

Mabel Park State School

Queensland State School Reporting

2015 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 2015 and how we intend to improve on our strategies and successes in 2016.

School progress towards its goals in 2015

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, Maths and Attendance
- All students have Learning Plans that are shared with parents twice a year at Parent Teacher interviews
- Increased enrolments to 768.
- Improved school attendance rates – 90%
- Overall school satisfaction rating of 96%
- Ongoing development of a school Indigenous Dancers – Mabel Mob
- Regional NAIDOC Award Recipients – Community Education Counsellor Award, Elder 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 fourth Reconciliation BBQ with a smoking ceremony performed by one of our parents.
- Have successfully maintained tier two SWPBS implementation and rebranded to the Statewide PBL – Positive Behaviour for Learning.
- Students now have access to more than 280 iPads which improves engagement and exposes our students to future possibilities with learning.
- 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 125 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 2016 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 2016 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 770 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 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

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	720	360	360	112	89%
2014	749	362	387	128	90%
2015	708	329	379	113	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

Our Prep – Year 6 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: 21%

Pacific Islander: 24%

Kids in Care: 2%

Students with Special Needs: 11%

ESL: above 50%

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	23	23
Year 4 – Year 6 Primary	25	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	80	88	114
Long Suspensions - 6 to 20 days	9	2	0
Exclusions	2	1	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Extension Classes
- Professional Learning Team Leaders who offer staff coaching and support with student intervention
- Specialist SEP (Special Education Program) staff for each year level.
- AUSLAN
- Literacy Block, Numeracy Block
- iPADS used across all year levels and all subject areas
- Indigenous programs – Solid Pathways
- Fully equipped Science Lab for use by all classroom teachers, as well as specialist teachers.

Extra curricula activities

- Instrumental music – including school band and orchestra
- Drumline
- Choir
- After school activity programs
- Murri Club – indigenous activities
- Pacific Island Cultural Activities
- Brain Day Challenge
- Intra School Sport – district and regional representative opportunities
- Excursions
- Lunch Time Activities and Clubs
- Opti-Minds Challenge
- Community Hub Activities
- Leadership programs with Mabel Park SHS to build team skills, develop confidence and encourage students to reach their goals

How Information and Communication Technologies are used to improve 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 lap top trolleys. 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 more than 280 iPADS across the school. At Mabel we believe that ICTs are used as part of a suite of successful pedagogy strategies that enhance student engagement in 21st Century learning. We have a whole of school subscription to Meraki and Reading Eggs in order to allow teachers and students to utilize a range of apps to enhance 24/7 learning experiences.

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, Family Liaison Officers, Community Education Counsellor, Chaplain, Community Hub Leader and Speech Therapist.

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 improvement. Our 2015 School Opinion Survey Data showed further growth from our excellent 2014 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 2016 and beyond we endeavor 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			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	96%	97%
this is a good school (S2035)	97%	96%	97%
their child likes being at this school (S2001)	97%	94%	100%
their child feels safe at this school (S2002)	95%	98%	93%
their child's learning needs are being met at this school (S2003)	89%	92%	97%
their child is making good progress at this school (S2004)	89%	96%	93%
teachers at this school expect their child to do his or her best (S2005)	97%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	96%	100%
teachers at this school motivate their child to learn (S2007)	97%	96%	100%
teachers at this school treat students fairly (S2008)	92%	94%	90%
they can talk to their child's teachers about their concerns (S2009)	97%	98%	100%
this school works with them to support their child's learning (S2010)	94%	96%	97%
this school takes parents' opinions seriously (S2011)	94%	86%	88%
student behaviour is well managed at this school (S2012)	92%	82%	82%
this school looks for ways to improve (S2013)	97%	96%	100%
this school is well maintained (S2014)	97%	94%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	99%	86%
they like being at their school (S2036)	96%	97%	85%
they feel safe at their school (S2037)	95%	97%	81%
their teachers motivate them to learn (S2038)	98%	99%	93%
their teachers expect them to do their best (S2039)	98%	99%	97%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	97%	100%	89%
teachers treat students fairly at their school (S2041)	89%	96%	81%
they can talk to their teachers about their concerns (S2042)	93%	94%	77%
their school takes students' opinions seriously (S2043)	95%	94%	77%
student behaviour is well managed at their school (S2044)	93%	92%	69%
their school looks for ways to improve (S2045)	96%	98%	92%
their school is well maintained (S2046)	97%	99%	89%
their school gives them opportunities to do interesting things (S2047)	99%	97%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	96%	95%
they feel that their school is a safe place in which to work (S2070)	96%	97%	96%
they receive useful feedback about their work at their school (S2071)	86%	89%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	73%
students are encouraged to do their best at their school (S2072)	100%	99%	97%
students are treated fairly at their school (S2073)	95%	99%	97%
student behaviour is well managed at their school (S2074)	98%	95%	91%
staff are well supported at their school (S2075)	92%	92%	91%
their school takes staff opinions seriously (S2076)	92%	92%	93%
their school looks for ways to improve (S2077)	96%	99%	96%
their school is well maintained (S2078)	99%	97%	96%
their school gives them opportunities to do interesting things (S2079)	93%	94%	89%

[#] '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 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 Teas, parent helpers/volunteers, P & C, parent education sessions as well as updating parents fortnightly in our newsletter. "Community in the Classroom" continues and occurs fourtimes per year. This gives all community members an 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
2012-2013	176,943	1,367
2013-2014	170,012	1,040
2014-2015	153,544	270

*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.

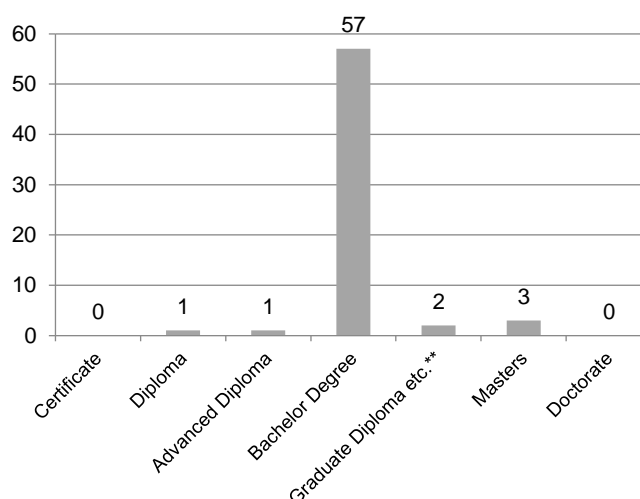
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	65	43	<5
Full-time equivalents	60	28	<5

Qualification of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school's actual figures. The Department of Education and Training does not collect a teacher qualifications record on an annual basis).

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	1
Bachelor Degree	57
Graduate Diploma etc.**	2
Masters	3
Doctorate	0
Total	64



*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 2015 were \$38 000.

The major professional development initiatives are as follows:

- Coaching for all teachers
- Mentoring Beginning Teachers
- Executive Coaching for Principal, DPs, GO, BSM and HOSES
- Support-A-Reader
- Jolly Phonics
- Rip-it-up Reading
- Positive Behaviour for Learning
- CPR
- AUSLAN
- iPad workshops
- Speech Language support
- OneSchool Training
- School's Officer Training
- Non-teaching staff training
- Fire Safety

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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 2015 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

Sector:

☒ Government

☒ Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

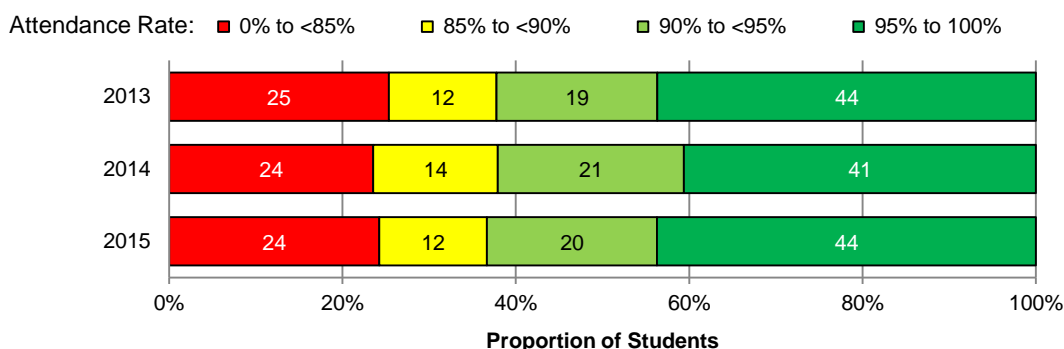
Student attendance rate for each year level (shown as a percentage)								
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	88%	91%	89%	91%	91%	90%	90%	90%
2014	90%	90%	92%	90%	92%	93%	90%	92%
2015	90%	90%	89%	91%	91%	91%	91%	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

At Mabel Park State School classroom teachers are responsible and accountable for the monitoring of 'home class' student attendance via class roll marking. It is a school expectation that student attendance at school be followed up with parents regularly and teachers will try reasonable avenues to seek out the student's whereabouts. Teachers can contact parents/family members/carers via phone calls, voicemail, letters, emails, and casual conversations before and/or after school. All parent/family member/carer contacts regarding attendance must be recorded on OneSchool. We rely upon and support teachers to apply their professional judgement and discretion when making these contacts. If a parent is unable to be contacted, teachers are expected to refer the student to the Student Support Services Team for further investigation.

In order to track attendance and highlight improvements, each classroom teacher is required to record the attendance of their students on the Classroom Wall Chart – 'Attendance Matters' and up-date this on a weekly basis. Some teachers may prefer to update the wall charts more frequently. Teachers are encouraged to develop individual and group incentives as well as goal setting in order to positively encourage and support student attendance improvement.

Year Level Teams are required to develop an attendance communication strategy to ensure that all parents in the year level are contacted regarding their students' unexplained absences. This strategy must be documented and submitted to the relevant DP by the end of week 5.

1. If a student is away for 3 days or more without notification from the parent/family member/carer the Teacher is expected to attempt to make contact with the parent/family member/carer in order to clarify the reason for student absences. If the contact is face-to-face or over the phone, then teachers are encouraged to engage in a supportive discussion regarding the student's absences. This must be recorded in OneSchool Contacts.
2. If the teacher is unable to satisfactorily resolve a student's absences, it is a school expectation that they refer the student to the SSS (Student Support Services) Team for review.

Students who maintain 100% attendance for a term are rewarded by attending a Principal's Morning Tea with their parents at the end of each term.

Students in classes that maintain a weekly attendance rate of 95% or above are rewarded with a certificate from the Principal.

Classes that achieve a weekly attendance rate of 100% are rewarded with a class party and certificate from the Principal.

Indigenous students with 100% attendance or significantly improved attendance are recognized at the yearly NAIDOC Parade during Term 3.

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

School name **GO**

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.