Middle Ridge State School

Where seeds of learning become forests of opportunity'

ANNUAL REPORT
2019

Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

Contact information

Postal address	203 Spring Street Middle Ridge Toowoomba 4350
Phone	(07) 4687 4222
Fax	
Email	principal@middleridgess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.

From the Principal

School overview

Middle Ridge State School is situated on the southern and expanding boundary of Toowoomba on Queensland's Darling Downs. This growing and complex semi-urban Prep to Year 6 Primary School has a student enrolment of approximately 770 students, drawn largely from the provincial centre of Toowoomba as well as a number of outlying semi-rural areas. Middle Ridge State School is a safe, disciplined, inclusive and respectful learning environment where dedicated staff are well supported by a positive and committed community that encourages its students to strive for their learning potential. The school's learning culture is strongly underpinned by the seven core values of Honesty, Respect, Kindness, Self-discipline, Social Justice, Co-operation and a commitment to Learning. These values are embedded in quality teaching, learning and relationships with students and are continually developed by experienced and dedicated teaching and non-teaching staff across a wide range of curricular, extra- curricular, academic, cultural and sporting programs. Middle Ridge SS has developed a reputation for its sound, inclusive educational programs & practices and the growth of a great learning community. It is a dynamic place 'where seeds of learning become forests of opportunity.' The school is privileged to be supported by a proactive, future oriented P&C Association whose many enthusiastic parents voluntarily give of their time across a range of school pursuits, programs and activities. Sporting opportunities, a strong instrumental and arts program, specialist teaching in language, health and physical education and an emphasis upon literacy and numeracy competencies combine at MRSS for life-long learning. At Middle Ridge State School all staff members strive to create an atmosphere of mutual trust, confidence and support for all children. Leadership development, educational excursions and enrichment programs feature, whereby children are nurtured through their formative years to develop as capable and socially responsible citizens for the future. The school is led by a non-teaching Principal and two Deputy Principals. Further Instructional Leadership is comprised of a Head of Curriculum and a teaching staff of more than 55 full and part time teachers, including Support Teachers for Literacy & Numeracy, a Teacher-Librarian, Music Teacher, Physical Education Teacher, Specialist Instrumental Music Teachers, a Languages Teacher (Mandarin/Chinese) and Special Education Teachers. Learning programs across more than 32 classrooms are further supported by a skilled workforce of approximately 14 teacher-aides as well as additional part-time specialist staff members including a Guidance Officer, Speech-Language Pathologist, a teacher of English as an Alternate Language/Dialect and Advisory Visiting Teachers for Physical/Hearing/Intellectual Impairment.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	827	798	769
Girls	400	390	387
Boys	427	408	382
Indigenous	44	37	30
Enrolment continuity (Feb. – Nov.)	95%	97%	94%

Notes:

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

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	22	22	22
Year 4 – Year 6	27	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here https://www.qld.gov.au/education/schools/information/programs.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

Social climate

Overview

Middle Ridge State School was established in 1884 and during this time has seen significant growth in school enrolments. Significantly, a part of the original school forest still exists today and is an important part of school life, embedded in our school vision "where seeds of learning become forests of opportunity". Each year the "Fun in the Forest" is an opportunity to celebrate our school vision.

At Middle Ridge we have been proactive in promoting a school climate where students feel they belong to a school that accepts, supports and cares about them. The school's Responsible Behaviour Plan is based on the seven values - Honesty, Respect, Self-discipline, Social Justice, Co-operation, Kindness and Learning. Adherence to these values ensures all community members feel safe and supported, that there is respect for the rights of all students to learn and the rights of teachers to teach.

We believe that at Middle Ridge SS every person is entitled to feel safe. Any student who continually chooses inappropriate behaviours is intending to cause distress in some way. Whether provoked or not, aggressive and/or inappropriate behaviour and conduct that may be deemed as bullying is not tolerated and should this occur, consequences have and will be applied. Consequences may include immediate time out to ensure the learning and/or safety of other children in the classroom or playground is maintained. Referral to the Principal may also be recommended as an immediate consequence. Repeated aggressive/inappropriate behaviour or bullying is dealt with through a series of subsequent consequences. These could include time out, internal suspension, exclusion from camps/trips, suspension and permanent exclusion from school (dependent on the aggressor, circumstances, repetition and nature of aggression). Parents and teachers are notified and appropriate actions taken. Referral to our school's Guidance Officer and /or the district Behaviour Support Team may also be deemed necessary as a means of maintaining and further developing our school's positive learning climate.

The partnership between our school and the parent community is strong and productive and we encourage parent, carer and community input through our P&C Association, being actively involved in student learning and the classroom environment or by visiting our staff and administration team.

Results from the School Opinion Survey continue to indicate that an overwhelming majority of parents and students are satisfied with safety & behaviour management processes and that children are happy to attend our school. Whilst there is a strong correlation between parents, students and staff across our School Opinion Survey results, we continue to strive for improvement.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	95%	95%	97%
• this is a good school (S2035)	95%	95%	95%
• their child likes being at this school* (S2001)	95%	97%	94%
• their child feels safe at this school* (S2002)	95%	97%	98%
• their child's learning needs are being met at this school* (S2003)	91%	96%	89%
• their child is making good progress at this school* (S2004)	95%	94%	92%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	93%	97%	92%
• teachers at this school treat students fairly* (S2008)	89%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	95%	95%	94%
• this school works with them to support their child's learning* (S2010)	89%	95%	90%
• this school takes parents' opinions seriously* (S2011)	86%	87%	88%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• student behaviour is well managed at this school* (S2012)	85%	89%	97%
• this school looks for ways to improve* (S2013)	90%	95%	97%
• this school is well maintained* (S2014)	95%	95%	98%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	99%	97%
• they like being at their school* (S2036)	97%	94%	97%
• they feel safe at their school* (S2037)	95%	96%	95%
• their teachers motivate them to learn* (S2038)	98%	97%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	97%
• teachers treat students fairly at their school* (S2041)	89%	94%	91%
• they can talk to their teachers about their concerns* (S2042)	84%	97%	92%
• their school takes students' opinions seriously* (S2043)	90%	91%	95%
• student behaviour is well managed at their school* (S2044)	83%	93%	91%
• their school looks for ways to improve* (S2045)	95%	95%	100%
• their school is well maintained* (S2046)	94%	95%	100%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	89%	83%	92%
• they feel that their school is a safe place in which to work (S2070)	91%	98%	98%
• they receive useful feedback about their work at their school (S2071)	84%	81%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	91%	97%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	93%	93%	91%
• student behaviour is well managed at their school (S2074)	96%	85%	85%
• their school looks for ways to improve (S2077)	91%	92%	98%
• their school is well maintained (S2078)	89%	98%	98%
• their school gives them opportunities to do interesting things (S2079)	86%	83%	78%

Percentage of school staff who agree[#] that:	2017	2018	2019

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at
https://education.qld.gov.au/parents-and-carers/community-engagement

Respectful relationships education programs

Middle Ridge State School is committed to providing a safe, respectful, disciplined and inclusive learning environment for students and staff. Our aim is to create the conditions for each learner to progress towards responsible self-management. Consequently, the school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

These programs and initiatives encourage and are aimed at developing and supporting student self-awareness, responsible behaviour, self-control, personal safety, protective behaviours, positive interpersonal relationships, mental health & wellbeing, self-confidence and social competency. They are implemented by Classroom Teachers, the Guidance Officer, Specialist personnel, Support Teachers, School Chaplain, Leadership team members, and/or our school's official Adopt-a-Cop. Some of the initiatives aimed at developing the above include:

- Explicit teaching of MRSS seven Values of Honesty, Respect, Self-Discipline, Co-operation, Social Justice, Kindness and a commitment to Learning across Prep - Year 6
- Virtues Program - Years 1-6
- Adopt-A-Cop program - Prep - Year 6
- School Health program - Prep - Year 6
- Youth Justice Program - Year 6
- Bella Girls and Girl Wise Programs - Years 4-6
- Morcombe Foundation Child Safety Awareness Program & resources
- Social Skilling Programs (Guidance Officer) - Years 4-6

The consistent application of the principles underpinning the School's Responsible Behaviour Plan assist in maintaining a positive, disciplined, nurturing and safe learning environment for all.
Whilst the Queensland Government's Respectful Relationships Program is not explicitly delivered at MRSS, the school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The implementation of the above listed programs significantly contribute to realising the intent of the Respectful Relationships program, ie. to provide students with opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A number of the above initiatives align well with the Australian Curriculum: Health and Physical Education and will be delivered either through this learning area or in alternate but complementary ways within other programs.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	10	32	34
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

The consumption data below is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Electricity consumption is high but reflective of the large number of powered/instructional/digital resources in use and the need to warm classrooms for students & staff during cool winter conditions. A solar electricity system is installed at our school and a future goal is to include the monitoring of energy consumption through the use of software that came with the system. Units & lessons developed by a number of teachers across the setting have focussed significantly upon energy conservation and recycling of waste materials.

Use of natural light, rain water and energy saving features have been included in the building specifications of the more recently constructed teaching blocks - a number of which were completed in the past 6-7 years. We believe that such features will yield longer term benefits and consequently contribute to reducing our school's environmental footprint.

At Middle Ridge State School we have endeavoured to reduce water consumption throughout 2019 by utilising a number of our water tanks wherever possible. Tank water is used for general cleaning purposes ie. washing of paths and buildings, 3 tanks are used to supply one of our toilet blocks, another is for the pool backwash and occasional top up of the pool, whilst others are used when the watering of gardens/grassed areas is necessary or when other general use is required. Staff and students at Middle Ridge State School adhere to a policy of turning off lights, equipment and fans/heaters when not in use to try to reduce electricity consumption. Solar panels have also been installed for the water heating service attached to our tuckshop

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	221,104	208,115	223,255
Water (kL)	756	2,407	2,729

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

3. Click on 'View School Profile' of the appropriate school to access the school's 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	62	31	0
Full-time equivalents	49	20	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)

- 2 days during the Easter holidays (flexible)

- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	95%	94%	93%
Attendance rate for Indigenous** students at this school	93%	92%	92%

* 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

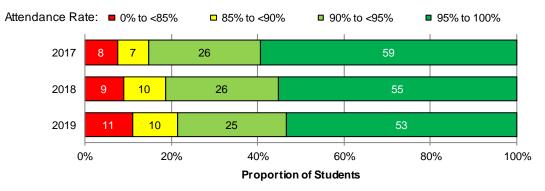| Year level	2017	2018	2019	Year level	2017	2018	2019
Prep	94%	94%	93%	Year 7			
Year 1	94%	93%	92%	Year 8			
Year 2	95%	94%	93%	Year 9			
Year 3	95%	94%	94%	Year 10			
Year 4	94%	94%	94%	Year 11			
Year 5	95%	94%	94%	Year 12			
Year 6	94%	94%	93%				

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	8	7	26	59
2018	9	10	26	55
2019	11	10	25	53

Proportion of Students

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.

In particular, our school has a process whereby teachers notify Administration of a student's absence when they have been away for a third day in succession and/or where there has not been a suitable explanation/contact with the school or teacher. Teachers refer inattendance concersn to the office where a Deputy Principal or an administrative staff member attempts to make contact with the student's family to both advise of the absence and/or to seek a reason for the absence if it has been unexplained or has not communicated to the school. This process is documented and information conveyed to the teacher and office staff.

Over the past 2 years, an instant text message service has been introduced schoolwide. The text messaging service has enabled teachers and school administration officers to make immediate contact with the Parent/s & Carers of: individual students; families of a specific class at school; whole year levels and/or the entire parent community at one time regarding student attendance and/or absenteeism. The new monitoring system has proven a significant means of being able to advise families via short messages of important information, and in particular, information relating to student attendance. One of the drivers for this initiative relates to student safety and the need for same day contact with families about every student's school attendance, should a child be absent without contact from home.

Following its establishment, communications with families has been made via instant text messages advising of cancellations/postponements of events such as sports days (due to weather), information of deadlines for return of notes & payments around excursions/camps, critical incidents and/or management of emergency situations on site, immediate clarification of facts surrounding an issue, and more. The closed and secure database has been managed externally but confidentially, with the school having an ability to make changes to contact details when parents update information. Instant messaging will be delivered in a way that does not allow recipients to see the contact details of any other person.

In addition to ten above, Class Rolls are marked twice per day - early morning within the first 30 minutes of instruction and again in the afternoon, prior to the second recess period. Strategies to increase school attendance have included: pointed articles within the school newsletter informing parents of the importance of regular attendance and the detriment/impact on short-medium-long term learning that stems from inattendance; direct phone calls to parents if/when unexplained attendance or patterns of inattendance are observed; direct correspondence with parents in instances where the above is not realising an appropriate response; documenting Contacts with parents in the above circumstances on the school's One-School database. In exceptional circumstances, the support and services of external agencies such as the Dept of Communities, DoE Student Services Youth Engagement Hub and the QPS have and will be enlisted.

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.

| Search by school name or suburb | 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.