



Mabel Park State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 2798 Logan City DC 4114
Phone	(07) 3386 5333
Fax	(07) 3386 5300
Email	principal@mabelparkss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal

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 a focus on embedding EALD strategies. Individual improvement in Literacy and Numeracy, for our over 750 enrolled students, remains our prime focus supported by community engagement, monitoring of attendance and engagement, and capacity building for all staff.

School progress towards its goals in 2018

In summary the progress and achievements of the staff and students at Mabel Park State School towards the 2018 targets have been outlined and showcase the outstanding achievements. We have high expectations of our culturally diverse community of students and have imbedded inclusive practices that support every child, every day to ensure they are learning and achieving. We celebrate the successful, evidenced based systems and programs that have been implemented and how we intend to improve on these strategies and successes in 2019.

School progress towards its goals in 2018

- Our clear vision and focus on continual student improvement and high expectations have demonstrated some outstanding achievements:
- All students have individual Reading goals
- Enrolments fluctuate between 735 - 750
- School attendance rate 89%
- Established school Cultural Dance Groups – Mabel Mob and Multicultural Group
- Murri Club, which includes breakfast and lunch programs weekly and after school cultural activities.
- Multicultural Group offer weekly after school cultural activities.
- Celebrated our seventh Reconciliation BBQ and this year included a focused parade and Acknowledgement with traditional smoking ceremony performed by well-known and recognised Community member.
- Re-invigorated PBL focus with regular committee meetings and establishment of School Values.
- A reviewed and renewed approach to technology for Students with Australian Curriculum Digital Technology and Global Technology planned for implementation.
- NAPLAN results reflect intensive support and resources resulting in over 30% of students in Year 3 achieving in the U2B range.
- Continuation of our Prep readiness program to better prepare students for School and continued engagement with local Community and Early Learning Centres.
- Extensive Speech language program continues for targeted students
- All staff participated in the Berry Street Education Model training to learn and implement trauma informed practices.

Future

The school community was excited about the 2018 year ahead and the ongoing and new priorities of consistent pedagogy in reading and numeracy. We believed that our clear and consistent strategic direction along with our unrelenting focus on “High Expectations for All” would see us achieve many successes this year to continue our sustained trajectory of improvement.

In 2018 our Mabel Park SS School Improvement Agenda/Goals were to

- To continue to implement programs to improve the percentage of students in U2B Reading.
- For all teachers to engage in implementing a consistent whole school approach to classroom reading practices.
- For high performing students to be identified and engaged in the Power Up program.
- To track high performing students' progress.
- To implement programs to improve the percentage of students in U2B Number.
- For all teachers to engage in implementing a consistent whole school approach to classroom mathematics practices.
- For high performing students to be identified and engaged in the Power Up program.
- To implement programs to deepen teacher knowledge, expertise and delivery of the Australian curriculum.
- To provide release time for all staff to engage quarterly in Guaranteed and Viable year level cohort planning.
- To commence moderation processes with Year level DPs and the school Curriculum team.

Future outlook

School Improvement Priorities 2019

To implement programs to improve student Reading capability.	
Actions	Targets
Continue to implement and monitor a consistent whole school approach to classroom reading practices.	100% of teachers
Identify through data and extend high performing students to engage in high-yield reading strategies through the IMPACT Centre Comprehend IT Program.	25% (28 students) per cohort Year 3 2019 Year 5 2019 25% (28 students) per cohort Year 2 2019 Year 4 2019
Continue tracking student progress through the utilisation of the Literacy Continuum, Australian Curriculum and Diagnostic Testing.	95% of ALL students achieving school benchmarks in Reading (as per attached) ALL students represented on data walls. Collaborative cohort data conversations regarding student progress.
Implement targeted intervention in Prep and the Early Years through the LLI Program.	LLI Coordinator (2groups) + 4 Prep Aides with 3 students in each group, three times per day, 5 times per week. (42 students per semester)
Implement targeted intervention in Year 4 - 6 through the LLI Program.	3 TAs working with 3 groups, 4 times per week. (9 students per semester)

To implement targeted intervention strategies for inclusive practices	
Actions	Targets
To implement a streamlined SSS (<i>Student Support Services</i>) process to clearly identify and support students educationally at risk.	100% of staff familiar with and enacting SSS Process.
Implement <i>data conversations</i> and <i>data meetings</i> for students academically at risk.	100% of teachers present a student <i>educationally at risk</i> based on data for analysis and strategies for improvement with leadership team 100% of teachers attend data meetings to analyse student work samples.
To implement a streamlined transition process for all students from Early Childhood and Care settings, from junior to middle campus and from primary school to high school and students entering from other learning environments.	To obtain transition statements for all students attending ECECs. To issue exit statements for all graduating students. To implement entry engagement processes for ALL new students.

To deepen teacher knowledge and expertise by building capability aligned to the Australian Professional Standards for Teachers.	
Actions	Targets
Design and implement Digital Technology/STEM lessons and an entrepreneurial class across P – 6.	All classes will engage in a weekly STEM/Coding lesson
Effectively implement the APR process to inform the whole school PD Plan in building workforce capability.	Provide opportunity for HAT and LT candidates to implement action research projects and lead whole of school initiatives. Check-ins, Walkthroughs, Observations and Feedback
Continue to implement the Australian Curriculum by adopting and adapting C2C Units to meet the context and cultural diversity of students.	Ensure planning time is provided for teachers to collaboratively reflect and design curriculum.

To implement targeted classroom school practices to improve staff and student wellbeing and engagement.	
Actions	Targets
Continue to implement targeted classroom strategies by building teacher capability in ESCMs through Classroom Profiling and the implementation of Trauma Informed Practices.	100% Teachers to attend Module 3, 4, 5 of the BSEM Training 100% of classroom teachers implementing a range of explicit situational BSEM strategies
Continue to embed and strengthen the whole school PBL Framework.	To implement the PBL Action Plan to improve Engagement data (ALL student Attendance 95% and ALL student SDA data decreased). 90% Implementation SET Data.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	723	690	730
Girls	336	337	383
Boys	387	353	347
Indigenous	155	139	135
Enrolment continuity (Feb. – Nov.)	86%	90%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 725 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 Inclusive Education and several specialist teachers who support our students with special needs and those that have language backgrounds other than English to ensure all our students can successfully access the school curriculum. Students are expected to participate in all school activities to the best of their ability. All staff at Mabel Park have a clear focus on Literacy and Numeracy. It is expected that all classes have designated, uninterrupted Literacy and Numeracy teaching time each week. We also have extension programs which aim to further challenge our high achieving students. Our curriculum is innovative and deliberate, 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.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	22	22
Year 4 – Year 6	28	24	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At MPSS, there had been a focus on using a Guaranteed and Viable Curriculum (G&V) as the preferred model to develop units of curriculum. During Term 2 and a review of the whole school curriculum plan and a decision was made to move towards adopting and adapting the C2C units in English. This allowed teachers to focus more intimately with the Australian Curriculum and be supported in their decision making with resources and assessment. Curriculum planning is a teacher-driven, collaborative process. Teachers have continued to be provisioned with cohort planning schedules each term. Quality assurance is a vital component of the curriculum planning and implementation process.

Co-curricular activities

At MPSS, our school culture is results oriented and focusses 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 by acknowledging academic achievement and continued engagement in performing arts and sport.

Our school vision extends to a culture of high expectations in ensuring students build capacity by engaging in activities in the wider school community through the performing arts and sport:

- 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 School sports days and representative sport both for the Region and the State
- Participation in Multicultural and Indigenous Dance groups
- Participation in a variety of Cultural activities within the School and in the wider community

How information and communication technologies are used to assist learning

During Semester 2 2018 planning commenced for the implementation of the Digital Technology curriculum for all students through specialist teachers. Planning also commenced for a whole school Global Technology unit with a culminating school celebrations with a global focus. The school actively promotes digital literacy in the classroom with all classes having access to a fleet of iPads. MPSS has intentionally purchased apps that promote higher order thinking skills, to support high quality teaching and learning in the classroom. iPads are managed through the device solution, Meraki.

Teachers are supported in embedding digital iPad pedagogy through targeted professional development and networking activities.

Social climate

Overview

The signature practices at MPSS are grounded in the work of Eric Jensen. This work considers poverty and its impact on student successes. Understanding the backgrounds of our students are critical in knowing how to respond appropriately by enriching our teaching and learning so that our students can thrive in school and beyond. All teaching staff have engaged in this professional development as a means to understand how poverty can affect students' brains, and how enriching our practice can lead to improved achievement and life readiness of our economically disadvantaged students.

In late 2017 MPSS began exploring the Berry Street Education Model (BSEM). This work was supported with whole school professional development in 2018 and has been uniformly embedded, to support Trauma Informed Practices. The BSEM model considers 5 domains of engagement, Relationships, Body, Stamina, Engagement and Character.

Positive Behaviour for Learning (PBL) underpins attendance and engagement processes and systems at MPSS. There has been a focused reinvigoration of PBL across the school and this has been supported by a committed PBL committee. Lessons are delivered weekly and support consistent language delivery.

Essential Skills for Classroom Management drive classroom behaviour management practices. This work is quality assured through Classroom Profiling. All staff commit to profiling through a confidential coaching system.

In mid-August 2018 the school re-established its P&C Committee. This committee has provided a formalised process to engage parents and carers to engage in meaningful activities within the school. There are many opportunities for parents and community members to join the school in special event parades along with regular assemblies.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	97%	85%
• this is a good school (S2035)	88%	91%	73%
• their child likes being at this school* (S2001)	94%	100%	81%
• their child feels safe at this school* (S2002)	82%	97%	89%
• their child's learning needs are being met at this school* (S2003)	82%	94%	85%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	76%	94%	85%
• teachers at this school expect their child to do his or her best* (S2005)	94%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	81%
• teachers at this school motivate their child to learn* (S2007)	88%	94%	89%
• teachers at this school treat students fairly* (S2008)	76%	91%	78%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	89%
• this school works with them to support their child's learning* (S2010)	82%	94%	81%
• this school takes parents' opinions seriously* (S2011)	81%	82%	74%
• student behaviour is well managed at this school* (S2012)	71%	74%	78%
• this school looks for ways to improve* (S2013)	80%	82%	78%
• this school is well maintained* (S2014)	94%	97%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	87%	89%	89%
• they like being at their school* (S2036)	83%	91%	88%
• they feel safe at their school* (S2037)	83%	89%	87%
• their teachers motivate them to learn* (S2038)	95%	95%	96%
• their teachers expect them to do their best* (S2039)	98%	95%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	92%	88%
• teachers treat students fairly at their school* (S2041)	81%	75%	80%
• they can talk to their teachers about their concerns* (S2042)	85%	85%	78%
• their school takes students' opinions seriously* (S2043)	78%	84%	82%
• student behaviour is well managed at their school* (S2044)	57%	70%	65%
• their school looks for ways to improve* (S2045)	91%	94%	88%
• their school is well maintained* (S2046)	83%	86%	82%
• their school gives them opportunities to do interesting things* (S2047)	85%	81%	91%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	92%	91%
• they feel that their school is a safe place in which to work (S2070)	93%	90%	88%
• they receive useful feedback about their work at their school (S2071)	81%	84%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	84%	88%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	93%	98%	97%
• students are treated fairly at their school (S2073)	85%	87%	94%
• student behaviour is well managed at their school (S2074)	68%	60%	82%
• staff are well supported at their school (S2075)	86%	64%	74%
• their school takes staff opinions seriously (S2076)	80%	63%	76%
• their school looks for ways to improve (S2077)	88%	87%	95%
• their school is well maintained (S2078)	93%	94%	89%
• their school gives them opportunities to do interesting things (S2079)	93%	80%	77%

* 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 and a 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 Consultative Committee
- 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 build a close relationship with parents/carers. Parent/carer contact is recorded in OneSchool.

Respectful relationships education programs

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

At MPSS, Positive Behaviour Learning (PBL) has been the implemented framework for embedding a positive behaviour for learning. During 2017 MPSS began the transition to the Positive Behaviour for Learning (PBL) framework and an implementation strategy was put in place.

The PBL strategy 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

Teaches 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 an intensive 'Switch On' program implemented at the start of each Term, 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, utilising current data to influence lessons and address behaviours.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	274	89	119
Long suspensions – 11 to 20 days	8	1	2
Exclusions	2	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	181,644	189,439	159,607
Water (kL)	758	1,343	1,741

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	56	42	<5
Full-time equivalents	54	29	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	12
Bachelor degree	53
Diploma	2
Certificate	3

*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 2018 were \$57,340.

The major professional development initiatives are as follows:

- Berry Street Education Model
- QELi Leadership / Coaching
- Executive Coaching
- Classroom Profiling
- Essential Skills for Classroom Management
- Department Education - State Schooling PD
- Department Education - Regional PD
- First Aide

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	90%
Attendance rate for Indigenous** students at this school	84%	84%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	89%	87%	90%
Year 1	90%	89%	89%
Year 2	89%	92%	89%
Year 3	91%	91%	90%
Year 4	89%	91%	92%
Year 5	90%	91%	90%
Year 6	89%	90%	92%

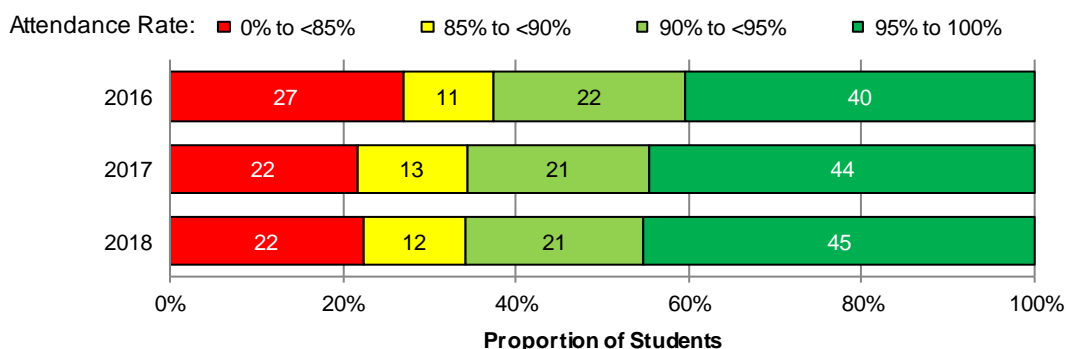
Year level	2016	2017	2018
Year 7		N/A	
Year 8		N/A	
Year 9		N/A	
Year 10		N/A	
Year 11		N/A	
Year 12		N/A	

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Electronic roll marking functionality within OneSchool is used. 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 their class student attendance via class roll marking. Text messages are sent to all parents of non-attending students where the school has not been notified. 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. 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. Home visits are made where the school determines additional intervention is required to locate students.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.