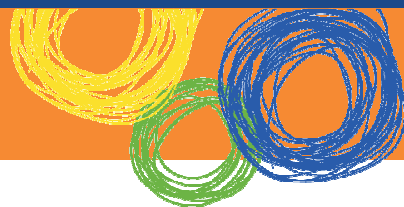


Queensland State School Reporting – 2011

Mabel Park State School (0356)



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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 2011 and how we intend to improve on our strategies and successes in 2012.

School progress towards its goals in 2011

Due to our clear vision and planning we have been able to successfully attain many of the goals we set ourselves for 2011.

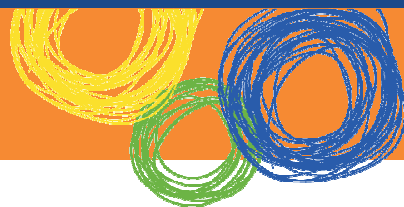
2011 Goals achieved:

- * All students have individualised targets for Reading, Writing and Number
- * All indigenous students have Individual Education Plans
- * Completed a clear and consistent school assessment framework
- * Opening of our Murri Club which includes breakfast for students three days a week, lunch programs and after school cultural activities.
- * Launched our inaugural "Indigenous Community Afternoon"
- * Established an effective School Wide Positive Behaviour Support Working Party
- * Purchased a number of ipads to improve student engagement and expose our students to future possibilities with learning
- * The completion of our Building the Education Revolution project which consists of a Performing Arts Centre, Library, Science and Music room.
- * Our Naplan results show that our effect size was greater than the state in all but one area, which is a significant achievement
- * Significant NAPLAN improvements in the Upper 2 bands of writing for year 3, 5 and 7.



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Future outlook

2012 is again an extremely exciting year for the community of Mabel Park State School as it is our third year as a National Partnership Schools (Low SES). This means we have the opportunity to share and celebrate our many successes as well as look forward to the next two years and marvel at the changes we can make in the lives of the children at our school. I feel privileged to be Principal at Mabel Park during this very exciting time.

The extra funding has enabled us to be creative and innovative in designing strategies which we believe will give our students the best possible opportunity of succeeding at school. During the four years of National Partnerships, we have listed our key priorities/areas for improvement under these six strategies.

1. Improve student Literacy and Numeracy results across all year levels. e.g. Introduction of Professional Learning Team Leaders
2. Closing the Gap for all students in all target group areas. e.g. Action Learning Project on student improvement strategies, Continuation of our 'Murri Club'
3. Improve attendance, punctuality and engagement. e.g. Development of a Student Wellness Centre
4. Improve Community Engagement. e.g. Parent Information Sessions, Community Events, Celebration Days
5. Smart Classrooms. e.g. Teachers obtaining ICT Pedagogical Licences, Professional Learning Community Framework
6. Improve Staff Morale. e.g. Watching Others Work, Staff Incentives, Sharing best practice, Innovation Grants

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 over 680 students enrolled from Prep through to year 7. 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. More recently we have created extension classes in Literacy and Numeracy 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. We are able to do this through our Design centre, Classroom of Tomorrow and our many and varied ICT resources

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
693	323	370	87%

Characteristics of the student body:

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: 53%

Female: 47%

Aboriginal and Torres Strait Islander: 12%

Kids in Care: 2%

Students with Special Needs: 10%

ESL : above 50%

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	24.1
Year 4 – Year 10	25.7
Year 11 – Year 12	
All Classes	24.7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	159
Long Suspensions - 6 to 20 days	11
Exclusions	3
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

- Extension Classes
- Professional Learning Team Leaders to offer timely intervention
- Specialist SEP (Special Education Program) staff
- AUSLAN
- Literacy Block , Numeracy Block
- Culturally Inclusive Integrated Studies program
- Middle campus students have an opportunity to train for and compete in Year 5-7 Mathematics Team Challenge events held in our region as well as other academic challenges against other schools.

A fully equipped 'Design Centre' which has workbenches, building tools, sewing machines, agricultural and cooking equipment to allow students the opportunity to experience the full design process.

A fully equipped Science Lab for use by all classroom teachers, as well as specialist teachers and after school science programs.

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 which include gymnastics, dance and art
- Brain Day Challenge
- Murri Club
- AUSLAN club
- Maths Olympiad
- Interschool Sport
- Camps and excursions
- Leadership programs to build team skills, develop confidence and encourage students to reach their goals.
- Sports Day, Cross Country, Jump Rope
- Lunch Clubs

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. Our teachers and students also use other ICT devices such as digital microscopes, bee bots, cameras, video cameras, visualisers and ipads to enhance the students learning experiences. 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, Social Worker, Student Welfare Officer, Speech Therapist, Behaviour Advisory Teacher, School Nurse and an SWPBS team.

Student and Parent response to School Opinion Survey question regarding "feeling safe at school" :

Student Satisfaction: 79.8%

Parent Satisfaction: 86.4%

Student and Parent satisfaction to School Opinion Survey regarding being "treated fairly":

Student Satisfaction: 94.2%

Parent Satisfaction: 91%

Student and Parent satisfaction to School Opinion Survey regarding "behaviour and discipline":

Student Satisfaction: 83.5%

Parent Satisfaction: 79.2%

Student and Parent satisfaction to School Opinion Survey regarding being "happy to go to this school":

Student Satisfaction: 96.2%

Parent Satisfaction: 94.5%

Parent, student and teacher 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. Whilst generally the parents, staff and students are satisfied with all aspects of Mabel Park SS we are working in 2012 to improve the percentage of parents that believe their child is getting a good education and the morale of our staff. We are implementing targeted strategies to ensure we see improved results in these areas; some of these strategies include postcards, feedback loops, a comprehensive Professional Learning Community and parent education. Our 2011 results are pleasing results as it shows that we are working together to ensure that students at Mabel Park receive the best possible education.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	64%
Percentage of students satisfied that they are getting a good education at school	94%
Percentage of parents/caregivers satisfied with their child's school	77%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	70%
Percentage of staff members satisfied with morale in the school	79%

DW – Data withheld

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 maximise 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, Mother's Coffee Club as well as updating parents fortnightly in our newsletter. All of these strategies help to build and maintain strong relationships with our parent body.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	170,544	1,465
2010	117,725	1,862
% change 10 - 11	45%	-21%

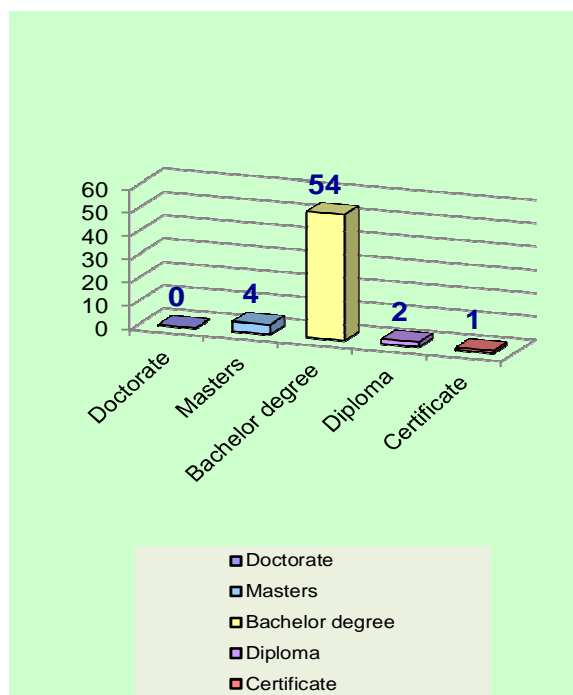
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	61	43	<5
Full-time equivalents	56	28	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	54
Diploma	2
Certificate	1



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$24 280.

The major professional development initiatives are as follows:

- *School Wide Positive Support training
- *AUSLAN: including introduction, level 1,2 &3
- *Deputy Principal Core business days
- *Behaviour management
- *Essential skills for classroom management
- *ICT in the Early Years
- *Ipad's
- *Autism
- *Sports coaching certificates
- *Classroom music

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Our staff profile

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

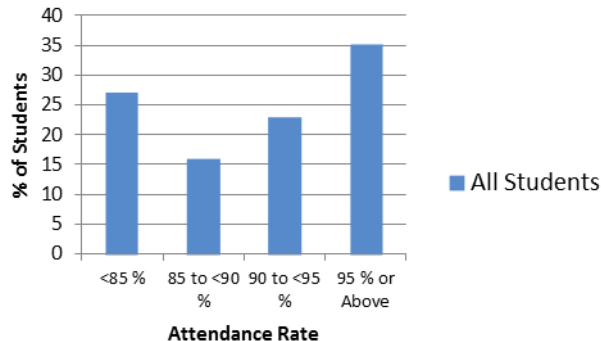
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88%	89%	89%	87%	90%	88%	90%					

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

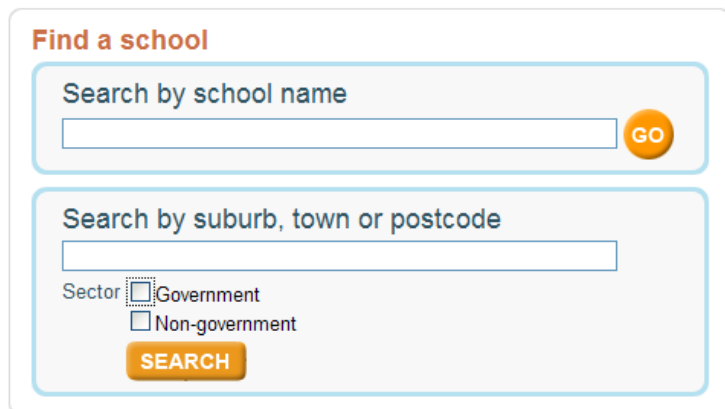
We use the program ID Attend to record and track student attendance. We have also employed a "Student Welfare Officer," who contacts parents and works with students around improving their attendance, punctuality and engagement. We also have a Social Worker at school who works with families around student engagement which in turns helps improve attendance. Finally, there are continual reminders and information in the newsletter regarding the importance of student attendance.

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.

Performance of our students

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.



The screenshot shows a 'Find a school' search interface. It has a title 'Find a school' in orange. Below it are two search sections. The first section is titled 'Search by school name' and contains a text input field and an orange 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field. Below this input field are two radio buttons for 'Sector': 'Government' (which is selected) and 'Non-government'. At the bottom of this section is an orange 'SEARCH' button.

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

Closing the Gap continues to be a strong focus at Mabel Park State School. While it remains a challenge to see sustainable improvement, our NAPLAN writing results have shown continual improvement over the last four years. Our results across numeracy and writing show that we are closing the gap whilst we continue to work on our teaching of reading. In 2011 to help improve this area we have focused on reading intervention in year 2-4 for our Indigenous students.

It is vital that we work towards ensuring that this improvement continues into 2012. In 2011, many new initiatives were implemented such as the development of the Murri Club, introduction of academic awards, community engagement afternoons, the implementation of Individual Education Plans and a designated space and staff member to monitor results. All of which we believe will see the Gap close in attendance and academic performance long into the future.