

# Mabel Park State High School (2161)

## Queensland State School Reporting

### 2012 School Annual Report



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Contact Person	The Principal

## Principal's foreword

### Introduction

The 2012 School 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 deliver a picture of the school during 2012.

### School progress towards its goals in 2012

Significant progress towards the following school improvement priorities was achieved during 2012

- Further implementation of the whole school pedagogy framework within the school Academic Policy, and professional learning agenda to ensure high quality, consistent instruction across the school site.
- OP 1-5 results improved to 80%
- Monitoring and support for QCE/QCIA attainment resulted in 100% successful exit rate and 100% of QTAC applicants receiving an offer.

### Future outlook

A continuing focus on the application of strategies that embed relevant curriculum and pedagogy across the site within the School Strategic Plan will continue. This will include a focus on the major priorities of the school

- Improve student Literacy and Numeracy achievement
- Improve student reading standards

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	460	232	228	76%
2011	462	235	227	80%
2012	447	227	220	82%

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

Characteristics of the student body:

The student body is diverse and vibrant. Students are from 42 different cultural backgrounds and mainly reside in Slacks Creek, Kingston and Woodridge. 10% of the student population identify as indigenous. Families live in owned or rented houses and travel to and from school by car, bus or by walking.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	17	19	21
Year 11 – Year 12	13	15	13

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	156	151	131
Long Suspensions - 6 to 20 days	63	52	49
Exclusions	7	13	8
Cancellations of Enrolment	5	5	13

## Curriculum offerings

### Our distinctive curriculum offerings

A vibrant Junior Secondary School exists that endeavours to support year 8 entry into the life of the school, then challenge students to achieve to a high standard in year 9 as they prepare for senior schooling.

An active program of Structured Workplace Training, Career Education, Mock Job Interviews, SETP Planning, industry visits and activities about the world of work exists in year 10. School involvement in The Beacon Foundation program is the basis for this work.

As well as QSA authority and authority registered subjects students accessed a wide range of VET offerings.

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### Extra curricula activities

Performances in inter school sport were again admirable. Mabel Park SHS competes in the Logan district sporting competitions. Performing Arts highlights include students in the Creative Generation team, and the yearly MP Fest held in October.

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### How Information and Communication Technologies are used to assist learning

All Mabel Park 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 for high traffic usage. This has evolved to incorporate laptop trolleys across the school to facilitate digital pedagogy..

Computer labs are maintained in B Block for middle schooling students and in the Resource Centre, N Block, M Block and K Block for the entire cohort. All teachers incorporate ICT strategies into their curriculum offerings.

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## Social climate

Mabel Park prides itself on its tolerant and caring environment. A Responsible Behaviour Plan details the Statement of Standards. This is the standard that conduct is measured against.

The School also facilitates a strong Anti-Bullying program with several officers trained in mediation and conflict resolution.

Students are also supported with a well-resourced team of professionals including Guidance Officer, Youth Support Workers, School Nurse, School Based Police Officer and Year level Coordinators.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	87.5%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	88.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	88.5%
they like being at their school*	80.3%
they feel safe at their school*	88.7%
their teachers motivate them to learn*	89.7%
their teachers expect them to do their best*	95.6%
their teachers provide them with useful feedback about their school work*	88.6%

## Our school at a glance

teachers treat students fairly at their school*	65.8%
they can talk to their teachers about their concerns*	63.7%
their school takes students' opinions seriously*	73.0%
student behaviour is well managed at their school*	69.1%
their school looks for ways to improve*	91.0%
their school is well maintained*	77.7%
their school gives them opportunities to do interesting things*	74.1%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	87.2%
with the individual staff morale items	92.9%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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 2012.

Parents are informed of school and class activities through whole school and faculty correspondence letters. Class teachers outline term plans, assessment expectations, and homework guidelines in correspondence to families.

Parent interviews were held at the end of term one and start of semester two. Introduction to high school sessions were held for new families in Junior Secondary school in term 1 and the many activities that occur throughout the year encourage parental involvement.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	297,436	1,688
2010-2011	295,261	2,817
2011-2012	246,483	1,571

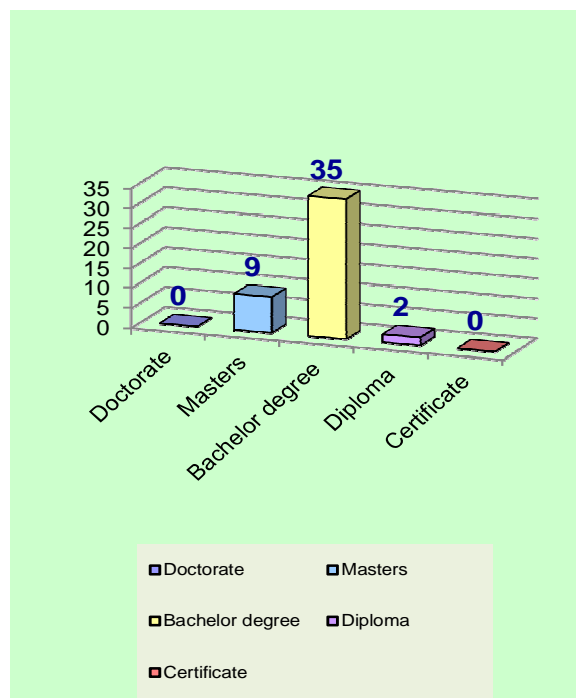
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	46	38	<5
Full-time equivalents	42.4	25.1	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Bachelor degree	35
Diploma	2
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$27 231.

The major professional development initiatives are as follows:

An onsite fortnightly professional learning agenda offering opportunities for all staff to access appropriate learning, teacher Literacy and Numeracy training, personalised development opportunities as requested by staff and a NSW and South Australian school study tour to investigate consistent pedagogy frameworks..

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

# Our staff profile

## Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96%	95.3%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2012 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.



## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

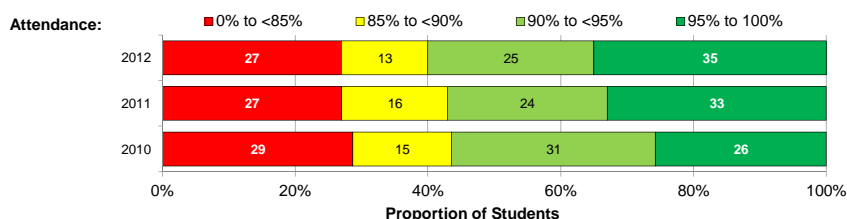
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	89%	86%	87%	87%
2011								91%	91%	86%	87%	88%
2012								90%	87%	90%	90%	91%

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 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 10:00 am each day. Students' absence is monitored by an Attendance Officer and the Deputy Principals and letters, phone calls home are used to alert families to patterns.

An Attendance Passport strategy is in use to help build personal responsibility for attendance in students. The SEAM trial was implemented in late 2009 and ceased during 2012

### 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.

# Performance of our students

**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 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

Targeted strategies to increase retention and attendance for indigenous students have yielded mixed results. The 2012 Closing the Gap Report indicates that a figure of -14 in 2011 has increased to +23 in 2012. Attendance declined by 1.9%. These issues will be addressed by leading a senior schooling focused program through the QATSIF scholarships in conjunction with the CEC, and by actively engaging the local community to better student attendance and achievement.

<b>Apparent retention rates Year 10 to Year 12</b>	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	62%	76%

<b>Outcomes for our Year 12 cohorts</b>	2010	2011	2012
Number of students receiving a Senior Statement.	66	60	47
Number of students awarded a Queensland Certificate Individual Achievement.	2	1	2
Number of students receiving an Overall Position (OP).	23	20	10
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	17	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	65	57	44
Number of students awarded an Australian Qualification Framework Certificate II or above.	58	56	44

# Performance of our students

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	56	57	45
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.	22%	30%	80%
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%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 2 May 2013. The above values exclude VISA students.

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	1	1	3	9	9
2011	0	0	6	8	6
2012	0	4	4	2	0

As at 2 May 2013. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	64	54	23
2011	57	55	12
2012	39	44	4

As at 2 May 2013. The above values exclude VISA students.

Certificate 1 or 11 courses in Information Technology, Retail Services, Hospitality, Construction, Furnishing, Engineering, Manufacturing (Pathways) and Work Education were offered in 2012.

## Post-school destination information

## NEXT STEP 2013 YEAR 12 DESTINATIONS Mabel Park State High School



### Introduction

This report documents a summary of results of the annual Next Step survey for Mabel Park State High School. The Next Step survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2012, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Government Statistician conducted the survey between March and June 2013, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

Statewide and regional reports from the Next Step survey will be available on the Next Step website in September 2013 at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

### Response rate for Mabel Park State High School

Table 1 below reports the response rate for Mabel Park State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Mabel Park State High School in 2012.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
38	58	65.5

### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

### Summary of findings

In 2013, 65.8 per cent of young people who completed Year 12 at Mabel Park State High School in 2012 continued in some recognised form of education and training in the year after they left school.

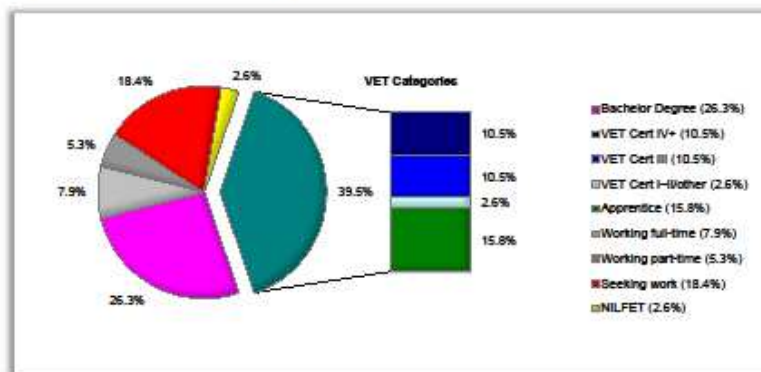
The most common study destination was Bachelor Degree (26.3 per cent). The combined VET study destinations accounted for 39.5 per cent of respondents, including 23.7 per cent in campus-based VET programs, with 10.5 per cent of Year 12 completers entering programs at Certificate IV level or higher.

15.8 per cent commenced employment-based training, all as apprentices.

There were no respondents from this school who deferred a tertiary offer in 2013.

34.2 per cent did not enter post-school education or training, and were either employed (13.2 per cent), seeking work (18.4 per cent) or not in the labour force, education or training (2.6 per cent).

Figure 1: Main destination of Year 12 completers



## Early leavers information

Early leavers from Mabel Park predominately enrol in TAFE programs that meet their specific learning pathway goals. The Senior School DP and Guidance Officer support this transition.