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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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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 assessment, The Quadrennial School Review and monitoring processes, outcomes from the National Assessment (NAPLAN) and highlights achievements and activities undertaken by students throughout the year.

Middle Park State School is situated in the western suburbs of Brisbane in the Centenary area. The suburb is the main areas in which our students reside. However, a small percentage comes from a number of nearby suburbs with approximately 595 students. Students display a wide range of achievements. Outstanding academic, musical and sporting achievements have been achieved in the past years. Throughout the year, approximately 18 per cent of students receive support through the whole school. Students with disabilities have Individual Support Plans, 2.5% of students identify as Aboriginal or Torres Strait, 20% students have diverse backgrounds, less than 12 students are in care with ESP and 1 child has been accelerated to a higher year level. Education Plans. To extend students there are a range of activities such as the Enviro Club, Tournament of Mathematics Olympiad, Choirs, Bands, Interschool Sports and UNSW tests.

In 2012 we had numerous achievements, some of which are listed below. They have come about through the collaboration between staff, parents and the community ensures that we will continue to deliver quality education. Our Parents' and Citizens' Association and associated committees are extremely active in all aspects of our school. We welcome and embrace their commitment.

School progress towards its goals in 2012

School Community and Partnerships High levels of student, parent, staff and broader school community confidence in the school's performance and achievement	
	Our Achievement:
<ul style="list-style-type: none"> Maximise parental engagement in school activities by provision of yearly planning of events and ongoing effective communication via website, email, newsletters and blogs 	SOS 95.2% parents satisfied this is a good school
School Curriculum Consistent curriculum, planning and implementation to improve learning	
Reading	
<ul style="list-style-type: none"> Focus on Differentiation of reading program, with an emphasis on 	Our Achievement: Yr 3-NMS 96.4%, U2B 51.2%

U2Bands, to improve student learning outcomes	Yr 5 –NMS 100% Yr 7- U2B 96.2%	U2B 34.4% U2B 37.2%
Numeracy		
<ul style="list-style-type: none"> Development of a whole of school approach to the teaching of numeracy in our school – consistent with the structure, design and purpose of nation Curriculum using C2C units Focus on U2bands utilising Project 600 and support staff 	Our Achievement: Yr 3 – NMS 98.8% Yr 5 - NMS 100% Yr 7-NMS 94.9%	U2B 33.3% U2B 29% U2B 44.3%
Closing the Gap – outcomes and attendance of indigenous and non-indigenous students		
<ul style="list-style-type: none"> Review Year 3 NAPLAN data relating to indigenous performance in reading and numeracy and design intervention strategies to improve performance Review indigenous attendance data and investigate strategies to improve attendance rates 	<ul style="list-style-type: none"> There is no gap in attainment in reading, writing and numeracy between indigenous and non – indigenous attainment in NAPLAN There is no gap in attendance data for our indigenous students 	
Retention, Attainment and Transition of Students		
<ul style="list-style-type: none"> Maintain strong links with cluster feeder high schools through effective transition programs 	70% MPSS students have transitioned to Centenary State High School	
Curriculum Planning		
<ul style="list-style-type: none"> Implement National curriculum using C2C unit plans as resource in English, Maths and Science 	<ul style="list-style-type: none"> The curriculum plan is implemented and actioned in every classroom 	
Planning for Improvement		
<ul style="list-style-type: none"> Strengthen the quality and skills of pedagogy across the school. 	<ul style="list-style-type: none"> 75% of staff were satisfied with school provided PD through SOS 	
Teaching Practice High quality teaching focused on the achievement of every student		
High Quality Teaching Practices		
<ul style="list-style-type: none"> Provision of explicit feedback for students with determined targets Implementation of coaching model 	<ul style="list-style-type: none"> OneSchool data profiles have been established for 100% of students Coaching model running for whole of 2012 	
Collaborative Practices		
<ul style="list-style-type: none"> Provision of teacher release to mentor others Year Level Teams to plan and moderate across all KLAs Learning area committees for English, Maths and Science Consistent approach to SWPBS practices by all staff 	<ul style="list-style-type: none"> 90% of parents are satisfied with behaviour at this school (school opinion survey) 90% students are satisfied with behaviour at this school (school opinion survey) Staff morale is at 89 % (school opinion survey) 	
Consistent Pedagogical Practice		
<ul style="list-style-type: none"> Continue consistent whole school approach to the teaching of reading 	<ul style="list-style-type: none"> 100% teachers took part in First Steps in Reading professional development Benchmarks 	

<ul style="list-style-type: none"> • PD renewal for reading using First Steps as a resource 	
Evidence-based decision-making	
<ul style="list-style-type: none"> • Provide a differentiated learning and targeted teaching program for all students by continuing flexible grouping across the year levels for English from Year Prep to 7 	<ul style="list-style-type: none"> • 100% of students have OneSchool data profiles • Internal Monitoring data processes have been set up • Differentiation plans for each class were in place
Principal Leadership and school capability Instructional leadership with an unrelenting focus on improvement	
Instructional leadership	
<ul style="list-style-type: none"> • Processes designed collaboratively for admin to visit classrooms on a regular basis and provide feedback to improve classroom practice 	<ul style="list-style-type: none"> • The Principal and the Deputy Principal visit classrooms and provide feedback to teachers on a regular
Developing Workforce Performance	
<ul style="list-style-type: none"> • Develop a whole School Professional Development Framework and implement IDPs for all staff 	<ul style="list-style-type: none"> • Development Framework in place • 100% staff have IDP
Additional emerging local school priorities	
<ul style="list-style-type: none"> • Preparation for the transition of Year 7 into High School from 2015 	<ul style="list-style-type: none"> • Have devised action plans with schools in the area for smooth transition in 2015

Specific Resources Required
CLASS O

Future outlook

Our Priorities for 2013 until 2016 are to:

- Implement the Australian Curriculum
- Maintain whole-of-school assessment and data collection
- Develop Instructional Leadership through: a focus on Core learning areas, Quality Curriculum, Student achievement Practice and feedback, Quality Assessment
- Develop productive partnerships with students, staff, parents and the wider community
- Improve student performance in reading, writing and numeracy
- Plan and Implement a smooth transition to high school

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	683	337	346	95%
2011	630	312	318	94%
2012	584	276	308	95%

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

Characteristics of the student body:

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	23	19
Year 4 – Year 10	26	26	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	3	0	14
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

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

Middle Park State School offers:

A strong focus on Literacy and Numeracy

Instrumental Music Program for Years 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

Tournament of Minds

Year 3, Year 4 and Senior Choirs

Junior and Senior Concert Bands

Junior and Senior String Orchestras

Interschool sport Years 5 -7 (AFL, Netball, Softball, Rugby League, Flag Tag, Basketball)

Camping program Years 4-6

Canberra visit Year 7

Student Council Years 5-7

Games Rangers Program

Water safety and swimming programs conducted at our pool P-7

National competitions English, Mathematics, Science

Writer's Festival

Life Education Program

Environment Club

Science Club

Dance Troupe

S.T.E.M. (Science Extension Project)

How Information and Communication Technologies are used to assist learning:

Embedding ICTs is an integral component of curriculum, teaching and learning and continued to be an important focus at Middle Park State School to engage students and personalise learning.

As all classrooms (P to 7) are equipped with networked computers students were able to develop skills and abilities in researching information and in processing and presenting this information in interesting and varied ways. Students and teachers used digital still and video cameras and programs such as Movie Maker to produce multimedia presentations. Digital microscopes and other recording and viewing devices were also used.

The laptop lab continued to support whole class lessons using ICTs. The mobility of these laptops meant that they could be used in other parts of the library for individual and small group work.

Interactive whiteboards were installed across the school so that every classroom had their own IWB. All teachers used their own laptop to connect to these Interactive whiteboards.

Ipads were purchased for differentiation purposes for our ESL, LOTE and Special Needs students.

A number of commercial computer programs and online applications were used to support and extend students. These included Reading Eggs, Mathletics, Lexile, C2C resources, online literature competitions and author chats.

Wireless capability allowed wireless connectivity in all main buildings.

An ICT technical support person was employed for one day a week and a teacher aide has an Orange Card. In term 4, a classroom teacher was employed to oversee the ICT program with duties of managing the budget, conducting internal professional development and working with teachers and students on their class ICT tasks. The combination of these three staff members helped support ICT use across the school.

Social climate

Our parent and student school opinion survey data demonstrate a very high overall satisfaction agreeing that the school is a safe environment (100%/97%) and that students like being at this school (100%/90%). MPSS is a place where students are motivated to learn by their teachers (100%/98%), they can talk to their teachers about their concerns (95%/86%), teachers treat them fairly (100%/82%), student behaviour is well managed (90%/90%) and parent and student opinions are taken seriously (91%/91%). Staff morale is high at 89% satisfaction.

Middle Park State School values:

People and Relationships:

- All students, staff and members of the community are treated with dignity and respect.

Learning:

- We monitor students' progress, give feedback and improve on learning outcomes for all.

Excellence:

- "Each to Succeed" by improving their personal best and pursuing excellence.

Partnerships:

- Home /School partnership to improve educational outcomes.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be caring**
- **Be a learner**

Behaviour expectations for all students are applied consistently and proactive approaches for addressing inappropriate student behaviours are employed as outlined in the Middle Park State School Responsible Behaviour Plan for Students.

At Middle Park State School we actively encourage community engagement with events such as ANZAC Ceremony, Remembrance Day Ceremony, Musical Evening, special assemblies and Centenary Learning Alliance of State Schools (C.L.A.S.S.) events.

The Parents and Citizens Association is highly active and contributes significantly to the school by way of provision of resources. Parents/Caregivers are involved in a wide range of school activities including rostered help in classrooms, on excursions/camps, sports coaching and our perceptual motor program.

Parent, student and staff satisfaction with the school

Our school has worked extremely hard this year and achieved greater satisfaction results in school opinion surveys from students, staff and parents as seen in the table below. The overall satisfaction rating by staff has increased by 25%. The overall satisfaction rating by parents has increased by 35%. The overall satisfaction rating by students has increased by 45%

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.2%
this is a good school	95.2%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	90.5%
their child is making good progress at this school*	90.5%
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*	95.2%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	95.2%
this school works with them to support their child's learning*	95.2%
this school takes parents' opinions seriously*	90.5%
student behaviour is well managed at this school*	90.0%
this school looks for ways to improve*	90.5%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.1%

they like being at their school*	90.2%
they feel safe at their school*	97.0%
their teachers motivate them to learn*	98.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	97.1%
teachers treat students fairly at their school*	82.0%
they can talk to their teachers about their concerns*	86.4%
their school takes students' opinions seriously*	91.1%
student behaviour is well managed at their school*	90.3%
their school looks for ways to improve*	97.1%
their school is well maintained*	94.1%
their school gives them opportunities to do interesting things*	91.3%

Performance measure (*Nationally agreed items shown**)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	75.0%
with the individual staff morale items	89.3%

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

[#] 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.

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,
 - ☐☐ 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

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There was an increase in electricity due to a billing issue from 2010. The school was credited and re-invoiced for the billing period from Sept 2010 – July 2011 and this was paid for in 2011-2012 financial year.

In terms of reducing our footprint – there have been water leaks in various places around the school which were reported and dismissed in the past as “natural springs”. During the second half of 2012 all of these were investigated using drain cameras and found to be water leaks. These have all been repaired.

Regarding electricity usage – we are investigating alternative sources of power – specifically solar for our pool and also trialling solar for a couple of our teaching blocks in the next 12 months if funding permits. We have also completed the construction of walls in our core teaching blocks – these have been fitted with insulation with a view to reducing heating / cooling costs.

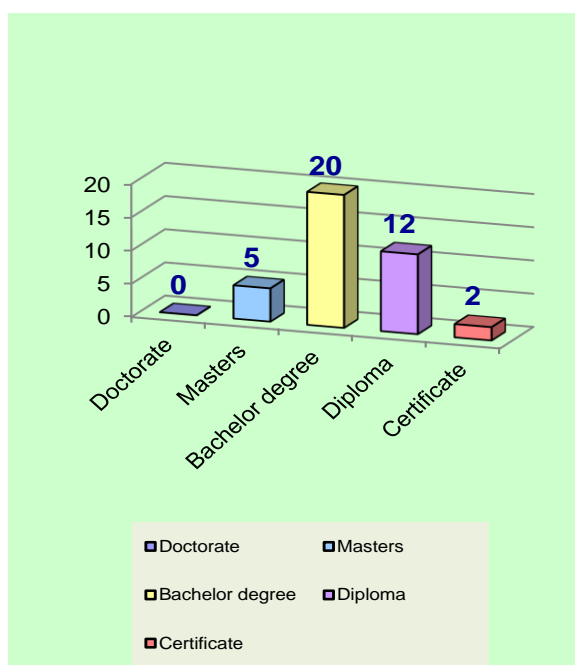
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	148,296	3,215
2010-2011	117,896	3,486
2011-2012	200539	4591

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	39	22	0
Full-time equivalents	30.3	14.8	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	20
Diploma	12
Certificate	2



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$20000 – courses, materials etc.

The major professional development initiatives are as follows:

Regional seminar on ESL

E-learning

Special needs-autism

First Steps in Reading

Webinars

BSM workshop

First Aide and CPR

Webinar-Positive People

HOC –Regional PD

STL&N Regional

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.7%	94.2%	95.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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.

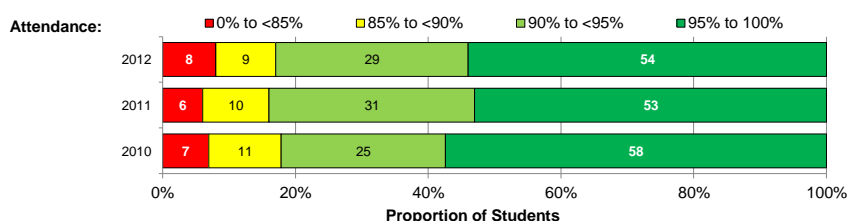
School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	96%	94%	92%	95%	95%	96%	95%
2011	94%	95%	94%	93%	95%	95%	94%
2012	94%	94%	95%	94%	91%	94%	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.

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/>.

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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

Attendance for Indigenous students was better than for non-Indigenous students (95.5%) In 2012 there was no gap between the attainment of Indigenous students in years three and five on NAPLAN results