

Mabel Park State High School

Queensland State School Reporting

2015 School Annual Report



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|----------------|---|
| Postal address | PO Box 2780 Logan City DC 4114 |
| Phone | (07) 3489 2333 |
| Fax | (07) 3489 2300 |
| Email | principal@mabelparkshs.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact person | Grant Stephenson – Junior Secondary Deputy Principal Ross McNichol – Senior Secondary Deputy Principal Michael Hornby – Principal |

Principal's foreword

Introduction

The 2015 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 2015

In 2015, 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 an 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

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 461 | 236 | 225 | 56 | 85% |
| 2014 | 482 | 246 | 236 | 58 | 86% |
| 2015 | 538 | 257 | 281 | 61 | 83% |

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 2015, 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:

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 | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | 23 | 24 | 24 |
| Year 11 – Year 12 | 15 | 16 | 18 |

*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 | 136 | 208 | 254 |
| Long Suspensions - 6 to 20 days | 53 | 28 | 17 |

| | | | |
|----------------------------|----|----|----|
| Exclusions | 5 | 21 | 24 |
| Cancellations of Enrolment | 17 | 8 | 9 |

* 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

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 University 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 improve 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: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 100% | 96% | 80% |
| this is a good school (S2035) | 88% | 91% | 80% |
| their child likes being at this school (S2001) | 100% | 88% | 80% |
| their child feels safe at this school (S2002) | 100% | 96% | 80% |
| their child's learning needs are being met at this school (S2003) | 100% | 92% | 80% |
| their child is making good progress at this school (S2004) | 100% | 92% | 80% |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 91% | 80% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 88% | 91% | 80% |
| teachers at this school motivate their child to learn (S2007) | 100% | 87% | 80% |
| teachers at this school treat students fairly (S2008) | 100% | 59% | 80% |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 92% | 80% |
| this school works with them to support their child's learning (S2010) | 100% | 91% | 80% |
| this school takes parents' opinions seriously (S2011) | 86% | 77% | 80% |
| student behaviour is well managed at this school (S2012) | 100% | 64% | 80% |
| this school looks for ways to improve (S2013) | 100% | 76% | 80% |
| this school is well maintained (S2014) | 100% | 68% | 80% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree [#] that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 97% | 92% | 96% |
| they like being at their school (S2036) | 93% | 90% | 88% |
| they feel safe at their school (S2037) | 90% | 87% | 89% |
| their teachers motivate them to learn (S2038) | 97% | 88% | 90% |
| their teachers expect them to do their best (S2039) | 98% | 98% | 100% |
| their teachers provide them with useful feedback about their school work (S2040) | 93% | 94% | 93% |
| teachers treat students fairly at their school (S2041) | 85% | 81% | 82% |
| they can talk to their teachers about their concerns (S2042) | 83% | 76% | 78% |
| their school takes students' opinions seriously (S2043) | 88% | 77% | 68% |
| student behaviour is well managed at their school (S2044) | 81% | 73% | 74% |
| their school looks for ways to improve (S2045) | 96% | 93% | 86% |
| their school is well maintained (S2046) | 95% | 86% | 81% |
| their school gives them opportunities to do interesting things (S2047) | 91% | 92% | 83% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 98% | 92% | 88% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 90% | 88% |
| they receive useful feedback about their work at their school (S2071) | 98% | 92% | 88% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 97% | 89% | 87% |
| students are encouraged to do their best at their school (S2072) | 100% | 96% | 97% |
| students are treated fairly at their school (S2073) | 98% | 90% | 95% |
| student behaviour is well managed at their school (S2074) | 98% | 88% | 86% |
| staff are well supported at their school (S2075) | 96% | 82% | 90% |
| their school takes staff opinions seriously (S2076) | 98% | 86% | 87% |
| their school looks for ways to improve (S2077) | 100% | 96% | 95% |
| their school is well maintained (S2078) | 97% | 96% | 95% |
| their school gives them opportunities to do interesting things (S2079) | 98% | 86% | 92% |

'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

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 2015, 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 |
| 2012-2013 | 273,139 | 926 |
| 2013-2014 | 259,291 | 0 |
| 2014-2015 | 269,720 | |

*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.

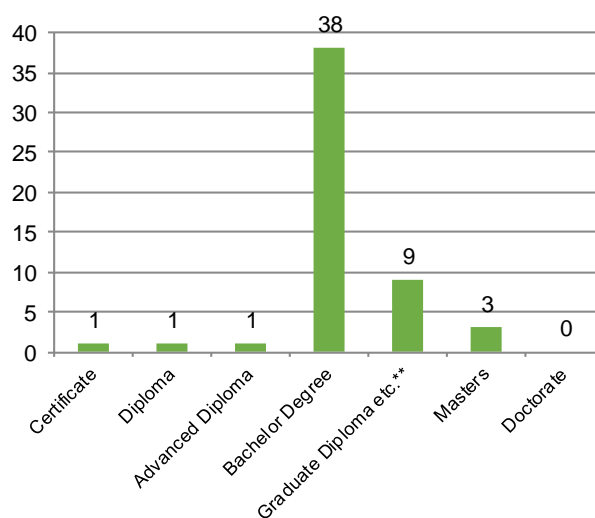
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 53 | 40 | <5 |
| Full-time equivalents | 48 | 26 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 1 |
| Diploma | 1 |
| Advanced Diploma | 1 |
| Bachelor Degree | 38 |
| Graduate Diploma etc.** | 9 |
| Masters | 3 |
| Doctorate | 0 |
| Total | 53 |



*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 \$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 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 95% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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

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). | 88% | 89% | 89% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 82% | 82% | 82% |

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 Secondary schools was 90%.

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

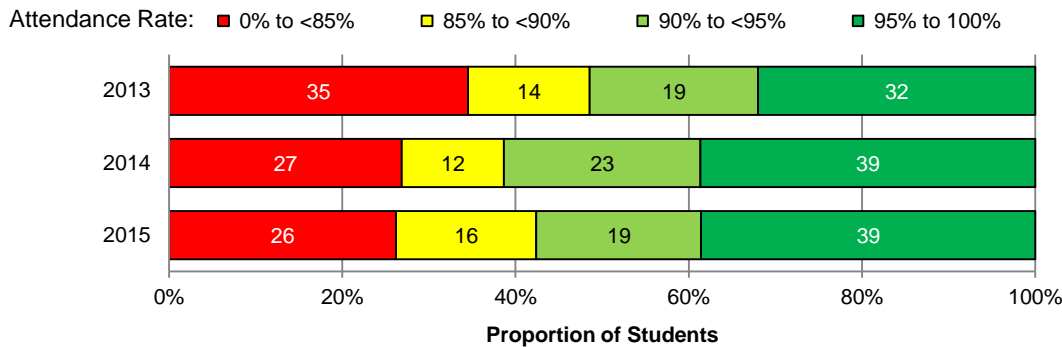
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2013 | | | | | | | | | 89% | 87% | 86% | 89% | 91% |
| 2014 | | | | | | | | | 90% | 89% | 87% | 90% | 92% |
| 2015 | | | | | | | | 90% | 92% | 87% | 89% | 88% | 89% |

*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.

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.

Find a school

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 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.

| Apparent retention rates Year 10 to Year 12 | 2013 | 2014 | 2015 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 63% | 74% | 82% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 55% | 63% | 44% |

| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
|--|------|------|------|
| Number of students receiving a Senior Statement | 55 | 68 | 61 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 | 2 | 3 |
| Number of students receiving an Overall Position (OP) | 9 | 14 | 10 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 0% | 33% | 25% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 12 | 21 | 27 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 55 | 68 | 60 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 53 | 61 | 54 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 55 | 66 | 58 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 100% | 100% | 100% |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 | 0 | 0 |

| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 78% | 93% | 100% |
| 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% | 98% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 93% | 100% |

As at 16 February 2016. 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 |
| 2013 | 0 | 3 | 4 | 2 | 0 |
| 2014 | 0 | 4 | 9 | 1 | 0 |
| 2015 | 0 | 2 | 8 | 0 | 0 |

As at 16 February 2016. 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 |
| 2013 | 53 | 53 | 19 |
| 2014 | 66 | 60 | 19 |
| 2015 | 51 | 44 | 32 |

As at 16 February 2016. 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 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

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.