



Park Ridge State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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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. 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 SciPod 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.

### School progress towards its goals in 2018

In 2018, 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.

We began our journey from PLC *lite* to PLC heavy in term 4 2018. Previously our school had engaged in pockets of excellent practice through a professional learning team (PLT) framework, providing us with essential expertise to move this process to a whole school focus. In term 4 of 2018 we invested in professional development for all staff to develop this collaborative practice, utilising the expertise of high functioning PLTs to inform our direction. Staff voted to meet twice a week throughout 2019 to strategically collaborate, plan and adapt curriculum, respond to student learning data and improve pedagogical approaches.

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

- Maintained attendance rate above 90% for the fourth year in a row maximising student learning access and success

#### Senior

- 77.4% of our senior students gained an OP 1- 15
- 1 graduating senior students achieved an OP1
- 100% QCE/QCIA attainment for students exiting year 12

#### Junior Secondary

- 96% of year 7 students were above the National Minimum Standard in Reading
- 97% of year 7 students were above National Minimum Standard in Numeracy
- 97% of year 9 students were above National Minimum Standard in Numeracy
- 91% of year 9 students were above National Minimum Standard in Reading
- Continued growth of year 9 mean scale score placing our growth above the Logan average.
- 6 pt improvement in U2B results in year 9 reading (15.7%)

## 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.

In 2019 as a school will be focused in the areas of:

The establishment of an Innovation Centre that will develop

- Critical Thinking skills and an ability for students to engage in collaborative learning experiences.
- 21<sup>st</sup> Century skills including sophisticated approaches to digital pedagogies.
- A STEAM's approach to design, where the inquiry cycle is central to solution seeking.

Answer questions – Solve problems – Create products

We will continue to build on our trajectory of improvement in the areas of Literacy and Reading, with a strong focus on developing student writing skills through on demand writing, and the 7 steps to writing strategy.

By 2020 year 7, 8, 11 & 12 students will all be part of our BYOD providing with increased opportunities to access the digital pedagogical skills required by the current and future workplace. We project that by 2021 all students at PRSHS will be part of our BYOD program.

With the introduction of an Australian Tertiary Admission Rank (ATAR) system in 2019 we have embarked skills focused approach working collaboratively with a number of schools to develop pedagogical strategies to support an exam culture.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1137	1175	1276
Girls	546	572	619
Boys	591	603	657
Indigenous	71	76	83
Enrolment continuity (Feb. – Nov.)	90%	90%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	24
Year 11 – Year 12	19	18	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

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 General and Applied 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.

All teachers at PRSHS operate as a Professional Learning Community (PLC). Teachers meet together in small teams twice a week, to collaboratively plan, respond to student need, adapt teaching strategy and ensure quality learning outcomes for all students.

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**

### **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 2018 Fanfare Park Ridge SHS bands won gold awards in the following categories

- Big Band
- Concert Band
- Wind Symphony

Other noteworthy activities include

- Winning bands invited to regional Fanfare Final
- Student participated in our Annual Play-Athon
- 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.

In 2018 the Junior Girls AFL team won state titles for the second consecutive year and the Intermediate boys cricket team competed in the metropolitan grand final.

Intermediate Boys Cricket, the open Boys Cricket, the junior boys AFL and the junior girls AFL all won district premierships this year in the Karawatha Interschool sporting competition.

### **LOTE**

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

The Governor of central Java visited our school for the 3<sup>rd</sup> time in 2018 accompanied by a number of diplomats and Javanese educators.

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

Digital Technologies have permeated all facets of life and industry and as such we will be transitioning to Bring Your Own Device (BYOD). In 2019 years 7 & 11 will students will need to bring their own laptop

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:

- HOD Behaviour
- Dean Behaviour
- Guidance Officers
- Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator
- Year Level Coordinators
- Attendance Officer
- Behaviour TA
- Work Transitions Officer

The Student Needs Action Committee meet weekly to foster student welfare and support students with their learning needs. Targeted intervention programs support at risk students, ie. 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, develop social skills and support students' social and emotional learning.

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 allows for student mentoring and support.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	95%	81%
• this is a good school (S2035)	98%	98%	86%
• their child likes being at this school* (S2001)	98%	98%	89%
• their child feels safe at this school* (S2002)	96%	95%	94%
• their child's learning needs are being met at this school* (S2003)	98%	95%	81%
• their child is making good progress at this school* (S2004)	98%	98%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	98%	89%
• teachers at this school motivate their child to learn* (S2007)	96%	93%	83%
• teachers at this school treat students fairly* (S2008)	91%	90%	79%
• they can talk to their child's teachers about their concerns* (S2009)	98%	100%	86%
• this school works with them to support their child's learning* (S2010)	98%	98%	85%
• this school takes parents' opinions seriously* (S2011)	98%	95%	82%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	89%	93%	81%
• this school looks for ways to improve* (S2013)	98%	100%	91%
• this school is well maintained* (S2014)	94%	93%	85%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	97%	87%
• they like being at their school* (S2036)	96%	94%	74%
• they feel safe at their school* (S2037)	89%	90%	78%
• their teachers motivate them to learn* (S2038)	94%	91%	84%
• their teachers expect them to do their best* (S2039)	98%	98%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	89%
• teachers treat students fairly at their school* (S2041)	83%	86%	63%
• they can talk to their teachers about their concerns* (S2042)	81%	81%	64%
• their school takes students' opinions seriously* (S2043)	83%	83%	61%
• student behaviour is well managed at their school* (S2044)	79%	74%	62%
• their school looks for ways to improve* (S2045)	93%	97%	83%
• their school is well maintained* (S2046)	90%	84%	73%
• their school gives them opportunities to do interesting things* (S2047)	96%	92%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	96%	93%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	97%
• they receive useful feedback about their work at their school (S2071)	93%	89%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	86%	89%
• students are encouraged to do their best at their school (S2072)	98%	99%	98%
• students are treated fairly at their school (S2073)	95%	95%	93%
• student behaviour is well managed at their school (S2074)	89%	87%	86%
• staff are well supported at their school (S2075)	93%	88%	87%
• their school takes staff opinions seriously (S2076)	93%	88%	86%
• their school looks for ways to improve (S2077)	97%	97%	98%
• their school is well maintained (S2078)	87%	88%	89%



Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	97%	87%	92%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

At Park Ridge State High School we believe that a genuine partnership with our families improves student engagement and outcomes. We are constantly reviewing our practice and looking for ways to improve. We value collaboration and truly believe that the best decisions are made when all stakeholders are able to contribute.

Our teachers are our most direct link between our school and our community. All teachers are accessible by phone and email. We hold formal parent teacher interviews twice a year, and send home student reports at the end of each term.

Facebook is now a very important communication tool for the school. We have over 1800 followers and regularly send out updates, news and events. Many parents now chose to communicate with us through Facebook send Personal Messages instead of a phone call or email.

The P&C Association meets once a term 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.

## Respectful relationships education 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, Learning Together Positive Behaviour Plan and our Well-Being 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. We run a series of curriculum based programs around personal health, wellbeing and healthy relationships through HPE and our pastoral care programs.

We also offer a range of needs-based programs including; Blue Edge, Blossom, SELF (Mercy), Resilience Building, Resourceful Adolescent Program, Connect.

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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	106	270	349
Long suspensions – 11 to 20 days	4	8	13
Exclusions	21	29	19
Cancellations of enrolment	6	6	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

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

Over the past 24 months we have undertaken a thorough lightbulb replacement program, changing to energy efficient bulbs.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	480,691	495,700	487,584
Water (kL)	10,202	16,890	17,344

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	104	64	6
Full-time equivalents	101	44	5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	1	
Masters	7	
Graduate Diploma etc.*	41	
Bachelor degree	55	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$100,000

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

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	90%
Attendance rate for Indigenous** students at this school	90%	89%	88%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

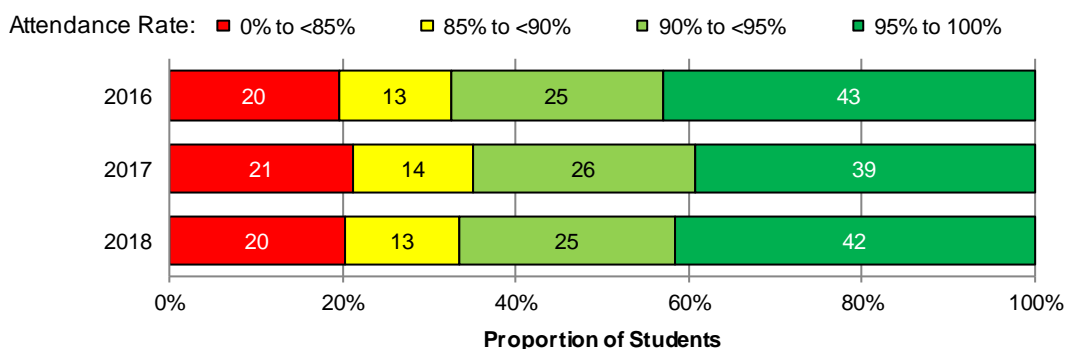
Year level	2016	2017	2018
Year 7	93%	92%	91%
Year 8	91%	91%	90%
Year 9	90%	90%	89%
Year 10	89%	89%	90%
Year 11	91%	91%	89%
Year 12	93%	90%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	180	137	162
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	180	137	161
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	34	31	31
Percentage of Indigenous students who received an OP	0%	14%	22%
Number of students awarded one or more VET qualifications (including SAT)	162	123	120
Number of students awarded a VET Certificate II or above	152	121	117
Number of students who were completing/continuing a SAT	29	15	25
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	85%	71%	77%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	96%	98%	93%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	7	4	4
6-10	9	10	9
11-15	13	8	11
16-20	5	9	7
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	59	27	12
Certificate II	144	116	105
Certificate III or above	37	23	33

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Park Ridge provides a diverse range of certificate courses including:

CERT III Fitness

CERT II Workplace Practices

CERT II Visual-Arts

CERT I Information Technologies

CERT II Volunteering

Cert II Sampling and Measurement

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	93%	73%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	54%	82%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

## **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <http://www.parkridgeshs.eq.edu.au/>