


QUEENSLAND STATE SCHOOL REPORTING - 2010

Middle Park State School (1969)

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Principal's foreword

Introduction

The School Annual Report is provided for your information and reports on the achievements and activities at the school during 2010. It is based on school self assessment, the Triennial School Review and monitoring processes, outcomes from the National Assessment Program – Literacy and Numeracy (NAPLAN) and highlights, achievements and activities undertaken by students throughout the year.

In 2010 we had numerous achievements, some of which are listed below. They have come about through the hard work of students, staff and parents. The collaboration between staff, parents and the community ensures that we will continue to deliver quality education to the children of our school.

School progress towards its goals in 2010

Key Strategies	Achievements
<p>LITERACY AND NUMERACY</p> <p>National Benchmarks</p> <ul style="list-style-type: none"> Update <i>Assessment and Monitoring Schedule for English for Prep to 7</i> in order to provide teachers with more detailed data with which to inform planning. Review the Spelling program and make whole school decisions based on data from Spelling Inventories. Review and revise the process and scope for the development of class profiles using the information provided in the student folders & OneSchool. Design an <i>Assessment and Monitoring Schedule for Mathematics for Prep to 7</i> to provide a comprehensive overview on data gathering tools at Middle Park. Extend the utilisation of OneSchool to track individual student progress across primary 	<p>LITERACY AND NUMERACY ACHIEVEMENTS</p> <p>All teachers have assessment as per the school's assessment schedule.</p> <p>Effective use of strategies outlined in "Words their Way" to teach spelling and monitor student development.</p> <p>Teachers completed their class profile to provide a concise overview to understand their students' needs and identify students requiring adjustments.</p> <p>Assessment and Monitoring Schedule for Mathematics for Prep to 7</p> <p>Addition of student data on the following: Torch, Spelling inventory, PM Bench marks on OneSchool</p>

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<p>schooling.</p>	
<p>INCLUSIVE PRACTICES</p> <p>Support the planning and implementation of differentiated programs which cater for the diverse range of learners (e.g. Indigenous Students, ESL, G&T, ESP, Behaviour Support, Learning Support, Students with a disability)</p>	<p>INCLUSIVE PRACTICES ACHIEVEMENTS</p> <p>Individual education plans were developed for students verified with a disability.</p> <p>Teachers have evidence of differentiation for student needs.</p> <p>A Personalised Learning Plans was developed for literacy and numeracy to improve the progress and attendance of each indigenous student.</p> <p>G&T identification procedures were reviewed and refined and class teachers initiated adjustments to curriculum for students identified.</p> <p>Teachers were prepared for the new role of the Support Teacher: Literacy and Numeracy from 2011 through EQ's powerpoint and other staff meeting discussions.</p>
<p>TEACHING AND LEARNING</p> <ul style="list-style-type: none"> • Review the year level planning day process. • Renew whole of school curriculum plan • Review the use and relevance of Lifelong Learner Attributes to develop a document which clearly articulates the capabilities and values needed for productive citizenship. • Undertake Education Queensland's expectations for implementation of National Curriculum when it is released. <p>INFORMATION COMMUNICATION TECHNOLOGY</p> <ul style="list-style-type: none"> • Use The MPSS ICT Skills Continuum in conjunction with ICT indicators to develop students' skills each year. 	<p>Identified improvements to planning process are included in school planning documents and procedures.</p> <p>Education Queensland's "Roadmap" document used to provide direction for changes.</p> <p>Teacher ownership of school based documents is evident.</p> <p>ATSI perspectives are included in units in all year levels. The EATSIPS audit was completed and an implementation plan was compiled.</p> <p>Information Communication Technology achievements:</p> <p>Learning experience reflect a greater use of ICT across all classes.</p>

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<p>CURRICULUM, TEACHING, ASSESSMENT AND REPORTING</p> <ul style="list-style-type: none"> • Continue and refine moderation opportunities as per the Monitoring & Assessment Schedule. • Continue to develop rigorous assessment tools which are based on the principles of high cognitive and affective expectations, authenticity, credibility and accessibility. 	<p>Monitoring and Assessment Schedule was updated.</p> <p>Improvements are reflected in the use of OneSchool to record and manage student data.</p>
<p>PHASES OF LEARNING:</p> <p>Early Years</p> <ul style="list-style-type: none"> • Organize discussion sessions for the P – 3 teachers to report on changes they have observed in students’ learning since the commencement of Prep in 2007. • Organize reflection sessions for P – 3 teachers to further develop early years practices using EQ’s <i>Early Years Action Plan</i> framework. • Introduce P – 3 teachers to the numeracy and literacy indicators released by the Queensland Studies Authority for implementation in 2010. • Develop the use of the literacy and numeracy indicators to track the progress of students each year. <p>Year 2 Diagnostic Net</p> <ul style="list-style-type: none"> • Provide professional development for teachers new to the Diagnostic Net and/or new to Year 2. • Continue existing intervention strategies. <p>Middle Years</p> <ul style="list-style-type: none"> • Review the MPSS beliefs of Middle Phase of Learning and develop programs and practices which support those beliefs. • Revisit our “Catering for the Needs of Early Adolescents School Plan”. Use the plan as an audit tool to gauge the growth of the Senior Primary teachers as a professional team and to guide our direction over the next three years. • Investigate better ways of timetabling specialist lessons to provide more continuous blocks of time for literacy and numeracy. • Use year level planning days and year level meetings as a forum for professional discussions around the Middle Years, linking 	<p>PHASES OF LEARNING ACHIEVEMENTS:</p> <p>Early Years</p> <p>Teachers utilised the Queensland Studies Authority’s Indicators for Literacy and Numeracy at year level curriculum days. Teachers developed a better understanding of students’ needs which led to improvements in teaching and learning.</p> <p>Improvement has been measured in identified students requiring additional support.</p> <p>Middle Phase Action Plan key points:</p> <p>Improved teacher understanding of the needs of the Middle Phase Learner.</p> <p>Improved program delivery</p> <p>Units of work further developed</p>

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theory to practice.		
Emerging Priorities	Achievements	
<ul style="list-style-type: none"> Science: continue implementation of the Primary Connections Program 	Science Achievements: Provided professional development in Primary Connections to teachers in Years 4 – 7. Resources purchased and organised to support Primary Connections Program.	
<ul style="list-style-type: none"> Responsible Behaviour Plan implemented 	The “You can do it! “ program was implemented and facilitated consistency in staff application of the Responsible Behaviour Plan for Students.	
Other planning requirements	Achievements	
<ul style="list-style-type: none"> Implement BER projects 	School Faculties Plan: Commenced construction on the hall and library.	

Future outlook

Key Priority Areas and Activities to be Undertaken in 2011 (identified in Strategic Plan, Teaching and Learning Audit and/or National Partnership Action Plan)

Preparation of resources, programs and teachers is complete in order to successful implement the English, mathematics and science syllabi in 2012

Student assessment data is recorded on “OneSchool” in order to better monitor student performance.

Implement new school intervention model to ensure a flexible and response method of providing support to improve student achievement.

Teacher ICT professional competencies are developed and the implementation of the Laptop Lab to assist in the using, teaching and learning of ICT.

Installation of air conditioning in classrooms.

Developing a professional teaching team which has monitoring and coaching systems that provides feedback to ensure improvement.

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School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
683	337	346	90%

Characteristics of the student body:

Middle Park State School is one of four state primary schools and a state high school in the Centenary suburbs. Along with Darra State School, these schools have created the Centenary Alliance of State Schools (CLASS). CLASS promotes the education of both boys and girls in the Centenary area. The majority of students come from Westlake, Middle Park and Riverhills. However, usually for family reasons, a number of students come from the other neighbouring areas.

A significant number of students come from overseas countries. These students represent over 20 different cultures. Those who come from a non-English speaking background are supported by the English as Second Language Teacher. 1.3 percent of children come from an Aboriginal or Torres Strait background. All cultures are acknowledged, respected and valued.

Students are actively engaged in their learning. The instrumental music and choir programs have achieved numerous awards. Similarly there is a strong student participation in inter-school sport and the school's leadership program which includes school captains, student councillors and peer mediators. This has resulted in students having a high expectation of themselves, peers and the school.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	100%	77%	23%	0%
Year 4 – Year 10	26	100%	93%	7%	0%
All Classes	25	100%	85%	15%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

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Curriculum offerings

Our distinctive curriculum offerings

- Quality instrumental music programs;
- Intra-school sport programs;
- Aquatics program at our own pool;
- Gifted and Talented program; and
- Leadership and Peer Mediation Program.

Extra curricula

The school offers a number of extra curricula activities. They complement the school's programs and enhance the students' learning experiences:

- Human relationship education for students in Years 5, 6 and 7;
- Camping programs for Years 4 - 7 students;
- Academic competitions;
- OptiMinds;
- Inter-school sport programs;
- Choral programs; and
- Life Education Drug Program

How Information and Communication Technologies are used to assist learning

Information and Communication Technology (ICT) Vision

At Middle Park State School our objective is to provide students with a quality education, through the development of skills, knowledge, competencies and positive attitudes in all areas of endeavour to enable them to succeed and contribute in a changing and challenging world. This will take place in a supportive, caring and safe environment. Integral to the success of this endeavour is that Information and Communication Technology (ICT) is firmly embedded into all areas, and that teachers are skilled to achieve this.

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Social climate

At Middle Park State School we understand the importance of our role and our community's expectations of us in preparing young people as responsible citizens who will take an active part in shaping their own preferred futures and that of the broader Australian and global society.

Our school community is determined that when students leave Middle Park State School at the end of their primary school education, they are positive, ethical individuals who value their own happiness, and that of others, in order to lead a fulfilling life.

Middle Park State School's "Attributes of a Lifelong Learner"

We aim also that as lifelong learners they are:

Knowledgeable people with deep understanding who can select and apply literacy, numeracy, Key Learning Area specific skills and life skills in order to function successfully in a range of real world situations;

Complex thinkers who select, analyze and synthesize information to solve problems and make decisions;

Creative people who use imagination and divergent thinking processes and who are prepared to take constructive risks to add a greater dimension to life situations;

Active investigators who challenge problematic issues, analyze information and initiate action using a variety of techniques in order to construct meaning from the world;

Effective communicators who use a range of written, spoken, visual, kinaesthetic, artistic and musical mediums to convey information and ideas according to purpose and audience;

Participants in an interdependent world who perform responsibly and confidently as active and informed citizens, demonstrated by consideration and understanding of others;

Reflective and self-directed learners who learn and develop skills, which enable them to take responsibility for, and critically assess, their own decisions and actions to achieve to the best of their ability.

To successfully develop our students as lifelong learners we must make fully informed decisions about the new content and models of curriculum organisation; we must develop learning partnerships that link our school, the local and / or global community, the workplace and the natural environment; we must undertake technology-based approaches to learning and we must also respond to the specific learning needs and preferences of our students

Students are also supported through the Chaplaincy program, school camps, excursions, English as a Second Language program, pastoral care and Kid's Hope Mentor program.

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Parent, student and teacher satisfaction with the school

Parents of the school have high expectations. In general, the majority of parents consider their children are receiving a good education. Parents support translates into motivated students. Parents' contribution to school swimming program, camps and excursions has enabled the school to provide rich life experiences which enhance the classroom learning.

Parents support of the P&C Association's work is strong and is enabling them to achieve their objectives as well as supporting the school's budget and programs.

Students also have high expectations and are actively participating in their learning and extra-curricular activities; most notably the schools' choral and instrumental music program in which approximately 30% are participants. The school's leadership program allows students to develop their own leadership capabilities, promote student decision making and develop the social awareness of students.

Teachers are actively engaged in a range of school management committees. These range from curriculum areas, facilities, behaviour programs and health and safety. Teacher contribution and expertise is greatly valued.

The five performance measures of the School Planning, Reporting and Reviewing Framework as measured by opinion surveys.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	78%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	52%
Percentage of staff members satisfied with morale in the school	68%

Involving parents in their child's education.

Parents contribute financially to the school. This allows their children to participate in camps, excursions and performances. These enhance the curriculum offerings of the school and enrich the students' learning.

Many parents are involved in assisting teachers with classroom activities and welcoming new families to the school.

Our Parents and Citizens' Association is very active in supporting the school together with its sub-committees:

- School Development Committee,
- Tuckshop & Uniforms,
- Prep Parent Group,

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- Grounds & Facilities,
- Workplace Health and Safety,
- Public Relations,
- Resource Centre, and
- School Budget Committee.
- Outside School Hours Care is available on site for both before/after school and vacations, and offers quality care at affordable prices.

Parents also assist teachers as volunteer aides in the classroom, excursions and camps.

Reducing the school's environmental footprint

In 2010, the school's Sustainable Environment Management Plan was formulated. This plan addresses not only the physical foot print but also ensures that education in "Sustainable Management" becomes part of children's lives. The plan captured our current best practice e.g. solar cells, rainwater reuse, classroom recycling and student environment club. It also provides direction for the future.

Year	Total	Electricity	Sewerage	Waste	Water	Other	Electricity Kwh	Water KL	Gas MJ
2010	\$59,577	\$31,587	\$15,083	\$0	\$7,556	\$5,351	148,296	3,215	0
2009	\$55,931	\$31,339	\$0	\$0	\$19,486	\$5,106	178,290	2,581	0
% change 2009 - 2010	7%	1%	N/A	N/A	-61%	5%	-17%	25%	N/A

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Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	45	20	0
Full-time equivalents	39	12	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Bachelor degree	27
Diploma	16
Certificate	1

Legend:

- Doctorate
- Masters
- Bachelor degree
- Diploma
- Certificate

Qualification	Percentage
Bachelor degree	57%
Diploma	33%
Masters	8%
Certificate	2%
Doctorate	0%

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$72 541.41. The major professional development initiatives are as follows:

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EQ Roadmap for Education

EQ Corporate Expectations

EQ Professional Standards for Teachers

Responsible Behaviour Plan for Students

Implications for Teaching Using NAPLAN Data via OneSchool

G&T Support Plans for Students

TeamBoard Training

Spelling Development

Embedding Aboriginal and Torres Strait Islander Perspectives in Schools

You Can Do It! Best Practices in Implementing

You Can Do It! Introduction To Teachers

Response to draft Australian Curriculum P – 17

First Aid Training

Sustainable Environment Management Plan

Professional Development Framework

New Role for Support Teacher: Literacy and Numeracy

Smaller Groups attended:

Numeracy in Primary Years – Building a Quality Maths Program

Gifted and Talented Education with Elizabeth Bullock

Differentiation: Key to Literacy Learning and Teaching in Prep

Targeting Literacy Opportunities in Prep

Science Is Primary 2010 Conference

Literacy Strategies for Teacher-aides Supporting Reading and Writing of Struggling Students

Science in the Middle Years Conference

Teaching ASD Students in Mainstream Classrooms – a Practical Approach

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UQ Inquiry Teaching in Mathematics

Numeracy in the Primary Years - Building a quality maths program

Bullying and Behaviour Management

Behavioural Rules for Achieving Customer Satisfaction

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 95%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
96%	94%	92%	95%	95%	96%	95%					

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.

To comply with Education Regulations, parents/guardians are expected to provide a note of explanation if a child is absent or has to leave school early. As verbal messages are not sufficient, except in cases of emergency, please send a note to the class teacher stating the reasons as this will eliminate any misunderstanding and ensure the safety of your child. Late arrival must also be accompanied by a note. It is vital to child's education that attendance be as regular as possible.

If a pattern of absences has been identified the class teacher, deputy principal or the principal may contact the parent and discuss the reasons for absences by the student. EQ's brochure on "Every day counts" has been a valuable discussion point at these meetings.

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Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The image shows a 'Find a school' search interface. It has a title 'Find a school' in orange. Below the title are two search sections. The first section is titled 'Search by school name' and contains a text input field and an orange 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field, two radio button options for 'Sector' (Government and Non-government), and an orange 'SEARCH' button.

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

Attainment - Reading, Numeracy:

7 of our 8 primary students improved their achievement level in English and Maths in 2010.

A Personalised Learning Plan was developed for each primary student with the class teacher to identify the adjustments that each student needs to achieve at a higher level and to track their progress.

Attendance Level:

8 of our 9 students in P – 7 had an attendance record similar to that of all students at our school. A special meeting with the parent of one of the students was held to express our concern about the high non-attendance record of the boy and his subsequent low academic performance, lack of engagement with his learning and poor social skills at lunch break times.

Workforce:

100% of staff have completed *It's Everyone's Business*

100% of staff have completed *The Big Picture - A Hidden History*

EATSIPS audit was completed and an action plan to progress the stage of implementation of each EATSIP in 2011 was developed with the assistance with the ISSU, a parent representative and an Aboriginal Elder.