Parke State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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School overview

Since its opening in 1914 after the donation of the 5-acre block by Mr John Parke, a local cane farmer, Parke State School has continued to embody the spirit of community and connectedness to its people. The rich heritage, coupled with a caring, dedicated and experienced staff and an active and close-knit parent body, ensures that Parke State School truly is the little gem south of Maryborough. Situated just 10 minutes south of Maryborough and 2km East of the Bruce Highway, our school benefits from the scenic environment rural life has to offer, whilst providing a world-class contemporary education focused on preparing today's students for tomorrow. Bordered by the beautiful cane fields and quiet bushlands, we aim to deliver learning experiences that reflect the world we live in and the inspiration it provides. Catering for approximately 65 students from Prep to Year 6, our school has three classes, a new library and computer lab, as well as a brand new playground and shed for outdoor pursuits. Access to new, air-conditioned and technologically advanced classrooms means our kids will be ready for all the future holds. Our commitment to student learning and development is second to none and is evidenced through consistent high academic performance across the school, diverse participation in extra-curricular activities and consistently high school opinion feedback. Through leading a balanced and holistic education, teachers empower children to realise their unique individual talents. We encourage pupils to follow their ambitions and become the best person they can be. We understand that teaching and learning is not a formula to be followed, rather it is the formation of strong relationships and going above and beyond to engage students in the learning process. These core values ensure Parke students are prepared for their next journey in life and can overcome any obstacle they may encounter. We look forward to working in partnership with the families that attend our school and know that your child's experience will be one to look back on with fondness in the years to come.

School progress towards its goals in 2018

Throughout 2018 a major focus was to develop the capability of staff to implement the Australian Curriculum with rigour and proficiency to improve student outcomes. Our primary goal is simple, every student succeeding and moving towards all pupils achieving a C or above. At this stage we have achieved:

- On average 74% of students achieved a C or above in literacy and 81% in numeracy in Semester 2 2018 – This can further be broken down into 26% below achievement standard, 43% at achievement standard and 31% above achievement standard

- We identified every student who was in the 26% not achieving at the standard and developed targeted plans to improve their literacy standards –This priority will continue into 2019 with the goal being 85% of students at or above achievement standard by the end of Semester 2 2019

- Reading Support and Intervention is fully implemented and facilitated on a daily basis by trained teacher aides – these practices are observed and feedback provided to ensure ongoing enhancement of practice and improved student outcomes

- Pre and Post Moderation – Both internal and external moderation processes are conducted on a termly basis for all teachers and are designed to ensure consistency of judgement. All three levels of planning are completed prior to the commencement of units of work

Future outlook

As we move throughout 2019 our goals remain consistent. The priority being to lift the percentage of students achieving at the standard for their year level and improve the percentage of students achieving above the prescribed curriculum standard.

By the end of 2019 we aim to have:

- 35% above, 50% at standard and a reduction to 15% below (85% At or above) through targeted support and extension programs facilitated by the STLaN and teacher aides under the management of the principal

- A coaching and feedback model fully implemented by Term 4 to collectively build teacher capacity and ensure the effective implementation of the Australian Curriculum

- Investigate the Age Appropriate Pedagogies initiative for future consideration

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	59	58	62
Girls	25	25	25
Boys	34	33	37
Indigenous	4	3	4
Enrolment continuity (Feb. – Nov.)	83%	87%	92%

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

Parke State School students live within the South Tinana catchment 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. At the end of 2018 the enrolments were 63. This was made up of approximately 10% Indigenous and Torres Strait Islander and 2% Students Identified with a Disability.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	16	21	22
Year 4 – Year 6	24	17	18
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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.

Curriculum delivery

Our approach to curriculum delivery

Our key learning areas are: English, Mathematics, History and the Social Sciences, 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 for the 21st century.

Participation in the following events provided a great opportunity to showcase our achievements:

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

Co-curricular Activities

• School camp
• 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
• Year 5 Leadership High Ropes Course
• Solar Boats Challenge
• Smiley Push Carts competition
• Sustainability Day
• Culminating Days on the last day of each term

How information and communication technologies are used to assist learning

Our school is committed to the use of technology for learning. With a ratio of 1 computer for every 2 computers technology is a critical pedagogical tool to enhance student learning. All classes have access to computers and a large interactive touchscreen television to assist in the facilitation of all curriculum areas. The school employs a specialised technology teacher to teach this curriculum area across all year levels. 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 work everyday towards a culture of inclusivity, respect, compassion and understanding for others. Our core values and attitudes are based on the belief that we are all part of the Parke State School team, and together we can achieve anything. We recognise 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

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)	100%	100%	86%
• this is a good school (S2035)	100%	89%	86%

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

* 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)	96%	91%	100%
• they like being at their school* (S2036)	96%	88%	100%
• they feel safe at their school* (S2037)	92%	97%	97%
• their teachers motivate them to learn* (S2038)	96%	94%	100%
• their teachers expect them to do their best* (S2039)	100%	97%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	94%	90%
• teachers treat students fairly at their school* (S2041)	92%	91%	81%
• they can talk to their teachers about their concerns* (S2042)	96%	84%	81%
• their school takes students' opinions seriously* (S2043)	96%	88%	77%
• student behaviour is well managed at their school* (S2044)	88%	88%	84%
• their school looks for ways to improve* (S2045)	92%	94%	87%
• their school is well maintained* (S2046)	84%	97%	97%
• their school gives them opportunities to do interesting things* (S2047)	92%	94%	90%

* 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)	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%	89%	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%	89%
• 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 as participants in various school functions that we offer 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 contact with parents enables the partnership between community and parents to thrive. We welcome parent involvement in all aspects of student development.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Students discuss these relationships and how to be respectful of others through our Positive Behaviour for Learning virtues. They investigate being a learner, being safe, being respectful and being responsible and how these impact on the health and wellbeing of all students in our school. Lessons are taught and referred to in the newsletter and on parade each week and form part of the delivery of the Australian Curriculum.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
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

At the end of 2018 Parke School embarked on its 'Waste Warrior' program to reduce our environmental footprint and educate students about how to be environmentally conscious and promote sustainable living. Some of the initiatives included and planned for 2019 are:

- The construction of a vegetable garden to teach sustainable reproduction of food
- Composting – separate bins provided to students at lunch for their scraps
- Waste Free Days promoting the reuse and reduce philosophy
- Working closely with local organisations such as the recycling plant – including visits out to the plant and visits from them here at school educating students about recycling

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,502	12,598	18,430
Water (kL)	743	98	708

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	4	5	0
Full-time equivalents	3	3	0

*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	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 $12,864.39

The major professional development initiatives are as follows:

- Pre and post moderation curriculum workshops
- Australian Curriculum Roadshows
- Positive Behaviour for Learning Workshops
- Health, Safety and Wellbeing Network Meetings
- Stemfest PD
- Maths cluster PD
- Small School Network Meetings
- Principal Conference
- Solar Boat Challenge PD
- Business Manager Learning Circle PD
- CSA Training

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.	98%	99%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	95%	92%	93%
Attendance rate for Indigenous** students at this school	97%	71%	90%

* 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

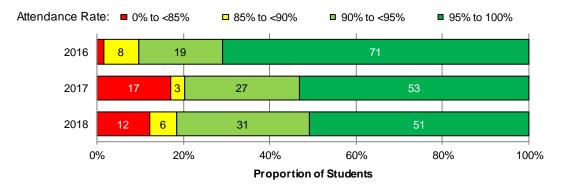| Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	97%	91%	95%	Year 7			
Year 1	98%	88%	95%	Year 8			
Year 2	95%	89%	96%	Year 9			
Year 3	92%	93%	91%	Year 10			
Year 4	94%	88%	95%	Year 11			
Year 5	97%	96%	85%	Year 12			
Year 6	94%	97%	96%				

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

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016		8	19	71
2017	17	3	27	53
2018	12	6	31	51

Proportion of Students

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.

The school manages school attendance by:

- All rolls marked each morning and afternoon on Oneschool systems and a text sent prior to first break requesting explanation for absence to be recorded
- Communicating with parents and students the current attendance rate and our goals in newsletters, on parade and in principal communications
- The principal prioritising supportive and frequent discussions with parents/ carers about any students under 85% attendance with regular patterns of absence or with multiple unexplained absences
- Support plans have been developed in consultation with parents to support those students with attendance rates less than 85%
- Offering an inclusive, engaging and robust curriculum to ensure students and families value attendance at school

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.