% indicated that their child is receiving a good education and 98% of students indicated they believe they are getting a good education. 99% of students feel safe at school. 98.7% of staff believe that this is a good school and 90% are satisfied with the professional development opportunities provided.

Future Outlook

Throughout 2017 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 2017 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 2017 will be on a very sharp focus in the development of student reading abilities and outcomes. We will focus on school attendance and on Closing the Gap between Indigenous and non-Indigenous students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	827	395	432	21	93%
2015*	847	408	439	29	94%
2016	904	439	465	37	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 2016, 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://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our student population continued to grow throughout 2016 with a final enrolment of 985 students. Park Lake State School has a substantial multicultural enrolment base, 88% of our student population were born in Australia, 4% are Aboriginal or Torres Strait Islanders, 7.8% in New Zealand, 2.4% in United Kingdom, 3.2% who are ESL students and we have many other students born in other countries including Germany, India, Belgium, Belarus, Thailand, Canada, Hungary, Japan, Korea and Bangladesh who make up the remainder of our enrolments.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	23
Year 4 – Year 7	25	25	27
Year 8 – 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.

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

Co-curricular 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 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 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

Overview

During 2016 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	98%	98%
this is a good school (S2035)	95%	99%	93%
their child likes being at this school* (S2001)	95%	98%	97%
their child feels safe at this school* (S2002)	95%	98%	93%
their child's learning needs are being met at this school* (S2003)	88%	98%	95%
their child is making good progress at this school* (S2004)	90%	98%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	97%	93%
teachers at this school motivate their child to learn* (S2007)	93%	98%	93%
teachers at this school treat students fairly* (S2008)	91%	95%	88%
they can talk to their child's teachers about their concerns* (S2009)	99%	98%	97%
this school works with them to support their child's learning* (S2010)	94%	97%	93%
this school takes parents' opinions seriously* (S2011)	90%	94%	83%
student behaviour is well managed at this school* (S2012)	90%	92%	88%
this school looks for ways to improve* (S2013)	95%	99%	91%
this school is well maintained* (S2014)	98%	98%	98%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	95%	98%
they like being at their school* (S2036)	84%	92%	95%
they feel safe at their school* (S2037)	96%	96%	99%
their teachers motivate them to learn* (S2038)	96%	93%	99%
their teachers expect them to do their best* (S2039)	96%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	96%
teachers treat students fairly at their school* (S2041)	90%	89%	88%
they can talk to their teachers about their concerns* (S2042)	84%	89%	91%
their school takes students' opinions seriously* (S2043)	87%	90%	94%
student behaviour is well managed at their school* (S2044)	85%	90%	82%
their school looks for ways to improve* (S2045)	92%	95%	94%
their school is well maintained* (S2046)	90%	94%	92%
their school gives them opportunities to do interesting things* (S2047)	90%	94%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	94%	97%
they feel that their school is a safe place in which to work (S2070)	98%	99%	98%
they receive useful feedback about their work at their school (S2071)	92%	90%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	95%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	97%	99%	95%
student behaviour is well managed at their school (S2074)	93%	95%	95%
staff are well supported at their school (S2075)	89%	88%	93%
their school takes staff opinions seriously (S2076)	88%	86%	88%
their school looks for ways to improve (S2077)	97%	97%	98%
their school is well maintained (S2078)	98%	97%	100%
their school gives them opportunities to do interesting things (S2079)	89%	91%	89%

* 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 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

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	33	41	38
Long Suspensions – 6 to 20days	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.

Environmental Footprint

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 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	236,647	0
2014-2015	245,565	1,455
2015-2016	246,560	2,960

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.

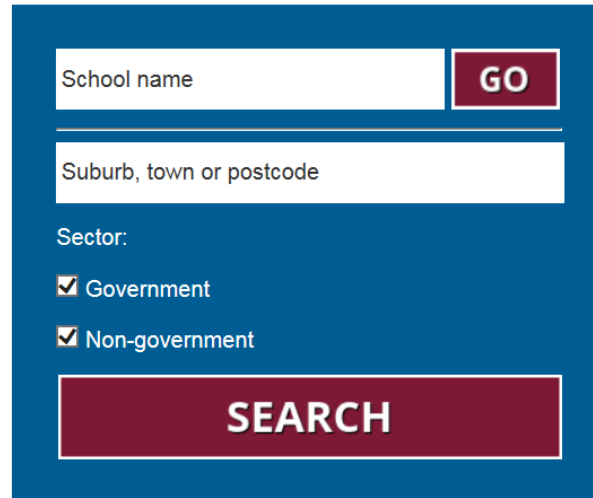
School Funding

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/>.

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



The image shows a search form titled "Find a school" with a blue background. It contains 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 with the word "SEARCH" in white capital letters.

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	64	28	<5
Full-time Equivalents	57	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	59
Diploma	1
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 2016 were \$53634.00

The major professional development initiatives are as follows:

- Mentoring programs
- Pedagogical Support Teachers supporting all teaching staff and teacher aides
- Professional learning in the teaching of reading and numeracy
- Support with the implementation of new syllabi
- First aid training for all staff
- Student protection training for all staff
- Curriculum planning days for all teaching staff to ensure consistency of curriculum implementation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	93%

*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 2016 for all Queensland Primary schools was 93%.

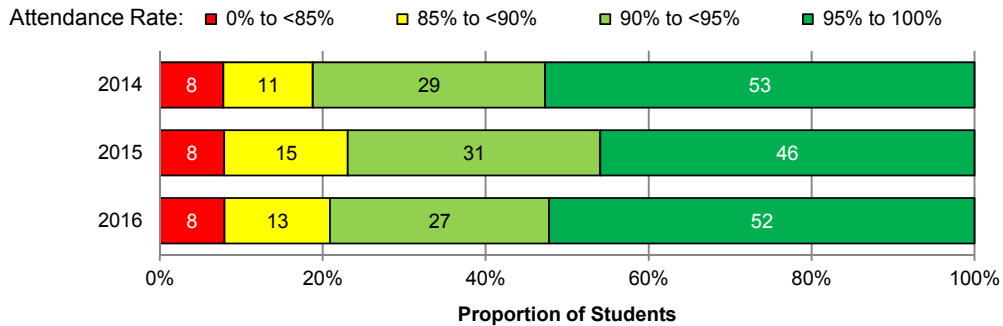
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	93%	94%	94%	94%	94%	93%	93%					
2015	93%	94%	93%	94%	93%	93%	93%						
2016	94%	93%	94%	93%	94%	93%	94%						

*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 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.

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.

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

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 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.

Conclusion

Park Lake State School continues to experience growth both at the commencement of the school year and throughout the year. Our reputation within the community is very strong and a large number of enrolment applications from outside of the school's catchment area are received each year. At this stage there has been n capacity to accept enrolments from outside of the catchment area. We pride ourselves on providing an education which is well rounded, helping our students to developing academically, artistically and socially so that they become increasing more educated, but more importantly leave our school as decent human beings able to continue their learning journey and to hopefully be positive members of our local and global society.