



Park Ridge State High
School

ANNUAL REPORT 2017

Queensland State School Reporting

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

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

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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. 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 our Junior School is an academic excellence program. It focuses on providing a challenging academic curriculum in the four core areas of English, Maths, Science and Humanities, with a clear focus on Digital Technologies for the 21st century. The AFL Academy is also offered to students in the Junior School. This excellence program has gone from strength to strength in recent years and is well supported by the Park Ridge Pirates AFL Club.

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.

Students are also involved in a range of fundraising activities to support our Chaplaincy Service, 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 Foreword

Introduction

School Progress towards its goals in 2017

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 2017 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 endeavours, 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.

In 2017, 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 and writing skills of every student through systematically developing the capacity of staff to explicitly teach reading and writing in every classroom. Opportunities were provided for students to practice the skills of reading and writing every lesson every day.

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 remains a high priority for PRSHS. This has resulted in a sustained whole school 4-year improvement of over 3%. We continue to work with our community to create a shared value in maintain a high attendance rate, 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
- 71% of our senior students gained an OP 1- 15
 - 13% of our senior students gained an OP 1- 5
 - 1 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% of year 7 students were above National Minimum Standard in Numeracy
- 98% of year 9 students were above National Minimum Standard in Numeracy
- 91% of year 9 students were above National Minimum Standard in Reading

Because of our focus on writing and elevated learners, we saw a 100% improvement in the number of year 9 students achieving a result in the U2B for writing.

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.

PARK RIDGE STATE HIGH SCHOOL 4 YEAR STRATEGIC PLAN

S

STEAM

Science, Technology, Engineering, Arts and Mathematics (STEAM) are prioritised and valued with multiple opportunities to extend learning beyond the classroom.

Curriculum rich in STEAM Literacies to support successful 21st century pathways focusing on inquiry, innovation and the creation of real world solutions.

Effective industry partnerships provide authentic and future focused learning opportunities for employment in a technology centred world.

P

POTENTIAL ELEVATED LEARNERS

Adaptable and highly engaging curriculum providing a direct link to 21st century pathways, utilising negotiated approaches to both curriculum delivery and assessment practices.

Highly skilled mentors and coaches sourcing individualised learning opportunities for Potential Elevated Learners (PEL).

Versatile timetable, teaching environment and resources to cater for the identified needs of PEL.

E

EXAM CULTURE

Rigorous skills based curriculum, teachers who know where each student is in the learning and students who are confident and capable under all assessment conditions.

Skills explicitly identified, mapped, taught and measured across all KLA's from year 7-12. Skills taught for mastery and transferability.

Reading and writing explicitly taught across all curriculum areas every day, every lesson.

LEARNING DESIGN

Expert and dedicated teaching team collaboratively designing authentic learning experiences for the identified needs of all learners.

Explicit data driven culture that not only identifies, but continuously responds to student needs.

Evidenced based pedagogical practice that explicitly identify the goal of the learning, the strategies needed to enact those goals, supported by strong cycles of reflection and feedback.

Explicit and sequential curriculum plan from year 7-12 that clearly articulates skills development and acquisition of knowledge and understanding.

Strong culture of collaboration, sharing of best practice and a commitment to continual improvement.

'EXCELLENCE IN ALL WE DO'



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1090	541	549	71	90%
2016	1137	546	591	71	90%
2017	1175	572	603	76	90%

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

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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	23
Year 11 – Year 12	18	19	18

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

- Senior wind Symphony
- Senior Jazz band

Other noteworthy activities include

- Music students and staff participated in an international music study tour through New Zealand. Bands played a range of performance in NZ schools and professional music venues. Bands were also provided with an opportunity to rehearse with the Royal New Zealand Navy Band and play with the Auckland Philomena
- Students undertook a week long intensive music camp
- We hosted the Southern Cluster Instrumental Music (SCIM) Camp

Sport

PRSHS 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 our junior girls were state champions.

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

LOTE

Our LOTE students engaged in various speaking competitions. We also hosted a visit by students and their teachers from China.

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. This provides us with a platform to transform and enrich content and make learning accessible and relevant.

Social Climate

Overview

Our school vision; Excellence in all we do, is supported by the clearly defined expectations we are here to learn, do what is right, and work together. These core values underpin the school wide positive behaviour policy, Learning Together. This policy has been successfully embedded in our school, with a clear focus on promoting a safe, supportive learning community.

Support staff include:

The Well-being Team

- HOD Behaviour
- Guidance Officers
- Chaplains
- School Health Nurse
- Youth Support Coordinator
- Year Level Coordinators
- Attendance Officer
- Behaviour TA
- Work Transitions 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 2017.

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%	98%	95%
this is a good school (S2035)	100%	98%	98%
their child likes being at this school* (S2001)	100%	98%	98%
their child feels safe at this school* (S2002)	100%	96%	95%
their child's learning needs are being met at this school* (S2003)	100%	98%	95%
their child is making good progress at this school* (S2004)	100%	98%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	98%
teachers at this school motivate their child to learn* (S2007)	100%	96%	93%
teachers at this school treat students fairly* (S2008)	100%	91%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	100%
this school works with them to support their child's learning* (S2010)	100%	98%	98%
this school takes parents' opinions seriously* (S2011)	100%	98%	95%
student behaviour is well managed at this school* (S2012)	90%	89%	93%
this school looks for ways to improve* (S2013)	100%	98%	100%
this school is well maintained* (S2014)	100%	94%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	96%	97%
they like being at their school* (S2036)	100%	96%	94%
they feel safe at their school* (S2037)	97%	89%	90%
their teachers motivate them to learn* (S2038)	100%	94%	91%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	91%
teachers treat students fairly at their school* (S2041)	97%	83%	86%
they can talk to their teachers about their concerns* (S2042)	91%	81%	81%
their school takes students' opinions seriously* (S2043)	94%	83%	83%
student behaviour is well managed at their school* (S2044)	100%	79%	74%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their school looks for ways to improve* (S2045)	97%	93%	97%
their school is well maintained* (S2046)	100%	90%	84%
their school gives them opportunities to do interesting things* (S2047)	97%	96%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	97%	96%
they feel that their school is a safe place in which to work (S2070)	93%	96%	97%
they receive useful feedback about their work at their school (S2071)	89%	93%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	86%
students are encouraged to do their best at their school (S2072)	95%	98%	99%
students are treated fairly at their school (S2073)	96%	95%	95%
student behaviour is well managed at their school (S2074)	85%	89%	87%
staff are well supported at their school (S2075)	90%	93%	88%
their school takes staff opinions seriously (S2076)	86%	93%	88%
their school looks for ways to improve (S2077)	99%	97%	97%
their school is well maintained (S2078)	81%	87%	88%
their school gives them opportunities to do interesting things (S2079)	86%	97%	87%

* 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 occur each semester. Student Reports sent home four times a year.

Celebrations, ceremonies and presentations are used to bring the community together to celebrate success and recognise 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.

To complement our existing communication processes in 2017 we introduced a school Facebook page.

Respectful relationships programs

Park Ridge State High School is proud of our inclusive approach to providing a safe supportive and successful education for every child.

Through our Learning Design Pedagogical Framework, our Learning Together Positive Behaviour Plan and our Wellbeing Plan, we have explicitly articulated our commitment to every child regardless of the learning needs, cultural heritage or social and emotional needs.

We have a highly trained team of teachers and support staff who deliver a very personalised and responsive service to the unique needs of our student population. No child is made to feel uncared for or unsupported, regardless of the nature of their need. Providing equal opportunities for all of our students through a range of learning opportunities is a high priority of our school, with programs that both fill the educational needs of our students and provide them with a caring environment to grow their emotional connection with the world and develop them into proactive citizens of the 21st Century.

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	176	106	270
Long Suspensions – 11 to 20 days	5	4	8
Exclusions	13	21	29
Cancellations of Enrolment	14	6	6

Environmental Footprint

Reducing the school's environmental footprint

PRSHS has a focused recycling program and active tree planting initiative through our horticulture department. In 2017 we continued to partner with Substation33 in comprehensive e-waste management project.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	454,545	10,751
2015-2016	480,691	10,202
2016-2017	495,700	16,890

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	98	58	<5
Full-time Equivalents	95	41	<5

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 56 000

The major professional development initiatives are as follows:

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

- Development of cross-school partnerships to collaboratively design and share best practice in innovative curriculum delivery
- 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 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%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	90%	89%

*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 Secondary schools was 90%.

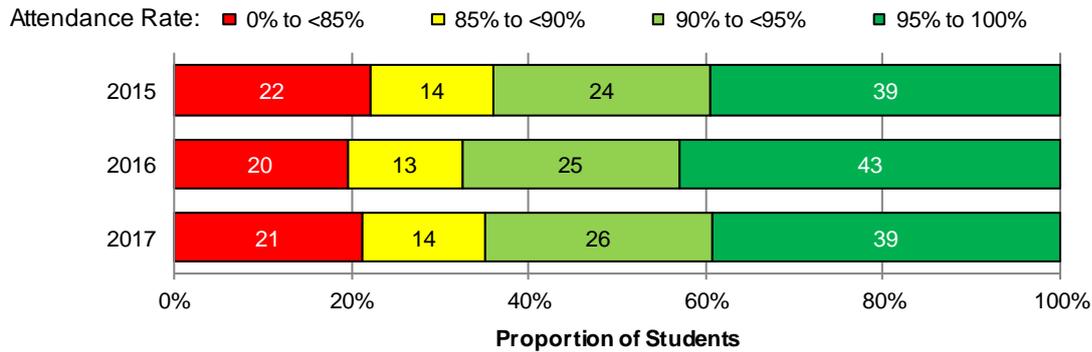
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	92%	90%	89%	90%	89%
2016								93%	91%	90%	89%	91%	93%
2017								92%	91%	90%	89%	91%	90%

*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.

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 cohort 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

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	2015	2016	2017
Number of students receiving a Senior Statement	147	180	137
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	40	34	31
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	29	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	128	162	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	113	152	121
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	147	180	137
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.	53%	85%	71%
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.	98%	96%	98%

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
2015	6	8	7	17	2
2016	7	9	13	5	0
2017	4	10	8	9	0

As at 14th February 2018. 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
2015	71	102	34
2016	59	144	37
2017	27	116	23

As at 14th February 2018. The above values exclude VISA students.

Park Ridge provides a diverse range of certificate courses including:
CERT III Fitness
CERT II Workplace Practices

CERT II Horticulture
CERT II Multi-Arts
CERT I Information Technologies

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	93%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	88%	100%	54%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 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>