



# Park Ridge State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	PO Box 893 Park Ridge 4125
Phone:	(07) 3380 4111
Fax:	(07) 3380 4100
Email:	principal@parkridgeshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Sharon Amos.

## School Overview

Park Ridge SHS is a dynamic learning community committed to enriching lives for the future. We celebrate learning, integrity and teamwork. Our school offers an extremely broad and vibrant curriculum catering for students wishing to pursue highly academic pathways and also for students studying nationally accredited vocational certificates.

Park Ridge State High School offers a number of high performing specialist programs. These include the Indonesian Immersion program in Years 9 to 10. This challenging excellence program has had extremely successful outcomes. An Extension Indonesian program in the senior school offers students the opportunity to continue the study of Indonesian at university standard. The creative industries have always been a particular focus and students in Years 10 to 12 can access strong pathways to careers in this area. An outstanding Instrumental Music Program is also offered. Our various bands and ensembles regularly achieve honours in high profile competitions. The IGNITE program in Years 8 and 9 is another excellence program. It focuses on providing a challenging academic curriculum in Science and Technology in Years 8 to 10. The AFL Academy is also offered to students in Years 8 to 10. This excellence program has gone from strength to strength in recent years and is well supported by the Park Ridge Panthers AFL Club. Our Volleyball program is another curriculum focus that has gained prominence through the dedication of staff and enthusiasm of our students.

Sport and cultural activities are an important feature of the life of the school and students consistently perform well in these areas. Interschool sport is played on Wednesday afternoons for our keen sports students. Other students have the opportunity to undertake nationally accredited certificate courses at that time. Each year our students perform exceptionally well in swimming, athletics and cross country carnivals and there are extensive opportunities for students in various representative sports at a very high level. A substantial network of student support personnel and pro-active programs underpin student welfare. Our school has a rich multicultural environment and we celebrate our diversity. We have committed to the schoolwide Positive Behaviour Support Program based on the principles: "We are here to learn", "We are here to do what is right", "We are here to work together". These principles have become well embedded in the culture of the school. We believe in the critical role of the classroom teacher in supporting students to achieve their potential and quality teaching and learning is our core concern.

We have a compelling focus on continuing to develop our expert teaching team. All members of staff are involved in extensive professional development activities each year. Our school values our collaborative partnerships with parents and the wider community. Robust partnerships with universities, TAFE and other training providers allow students to undertake a range of courses while still at school as well as school-based apprenticeships and traineeships. Many other partnerships provide enrichment to our curriculum programs. Over the years we have formed extensive ties with schools and other organisations in Indonesia to support our Indonesian language programs. Valuable links with professional theatre companies have led to outstanding opportunities for Drama students. AFL Queensland provides a strong pillar for our AFL Academy. Many local businesses and industry partners support programs in the senior school.

Park Ridge SHS has also developed a focus on community service and students are encouraged to participate in a range of activities. Recent projects include a literacy project in Madang. Students are also involved in a range of fundraising activities to support the RSPCA, Canteen and other charities. We work hard to foster the leadership potential of our young people. Our Student Council and various other forums allow students the opportunity to participate in important decision making processes. Our school is committed to opening up diverse opportunities for our student body. Through our rich curriculum and guided counselling process for the individual child, our students are well prepared for the challenges of life beyond school.

## Principal's Forward



## Introduction

### Introduction

Park Ridge State High School is a large co-educational school on the southern outskirts of Brisbane.

Our school is committed to providing high quality learning opportunities for students. We have a dynamic and vibrant curriculum and offer both academic and vocational pathways for students.

A number of foundation principles underpin our school philosophy and operations: We are committed to our focus of improving student outcomes.

We recognise the need to constantly review our curriculum to ensure that it caters to the diverse aspirations of our students and prepares them well to be productive and successful members of a global community.

We have a fundamental belief in the critical role of the classroom teacher in helping students to achieve their potential.

The School Annual Report is an opportunity for us to share some of the achievements of 2015 and to reflect on how we have fared in attaining the targets that have been set both by the school and by Education Queensland. It helps us identify areas for further development.

While this formal report allows us to communicate some of our outcomes, the real story of the wonderful successes of so many of our students and our teachers, in a wide range of endeavors, is only partially communicated. Our school is about people; statistics only tell a small part of the story.

We welcome any enquiries about our programs and outcomes.

### School Progress towards its goals in 2016

In 2015, our school continued to focus on our core priorities of building expert teachers, providing effective and diverse learning opportunities to meet the needs of all our learners and raising expectations. In addition to this was a clear emphasis on developing the reading skills of every student through systematically developing the capacity of staff to explicitly teach reading in every classroom.

Embedding a culture of collaboration and data driven response at all levels of school decision making ensured an effective and sustainable approach across the four areas of:

- leadership
- teaching and learning
- curriculum planning and assessment
- community partnerships.

Improving the attendance rates of all students was a high priority, resulting in a 4% sustained improvement rate through 2015-16, from 87% to 91.6%, supporting our focus - on time, in class, every day, ready for learning.

An explicit focus on excellence in teaching and learning supported by I4S funding resulted in:

#### Senior

- 86% of our senior students gained an OP 1- 15
- 2 graduating senior students achieved an OP1
- 100% of graduating students achieved a Queensland Certificate of Education (QCE)
- 100% of students applying through QTAC where offered a course of their choice.

#### Junior Secondary

- 96% of year 7 students were above the National Minimum Standard in Reading
- 96.4% of year 7 students were above National Minimum Standard in Numeracy
- 98% of year 9 students were above National Minimum Standard in Numeracy
- 90% of year 9 students were above National Minimum Standard in Reading

### Future Outlook

"Excellence in All We Do, frames our determined approach to raising student and community expectations. Our belief that excellence is an attitude not an outcome underpins our values and expectations.

We are committed to a collaborative, team centred approach to identifying need and strong decision making. Consistent, effective practice toward improved student outcomes drives our schools improvement agenda.

Priority areas of development



- Embedding a Culture that Promotes Learning
- Embedding a Reading Framework
- Improving Outcomes for Potential Elevated Learners

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2016:** Year 7 - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	957	476	481	46	90%
<b>2015*</b>	1090	541	549	71	90%
<b>2016</b>	1137	546	591	71	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### Characteristics of the Student Body

#### Overview

Our students come from diverse socio economic situations. Many students come from semi-rural areas. There are pockets of social disadvantage in our catchment area. The cultural diversity of our students has increased in recent years with families with Pacific Islander backgrounds and Asian backgrounds moving into the area. We celebrate our multicultural diversity and appreciate the contribution of all our families to the rich tapestry of our school community.

Our students have diverse aspirations for their lives after school so our curriculum is broad based to meet their needs. Many students enter university study directly from school while others go to TAFE and then enter university or the workforce. A significant number of students undertake school based apprenticeships and traineeships while at school and then pursue these career options.

#### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	23
Year 11 – Year 12	18	18	19

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

# Curriculum Delivery

## Our Approach to Curriculum Delivery

We have a strong focus on providing the best possible education for each of our students on their own specific pathway. We offer a wide range of Authority and Non-Authority subjects in the senior school to cater to a diverse range of learning pathways.

In the Junior School students pursue a program consisting of study in each of the Eight (8) Key Learning Areas. Reading, Literacy and Numeracy are fundamental for success and are explicitly taught across the curriculum. To cater to all learners we tailor the curriculum to suit the learning needs of students. We also operate Focused Literacy Interventions courses for key students, to build those skills necessary for engagement across the rest of high school.

Academic programs such as IGNITE and IMEX have been offered to high achieving students where the emphasis is on higher order thinking and problem solving skills. Technology is utilised as the integrating device. Entrance into the class is via application. The school determines final enrolment for these classes.

AFL Academy: Park Ridge SHS has been endorsed by AFL Queensland to run an academy of excellence in AFL. Our primary focus is on participation and students learning more about their chosen sport. As a result the program is fully integrated for both male and female students. While the academy seeks to develop excellence in terms of skill performance, any student who is interested in AFL can apply.

## Co-curricular Activities

Students are involved in a range of extra curricula offerings including:

### Instrumental Music.

Our school has an extremely strong instrumental program that is growing in size, reputation and accolade. This program has tripled in size in the last 4 years. At the Brisbane schools' bands festival Park Ridge SHS bands won gold awards in the following categories

- Junior Band
- Junior Concert Band
- Senior Concert band

Cancellations of Enrolment 15 18 13

- Stage band
- String Ensemble

Other noteworthy activities include

- Stage band performed with James Morrison at the 'QLD Music Festival' launch
- String ensemble played for the Mayor of Logan at the 'City of choice' conference
- Students undertook a week long intensive music camp
- We hosted the Southern Cluster Instrumental Music (SCIM) Camp
- Our Junior and Senior bands performed at a range of school and community functions

### Sport

Park Ridge State High School is part of the Karawatha Sports District and offers a full range of interschool sport. Students in the

AFL Academy had great success in various competitions and were champion teams at state level

Park Ridge Pirates AFL Club is based on school grounds and works in close cooperation with our AFL Academy.

Our LOTE students engaged in various speaking competitions. We also hosted a visit by 10 students and their teacher from Japan.

Community: Our Hospitality Students did a wonderful job in catering for a range of school and community functions.

Student leadership was a particular focus in 2015 and the program was considerably expanded and developed.

Our student Council was involved in fundraising for community organisations. Student leaders were also involved in mentoring student leaders from partner primary schools.

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

PRSHS offers a take home laptop program for IGNITE students across the Junior Secondary School. Senior students also have the option to participate in our take home laptop program in years 11 and 12.

Students have access to computer resources in general learning area classrooms through an extensive network of laptop banks.

There are also a number of dedicated computer labs, designed for a range of purposes from general use through to Computer Aided Design, Digital photography, Movie making and Design.

All classrooms have audio/visual facilities and wireless connectivity. Many classrooms are equipped with interactive whiteboards and other ICTs designed to enhance teaching and learning.

We aim to enhance our curriculum with technology rich resources to transform and enrich content and make learning accessible, relevant and focused on improvements to student learning in a digital world.



## Social Climate

### Overview

Our school vision we are here to learn, do what is right, and work together is supported by our mantra "Excellence in all we do!" The School Wide Positive Behaviour Policy (Learning Together) has been successfully embedded in the school. PRSHS has a clear focus on promoting a safe, supportive learning community. Support staff includes Year Coordinators, Guidance Officers, Chaplains, School Health Nurse, Youth Support Coordinator, HOD Behaviour Improvement, Attendance Officer, Behaviour TA and a Work Transition Officer.

A Senior Support Team and a Junior School Support Team meet regularly to foster student welfare. Proactive programs are arranged to support independent students and those at risk of not completing their education. Life skills programs are offered in Years 7 to 10. These programs are designed to promote student's citizenship skills, build student resilience and develop social skills.

Park Ridge State High School is committed to providing all students with a learning environment free from bullying and harassment. It has a Safe Supportive Schools Group to implement our anti-bullying policy. A very successful student leadership program continued throughout 2015.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	100%	98%
this is a good school (S2035)	91%	100%	98%
their child likes being at this school* (S2001)	92%	100%	98%
their child feels safe at this school* (S2002)	93%	100%	96%
their child's learning needs are being met at this school* (S2003)	87%	100%	98%
their child is making good progress at this school* (S2004)	92%	100%	98%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	98%
teachers at this school motivate their child to learn* (S2007)	90%	100%	96%
teachers at this school treat students fairly* (S2008)	88%	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	98%
this school works with them to support their child's learning* (S2010)	88%	100%	98%
this school takes parents' opinions seriously* (S2011)	89%	100%	98%
student behaviour is well managed at this school* (S2012)	83%	90%	89%
this school looks for ways to improve* (S2013)	96%	100%	98%
this school is well maintained* (S2014)	92%	100%	94%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	100%	96%
they like being at their school* (S2036)	93%	100%	96%
they feel safe at their school* (S2037)	92%	97%	89%
their teachers motivate them to learn* (S2038)	92%	100%	94%
their teachers expect them to do their best* (S2039)	94%	100%	98%
their teachers provide them with useful feedback about	93%	100%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school work* (S2040)			
teachers treat students fairly at their school* (S2041)	82%	97%	83%
they can talk to their teachers about their concerns* (S2042)	78%	91%	81%
their school takes students' opinions seriously* (S2043)	83%	94%	83%
student behaviour is well managed at their school* (S2044)	75%	100%	79%
their school looks for ways to improve* (S2045)	93%	97%	93%
their school is well maintained* (S2046)	83%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	85%	97%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	93%	97%
they feel that their school is a safe place in which to work (S2070)	96%	93%	96%
they receive useful feedback about their work at their school (S2071)	90%	89%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	93%	92%
students are encouraged to do their best at their school (S2072)	97%	95%	98%
students are treated fairly at their school (S2073)	97%	96%	95%
student behaviour is well managed at their school (S2074)	83%	85%	89%
staff are well supported at their school (S2075)	93%	90%	93%
their school takes staff opinions seriously (S2076)	94%	86%	93%
their school looks for ways to improve (S2077)	99%	99%	97%
their school is well maintained (S2078)	90%	81%	87%
their school gives them opportunities to do interesting things (S2079)	99%	86%	97%

\* 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 P&C Association meets at 6:00 pm on the third Tuesday of each month and regularly has input into school policies and procedures. All parents and members of the community are most welcome.

Support Groups also operate within the school in particular in the areas of Instrumental Music, LOTE, AFL. A Meet the Teachers Evening is held early in the school year for all Year 8 parents.

In addition, Parent Forums are also held each term to elicit parent input on specific issues as they arise and to keep parents advised about our curriculum and pedagogy.

Parent Teacher evenings, where parents have an opportunity to meet with each of their child's teachers, are held each semester. Student Reports are posted home four times a year.

Celebrations, ceremonies and presentations are all used to bring the community together to celebrate success and recognize achievement.

Parents are kept well informed of school activities through an extensive newsletter which is produced in hard copy and electronic formats. All parents with email addresses are emailed a newsletter and a link is also available on the school's website.

Staff email addresses are also available and increasingly, parents and some student communication is being delivered this way. Parents are encouraged to visit the school and to make appointments with teachers, Year Coordinators, the Guidance Officer, Heads of department and members of administration

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	255	176	106
Long Suspensions – 6 to 20 days	7	5	4
Exclusions	27	13	21
Cancellations of Enrolment	13	14	6

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

PRSHS has a focused recycling program and active tree planting initiative through our horticulture department.

In 2016 we will capitalise on the initiatives through a comprehensive e-waste management project in partnership with Substation33.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	450,525	38,354
2014-2015	454,545	10,751
2015-2016	480,691	10,202

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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	94	52	<5
Full-time Equivalents	91	37	<5

### Professional Development

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

The total funds expended on teacher professional development in 2016 were \$40 000

The major professional development initiatives are as follows:

- Coaching for staff in the areas of literacy and pedagogical best practice delivered by both an outside provider and a skilled assigned instructional coach

- Whole-day workshops to support the capacity building of HOD's as strategic leaders
- Staff involvement in QCAA, QELI and Regional professional development opportunities focused on U3B Reading, SATE, Coaching, Leadership and literacy/Numeracy initiative
- Employment of a staff member to build capacity of staff to align effective planning with ACARA
- Development of non-teaching staff in strategic leadership, aligned communication systems and practices, effective facilities development

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	90%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

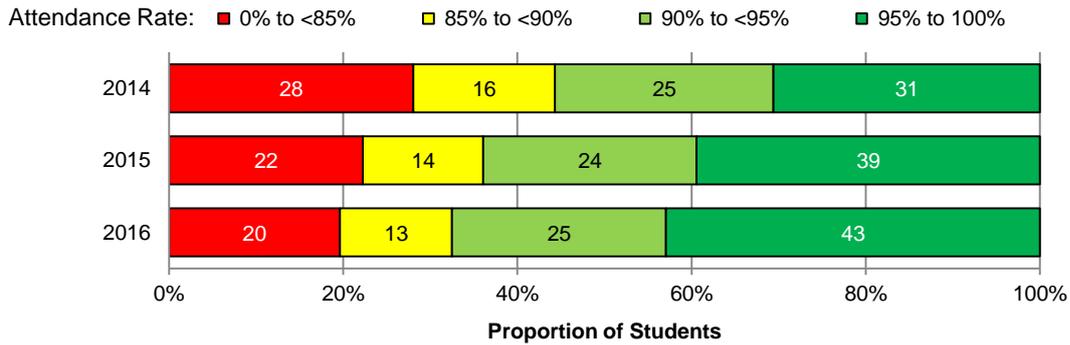
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	88%	88%	87%	87%
2015								93%	92%	90%	89%	90%	89%
2016								93%	91%	90%	89%	91%	93%

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



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

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

Park Ridge has a layered approach to supporting students to valuing attendance at school that includes both a whole-school and specialty support focus, including:

- The employment of an Attendance Team who are responsible for monitoring attendance, communicating with families and students and identifying individual support needed to ensure students are at school
- Attendance Friday focused on a whole-school approach to sharing attendance data with every student on a weekly basis and helping them to set goals and targets
- A focus of the week at both a community, staff and student level to allow these groups to track patterns of attendance across chort groups for the purpose of identifying strategies for improvement
- The inclusion of an attendance focus through our SNAC or wellbeing Committee to identify at risk students and provide these students with a mentor and case manager

## 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/>.

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**

School name

Suburb, town or postcode

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 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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	165	147	180
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	41	40	34
Percentage of Indigenous students receiving an Overall Position (OP)	11%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	15	29
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	165	128	162
Number of students awarded an Australian Qualification Framework Certificate II or above.	142	113	152
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	165	147	180
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	66%	53%	85%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	98%	96%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	9	8	10	12	2
2015	6	8	7	17	2
2016	7	9	13	5	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	143	137	46
2015	71	102	34
2016	59	144	37

As at 3rd February 2017. The above values exclude VISA students.

Paik Ridge provides a diverse range of certificate courses including:

CERT 111 Fitness

CERT 11 Workplace Practices



CERT 11 Horticulture  
CERT 11 Multi-Arts  
CERT 1 Information Technologie

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	83%	93%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	69%	88%	100%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.parkridgeshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>