



Mabel Park State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Mabel Park State High School is building a strong reputation for delivering a quality, all-rounded education to its students. Our vision is to be the most respected, admired and accomplished school, as we deliver outstanding education to our students and enrich our community. Mabel Park State High's strength is our exceptional culture and people. The staff are committed to ensuring that students excel beyond what they think they are capable of, as we push high expectations for all. We have a wide array of subject choices and pathways so that every student succeeds. With continuing improvement in NAPLAN results, and outstanding Senior results, the school is challenging preconceived ideas of what is possible through innovation. Our school has a world-class Health Training Facility that attracts students from all over the South-East. We have Academies of Excellence in: Maths/Science, Coding/Robotics, The Arts, Rugby League/Touch, Netball, Soccer and Basketball. All of these targeted High Performance Programs have been established in our commitment to individual excellence for every student.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Mabel Park State High School has driven strong results that can be seen in the information provided below. The school has built a strong learning culture and an exceptional teaching team in 2017. This is exemplified in our work to create a Vision Statement that was created in 2016 by the whole school community. It is as follows:

Our Vision: To be the most respected, admired and accomplished school.

Our Mission: We deliver outstanding education to our students and enrich our community.

Our Four Core Values: Students first - Respect for all - Holistic wellbeing - Continuous improvement and innovation

Future Outlook

School Improvement Priorities for 2018

1. **Reading with a focus on differentiation**
2. **Positive Behaviour for Learning with a focus on attendance**
3. **Implementation of the Art and Science of Teaching Pedagogical Framework through whole school Peer Coaching Instructional Coaching Program**

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	538	257	281	61	83%
2016	615	292	323	75	84%
2017	716	335	381	92	88%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The Student Body at Mabel Park State High School is a great mix of students from a range of diverse backgrounds. Our first nations, Aboriginal and Torres Strait Islander, people account for around 14% of the student population. We also have over 68 different cultures represented in our student body which makes for a great mix of cultures and diversity.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	18	18	18

Curriculum Delivery

Our Approach to Curriculum Delivery

- Exceptional teaching and learning is our number one priority at Mabel Park High School. The school community continually strives for excellence in teaching by developing our three pillars of quality instruction:
- Dr Robert Marzano – Art and Science of Teaching pedagogical framework (ASOT) – guides our overall instructional method and focuses our peer coaching conversations for individual teacher and student improvement.
- Rigorous Reading Program – focuses reading instruction around text dependant questioning, reading to learn strategies and explicit vocab instruction.
- The Mabel Way – program guided by the Positive Behaviour for Learning (PB4L) framework to keep a positive culture around a safe and nurturing school environment for all students.

- Rigorous Reading and Writing at Mabel (RRAW) – a whole school reading and writing program
- The development of a whole school Reading Agenda for Reading Improvement
- Whole school curriculum mapping for alignment with ACARA, QCAA, ASoT
- Whole school curriculum mapping for quality assessment tools
- Whole school unit auditing for text complexity
- The mapping and monitoring for a guaranteed and viable curriculum
- Whole school approach to unit planning – *The Art and Science of Teaching* (ASoT)
- Focus on pedagogical skills over content (embedding cognitive verbs into units)
- Focus on tiered vocabulary (Marzano)
- Prioritising the teaching of literacy/numeracy within the school’s curriculum and pedagogical framework – ASoT
- High Performance Line
- PAT Testing (Years 7-9)

Co-curricular Activities

Mabel Park State High School prides itself on running a range of High Performance Programs that cater for the large number of talented students at the school. The programs include:

- Girls Excelling in Maths and Science (gems)
- Rugby League Excellence
- Netball Excellence
- Basketball Excellence
- Football Excellence
- Coding and Robotics (Digitech)
- Logan Leaders Program
- Arts Excellence

How Information and Communication Technologies are used to Assist Learning

All teachers have access to a CFT device and use a variety of content and sites from the internet, software, interactive white boards, iPads, and data projectors to facilitate learning. Some teachers create Virtual Classrooms through Blackboard and Ed Studios in the Learning Place that students can access outside of school. In 2016, the school upgraded facilities to meet the changing climate and demand of technology with a robotics and 3D printing innovation room complete with 16 laptops to facilitate project based learning. In 2014, iPads were introduced to the school in Special Needs Education classes and are now accessible across the school in all curriculum areas. Additionally, the students at Mabel Park SHS have access to seven computer labs located across the school.

All students have access to ICT learning from Year 7. Furthermore, students have the option of selecting several subjects throughout Years 8 – 12 that develop ICT skills within the context of the subject area.

Teachers are developing ICT skills through professional development activities within and external to the school. Our focus for the future is on increasing staff professional development to expand th

Social Climate

Overview

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Rigorous Reading Program – focuses reading instruction around text dependant questioning, reading to learn strategies and explicit vocab instruction.

The Mabel Way – program guided by the Positive Behaviour for Learning (PB4L) framework to keep a positive culture around a safe and nurturing school environment for all students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	80%	100%	84%
this is a good school (S2035)	80%	100%	83%
their child likes being at this school* (S2001)	80%	93%	84%
their child feels safe at this school* (S2002)	80%	100%	84%
their child's learning needs are being met at this school* (S2003)	80%	100%	76%
their child is making good progress at this school* (S2004)	80%	93%	83%
teachers at this school expect their child to do his or her best* (S2005)	80%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	76%
teachers at this school motivate their child to learn* (S2007)	80%	93%	80%
teachers at this school treat students fairly* (S2008)	80%	80%	76%
they can talk to their child's teachers about their concerns* (S2009)	80%	100%	83%
this school works with them to support their child's learning* (S2010)	80%	93%	80%
this school takes parents' opinions seriously* (S2011)	80%	93%	54%
student behaviour is well managed at this school* (S2012)	80%	87%	68%
this school looks for ways to improve* (S2013)	80%	100%	72%
this school is well maintained* (S2014)	80%	100%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	89%	94%
they like being at their school* (S2036)	88%	83%	97%
they feel safe at their school* (S2037)	89%	91%	94%
their teachers motivate them to learn* (S2038)	90%	90%	96%
their teachers expect them to do their best* (S2039)	100%	93%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	88%	99%
teachers treat students fairly at their school* (S2041)	82%	75%	90%
they can talk to their teachers about their concerns* (S2042)	78%	76%	77%
their school takes students' opinions seriously* (S2043)	68%	78%	87%
student behaviour is well managed at their school* (S2044)	74%	67%	86%
their school looks for ways to improve* (S2045)	86%	84%	97%
their school is well maintained* (S2046)	81%	81%	92%
their school gives them opportunities to do interesting things* (S2047)	83%	84%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	88%	98%	98%
they feel that their school is a safe place in which to work (S2070)	88%	100%	97%
they receive useful feedback about their work at their school (S2071)	88%	96%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	94%	87%
students are encouraged to do their best at their school (S2072)	97%	98%	100%
students are treated fairly at their school (S2073)	95%	94%	100%
student behaviour is well managed at their school (S2074)	86%	93%	92%
staff are well supported at their school (S2075)	90%	100%	97%
their school takes staff opinions seriously (S2076)	87%	96%	95%
their school looks for ways to improve (S2077)	95%	98%	100%
their school is well maintained (S2078)	95%	94%	88%
their school gives them opportunities to do interesting things (S2079)	92%	93%	97%

* 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

Mabel Park State High School knows how important the partnership between Parent and School is to support students to achieve the best possible results. Communication is the centerpiece for this partnership with parents encouraged to be involved in the education process at every step of the way.

Respectful relationships programs

Mabel Park State High School is a Positive Behaviour for Learning (PB4L) school. Expected positive behaviours are explicitly taught at school based on PB4L values made up of the 4 R's (RESPECT, RESPONSIBLE, RESILIENT & REPRESENT.) In alignment with the school's Responsible Behaviour Management Plan for Students, PB4L is a data informed approach guiding optimal behaviour at school. Each week a whole school PB4L focus is presented on assemblies and taught in a classroom micro-lesson. Students who model the PB4L values are recognised and rewarded in the following ways:

- Mabel Pride Slips which are used for random prize draws
- Certificates on Assemblies
- ACE Excursions and Incursions for students with 100% attendance
- MP merit badges
- PB4L Positive Postcards
- Class Attendance Cup

The Student Engagement Team regularly reviews behaviour and attendance data to inform practice and the delivery of PB4L at Mabel Park State High School.

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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	254	309	392
Long Suspensions – 11 to 20 days	17	26	29
Exclusions	24	15	6
Cancellations of Enrolment	9	8	14

Environmental Footprint

Reducing the school's environmental footprint

Mabel Park State High School understands that students need to be educated on Environmental Sustainability to be an active citizen of the world we live. We encourage students to use these strategies in practice at the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	269,720	
2015-2016	300,470	417
2016-2017	316,631	14,402

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	67	41	5
Full-time Equivalent	62	28	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	62
Diploma	
Certificate	

*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 2017 were \$110,000.

The major professional development initiatives are as follows:

- Reading Professional Development
- Peer Coaching based on the research of Dr Ben Jensen
- Introduction of new Pedagogical Framework – The Art and Science of Teaching

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 98% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	81%	77%

*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 2017 for all Queensland Secondary schools was 90%.

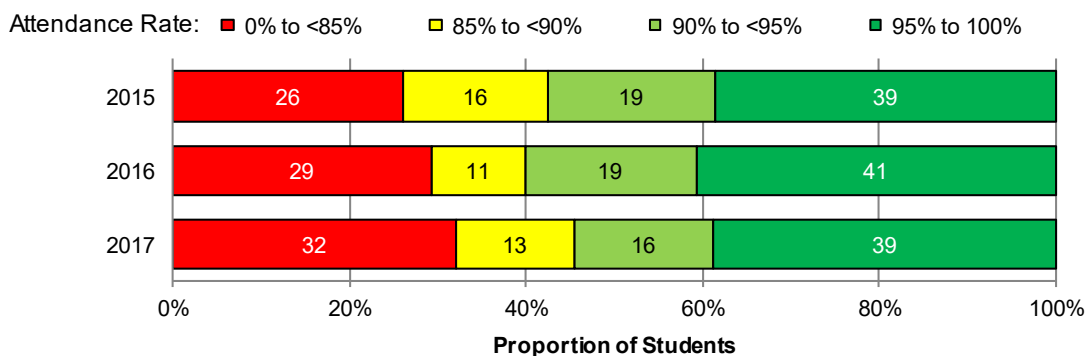
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								90%	92%	87%	89%	88%	89%
2016								89%	89%	88%	86%	87%	89%
2017								87%	90%	85%	82%	84%	88%

*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 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.

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 the Student Engagement Team 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. The targeted outcome of Positive Behaviour for Learning (PB4L) at Mabel Park State High School is a 3% improvement in overall attendance. Therefore, attendance processes are explicitly taught at school and high attendance is incentivised through a multi-tiered rewards program.

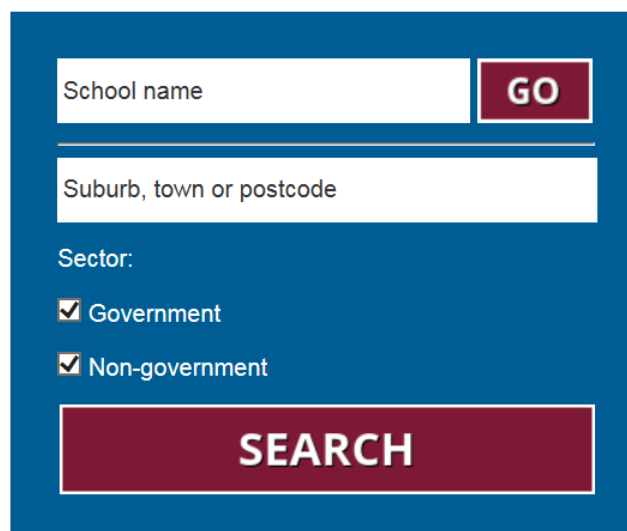
In cases where non-attendance is due to health factors, support is arranged through the Wellbeing Team to support re-engagement with learning.

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



School name

Suburb, town or postcode

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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS

Description	2015	2016	2017
Number of students receiving a Senior Statement	61	74	86
Number of students awarded a Queensland Certificate of Individual Achievement.	3	0	3
Number of students receiving an Overall Position (OP)	10	23	30
Percentage of Indigenous students receiving an Overall Position (OP)	25%	25%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	21	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	60	73	83
Number of students awarded an Australian Qualification Framework Certificate II or above.	54	73	82
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	58	73	82
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	90%
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.	100%	43%	23%
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.	98%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	86%	93%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	2	8	0	0
2016	0	5	5	10	3
2017	3	2	2	16	7

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	51	44	31
2016	30	73	27
2017	25	82	16

As at 14th February 2018. The above values exclude VISA students.

We have pioneered and are introducing innovative subjects with a view to delivering skills for futures – oriented jobs, drawing students from a range of schools in the QLD South East Region.

In the growth industry of Health, students can complete a Certificate II Health Services in the purpose-built hospital training room.

As a first for Queensland schools, we are introducing a Drone Piloting course which can lead to jobs in photography, surveying, firefighting and real estate just to name a few.

We will continue to improve and innovate to ensure that students are prepared for jobs and further training.



Students can undertake a Vocational Pathway choosing from a range of certificate courses including:

Certificate I

- Construction

Certificate II

- Tourism
- Engineering Pathways
- Retail
- Hospitality
- Active Volunteering
- Health Support Services

Certificate III

- Health Support Services
- Fitness
- Visual Art
- Information Digital Media and Technology

Community and Post Year 12

Certificate III

- Individual Support (Health)

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	80%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	44%	53%	92%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.mabelparkshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. These students have an Exit Interview with the Senior Schooling Deputy Principal and they can be referred to the school's Guidance Officer and Youth Support Workers. They are given information about programs such as the Kingston Community College for Secondary Education, Get Set for Work, Logan Institute of TAFE, other private Registered Training Organisations and Group Training Organisations.



Majority of early school leavers exit for family reasons to travel to New Zealand or interstate. Some students exit into the full-time work.

Conclusion

At Mabel Park State High School achieving our personal best is at the heart of everything we do. We encourage every student to participate in all areas of the school to ensure they have a nurturing, well-rounded, holistic education. Students are able to excel in our High Performance Areas of: Sport, the Arts, Academia and Leadership.

Our aim is to instil the values of hard-work, respect for all and to continually think creatively. Students today face increased challenges from society as a whole. Our school endeavours to teach every student the skills and values needed to be successful today and in the future.