

Mabel Park State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The 2014 Annual Report provides information on the performance of Mabel Park State High School. Specific information relating to student cohort performance, school curriculum offerings and commentary on school climate is included to provide a detailed picture of the school.

School progress towards its goals in 2014

In 2014, the school made significant progress towards achieving our goals. This included:

- Furthering the Mabel Model including:
 - 5E Instructional Model
 - Instructional Coaching
 - Reading to Learn
 - Level of Achievement Monitoring Framework
- Continuing to improve student attendance and welfare.
- 85% of students achieving and Overall Position of 1 to 15.
- 100% of student achieving a Queensland Certificate of Education or Queensland Certificate of Individual Achievement.

Future outlook

Continue to implement and embed:

- Reading to Learn in all faculty areas.
- Positive Behavior for Learning.
- Community partnerships.
- Relationships with parent and families as partners in learning.
- Parent and family involvement in school life.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	447	227	220	82%
2013	461	236	225	85%
2014	482	246	236	86%

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

Characteristics of the student body:

The student body is diverse and vibrant including 42 different cultural backgrounds. Our families mainly reside in Slacks Creek, Kingston and Woodridge. The main primary feeder schools include: Mabel Park State School, Slacks Creek State School, Harris Fields State School, Woodridge North State School and Woodridge State School. The school has experienced steady enrolment growth over the last two years. Families live in owned or rented housing and travel to and from school by car, bus or by walking.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	23	24
Year 11 – Year 12	13	15	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	131	136	208
Long Suspensions - 6 to 20 days	49	53	28
Exclusions [#]	8	5	21
Cancellations of Enrolment	13	17	8

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

All students in Years 8, 9, 10 complete a program of core and elective subjects spread over three years. The core subjects include: English, Mathematics, History, Science, Health and Physical Education and Japanese. The elective subjects include: Business, Information and Technology, Drama, Home Economics, Manual Arts, Music and visual Art. Year 10 students also participate in a range of career education programs including BEACON and iTrak Mentoring with the Smith Family.

In Years 11 and 12, students choose from a variety of subjects offered by the Queensland Studies Authority. A range of post-school links have been established allowing students access to tertiary enrichment programs including: Griffith Connect, Griffith Uni-reach and the Univeristy of Queensland Young Achievers Program.

We are also committed to vocational education and workplace learning. Students have the opportunity to combine paid work with schooling by applying for School-Based Apprenticeships and Traineeships coordinated by school staff. The number of students who chose to study a TAFE subject as part of their Senior course increased significantly.

Extra curricula activities

Activities include, but are not limited to the following:

- Homework Centre
- Student Representative Council
- BEACON committee
- Mabel Park Arts Festival
- Creative Generation
- Music Soiree
- Vocal Group
- One Hope
- Industry Tours
- Logan District Sports

How Information and Communication Technologies are used to assist learning

All teachers have a C4T laptop and these are used to facilitate E-Learning across the site.

The 1:1 laptop program commenced in 2011 with the Year 10 Achieve Class having take-home access and other devices being strategically placed in learning areas. In 2014, the program continued to evolve and all students studying Authority Subjects were offered the opportunity to participate in the program.

There is increasing access and use of technology across the school. iPads were introduced in 2014 in Special Needs Education classes and Junior Secondary. In addition to this, there are seven computer labs and range of laptop trolleys across the school.

Social Climate

Mabel Park SHS continues to develop a positive social climate through a number of initiatives and programs. These include:

- Student Wellbeing Team
- Positive Behavior for Learning
- Pastoral Care
- Extended Form
- Chaplaincy
- Youth Support Coordinator

Student Response		Parent Response	
I like being at my school.	90.2%	My child likes being at this school.	95.2%
I feel safe at my school	86.7%	My child feels safe at this school.	95.5%
Student behavior is well managed at my school.	72.7%	Student behavior is well managed at my school.	87%
Teachers at my school treat students fairly.	80.9%	Teachers at this school treat students fairly.	90%

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	88%	91%
their child likes being at this school* (S2001)	100%	100%	88%
their child feels safe at this school* (S2002)	88%	100%	96%
their child's learning needs are being met at this school* (S2003)	100%	100%	92%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	91%
teachers at this school motivate their child to learn* (S2007)	100%	100%	87%
teachers at this school treat students fairly* (S2008)	89%	100%	59%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
this school works with them to support their child's learning* (S2010)	100%	100%	91%
this school takes parents' opinions seriously* (S2011)	100%	86%	77%
student behaviour is well managed at this school* (S2012)	100%	100%	64%
this school looks for ways to improve* (S2013)	100%	100%	76%
this school is well maintained* (S2014)	100%	100%	68%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	97%	92%
they like being at their school* (S2036)	80%	93%	90%
they feel safe at their school* (S2037)	89%	90%	87%
their teachers motivate them to learn* (S2038)	90%	97%	88%
their teachers expect them to do their best* (S2039)	96%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	93%	94%
teachers treat students fairly at their school* (S2041)	66%	85%	81%
they can talk to their teachers about their concerns* (S2042)	64%	83%	76%
their school takes students' opinions seriously* (S2043)	73%	88%	77%
student behaviour is well managed at their school* (S2044)	69%	81%	73%
their school looks for ways to improve* (S2045)	91%	96%	93%
their school is well maintained* (S2046)	78%	95%	86%
their school gives them opportunities to do interesting things* (S2047)	74%	91%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	92%
they feel that their school is a safe place in which to work (S2070)		100%	90%
they receive useful feedback about their work at their school (S2071)		98%	92%
students are encouraged to do their best at their school (S2072)		100%	96%
students are treated fairly at their school (S2073)		98%	90%
student behaviour is well managed at their school (S2074)		98%	88%
staff are well supported at their school (S2075)		96%	82%
their school takes staff opinions seriously (S2076)		98%	86%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		97%	96%
their school gives them opportunities to do interesting things (S2079)		98%	86%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parent involvement in the life of the school is strongly encouraged. The P&C association has been supportive of parent involvement on site during 2014.

Parents are informed of school and class activities through whole school newsletters and faculty correspondence letters. Students are also provided with term plans, assessment calendars and homework guidelines each term. In 2014, Form Teachers played an important role in liaising with parents around student attendance.

Student progress reports were provided to parents informally throughout the year and formally at the end of each term. Parent interviews were held at the start of Term 2 and 3 where students' academic progress and learning needs were discussed.

Introduction to high school sessions were held for new families in the Junior Secondary school in Term 1 and there are many activities that occur throughout the year which encourage parental involvement. Parents are always welcome and invited to attend extra-curricular activities.

At key junctions, such as Year 10, parents and students were invited to Senior Education Pathway planning meetings to develop their Senior Education and Training plan in preparation for their final years of schooling. This contact with parents will continue over the next two years to ensure students are on track to receive their Queensland Certificate of Education or Queensland Certificate of Individual Achievement.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. In 2014, steps were taken to reduce paper wastage including assigning photocopying PIN codes to staff, limiting the number of photocopiers in the school and introducing faculty accountability for copying budgets. Continual efforts are made to encourage staff to reduce electricity consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	246,483	1,571
2012-2013	273,139	926
2013-2014	259,291	0

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.

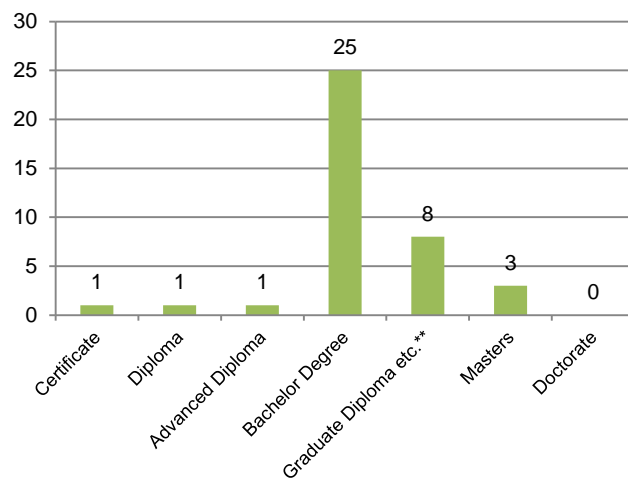
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	33	<5
Full-time equivalents	41	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	1
Bachelor Degree	25
Graduate Diploma etc.**	8
Masters	3
Doctorate	0
Total	39



*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 2014 were \$TBA

The major professional development initiatives are as follows:

- Reading to Learn
- Instructional Coaching
- Higher Order Thinking Skills
- Certificate IV in Training and Assessment.
- Teachers released to maintain industry currency.
- QCAA Professional Development to support curriculum and assessment development and proficiency.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	89%

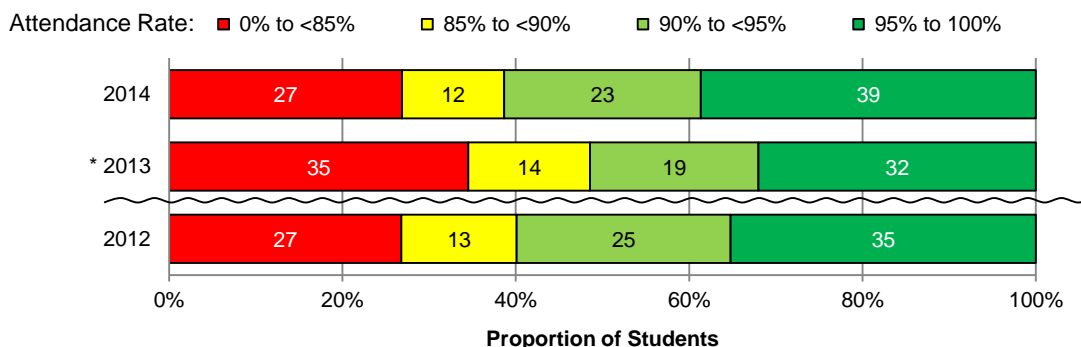
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								90%	87%	90%	90%	91%
2013								89%	87%	86%	89%	91%
2014								90%	89%	87%	90%	92%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

The electronic program ID Attend is used to track student attendance each lesson. A text message is sent to families of absent students at approximately 10:00am each day. Students' absence is monitored by Year Level Coordinators and Deputy Principals and letters, phone calls home and meetings are used to alert families to patterns.

An Attendance Passport strategy is in use to help build personal responsibility for attendance in 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.

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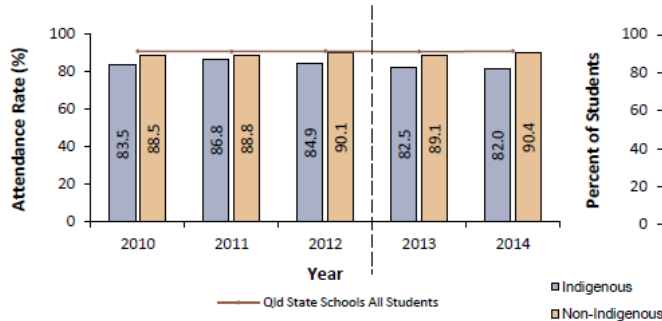
Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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

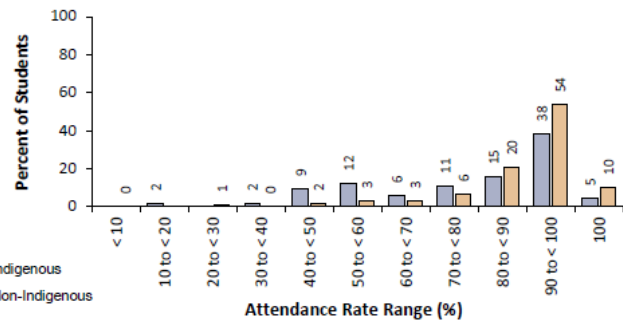
Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students



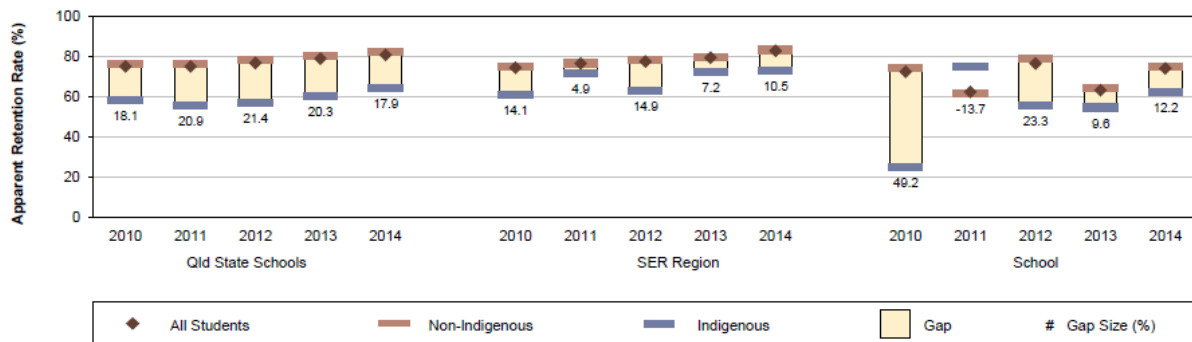
The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Proportion of Students by Attendance Range
Semester 1, 2014 - Indigenous & Non-Indigenous Students



% of All Student Attendance < 85%	26.9
% of Indigenous Student Attendance < 85%	43.1

Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

Apparent retention rates Year 10 to Year 12

	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	63%	74%

Outcomes for our Year 12 cohorts

	2012	2013	2014
Number of students receiving a Senior Statement	47	55	68
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	2
Number of students receiving an Overall Position (OP)	10	9	14
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	12	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	44	55	68

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded an Australian Qualification Framework Certificate II or above.	44	53	61
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	45	55	66
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	80%	78%	93%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	93%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	4	4	2	0
2013	0	3	4	2	0
2014	0	4	9	1	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	39	44	4
2013	53	53	19
2014	66	60	19

As at 19 February 2015. The above values exclude VISA students.

Certificate I, II and III courses are offered at this school.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

Students who leave Mabel Park SHS early have generally relocated to another area within the South East Region. These students predominantly enrol in other local high schools closer to their place of residence. Alternatively, some students leave early to attend other education programs that meet their specific educational needs.