Ridgelands State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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	*Please note, hard copies of the Annual Report 2018 can be collected at the Ridgelands State School Office.

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School overview

Ridgelands State School prides itself on always living up to the school motto 'We Care'. As a small, rural school we are able to cater for the individual learning needs of each and every child, and maintain the caring environment that assists them to develop to their full potential. Dedicated staff provide instruction to approximately forty students in two class groups. Two teaching staff; four visiting teacher support staff; and three teacher aides, provide quality education for each and every child at Ridgelands State School. The school's proud ninety-five year history continues to evolve and be shaped by the world in which we live. However, maintaining the 'We Care' motto and the four associated rules is core to the success of the school and ultimately to the success of students who graduate from Ridgelands State School. The school's staff, parents, students and community are all involved in outlining and upholding the school rules for our school. The school's four rules are:

C – Co-oporate

A – Act Responsibly

R – Respect

E – Excel

School progress towards its goals in 2018

SCHOOL IMPROVEMENT PRIORITY	STATUS	PROGRESS
Curriculum	Continuing in 2019	All aspects of the Australian Curriculum have been embedded within the Whole School Curriculum Plan. All teachers are using the Australian Curriculum to plan, teach, assess and report for every learning area. Teachers will work on building their capabilities to narrow and sharpen their focus, to improve their practices. In 2019 staff will participate in a range of PD and moderation with other like schools to ensure consistency and validity of curriculum decisions.
Reading	Continuing in 2019	Reading across the whole school was embedded in weekly planning. This ensured students were able to practice and refine their decoding and comprehension skills and continue their improvement. The five reading opportunities were introduced and all students now have the opportunity to participate in Guided Reading, Modelled Reading, Shared Reading, Independent Reading and Collaborative Reading. Reading will continue to be improved in 2019 and teachers will participate in a range of RD associated with the reading demands of the Australian Curriculum.
Engagement	Complete	Community engagement with the school has improved dramatically and is now very successful. The school participates in many activities that engage the community and hosts many events in which community are invited to the school. Our P&C are active and run many fundraising events within the Ridgelands community including the Camp Draft catering, the Ridgelands Show and the Ridgelands State School Country Fair. Parents are encouraged to visit the school for a wide variety of events including special parades, sporting events, performances and presentations.
Writing	Complete	"Seven Steps of Writing" program has been embedded and writing improvement is evident. Students participate in weekly writing tasks and are provided feedback based on the Literacy Continuum. Writing is also part of the Literacy Block and Literacy rotations. Students are using strategies taught to improve their writing.

Future outlook

In 2019, Ridgelands State School has a forward moving focus, with key strategic actions and priorities being collaboratively determined. These goals have been identified to ensure consistency across the school and improvement for all students during the year. These priorities are listed below.

Reading	**Target:** Every student reading every day as part of a whole school reading program. All students improving their reading age by 12 months or more in 2019. All teachers receive professional development in Reading. Student's achievement in reading is tracked on the Literacy Continuum. **Actions:** Provide professional development to improve teacher capability when analysing the reading demands of the Australian Curriculum. (Term 1) Adopt a Reading Framework for Ridgelands State School that encompasses the reading demands of the Australian Curriculum. (Term 2) Profession development and conversations around the use of the Literacy Continuum to track students progress in reading. (Ongoing)

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		Develop a reading improvement agenda from the reading demands of the Australian Curriculum, that includes targets and timelines for student achievement. (Term 1)
		Analyse data to inform student goal setting practices across all classrooms using formal and informal assessment and the Literacy Continuum. (Ongoing)
		Develop Explicit Instruction lessons for the reading demands of the Australian Curriculum. (Term 2)
		Embed daily, consistent classroom reading routines using high yield reading pedagogies. (Term 2)
Australian Curriculum	**Target:**	
	Develop Three Level Planning Documents for Ridgelands State School that align with the Australian Curriculum, Assessment and Reporting Framework.	
	Actions:	
	Collaboratively compile curriculum plan with support from Regional PEAC and mentoring from other schools. (Ongoing)	
	Insure all members of staff have access to the Three Level Planning Documents. (Ongoing)	
	Discuss with staff the expectations of the Classroom observations and feedback timetable. (Term 1)	
	Create and implement the Observation and Feedback Timetable. (Term 1)	
	Identify students that require additional learning needs and create an ISP to help their educational needs. (Ongoing)	
	Plan learning opportunities for students on an ISP to ensure they achieve success at their level and are actively engaged. (Ongoing)	
	Track students Literacy progress using the Literacy Continuum. (Ongoing)	
Spelling	**Target:**	
	All students will be spelling at or above the National Minimum Standard in NAPLAN resits. Spelling will be explicitly taught weekly using the Soundwaves Spelling Program.	
	Actions:	
	Provide professional development in the teaching of spelling for all staff. (Term 3)	
	Adopt a Spelling Framework for Ridgelands State School. (Term 3)	
	Research available spelling frameworks and products. Organise visits to schools with good spelling practice. (Term 3)	
	Analyse data to inform student goal setting practices across all classrooms. (Ongoing)	
	Develop Explicit Instruction lessons for spelling including spelling rules. (Term 4)	
	Track students Literacy and spelling progress using the Literacy Continuum. (Ongoing)	

Our school at a glance

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	31	38	33
Girls	18	22	20
Boys	13	16	13
Indigenous	3	7	5
Enrolment continuity (Feb. – Nov.)	85%	94%	94%

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

Ridgelands is located 30 minutes out of Rockhampton and our student population is geographically diverse with families from Alton Downs, Dalma and Ridgelands areas. The majority of students come from rural to semi-rural backgrounds where one or both parents may work in the local regional centre of Rockhampton, primary production or the mining industry. Our school has two multi-age classes. The Indigenous student population is stable.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	17	17
Year 4 – Year 6	13	21	17
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

At Ridgelands State School:

- The Australian Curriculum is taught for English, Maths, Science, HASS, HPE, Technologies, The Arts and LOTE.
- Music is offered through specialized lessons with a highly qualified specialist teacher.
- The Japanese language is taught for LOTE to the Year 5 and 6 students through Distance Education with a qualified specialist teacher.
- Health and Physical Education is taught across the school.
- Students with learning difficulties participate in Individual programs to allow for greater success.
- Literacy and Numeracy blocks occur four days a week.
- Arts and Technologies are offered as part of integrated units throughout the year.
- We effectively monitor and map each student's progress.

Co-curricular activities

- School Singing Choir (Eisteddfod competition, Community performances)
- Inter-school sporting fixtures (Rockhampton District Interschool Sport Competition)
- Equestrian Team (Interschool gymkhana, Teams challenge)
- Excursions including visits to Rockhampton Art Gallery and Pilbeam Theatre
- School camp open to students from year 3, 4, 5 and 6 yearly.
- ANZAC Day commemorative service.
- ANZAC Day Parade in Rockhampton.
- Student council events and fundraising for charity.
- Small Schools Cluster Swimming Carnival.
- Transition program with Rockhampton High for Year 6 students.
- Limitless Program for Year 5/6 students to build leadership and communication skills.
- Weekly Playgroup Sessions for children aged 1-4.

How information and communication technologies are used to assist learning

In 2018, students used ICTs for a range of learning purposes including targeted learning experiences, communication, research and publication. ICT was integrated into all Key Learning Areas. Students developed their skills in using computers to learn within a whole-school developmental framework. Communication, word processing, coding and graphic design are developed in the middle to upper years. Students and teachers also used Learning Place tools in order to access information and to gain teaching and learning ideas.

Our student to computer ratio at Ridgelands is very high. We have two interactive whiteboards and two interactive LCD panels that are used on a daily basis. Integrated use of Lego Robotics kits, online learning and iPads in all classrooms, add to each and every student's technology journey, skilling them for the technological future they face.

Programs including IXL Maths and English, Spelling City, Typing Tournament and Zip Tales are used in the early years and beyond and assist with the teaching of mathematics and English.

Social climate

Overview

Our school supported a positive proactive approach to managing student behaviour and discipline. We advocated and modelled the Ridgelands State School's five expectations throughout the school. The expectations are: Co-operate, Act Responsibly, Respect, and Excel. Ridgelands school values align with our Responsible Behaviour Plan for Students and incorporates the Anti-Bullying policy. Any issues of bullying are responded to immediately and we follow strategies outlined in the plan to ensure we take a firm yet fair approach. This document is available for perusal at the school or on the school website.

Ridgelands State School offered to the school community, the services of a School Chaplain who worked in the school 2 days per week. The Chaplain worked with students in a support and mentoring role, and as an alternative contact point with the school.

Our school participated in many community based events aimed at promoting a positive school climate. We sustained open and positive communication channels between staff, students, parents and the community.

Parent opinion surveys reflect favourably in all areas, including that they consider Ridgelands SS to be a good school, they can talk to their child's teacher about their concerns, and that teachers expect their child to do their best.

Students scored high satisfaction levels indicating that their teachers motivate them to learn as well as expect them to do their best and their school gives them opportunities to do interesting things.

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)	80%	88%	100%
• this is a good school (S2035)	100%	88%	100%
• their child likes being at this school* (S2001)	80%	88%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	80%	75%	100%
• their child is making good progress at this school* (S2004)	100%	75%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	88%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	88%	100%
• teachers at this school motivate their child to learn* (S2007)	80%	88%	100%
• teachers at this school treat students fairly* (S2008)	80%	63%	100%
• they can talk to their child's teachers about their concerns* (S2009)	80%	88%	100%
• this school works with them to support their child's learning* (S2010)	100%	75%	100%
• this school takes parents' opinions seriously* (S2011)	60%	63%	100%
• student behaviour is well managed at this school* (S2012)	80%	88%	100%
• this school looks for ways to improve* (S2013)	80%	63%	100%
• this school is well maintained* (S2014)	100%	88%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	78%	91%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	89%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	73%	100%
• their school takes students' opinions seriously* (S2043)	89%	91%	100%
• student behaviour is well managed at their school* (S2044)	78%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	89%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

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Percentage of students who agree# that:	2016	2017	2018

* 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%	90%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	80%	100%
• they receive useful feedback about their work at their school (S2071)	100%	70%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	90%	100%
• students are treated fairly at their school (S2073)	100%	80%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	88%
• staff are well supported at their school (S2075)	100%	40%	100%
• their school takes staff opinions seriously (S2076)	100%	60%	89%
• their school looks for ways to improve (S2077)	100%	80%	100%
• their school is well maintained (S2078)	100%	60%	78%
• their school gives them opportunities to do interesting things (S2079)	100%	67%	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

The parent community members at Ridgelands are greatly valued and are encouraged to be actively involved with their child's education. Parents are provided with various opportunities to be involved, including:
- student support in class through reading groups,
- library helpers and tuckshop volunteers.
- assist with supervision on excursions and camps, sporting carnivals as well as at equestrian events.

Involvement and communication is encouraged through regular formal and informal parent-teacher interviews. Written student reports are issued at the end of term two and four. Parents are kept informed of curriculum initiatives through a school newsletter and the school Facebook page. Parents and community members are invited to open days, school assemblies, sport days and other special events or performances, to celebrate student successes and share events.

The proactive Parents and Citizens Association provides a valuable contribution to the educational resources of the school, assisting each and every child. The 2018 P&C Association contributed to the success of Ridgelands State School by:
- Paying for students to attend the Limitless learning and wellbeing program,
- Managing of the tuckshop,
- Catering for sports day lunch, morning and afternoon teas for special occasions
- Organizing the annual school fair through to school working bees, raising donations and sponsorship.
- Paying for transport to ensure students can access a range of opportunities in Rockhampton.

Members of the P & C Association also contribute to the planning for the school's future. Regular meetings and communication with parents regarding adjustments made to assist students with learning needs or on ICP

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occurred. Students with diverse learning needs were also catered for to ensure they could fully participate in all curriculum and extra-curricular activities.

Respectful relationships education programs

The school has developed and implemented a range of programs that focus on appropriate, respectful, equitable and healthy relationships. These include the school's PBL program, the Limitless wellbeing program, the anti-bullying policy and the Fill-a-Bucket program.

In addition to this, Ridgelands SS also implemented the Australian Curriculum HPE and a successful Chaplain Program focused on personal safety and awareness. This taught students to respond to abuse and violence and resolve conflict without violence. Our programs also encouraged students to recognize, react and report when they, or others, were unsafe.

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	6	3	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

Ridgelands State School effectively reduced the school's environmental footprint by the implementation of a number of strategies.

- Ensured staff and students are reminded to switch off lights and fans when leaving a room.
- Only run air-conditioners within the appropriate temperature range (24 Degree Celsius or above) and only when necessary.
- Reducing the use of paper with the introduction of IPad activities and interactive whiteboard and active panel activities.
- Recycling program in place with collection every fortnight.
- Sprinkler systems are scheduled to operate during the night and does not use our rain water.
- Water usage is calculated on the school river water allocation, not actual water used.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	50,768	50,512	58,828
Water (kL)	3	3	3

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.
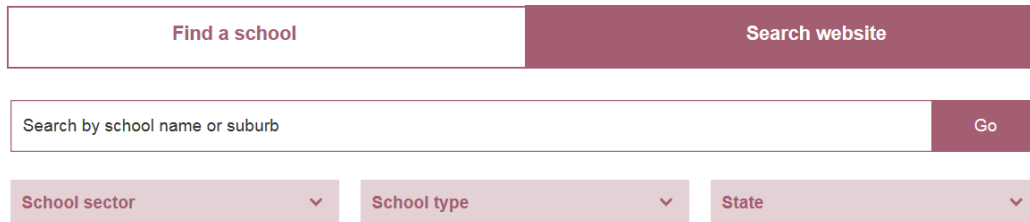
School funding

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	6	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	
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 $7712.27.

The major professional development initiatives are as follows:

- Full First Aid
- Collaborative Curriculum Pedagogical Planning Workshop
- Principal's Regional Conference
- Principal's SIMposium Induction
- Cluster Meetings and Moderation
- Austswim Course
- Injury Management
- Supporting Students with Writing
- Coaching/Mentoring Workshop
- Teacher Aides Learning Together

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.	97%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 70% 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	93%	93%	93%
Attendance rate for Indigenous** students at this school	92%	93%	93%

* 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

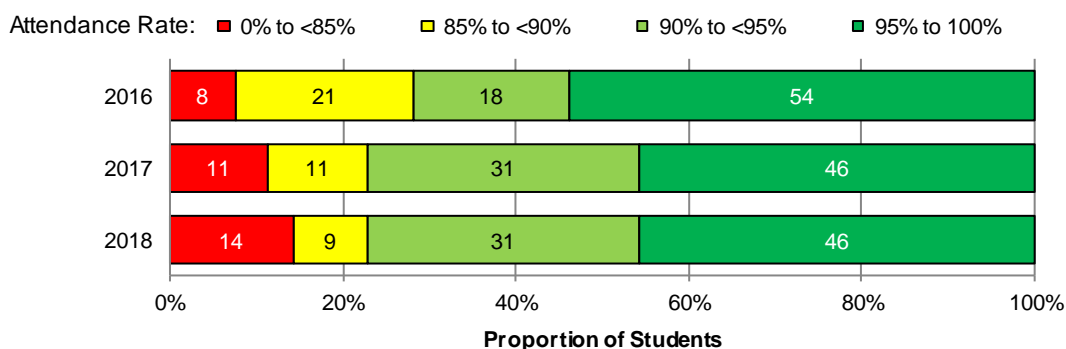| Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	97%	95%	92%	Year 7			
Year 1	95%	97%	92%	Year 8			
Year 2	98%	94%	97%	Year 9			
Year 3	97%	93%	94%	Year 10			
Year 4	89%	88%	94%	Year 11			
Year 5	91%	91%	90%	Year 12			
Year 6	83%	90%	92%				

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.

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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	21	18	54
2017	11	11	31	46
2018	14	9	31	46

Proportion of Students (0% to 100%)

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.

Ridgelands School attendance management practices are crucial to minimizing absences. We identify absences quickly, follow-up promptly and send clear messages to students and parents that attendance is vital. Therefore, we aim to bolster partnerships between school, parents and the local community to reduce absenteeism.

Attendance problems are best managed be early identification and intervention. The school targets maximum attendance by emphasising the academic benefit to students, in the newsletters for parent awareness. The school newsletter is utilized to inform parents of term starting dates.

Daily roll marking is undertaken in each class in line with Department of Education and Training roll marking policy, they are marked twice a day (at the commencement of school and after second lunch break). Same day notification SMS is sent to the parents of all students who have unexplained absences. Parents are required to provide reasons for child absences by phone, mail, email or SMS. Regular unexplained absences are followed up with parents via a phone call.

Key strategies to increase attendance include:
- Participation in a number of community based projects including the CWA Project and Show submissions.
- A consistent and enjoyable classroom routine.
- Breakfast club once a week.
- Tuckshop once a week.
- Local Bus routes to reach families in the area.
- Engaging curriculum activities using technologies.
- Attendance Awards.

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.

Due to the low numbers in the Year 3 and 5 cohorts for 2018, MySchool has withheld data (DW) for this year; however our school tests and data indicate that 100% of students who sat NAPLAN are achieving the National Minimum in all areas. We also have students in the Upper Two Bands for Year 3 Writing, Numeracy and Grammar and Punctuation and Year 5 Spelling and Numeracy. Our data also shows that students are improving across all areas as they work to achieve individual goals for each learning area.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

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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.

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