

Mabel Park State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report is designed to provide a summary of the progress and achievements of the staff and students at Mabel Park State School. It also provides an opportunity for us to showcase what is unique to our school and what we are proud of. We strongly believe that every child, every day should be learning and achieving and this report allows us to celebrate how we have achieved this in 2014 and how we intend to improve on our strategies and successes in 2015.

School progress towards its goals in 2014

Due to our clear vision and focus on continual student improvement and high achievement we have made some outstanding achievements:

2014 achievement includes:

- All students have individualized targets for Reading, Writing and Number
- All students have Learning Plans that are shared with parents twice a year at Parent Teacher interviews
- Improved school attendance rates – 90%
- Overall school satisfaction rating of 95%
- Development of a school Indigenous Dancers – Mabel Mob
- Regional NAIDOC Award Recipients – Community Education Counsellor Award and Cultural Award for the Mabel Mob Dancers.
- Murri Club, which includes breakfast for students three days a week, lunch programs and after school cultural activities
- Celebrated our third Reconciliation BBQ with a smoking ceremony performed by one of our parents
- Have successfully moved to tier two SWPBS implementation

- Students now have access to more than 270 iPads which improves engagement and exposes our students to future possibilities with learning
- Our staff successfully held and delivered three iPads conferences for teachers across the state to share our journey and achievements so far.
- Our NAPLAN results show that in many areas our effect size continues to be greater than the state average
- Continuation of our successful Prep readiness program which saw more than 270 students enroll to be better prepared for Prep
- Extensive Speech language program for targeted students
- 100% staff participated in valuable Professional Learning opportunities

Future outlook

As a school community we are extremely excited about the year ahead and our ongoing and new priorities of reading and consistency of classroom pedagogy. We believe that our clear and consistent strategic direction along with our unrelenting focus on “High Expectations for All” will see us achieve many successes this year to continue our sustained trajectory of improvement.

In 2015 our Mabel Park SS School Improvement Agenda/Goals are:

Increase percentage of students:

- At or above the NMS in reading to above 90% in Years 3 and 5. In the U2B in reading to 10% in Year 3 and 15% in Year 5. At or above the NMS in writing to above 85% in Year 3 and 5. In the U2B in writing to 10% in Years 3 and 5.
- 90% of Prep students completing the PrepStart program will achieve above the 25th percentile (average/above average) in the Sutherland Phonological Awareness Test (SPAT-R).
- To be consistently above the 20th percentile and working towards the 25th percentile (3rd decile) in reading.
- Increase percentage of students at or above NMS in Numeracy to above 90% in Year 3 and 5. In the U2B in Numeracy to 15% in Year 3 and 5.
- 95% attendance
- 100% of students have an ILP outlining current data, learning goals and plan to move forward – Terms 1 and 3 each year.

In order to achieve these goals our priority areas of development for 2015 are:

- Building Staff Capacity
- Re-define Professional Learning Teams and the Professional Learning Team Leader Role
- Instructional Coaching and Mentoring (Beginning Teacher)
- Culture of High Expectations

Our school at a glance

School Profile

Mabel Park State School is situated at Slacks Creek in the Logan Albert Beaudesert district. We currently have approximately 720 students enrolled from Prep through to Year 6. The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. At Mabel Park we have a strong focus on an inclusive curriculum. We have a Head of Special Education and several specialist teachers who support our students with special needs to successfully access the school curriculum. Students are expected to participate in all school activities to the best of their ability. The Administration and teachers here maintain a clear focus on Literacy and Numeracy. It is expected that all classes have 7 hours of designated, uninterrupted (where possible) Literacy and Numeracy teaching time per week. We have created three extension classes which aim to further challenge our high achieving students. Our curriculum is innovative and distinctive based on a clear educational rationale of addressing the needs of every individual student.

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	699	330	369	89%
2013	720	360	360	89%
2014	749	362	387	90%

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

Characteristics of the student body:

Our Prep – Year 7 enrolments are predominantly drawn from the suburbs of Logan City. The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. We have students from 30 diverse cultural backgrounds including Pacifica, European, African and Asian. The percentages below outline our diverse clientele:

Male: 52 %

Female: 48 %

Aboriginal and Torres Strait Islander: 17%

Kids in Care: 1%

Students with Special Needs: 10%

ESL: above 50%

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	21	23
Year 4 – Year 7 Primary	25	25	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	94	80	88
Long Suspensions - 6 to 20 days	11	9	2
Exclusions [#]	5	2	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Extension Classes
- Professional Learning Team Leaders who offer staff coaching and support with student intervention
- Specialist SEP (Special Education Program) staff
- AUSLAN
- Literacy Block ,Numeracy Block
- Music Excellence class
- iPads used across all year levels and all subject areas
- Indigenous programs
- A fully equipped Science Lab for use by all classroom teachers, as well as specialist teachers.

Extra curricula activities

Mabel Park State School offers a wide range of extra-curricular activities to enhance student learning and engagement at school:

- Instrumental music – including school band and orchestra
- Drumline
- Choir
- After school activity programs
- Brain Day Challenge
- Murri Club
- Intra school Sport – district and regional representative opportunities
- Excursions

- Community Hub Activities
- Leadership programs to build team skills, develop confidence and encourage students to reach their goals

How Information and Communication Technologies are used to assist learning

The staff and students of Mabel Park State School are actively involved in using ICT's every day in their classrooms. All classrooms are equipped with interactive whiteboards. Each double classroom has 6 computers and has access to two school computer labs and three laptop trolleys. Our teachers and students also use other ICT devices such as digital microscopes, bee bots, cameras, video cameras, visualizers and iPads to enhance the students learning experiences. We currently have more than 250 iPads across the school. At Mabel we believe that ICT's are used as part of a suite of successful pedagogy strategies that enhance student engagement in 21st century learning.

Social Climate

At Mabel Park State School we have an endorsed Responsible Behaviour Plan which clearly outlines our school rules, expectations and consequences. All students and parents are made clearly aware of the Responsible Behaviour Plan on enrolment and in class at the beginning of each term. This ensures that all students are aware of our expectations and feel safe and supported at school. Bullying in any form (verbal, physical or electronic) is not accepted nor tolerated. We have a fantastic group of staff to support student wellbeing at school including a Guidance Officer, Community Hub Leader, Student Welfare Officer, Speech Therapist, Community Education Counsellor (Indigenous), and an SWPBS team.

Parent, student and staff satisfaction with the school

At Mabel Park SS we are continually working with staff, parents and students to provide the best possible learning opportunities for all. Each year we analyse our SOS data, collaborate with staff and plan for future improvements. Our 2014 School Opinion Data survey showed further growth from our excellent 2013 results. Staff, parents and students are extremely proud of our school and are clearly working together to ensure that we give our students the best possible opportunity to be successful. In 2015 and beyond we endeavour to work to maintain these very high standards as they help to create an excellent school climate where everyone is encouraged to do their best.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	97%	96%
this is a good school (S2035)	94%	97%	96%
their child likes being at this school* (S2001)	100%	97%	94%
their child feels safe at this school* (S2002)	100%	95%	98%
their child's learning needs are being met at this school* (S2003)	97%	89%	92%
their child is making good progress at this school* (S2004)	91%	89%	96%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	97%	96%
teachers at this school motivate their child to learn* (S2007)	95%	97%	96%
teachers at this school treat students fairly* (S2008)	89%	92%	94%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	98%
this school works with them to support their child's learning* (S2010)	91%	94%	96%
this school takes parents' opinions seriously* (S2011)	92%	94%	86%
student behaviour is well managed at this school* (S2012)	89%	92%	82%
this school looks for ways to improve* (S2013)	97%	97%	96%
this school is well maintained* (S2014)	97%	97%	94%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	97%	99%
they like being at their school* (S2036)	96%	96%	97%
they feel safe at their school* (S2037)	93%	95%	97%
their teachers motivate them to learn* (S2038)	99%	98%	99%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	100%
teachers treat students fairly at their school* (S2041)	87%	89%	96%
they can talk to their teachers about their concerns* (S2042)	88%	93%	94%
their school takes students' opinions seriously* (S2043)	94%	95%	94%
student behaviour is well managed at their school* (S2044)	88%	93%	92%
their school looks for ways to improve* (S2045)	98%	96%	98%
their school is well maintained* (S2046)	93%	97%	99%
their school gives them opportunities to do interesting things* (S2047)	96%	99%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	96%
they feel that their school is a safe place in which to work (S2070)		96%	97%
they receive useful feedback about their work at their school (S2071)		86%	89%
students are encouraged to do their best at their school (S2072)		100%	99%
students are treated fairly at their school (S2073)		95%	99%
student behaviour is well managed at their school (S2074)		98%	95%
staff are well supported at their school (S2075)		92%	92%
their school takes staff opinions seriously (S2076)		92%	92%
their school looks for ways to improve (S2077)		96%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
their school is well maintained (S2078)		99%	97%
their school gives them opportunities to do interesting things (S2079)		93%	94%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Mabel Park State School we believe that our success is dependent upon our relationship with our parents. We must ensure that parents feel welcome in our school and are an integral part of their child's education. In order to maximize parental input, we offer many and varied opportunities for parents to be actively involved. Firstly, we invite parents to parent/student/teacher interviews twice yearly (Term 1 and 3) and send home written reports twice yearly (Term 2 and 4) to keep parents informed about their child's progress. Secondly we engage parents in less formal ways through culminating days, school parades, Principal's Morning Tea, parent helpers, P&C, parent education sessions as well as updating parents fortnightly in our newsletter. More recently we have introduced "Community in the Classroom" four times per year. This gives all community members and opportunity to see the wonderful work of our students and teachers. All of these strategies help to build and maintain strong relationships with our parent body.

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	477,840	1,572
2012-2013	176,943	1,367
2013-2014	170,012	1,040

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.

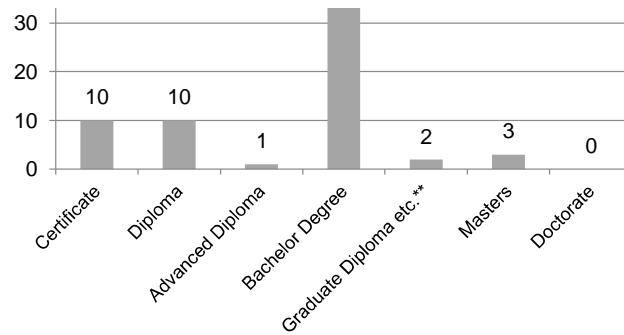
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	62	43	<5
Full-time equivalents	57	27	<5

Qualification of all teachers

Advanced Diploma	1
Bachelor Degree	57
Graduate Diploma etc.**	2
Masters	3
Doctorate	0
Total	83



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$34 000.

The major professional development initiatives are as follows:

- The Coaching and Mentoring
- School Pedagogical Framework
- Support-A-Reader
- School Wide Positive Support Training
- CPR
- Deputy Principal Core Business Days
- AUSLAN
- iPad workshops
- Speech Language support
- One School Training
- Journal subscriptions
- School's Officer training
- Child Psychologist
- Leadership program

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes**Student attendance**

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

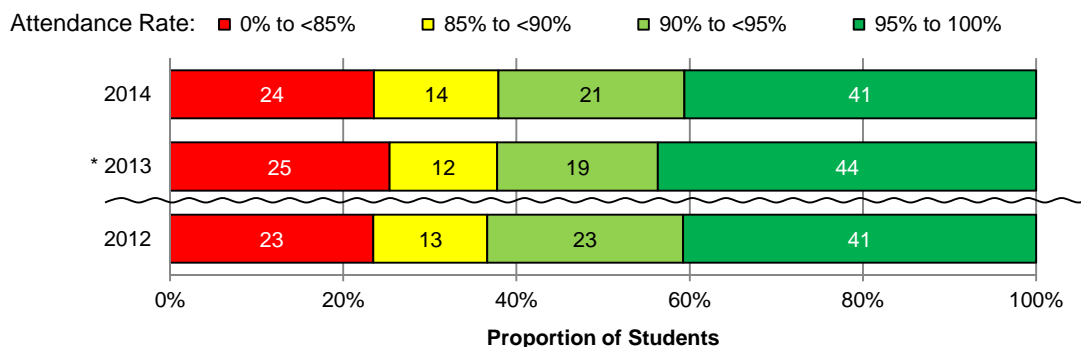
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	88%	89%	91%	91%	88%	89%	91%					
2013	91%	89%	91%	91%	90%	90%	90%					
2014	90%	92%	90%	92%	93%	90%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

We have also employed a “Student Welfare Officer,” who contacts parents and works with students around improving their attendance, punctuality and engagement. This can be through meetings, home visits, setting up support networks, and seeking help from outside agencies. We also have a Chaplain at school who works with families to ensure that they have the resources necessary to have their students at school. This can be through food parcels, white goods and outside agency support. We have also created attendance posters to encourage students to take responsibility for their attendance and school magnets with absence information on it so that we can reduce the number of unexplained absences. Finally, there are continual reminders and information in the newsletter regarding the importance of student attendance and prizes and celebrations for students achieving 100%.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Our Indigenous enrolments continue to grow due to the effective programs we have developed. We currently have 122 Indigenous students which is 17% of our population. We continue to work towards Closing the Gap with Indigenous attendance with the employment of a Community Education Counsellor (Indigenous.) Our NAPLAN results in 2013 were pleasing for indigenous students where our gap was smaller than "State School" in seven out of the nine areas. These results prove that the high expectations we place around attendance, engagement and academic performance are reaping rewards. Our Indigenous programs such as Murri Club, the employment of a CEC, dance troops, Reconciliation and NAIDOC celebrations ensure that our students are a valued part of our school community.