



Ridgeland's State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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*Please note, hard copies of the Annual Report 2017 can be collected at the Ridgелands State School Office.

School Overview

Ridgелands 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 Ridgелands State School. The school's proud eighty-five year history continues to evolve and be shaped by the world in which we live. However, maintaining traditional values is core to the success of the school and ultimately to the success of students who graduate from Ridgелands State School. The school's staff, parents, students and community are all involved in outlining and upholding the values for our school. The school's eight values are: Respect; Self-control; Enjoyment; Teamwork; Honesty; Motivation; Care; and Teamwork.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

IMPROVEMENT PRIORITY	STATUS	PROGRESS
1. Writing	Continuing in 2018	"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 NAPLAN criteria. Writing is also part of the Literacy Block and Daily 5 literacy rotations.
2. Australian Curriculum	Continuing in 2018	The school has developed a draft CARF Document and is seeking support to narrow and sharpen units to meet the curriculum needs of each year level. Assessment task and GTMJ are being modified to suit the multi-age classrooms. English, Maths, Science, HASS, HPE and LOTE have all been imbedded. Technologies and the Arts will be the focus for 2018.

3. Engagement	Continuing in 2018	PBL has been implemented across the school to improve behaviour of students. This has been successful and major behaviour incidents have been reduced. Engagement of parents has also increased with a close relationship formed with the P&C. Also more opportunities for parents to volunteer and support the school has been encouraged.
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Future Outlook

In 2018, Ridgелands 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 include:

1. Improving student writing through the use of:
 - The “Seven Steps of Writing Success” program,
 - Explicit instruction lessons for new content,
 - Daily literacy blocks incorporating CAFÉ and Daily 5 programs,
 - Weekly writing routines,
 - Individual goal setting around writing,
 - Specific vocabulary lessons.
 - Individual student action plans populated from the CQ3S application data.
 - Developing of staff skills in the teaching of writing.

2. Improving student reading through the use of:
 - Café and Daily 5 programs,
 - Incentive scheme- Ridgелands Radical Readers and Ridgелands Super Achievers
 - Developing of staff skills in the teaching of reading.
 - Individual student action plans populated from the CQ3S application data.

3. Improving the implementation of the Australian curriculum through:
 - The development and implementation of a Whole School Curriculum, Assessment and Reporting Framework.
 - Embedding the CARF document across the school, ensuring all staff have a clear understanding.
 - Ensuring all students have access to the Australian curriculum

4. Improving Parent and Community Engagement
 - Collaboration with the P&C around activities to engage parents within the school environment.
 - Parent Information sessions at the beginning of the year to inform parents of the curriculum expectations and key events during the year.
 - Publish is the local newsletter “Around the Ridges” and set up a school Facebook Page to engage the community.
 - Continue to implement PBL at Ridgелands State School.

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	44	21	23	1	89%
2016	31	18	13	3	85%
2017	38	22	16	7	94%

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

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

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	23	18	17
Year 4 – Year 6	21	13	21
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Ridgeland State School:

- The Australian Curriculum is taught for English, Maths, Science, HASS, HPE 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 and 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 School Cluster Sports Day.
- Transition program with Rockhampton High for Year 6 students.
- Limitless Program for Year 5/6 students to build leadership and communication skills.

How Information and Communication Technologies are used to Assist Learning

In 2017, 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 Ridgелands is very high. We have three 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.

LOTE is offered through Distance Education requiring students to use ICT's to connect and learn.

Programs including Reflex Maths, 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 behavior and discipline. We advocated and modeled the Ridgелands State School's five expectations throughout the school. The expectations are: Co-operate, Act Responsibly, Respect, and Excel. Ridgелands school values align with our Responsible Behavior 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.

Ridgелands 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 favorably in that they consider Ridgелands 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

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)	100%	80%	88%
this is a good school (S2035)	100%	100%	88%
their child likes being at this school* (S2001)	100%	80%	88%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	80%	75%
their child is making good progress at this school* (S2004)	100%	100%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	67%	80%	88%
teachers at this school motivate their child to learn* (S2007)	67%	80%	88%
teachers at this school treat students fairly* (S2008)	100%	80%	63%
they can talk to their child's teachers about their concerns* (S2009)	100%	80%	88%
this school works with them to support their child's learning* (S2010)	100%	100%	75%
this school takes parents' opinions seriously* (S2011)	100%	60%	63%
student behaviour is well managed at this school* (S2012)	67%	80%	88%
this school looks for ways to improve* (S2013)	67%	80%	63%
this school is well maintained* (S2014)	100%	100%	88%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	82%	78%	91%
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)	100%	89%	100%
they can talk to their teachers about their concerns* (S2042)	79%	100%	73%
their school takes students' opinions seriously* (S2043)	86%	89%	91%
student behaviour is well managed at their school* (S2044)	91%	78%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	95%	89%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	90%
they feel that their school is a safe place in which to work (S2070)	100%	100%	80%
they receive useful feedback about their work at their school (S2071)	90%	100%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	90%
students are treated fairly at their school (S2073)	100%	100%	80%
student behaviour is well managed at their school (S2074)	90%	100%	100%
staff are well supported at their school (S2075)	90%	100%	40%
their school takes staff opinions seriously (S2076)	90%	100%	60%
their school looks for ways to improve (S2077)	90%	100%	80%
their school is well maintained (S2078)	100%	100%	60%
their school gives them opportunities to do interesting things (S2079)	100%	100%	67%

* 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 Ridgeland 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 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. 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 2017 P&C Association contributed to the success of Ridgeland 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 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 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, Ridgeland 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

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	2	6	3
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

Ridgeland 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.
- 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	35,059	49
2015-2016	50,768	3
2016-2017	50,512	3

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

GO

Sector:

Government

Non-government

SEARCH

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 Equivalents	2	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	

*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 were \$13560.

The major professional development initiatives are as follows:

- First Aid
- Principal's Conference
- QASSP Conference
- BSM Conference
- PBL Training
- Teacher Aides Learning Together
- Principals Connect Conference
- Domestic Violence Training
- Speech Language Training for Teachers and Teacher Aides
- Seven Steps in Writing

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.	96%	97%	94%

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 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).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	92%	93%

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

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

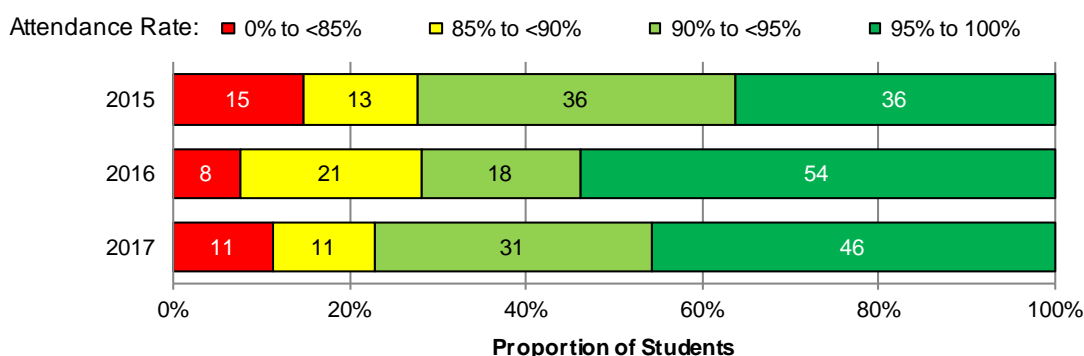
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	93%	93%	88%	92%	86%	93%						
2016	97%	95%	98%	97%	89%	91%	83%						
2017	95%	97%	94%	93%	88%	91%	90%						

*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.

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 by 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.

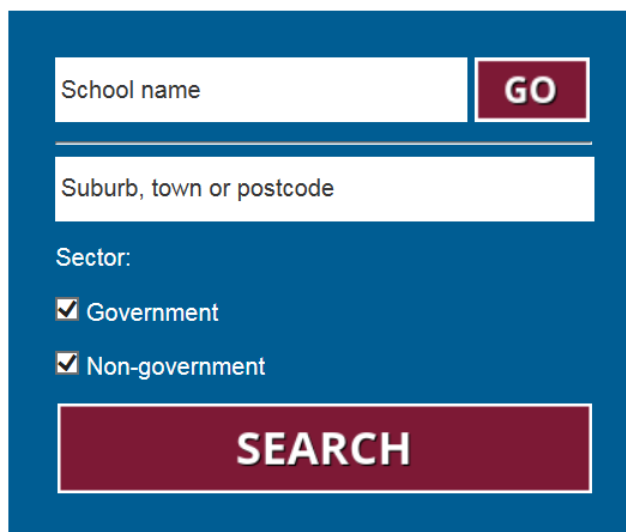
NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

Due to the low numbers in the Year 5 cohort for 2017, MySchool has withheld data (DW) for this year; however our school tests and data indicate that 100% of students are achieving the National Minimum Standard for Reading, Spelling and Numeracy. We also have students in the Upper Two Bands for Writing and Grammar and Punctuation. Our data also shows that students are improving across all areas as they work to achieve individual goals for each learning area.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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 reports.