



Mabel Park State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Mabel Park State School is a co-educational Prep – Year 6 school situated in Slacks Creek. The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. We aspire to 'Every child, every day, learning and achieving' with high expectations for all as an integral feature. We create a foundation of pride in our school and maintain caring learning environments. We are recognised as providers of high quality education and have forged an excellent reputation in academic improvement and in transforming student learning with iPads as key devices.

Individual improvement in Literacy and Numeracy, for our over 700 enrolled students, remains our prime focus supported by community engagement, monitoring of attendance and punctuality and capacity building for all staff. Mabel Park State School is 'Logan's best school!'

Principal's Forward

Introduction

School Progress towards its goals in 2016

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 2016 and how we intend to improve on our strategies and successes in 2017.

School progress towards its goals in 2016

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

- 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
- Enrolments at 710.
- Improved school attendance rates – 90%
- Overall school satisfaction rating of 88%
- Ongoing development of a school Indigenous Dancers – Mabel Mob
- Murri Club, which includes breakfast for students three days a week, lunch programs and after school cultural activities. The Murri Club will be renamed in 2017.
- Celebrated our fifth Reconciliation BBQ with a smoking ceremony performed by one of our parents.
- Have successfully maintained tier two SWPBS implementation and continue the brand of State-wide PBL – Positive Behaviour for Learning.
- Students now have access to more than 300 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, therefore, the longer students are at MPSS the more improvement they show.
- Continuation of our successful Prep readiness program which saw more than 270 students enrol to be better prepared for Prep.

- Extensive Speech language program continues 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 consistent pedagogy in reading and numeracy. 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 2017 our Mabel Park SS School Improvement Agenda/Goals are:

To implement programs to improve the percentage of students in U2B Reading		
Actions	Targets	Timelines
Develop, implement and monitor a consistent whole school approach to classroom reading practices.	100% of teachers	Sem 1.
Identify through data and extend high performing students and teach strategies to engage with complex texts – Power Up Program.	100% identified students Yr3 U2B 15% Yr 5 U2B 20%	Term 4 2016 Term 1 2017
Continue tracking student progress through data and targeted interventions in Reading – Literacy & Numeracy Intervention Strategy.	100% identified U2B Students at/above Stanine 7 PATr.	Sem1: Develop & Implement Sem 2: Implement & Monitor
To implement programs to improve the percentage of students in U2B Number		
Actions	Targets	Timelines
Develop, implement and monitor a consistent whole school approach to classroom mathematics practices.	100% teachers	Sem 1: Development Sem 2: Implementation
Identify through data and extend high performing students and teach strategies to engage with problem solving and reasoning – Power Up Program.	Yr 3 U2B10% Yr 5 U2B 15%	Sem 1: Development Sem 2: Implementation
Continue tracking student progress through data and targeted interventions in Numeracy – Literacy & Numeracy Intervention Strategy.	100% identified U2B Students at/above Stanine 7 PATm.	Sem1: Develop & Implement Sem 2: Implement & Monitor
To implement programs to deepen teacher knowledge, expertise and delivery of the Australian curriculum		
Actions	Targets	Timelines
Provide release time for whole year level cohort to engage in Guaranteed and Viable Curriculum Planning & Moderation process with Yr Level DPs & Curriculum Team.	100% Teachers	Quarterly

Provide release time for identified teachers for coaching (Reading) and MBT.	Coaching:100% Teachers MBT: 42% BTs	Ongoing
Continue to develop, implement and monitor a consistent whole school approach to feedback.	100% Staff, Students, Parents	Sem 1
Continual focus on whole school 95% attendance goal and reduction of students below 85% attendance		
Actions	Targets	Timelines
Continue to implement and monitor a consistent whole school approach to improving attendance.	100% Teachers	Ongoing
Continue tracking student attendance through data and targeted support and intervention for identified students.	>95% - 50% >85% - 80%	Ongoing
Continue to develop, implement and monitor a consistent whole school approach to student engagement and wellbeing.	10% reduction short SDA.	Sem1: Develop & Implement Sem 2: Implement & Monitor

Increase percentage of students:

- 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.
- 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 2017 are:

- Building Staff Capacity
- Instructional Coaching and Mentoring (Beginning Teacher)
- Culture of High Expectations

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	749	362	387	128	90%
2015*	708	329	379	113	88%
2016	723	336	387	155	86%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 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.

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: 51%
 Female: 49%
 Aboriginal and Torres Strait Islander: 20%
 Pacific island and Maori: 31%
 Refugee and Migrant: 8%
 Students requiring English as Additional Language or Dialect Support: 34%
 Children in Out of Home Care: 2%
 Students with a Verified Disability: 9% (19.5% disability under DDA NCCD)

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	25
Year 4 – Year 7	25	26	28
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Guaranteed and Viable Curriculum

At MPSS, we use Guaranteed and Viable Curriculum (G&V) as the preferred model of curriculum delivery. It is a model based on the work of Marzano, in which essential and supporting components of the curriculum are identified. This allows teachers to focus on students' mastering the essential skills, knowledge and understanding before moving ahead with their learning.

Curriculum planning is a teacher-driven, collaborative process. Teachers plan for the term in year level teams, using knowledge of their students and curriculum to identify essential and supporting content descriptors within Australian Curriculum learning areas. Curriculum Planning Days are allocated to enable this process.

Co-curricular Activities

At MPSS, our school culture is results oriented and focussed on academic excellence through high expectations for all. To this end, we are committed to our school vision, 'Every child, every day, learning and achieving'.

We promote a school culture of academic excellence through high expectations by acknowledging academic achievement and continued engagement in performing arts and sport.

Acknowledging Academic Achievement

At MPSS, we acknowledge and celebrate the achievement of academic milestones (targets) in a public forum:

- Parade certificates
- Weekly updates
- Newsletters
- Principal's Parades and Morning Teas
- Community in the Classroom
- Weekly Facebook posts
- Term 4 Academic Awards Ceremony
- NAIDOC Parade celebrating Aboriginal and Torres Strait Islander student achievement
- Further communication of the school's unrelenting focus on academic excellence with parents and the wider community

Performing Arts and Sport

Our school vision and a culture of high expectations is demonstrated by the capacity of students to engage the school and wider community through the performing arts and sport:

- The continuation of instrumental music, choir and drumline workshops and performances
- Participation in instrumental music performances both in school and out in the wider community
- The delivery of the Australian Curriculum (the Arts) with fidelity and rigour (Music Excellence Class)
- Participation in representative sport both for the region and the state

How Information and Communication Technologies are used to Assist Learning

Engaging technology in the classroom:

The school promotes digital literacy in the classroom. At MPSS, 8 iPads are allocated to each class. MPSS has intentionally purchased apps that promote higher order thinking skills, rather than drill-and-practice style activities, to support high quality teaching and learning in the classroom. iPads have

been further utilised in recess clubs, for example Coding Club (temporarily closed due to staffing limitations). Digital iPad pedagogy is embedded across the school. With approximately 300 iPads within the school, Evan Christie as Technical Officer manages iPads through Meraki, a managed device solution. MPSS has a full IT support structure in place, managed through the IT Service Centre online.

Teachers are supported in embedding digital iPad pedagogy through targeted professional development and networking activities such as CoffeeApple. CoffeeApple is open to both MPSS and Mabel Park State High School staff, and is an opportunity for all staff to network with others using iDevices. Held twice a term, CoffeeApple has been running at Mabel Park for many years for those with a passion for digital pedagogy and technological innovation in education.

Rationale

At MPSS, we have extensively incorporated iPads to help improve attendance, engagement and academic achievement. The effective use of iPads ensures that our students are always at the 'cutting edge' of educational innovation.

Key messages

School staff should see the use of iPads in education as a seamless part of our daily practice. The embedding of opportunities to improve our students' digital literacy across all KLAs is expected.

Social Climate

Overview

Underpinning the signature practices at MPSS is the work of Eric Jensen, and the key texts *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It* (2009) and *Engaging Students with Poverty in Mind: Practical Strategies For Raising Achievement* (2013).

Rationale

The work of Eric Jensen around poverty and its impact on student success informs our practice at MPSS. It is critical to understand the backgrounds of our students, and how to respond appropriately by enriching our teaching and learning so that our students can thrive in school and beyond.

Resources

Teaching with Poverty in Mind by Eric Jensen:

In *Teaching with Poverty in Mind*, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's ability to adapt from experience means that poor children can also experience emotional, social and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character.

Drawing from research, experience, and real school success stories, *Teaching with Poverty in Mind* reveals: what poverty is and how it affects students in school; what drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain); effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and how to engage the resources necessary to make change happen (from the book cover).

Engaging Students with Poverty in Mind by Eric Jensen:

In this galvanizing follow-up to the best-selling *Teaching with Poverty in Mind*, renowned educator and learning expert Eric Jensen digs deeper into engagement as the key factor in the academic success of economically disadvantaged students.

Drawing from research, experience, and real school success stories, *Engaging Students with Poverty in Mind* reveals: smart, purposeful engagement strategies that all teachers can use to expand students' cognitive capacity, increase motivation and effort, and build deep, enduring understanding of content; the (until-now) unwritten rules for engagement that are essential for increasing student achievement; how automated engagement in the classroom can help teachers use instructional time more effectively and empower students to take ownership of their learning; and steps you can take to create an exciting yet realistic implementation plan.

Key messages

All teaching staff should engage with Eric Jensen's work as a means to understanding how poverty can affect students' brains, and how enriching our practice can lead to improved achievement and life readiness of our economically disadvantaged students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	97%	94%
this is a good school (S2035)	96%	97%	88%
their child likes being at this school* (S2001)	94%	100%	94%
their child feels safe at this school* (S2002)	98%	93%	82%
their child's learning needs are being met at this school* (S2003)	92%	97%	82%
their child is making good progress at this school* (S2004)	96%	93%	76%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	94%
teachers at this school motivate their child to learn* (S2007)	96%	100%	88%
teachers at this school treat students fairly* (S2008)	94%	90%	76%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	94%
this school works with them to support their child's learning* (S2010)	96%	97%	82%
this school takes parents' opinions seriously* (S2011)	86%	88%	81%
student behaviour is well managed at this school* (S2012)	82%	82%	71%
this school looks for ways to improve* (S2013)	96%	100%	80%
this school is well maintained* (S2014)	94%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	86%	87%
they like being at their school* (S2036)	97%	85%	83%
they feel safe at their school* (S2037)	97%	81%	83%
their teachers motivate them to learn* (S2038)	99%	93%	95%
their teachers expect them to do their best* (S2039)	99%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	89%	89%
teachers treat students fairly at their school* (S2041)	96%	81%	81%
they can talk to their teachers about their concerns* (S2042)	94%	77%	85%
their school takes students' opinions seriously* (S2043)	94%	77%	78%
student behaviour is well managed at their school* (S2044)	92%	69%	57%
their school looks for ways to improve* (S2045)	98%	92%	91%
their school is well maintained* (S2046)	99%	89%	83%
their school gives them opportunities to do interesting things* (S2047)	97%	88%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	95%	98%
they feel that their school is a safe place in which to work (S2070)	97%	96%	93%
they receive useful feedback about their work at their school (S2071)	89%	90%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	73%	83%
students are encouraged to do their best at their school (S2072)	99%	97%	93%
students are treated fairly at their school (S2073)	99%	97%	85%
student behaviour is well managed at their school (S2074)	95%	91%	68%
staff are well supported at their school (S2075)	92%	91%	86%
their school takes staff opinions seriously (S2076)	92%	93%	80%
their school looks for ways to improve (S2077)	99%	96%	88%
their school is well maintained (S2078)	97%	96%	93%
their school gives them opportunities to do interesting things (S2079)	94%	89%	93%

* 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

Regular whole-school parent/carer contact is maintained through mediums such as the school newsletter (sent home fortnightly with the eldest child) and Facebook page (updated regularly with notices, celebrations etc.), as well as in person (weekly parade). In addition, it is expected that staff at MPSS communicate with and engage parents/carers in the educative process through a number of different activities, including:

- Regular contact via phone, email or informal chats
- Parent-teacher interviews
- Meet the Teacher Afternoons
- Community in the Classroom
- STAR Postcards
- School celebrations

Enrolment Process

Transitions

Parent – Teacher Interviews

Meet the Teacher afternoon

Community in the Classroom

Star Postcards

Parent Consultative Committee

P & C

Key messages

Teachers are expected to communicate with parents/carers on a regular basis. It is advised that teachers balance communication with a healthy mix of positive and helpful information, and try to build a close relationship with parents/carers. Communicate clearly and openly so parents/carers understand what you are trying to achieve and how they can help. Parent/carer contact should be recorded utilising OneSchool within the 'contact' tab.

Respectful Relationships Programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships.

At MPSS, we have a very strong Positive Behaviour for Learning (PLB) framework and processes in place. This was formerly called School Wide Positive Behaviour Support (SWPBS). Our PBL framework



is aimed at achieving social and learning outcomes through positive learning environments for students and teachers, while preventing problem behaviour. We promote students to be STARs:

- S – Safe
- T – Team
- A – Achieve
- R – Responsible

It is expected that teachers and students use the 'STAR' acronym when speaking about behaviour expectations. Our focus in Term 1 of each school year is re/teaching the PBL lessons that relate to each STAR aspect. There is a focus of the week and resources are distributed to classroom teachers. The STAR expectations are then reinforced and revised throughout the year.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	88	114	274
Long Suspensions – 6 to 20 days	2	0	8
Exclusions	1	1	2
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.

Environmental Footprint

Reducing the school's environmental footprint

In order to reduce water wastage through leakage, MPSS has replaced all student bubblers across the school. Power usage is monitored through staff engagement in a power wastage reduction strategy including turning off computers, screens, power points and lights when not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	170,012	1,040
2014-2015	153,544	270
2015-2016	181,644	758

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.

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 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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	51	<5
Full-time Equivalents	62	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	2
Bachelor degree	56
Diploma	1
Certificate	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$53,062.00

The major professional development initiatives are as follows:

Improving Literacy and Numeracy – Reading, Support-A-Reader, Jolly Phonics, Rip-it-Up Reading, Speech Language Support

Building Capacity – Coaching, Mentoring Beginning Teachers, Executive Coaching Executive Management Team.

Attendance and Behaviour – Positive Behaviour for Learning, Essential Skills for Classroom Management

Inclusive Practices – Auslan, Vision Impaired

Mandatory Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	84%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

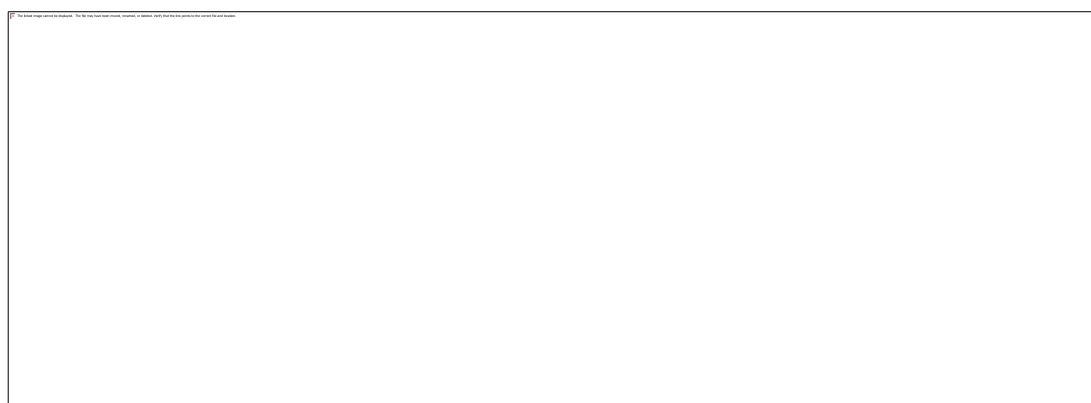
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	90%	92%	90%	92%	93%	90%	92%					
2015	90%	90%	89%	91%	91%	91%	91%						
2016	89%	90%	89%	91%	89%	90%	89%						

*Attendance rates effectively count 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 MPSS our whole-school attendance target is 95%. A range of strategies are used to increase awareness of attendance targets and data, and communicate the importance of attendance.

One school roll marking and Performance Dashboard

Electronic roll marking functionality within OneSchool is used. Excellent guides to using the roll marking functionality can be located within the 'Help' documents within OneSchool. Teachers are reminded that rolls are legal documents and it is crucial that rolls are marked accurately twice a day. These junctures are 9:00am and 2:00 pm.

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 (SSS) Team for further investigation.

Students who consistently attend at a rate of below 85% need to be referred to the SSS Team. Teachers should complete a SSS form, and then scan and email it to the Guidance Officer one week prior to the SSS meeting. This ensures all relevant school leadership and case managers are present to discuss the student's attendance concerns. Information on the referral process and the SSS Referral Form can be found in the SSS folder on Mabel Net.

Traffic Light (attendance) Posters

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. Attendance posters, or Traffic Light posters as they are sometimes called, are to be displayed in a prominent area of each classroom space. 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 Strategies

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 Deputy Principal by the end of Week 5, Term 1.

Awards and Incentives

Parade awards are given each week to classes who achieve 95%+ attendance. For any class achieving 100% attendance in any week throughout the year, a pizza party is awarded. Individual parade awards are given at the end of the term to students with 100% attendance.

Signature Practices at Mabel Park State School 41

Weekly Updates

Weekly updates are placed in pigeon holes each Monday. They contain vital information, allowing staff to be kept up to date with current targets and achievements within the school, including attendance and behaviour data, targets achieved and postcards sent to parents in the previous week.

Resources

Key documents relating to our Attendance policy and processes include:

- MPSS Attendance Monitoring Guidelines
- SSS Referral Form

Key messages

Teachers should review the MPSS Attendance Monitoring Guidelines document, for important information relating to Children in Out-Of-Home Care, same day notification, SSS referral processes, late arrivals and OneSchool contacts. Teachers should be aware of and confident in using the above strategies to encourage attendance, including the monitoring of student attendance in class using the Traffic Light posters, and the development and consistent use of awards and incentives. All school staff should communicate the importance of attendance and our collective efforts to reach our 95% attendance target.

NAPLAN

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

Sector:
☒ Government
☒ Non-government

Where it states '**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 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.

Conclusion

From the Principal:

'Every Child, Every Day, Learning and Achieving'

Our school vision at Mabel Park State School is to be a connected community learning, growing and achieving together. At Mabel Park State School we strongly believe in every child, every day, learning and achieving. Our shared purpose is to maximise student learning through building a desire for personal excellence, a high sense of self-worth and a love of learning. We promote amongst staff, students and parents/carers a pride in themselves and their school, and an awareness that the sense of belonging we all feel brings with it clear responsibilities and expectations. Curriculum, at our school, is complemented by a broad educational offering of cultural, sporting and personal development. These pursuits are considered an equally important element of students' overall growth, learning and socialisation. The staff at Mabel Park State School has a strong commitment to ongoing professional development. The Mabel Park State School community strives together with infectious optimism that we can truly make a difference in the lives of the young people entrusted to our care.

Every child has the right to learn and achieve. I am in the process of creating a professional culture where Mabel Park State School will become an inclusive, equitable, collaborative, high-powered learning community where student potential is identified, targeted, developed and fulfilled. Student and teacher experiences will create a passion for learning and curiosity that will last a life time. I

believe access to quality education is an enabler for human improvement, wellbeing, pathways for economic prosperity, social cohesion and connectedness.

There will be no invisible children. Through challenge to achievement, through encouragement to self-belief, through inspiration to the dream.

Karen Brown

Principal

