

Queensland State School Reporting – 2011

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 2011. 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 2011 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 students at Middle Park State School. Our Parents' and Citizens' Association and associated committees are extremely active in all aspects of our school life. This is a great joy to us and we both welcome and embrace their commitment.

School progress towards its goals in 2011

The Middle Park State School 2011 Operational Plan focussed on six main priorities:

National Curriculum:

Middle Park State School took extensive planning and professional development sessions so that the teaching staff was well equipped to undertake new curriculum initiatives to be implemented in 2012.

Assessment :

Student Assessment data was added to One School for Reading so that improvement in learning outcomes could be monitored for all students.

Intervention:

The Support Teacher Literacy and Numeracy has changed her method of intervention within the school. She is now working both with teachers and students to ensure that intervention is provided in a differentiated model.

ICT:

All teachers at Middle Park have worked towards their ICT licence. We have made significant inroads towards having the infrastructure to allow interactive whiteboards in all classes in the lower school.

Facilities:

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The P & C Association has installed air conditioning into every classroom in the school.

Workforce Planning:

All staff has accessed literacy and numeracy professional development provided by the department, the school and other providers. All staff accessed the Queensland Studies Authority (QSA) Assessment Bank Reporting procedures are implemented via the department's Oneschool digital reporting system. Moderation and QCATs took place and provided the input into Professional Development activities. The purpose of this staff development was for the smooth transition into the National Curriculum in 2012

Future outlook

Key priority areas and activities to be undertaken in 2012 are identified in the Strategic Plan. These include:

Preparation of resources, programs and teachers was completed to ensure that a successful implementation of the English, Mathematics and Science syllabi. The school will continue to focus on curriculum improvement. Staff will continue to participate in professional development/mentoring that will focus on reading and writing. Staff will be involved in professional learning at a school and cluster level.

There will be a continued emphasis on regular analysis of school and system data and as a result of this analysis further strategies will be put in place to enhance literacy and numeracy outcomes for the wide range of students. Staff will receive professional support in developing greater understanding of providing quality intervention and differentiation programs.

Technology will be further enhanced to enable teachers and students to upgrade skills. There will be a strong commitment to supporting the integration of ICT's through professional development activities.

Peer mediation will continue with the senior cohort of the school. Middle Park State School will continue to use the "You Can Do It" program to explicitly teach social skills.

A cultural and sporting focus will continue to enable students with interests and abilities in these areas to develop.

The school will actively foster further partnerships with Centenary High School to ensure that our students have a smooth transition into Year 8.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
630	312	318	94%

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 per cent of children come from an Aboriginal or Torres Strait background. All cultures are acknowledged, respected and valued.

Middle Park State School has improved the percentage of enrolment continuity in 2011 to 94%. 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 2011

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 10	25.7
Year 11 – Year 12	
All Classes	24.3

School Disciplinary Absences

Our school at a glance

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

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

Our school offers all Key Learning Areas: English, Mathematics, Languages Other than English, Technology, The Arts, Science, Studies of Society and Environment and Health and Physical Education.

Middle Park State School offers:

A strong focus on Literacy and Numeracy

Instrumental Music Program for year 3-7

Special Education Program

High quality equipment and access to Information and communication Technology for all classes

A well resourced Library and Resource centre

Extra curricula activities:

Optiminds

Peer mentoring program

Junior Choir for students in Year 1-3

Senior Choir for students in Years 4-7

Interschool sport

Camping program

Student Council

Water safety and swimming programs conducted at our pool

National competitions

Life Education Program

How Information and Communication Technologies are used to assist learning

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.

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 at a glance

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, analyse 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, analyse 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 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	69%
Percentage of parents/caregivers satisfied with their child's school	76%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	55%
Percentage of staff members satisfied with morale in the school	64%

DW – Data withheld

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 subcommittees:

- School Development Committee,

Our school at a glance

- Tuckshop & Uniforms,
 - Prep Parent Group,
- 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

Reducing the school's environment footprint

The school has a Sustainable Environment Management Plan. The plan captures our best practices such as solar cells, rainwater reuse, classroom recycling and student environment clubs.

Environmental 3 Clubs – Kath Falso, Noela Pietrala ran these with children. The Nude Food program has meant that there is less packaging. Gardening clubs and community help has had a positive impact on the school environment. We annually hold Clean Up Australia Day to draw attention to the eradication of litter. Middle Park State School holds the Turn off Power Night 7.30pm to 8.30pm within the community. The installation of Rainwater Tanks has allowed us to be able to recycle water to the toilets. Our mulching program has allowed our extensive grounds to flourish.

Year	Total	Electricity	Sewerage	Waste	Water	Other
2011	\$69,548	\$34,296	\$18,101	0	\$11,412	\$5739
2010	\$59,577	\$31,587	\$15083	0	\$7565	\$5351

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	117,896	3,486
2010	148,296	3,215
% change 10 - 11	-20%	8%

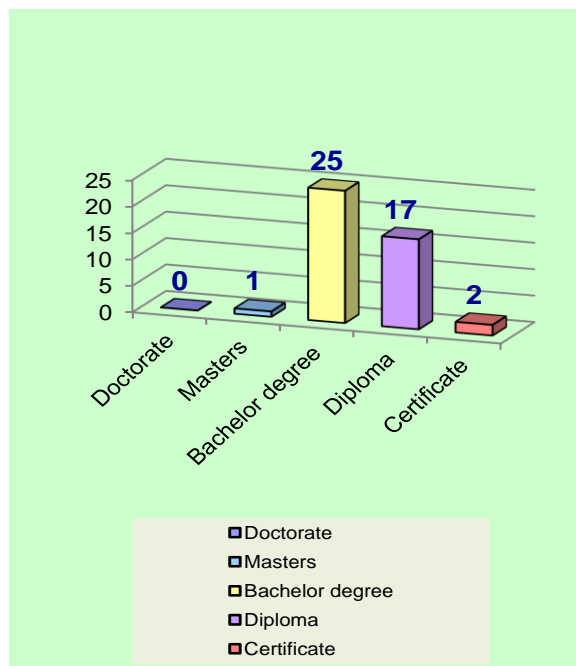
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	45	21	0
Full-time equivalents	37	12	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	25
Diploma	17
Certificate	2



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$46,236.00. The major professional development initiatives are as follows:

Expenditure on and teacher participation in professional development

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- First Aid
- Storythread Values
- Apps for Autism
- The Big Four – ©APD, Dyslexia, ADHD Autism
- Improve the Literacy & Numeracy Skills of ESL, Learning Difficulties & Disadvantaged Learners
- Early Learning Conference
- Parlez-Vous Interactive Whiteboard
- Establishing a Feedback Culture
- Literacy /Magic Words
- Literacy & Numeracy Comprehensive
- Seven Steps Teacher PD
- Numeracy Early Years
- Maths PD
- The Australian Curriculum
- Planning Days
- PD Primary Arts

The involvement of the teaching staff in professional development activities during 2011 was 100%

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

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 2011 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/>.

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.

Our staff profile

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

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

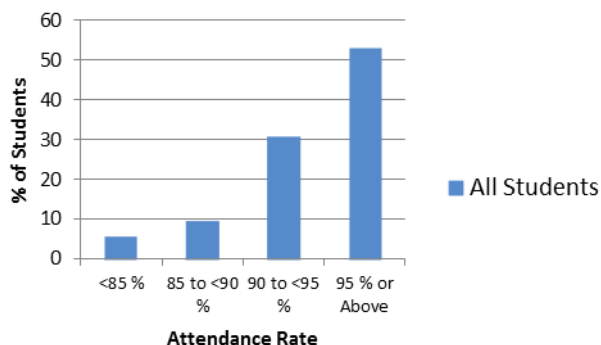
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
94%	95%	94%	93%	95%	95%	94%

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.

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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. At Middle Park it was decided that verbal messages are not sufficient, except in cases of emergency and parents are requested to send a note to the class teacher stating the reasons. 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 contacts 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.

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/>.

Performance of our students

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

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

At the time of the Closing the Gap Report, Middle Park State School had shown improvement in the attendance rate of Indigenous students. The attendance of Indigenous Students is managed according to school policy and procedures as mentioned in the section above. The overall attendance record of our Indigenous students rested at 93.6%. Our average retention rate is 100% across the school.

The progress of Indigenous students is monitored closely and teaching and learning programs are implemented to suit the needs of each child. A Personalised Learning Plan was developed for each primary student with the class teacher to identify the adjustments that each student needs to achieve a higher level and to track their progress.