



Parke State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Parke State School is a small, rural school on the southern edge of Maryborough. We cater currently for students from Prep to Year 6. Parke State School is a close-knit community that embodies the spirit of a small school. It has a very active Parents and Citizen Committee that tirelessly works for, and supports the needs of, the school. Parents are regular visitors and valued helpers within our school. The parent body largely works in agriculture although a proportion do work in other professions. Most students live nearby the school as it is an enrolment managed school. The parent body has traditional values around schooling and it values their children being well prepared academically and socially for the rigours of high school. Students generally achieve well in assessment.

Principal's Forward

Introduction

Here at Parke State School we strive for excellence in all areas of students learning. We support and celebrate achievements and successes for all students. We know that you will want to share the achievements and successes of your child and we encourage you to work with us to ensure the best educational outcomes for them.

Education really is a cooperative process, a three way partnership between parents, children and staff. It is also a great opportunity to develop the emotional, physical and social growth of your child. This report outlines the progress that has been made in the achievement of educational outcomes for our students in 2016.

School Progress towards its goals in 2016

- School Curriculum
- Teaching Practice
- School and Community Partnerships
- Principal Leadership and School Capability

All of these priority areas have been the focus for 2016 with continued focus in 2017. It is anticipated that the above areas will be ongoing priorities to ensure student success.

Future Outlook

The school continues its emphasis on the delivery of Literacy and Numeracy outcomes. The school ensures quality curriculum that is delivered with a focus on a futures perspective so that children receive an education that is reflective of the 21st century. The use of technology continues to be an integral part of learning.

The strategic focus areas for 2016 and beyond are:

- Working together to address the unique needs of students to ensure successful transitions through each phase of learning.
- Communicate clear expectations for our students and staff.
- Recognise and cultivate innovation to improve outcomes.
- Develop the capabilities of staff to support every student.
- Review and monitor performance.

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	75	36	39	4	94%
2015*	63	28	35	4	90%
2016	59	25	34	4	83%

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://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Parke State School students live within the school community with parents owning land close by and working farms or drawing income from the neighbouring township of Maryborough. We have a stable student population with a supportive parent and community body.

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	26	22	16
Year 4 – Year 7	24	19	24
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

The multi-aged aspect of Parke's class groupings allow for unique opportunities for every student. The acceleration or consolidation of individual student's learning is one important aspect that can be enhanced. Parke State School offers the 8 key learning areas as per state requirements. The integration of technology within planning and teaching by all teachers enables students to experience education consistent with societal requirements from the 21st century.

Our key learning areas are: English, Mathematics, History/Geography, Science, The Arts, Technology, Physical Education, and LOTE (Japanese – Year 5&6 students).
Participation in the following events provided a great opportunity to showcase our achievements:

- Badge Presentation Ceremony
- ANZAC Day
- End of year and graduation

Co-curricular Activities

- Year 7 orientation - Art/writing programs for senior students at Aldridge State High School
- School camp
- Annual End of Year Concert
- Cross Country and Athletics (both local and cluster based)
- Premier's Reading Challenge
- All students have access to interschool sport via Maryborough and joining in with another school each Friday during Term one and three.

How Information and Communication Technologies are used to Assist Learning

Our school is committed to the use of technology for learning. It is perceived by all as another useful tool for learning and as such teachers are committed to ensuring that students have access to digital technologies. All classes have access to computers. Staff are also committed to improving student learning through the use of appropriate communication technologies which include laptops and iPads. Our computer lab is set up to cater for whole class involvement and participation.

Social Climate

Overview

At Parke State School we believe that staff and students have the right to work to their potential in a safe and supportive environment. To enable this productive learning to occur, we believe that different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed.

Ultimately, each individual must be responsible for his/her own actions. Parke State School implements a positive behaviour program that enables students to unleash their potential through understanding and analysing their positive behaviour and how this affects their learning. Students understand and consistently display the school rules Be Safe, Be Respectful, Be Responsible, and Be a Learner.

Incidents of bullying are managed through the procedures outlined in the endorsed Responsible Behaviour Plan (A copy can be found on our schools website).

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	71%	100%
this is a good school (S2035)	100%	86%	100%
their child likes being at this school* (S2001)	100%	86%	100%
their child feels safe at this school* (S2002)	100%	86%	100%
their child's learning needs are being met at this school* (S2003)	87%	71%	100%
their child is making good progress at this school* (S2004)	80%	71%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	71%	100%
teachers at this school motivate their child to learn* (S2007)	87%	86%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	93%	71%	100%
they can talk to their child's teachers about their concerns* (S2009)	93%	86%	100%
this school works with them to support their child's learning* (S2010)	93%	86%	100%
this school takes parents' opinions seriously* (S2011)	87%	71%	100%
student behaviour is well managed at this school* (S2012)	87%	71%	94%
this school looks for ways to improve* (S2013)	93%	86%	100%
this school is well maintained* (S2014)	87%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	96%	96%
they like being at their school* (S2036)	97%	96%	96%
they feel safe at their school* (S2037)	93%	84%	92%
their teachers motivate them to learn* (S2038)	97%	96%	96%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	88%	88%
teachers treat students fairly at their school* (S2041)	90%	92%	92%
they can talk to their teachers about their concerns* (S2042)	97%	88%	96%
their school takes students' opinions seriously* (S2043)	87%	79%	96%
student behaviour is well managed at their school* (S2044)	77%	83%	88%
their school looks for ways to improve* (S2045)	93%	92%	92%
their school is well maintained* (S2046)	97%	87%	84%
their school gives them opportunities to do interesting things* (S2047)	97%	87%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

At Parke State School, we see parents as an integral part in the development of the school and its students. We recognise that positive partnerships where the school and community work together, has a profound impact on a child's academic and social development. Parents are encouraged to be a part of their child's education. They are welcome as volunteers and also as participants in the various school functions that we have during the year.

We promote opportunities for parents to take part in the school by becoming a member of the Parents and Citizens Association, by supporting school events and by taking an active role in their child's education. Our newsletter, which is issued fortnightly, parent/teacher interviews and regular parent contact enables the partnership between community and parents to contribute to student learning. We welcome parent involvement in all aspects of student learning.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. Students discuss these relationships and how to be respectful of others through our Positive Behaviour for Learning rules. They investigate being a learner, being safe, being respectful and being responsible and how these impact on day-to-day life.

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	5	5	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

During 2015 Parke State School continued their energy saving campaign. This was aimed at having staff and students reduce electricity use through simple measure such as turning lights off when not needed and going through a process of cooling rooms down before air conditioning was turned on.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	19,362	977
2014-2015	18,327	128
2015-2016	10,502	743

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

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalent	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	4
Diploma	
Certificate	

*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 \$6800.00

The major professional development initiatives are as follows:

- Teaching of Reading
- Mandatory training: Student Protection, Code of Conduct, etc
- Principals Business Forums

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	98%

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 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:

Description	STUDENT ATTENDANCE 2016		
	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	96%	97%

*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%.

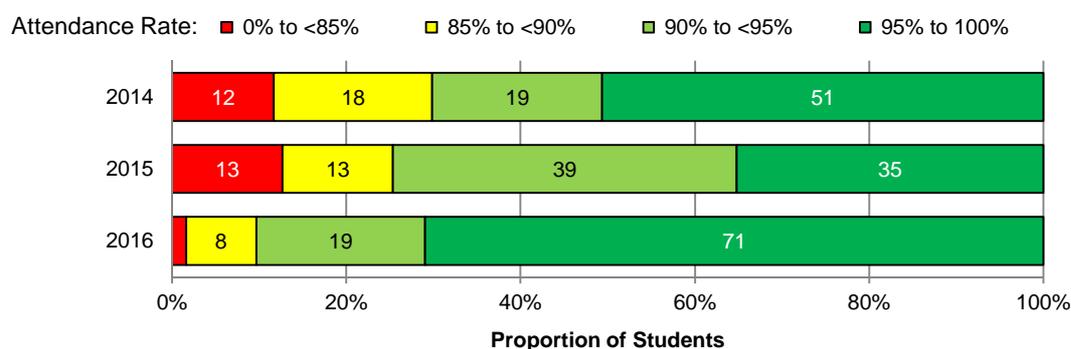
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	87%	94%	94%	91%	92%	95%	88%					
2015	92%	93%	90%	94%	93%	92%	94%						
2016	97%	98%	95%	92%	94%	97%	94%						

*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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is also managed in a variety of ways:

- o Reminders to parents and students about Every Day Counts
- o Contact to parents whose children are not at school – weekly follow up of unexplained absenteeism
- o Using more formal methods of following non-attendance
- o Providing incentives to students for high attendance rates

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.

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Non-government

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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.