

# Mabel Park State School (0356)

## Queensland State School Reporting

### 2012 School Annual Report



Postal address	PO Box 2798 Logan City DC 4114
Phone	(07) 3386 5333
Fax	(07) 3386 5300
Email	the.principal@mabelparkss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Racquel O'Connor

## 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 2012 and how we intend to improve on our strategies and successes in 2013.

### School progress towards its goals in 2012

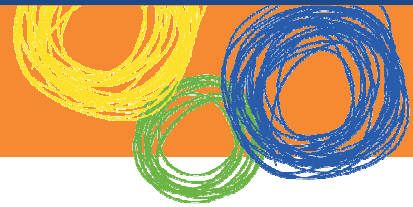
Due to our clear vision and planning we have been able to successfully attain many of the goals we set ourselves for 2012.

2012 goals achieved:

- \* All students have individualised targets for Reading, Writing and Number
- \* All students have Learning Plans that are shared with parents twice a year at Parent Teacher interviews
- \* Completed a clear and consistent school assessment framework
- \* Murri Club, which includes breakfast for students three days a week, lunch programs and after school cultural activities.
- \* Celebrated our second Reconciliation BBQ with a smoking ceremony performed by one of our parents
- \* Have successfully implemented Tier One of SWPBS with great results
- \* Students have access to 150 iPads which improves engagement and exposes our students to future possibilities with learning
- \* 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.
- \* Designed a new school website which keeps parents informed about everything at Mabel Park SS
- \* Implementation of a successful Prep readiness program which saw more than 40 students enrol to be better

# Queensland State School Reporting

## 2012 School Annual Report



prepared for Prep

- \* Extensive Speech language program for targeted students
- \* 100% staff participated in valuable Professional Learning opportunities

### Future outlook

2013 is again an extremely exciting year for the community of Mabel Park State School as it is our fourth and final year as a National Partnership School (Low SES). This means we have the opportunity to share and celebrate our many successes as well as have a strong focus on sustainability. It is vital that post National Partnerships we are able to continue to provide a high quality differentiated education to each of our 722 students.

The extra funding has enabled us to be creative and innovative in designing strategies that 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 720 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.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	713	343	370	93%
2011	693	323	370	87%
2012	699	330	369	89%

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

## 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: 15%

Kids in Care: 2%

Students with Special Needs: 11%

ESL : above 50%

## Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	23	24	24
Year 4 – Year 10	25	26	25

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	152	159	94
Long Suspensions - 6 to 20 days	20	11	11
Exclusions	1	3	5
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

- Extension Classes
- Mentors 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
- AUSLAN club
- Maths Olympiad
- Intra school Sport – district and regional representative opportunities

# Our school at a glance

- Excursions
- Leadership programs to build team skills, develop confidence and encourage students to reach their goals.
- Sports Day, Cross Country
- 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. We currently have 150 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, Social Worker, Student Welfare Officer, Speech Therapist, Behaviour Advisory Teacher, 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 2012 School Opinion Data survey was a clear highlight. 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 2013 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 *(Nationally agreed items shown\*)*

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	94.6%
this is a good school	94.3%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	97.2%
their child is making good progress at this school*	91.4%
teachers at this school expect their child to do his or her best*	97.3%
teachers at this school provide their child with useful feedback about his or her school work*	94.3%
teachers at this school motivate their child to learn*	94.6%

# Our school at a glance

teachers at this school treat students fairly*	88.9%
they can talk to their child's teachers about their concerns*	94.4%
this school works with them to support their child's learning*	91.4%
this school takes parents' opinions seriously*	91.9%
student behaviour is well managed at this school*	88.9%
this school looks for ways to improve*	97.2%
this school is well maintained*	97.3%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	92.5%
they like being at their school*	95.9%
they feel safe at their school*	92.9%
their teachers motivate them to learn*	99.0%
their teachers expect them to do their best*	98.0%
their teachers provide them with useful feedback about their school work*	94.9%
teachers treat students fairly at their school*	86.6%
they can talk to their teachers about their concerns*	88.4%
their school takes students' opinions seriously*	93.5%
student behaviour is well managed at their school*	87.6%
their school looks for ways to improve*	97.9%
their school is well maintained*	92.8%
their school gives them opportunities to do interesting things*	95.8%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	89.6%
with the individual staff morale items	93.1%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

# Our school at a glance

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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, parent education sessions 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	
	Electricity kWh	Water kL
2009-2010	117,725	1,862
2010-2011	170,544	1,465
2011-2012	477,840	1,572

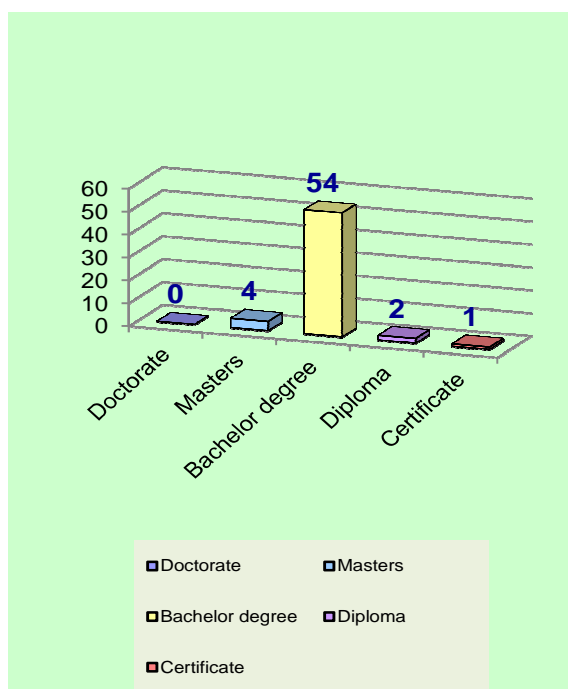
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	43	<5
Full-time equivalents	52.6	26.5	<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



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$21 600.00.

The major professional development initiatives are as follows:

- Coaching and Mentoring
- School Wide Positive Support Training
- Workplace Health and Safety Officer Training
- CPR

# Our staff profile

- LEAP – Leadership Program
- Deputy Principal Core Business Days
- AUSLAN
- School Tours
- Purchasing Policy Training
- Excel
- Learning at Hand – Mobile device conference
- Excel workshops
- iPad workshops
- QASSP Principal's Conference

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	96.2%	96.5%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 85.7% of staff was retained by the school for the entire 2012 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

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.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

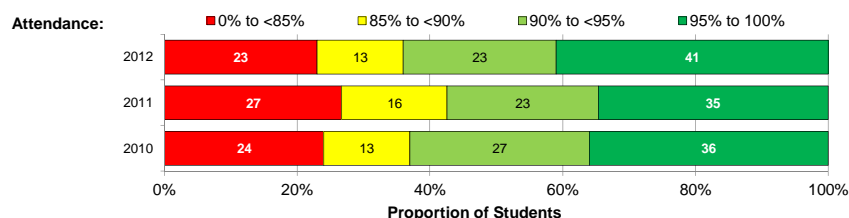
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	90%	90%	91%	88%	90%	89%					
2011	88%	89%	89%	87%	90%	88%	90%					
2012	88%	89%	91%	91%	88%	89%	91%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 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, whitegoods 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%.

# Performance of our students

## 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 110 Indigenous students which is 12% of our population. We continue to Close the Gap with Indigenous attendance with improvements of 4.2% in the last 12 months; this has included 53 students having above 90% attendance. Our Numeracy results are pleasing with a smaller gap than the state average in all 3 year levels with particular attention to Year 5 and 7 whose gap is negative 5 and 11 respectively. The writing gap in all three year levels is also considerably smaller than the state average. 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.

---

---

---

---