



# Parke State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

*Every student succeeding. State Schools Strategy 2017-2021*  
Department of Education



## Contact Information

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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 Foreword

### Introduction

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 encourage everyone to celebrate our amazing successes and are always striving for the best educational outcomes for all. 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 all our students in 2017.

#### School Progress towards its goals in 2017: Reading is number 1!

- **Build leadership capacity** through a whole school agreed approach to reading and provide feedback to teachers.
- **Build teacher quality** by sharing data, building pedagogy and capacity around the National Curriculum. The assessments we use are purposeful and goal setting is integral to the process.
- **Build successful learners** by incorporating individual goal setting focused around numeracy and literacy. Feedback is essential to the growth of students and their learning.
- **Build school performance** through the implementation of Daily Rapid Reading to ensure that all students are achieving reading goals and North Coast Region targets. Staff will interrogate A-E data across the whole school and identify needs.
- **Build community partnerships** through the sharing of goals with all parties. Promote reading through information sessions with parents.

#### Outlook

Parke State School continues its emphasis on the delivery of Literacy and Numeracy outcomes for all students. 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 2017 and beyond are:

- Continue to work together to address the unique needs of students to ensure successful transitions through each phase of learning.
- Individualised learning to meet the needs of all students.
- Continue to have a strong focus on reading and all programs implemented to date to increase and maintain consistent student outcomes.
- Continue to develop the capabilities of staff to support every student.
- Continue to review and monitor performance and make adjustments when needed.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	63	28	35	4	90%
<b>2016</b>	59	25	34	4	83%
<b>2017</b>	58	25	33	3	87%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

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	2015	2016	2017
Prep – Year 3	22	16	21
Year 4 – Year 6	19	24	17
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our key learning areas are: English, Mathematics, History/Geography, Science, The Arts, Technology, Physical Education, and LOTE (Japanese – Year 5&6 students). 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. The integration of technology within planning and teaching by all teachers enables students to experience education consistent with societal requirements from the 21st century.

**Participation in the following events provided a great opportunity to show case our achievements:**

- Badge Presentation Ceremony
- Maryborough Show Display
- Attendance at Tinana Sustainability Day
- ANZAC Day
- End of year and graduation.

### Co-curricular Activities



- Year 6 orientation - Art/writing programs for senior students at Aldridge State High School
- School camp with Mungar State School
- Annual End of Year Concert
- Cross Country and Athletics (both local and cluster based)
- Premier's Reading Challenge
- Year 5 & 6 students have access to interschool sport in terms 1 and 3.

## How Information and Communication Technologies are used to Assist Learning

Our school is committed to the use of technology for learning. Technology is a 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. Students at Parke State School are provided with one hour of focused Technology time where they are exposed to a range of skills.

## 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			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	71%	100%	100%
this is a good school (S2035)	86%	100%	89%
their child likes being at this school* (S2001)	86%	100%	100%
their child feels safe at this school* (S2002)	86%	100%	100%
their child's learning needs are being met at this school* (S2003)	71%	100%	100%
their child is making good progress at this school* (S2004)	71%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	100%	89%
teachers at this school motivate their child to learn* (S2007)	86%	100%	89%
teachers at this school treat students fairly* (S2008)	71%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	89%
this school works with them to support their child's learning* (S2010)	86%	100%	89%
this school takes parents' opinions seriously* (S2011)	71%	100%	88%
student behaviour is well managed at this school* (S2012)	71%	94%	89%
this school looks for ways to improve* (S2013)	86%	100%	89%
this school is well maintained* (S2014)	100%	100%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	91%
they like being at their school* (S2036)	96%	96%	88%
they feel safe at their school* (S2037)	84%	92%	97%
their teachers motivate them to learn* (S2038)	96%	96%	94%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	88%	94%
teachers treat students fairly at their school* (S2041)	92%	92%	91%
they can talk to their teachers about their concerns* (S2042)	88%	96%	84%
their school takes students' opinions seriously* (S2043)	79%	96%	88%
student behaviour is well managed at their school* (S2044)	83%	88%	88%
their school looks for ways to improve* (S2045)	92%	92%	94%
their school is well maintained* (S2046)	87%	84%	97%
their school gives them opportunities to do interesting things* (S2047)	87%	92%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
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%	89%
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%
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 to participants in 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	2015	2016	2017
Short Suspensions – 1 to 10 days	5	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Students and staff at Parke State School are reminded of the importance of being environmentally conscious. We continually discuss the importance of power saving in our school using 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
2014-2015	18,327	128
2015-2016	10,502	743
2016-2017	12,598	98

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

2017 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.**	
Bachelor degree	4
Diploma	
Certificate	3

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 WAS: \$16313.44

The major professional development initiatives are as follows:

- Small School English Cluster
- Maths Alliance
- Positive Behaviour for Learning
- Principals Meetings

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

### Staff Attendance and Retention

#### Staff attendance



AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	99%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	95%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	97%	71%

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

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

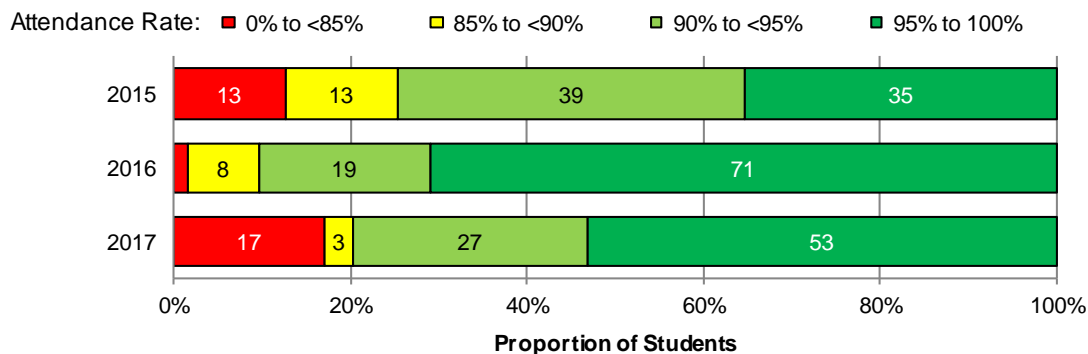
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	93%	90%	94%	93%	92%	94%						
2016	97%	98%	95%	92%	94%	97%	94%						
2017	91%	88%	89%	93%	88%	96%	97%						

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

DW = Data withheld to ensure confidentiality.

##### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non attendance is managed in a variety of ways including:

- Reminders to parents and students about Every Day Counts via newsletters and school website
- Contacting of parents whose children are not at school – weekly follow up of unexplained absenteeism
- Daily SMS sent to absent students parents

## 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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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.