

# Middle Park State School

## Queensland State School Reporting

### 2013 School Annual Report



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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 an Independent Public School situated in the western suburbs of Brisbane in the Centenary area. This means that our school community's hard work has been recognised and that we could manage our school in a way that would allow us to cut red tape and remove layers of management within the system to allow our community a greater say in decision making have more freedom to work and make decisions that best meet the our needs and achieve the best outcomes for students. We are still very proudly a Queensland State School.

Our enrolment has grown to 602 students . Students display a wide range of achievements. Outstanding academic, musical and athletic achievement have been recognised on a regional and state level over the past year. We have a diverse population and 18 per cent of students receive support through the whole school support strategies or have Individual Support Plans, 2.5% of students identify as Aboriginal or Torres Strait, 20% students backgrounds where English is not their first language. and 1 child has been accelerated to a higher year level. To extend students there are a range of activities such as the Enviro Club, Keys (Brainways program available to fast learners, Choirs, Bands, Interschool Sports and University of NSW tests.

In 2013 we had numerous achievements, some of which are listed below. They have come about through the collaboration between staff, students, parents and the community. This collaboration 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.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

<b>Australian Curriculum Implementation</b>	<p>Whole School Curriculum, Assessment and Reporting Plan aligned with QCARF and the Australian Curriculum</p> <p>Focus on Explicit teaching was instigated using the work of John Fleming</p> <p>Increase staff awareness of relationship between Australian Curriculum and C2C units was delivered using professional development sessions with the whole teaching staff</p>
<b>Consistent Classroom Pedagogical Practices</b>	<ul style="list-style-type: none"> <li>◦Regular teacher meetings on student data analysis occurred on yearly level and during moderation</li> <li>◦Parent/Teacher/Student feedback conferences occurred during the year</li> <li>◦Curriculum Teams for English, Mathematics and Science met regularly to drive Professional Development Agenda and spotlight their learning area</li> </ul> <p>Whole School Improvement Plan using Teaching and Learning Audit recommendations was developed and implemented</p>
<b>Using Data To Inform Teaching Practice</b>	<ul style="list-style-type: none"> <li>◦There was significant improvement in all areas of the Teaching and Learning Audit. High and Outstanding levels were awarded to all domains.</li> </ul> <p>Data was collected and recorded on oneschool for every student in the school</p> <ul style="list-style-type: none"> <li>◦Differentiated learning plans were implemented in every classroom</li> </ul> <p>Groups selected for G&amp;T, intervention, Intensive teaching via information stored on oneschool.</p> <p>Distance travelled for all students in Literacy and Numeracy was recorded and monitored via oneschool</p>
<b>School Leaders Driving Explicit Improvement Agenda</b>	<ul style="list-style-type: none"> <li>◦Regular class visits and feedback to staff were provided by the leadership team.</li> <li>◦Workforces performance plans were devised for all staff members in the school</li> <li>◦School performance data was collated and discussed with staff at staff meetings</li> </ul>
<b>Productive Partnerships with School and Community Stakeholders</b>	<ul style="list-style-type: none"> <li>◦Parents feeling students are receiving a good education at this school improved from our baseline data of 68% to 96% in 2013.</li> </ul>

# Queensland State School Reporting

## 2012 School Annual Report



	<ul style="list-style-type: none"> <li>◦Students who believe this is a good school improved from our baseline data of 67% to 98% in 2013.</li> <li>◦Staff indicate school morale is higher than it was in our baseline data of 63% and is now 91%</li> </ul>																
<b>Improved School Performance</b>	<p>There was improvement in the number of A-C results on Student Academic Reporting</p> <p>There was an increase in the the number of students who received equal or higher than the national minimum standards on NAPLAN testing in years three, five and seven.</p> <table border="1"> <thead> <tr> <th></th> <th>Year 3 students in Upper Two Bands in NAPLAN</th> <th>Year 5 students in Upper Two Bands in NAPLAN</th> <th>Year 7 students in Upper Two Bands in NAPLAN</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42.6%</td> <td>38.4%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>44.8%</td> <td>20.5%</td> <td>12.3%</td> </tr> <tr> <td>Numeracy</td> <td>36.2%</td> <td>29.8%</td> <td>31.5%</td> </tr> </tbody> </table>		Year 3 students in Upper Two Bands in NAPLAN	Year 5 students in Upper Two Bands in NAPLAN	Year 7 students in Upper Two Bands in NAPLAN	Reading	42.6%	38.4%	24%	Writing	44.8%	20.5%	12.3%	Numeracy	36.2%	29.8%	31.5%
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Writing	44.8%	20.5%	12.3%														
Numeracy	36.2%	29.8%	31.5%														
<b>Year Seven to High School Transition</b>	<p>During the year we worked closely with Centenary High School to devise improved ties such as the open days, Faculty days, Gifted and Talented workshops and attendance at assembly. These were featured in the newsletter. Methods of shared student leadership for year six and seven in 2014 were devised and published.</p>																

### 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

# Our school at a glance

## School Profile

We are a co-educational school and offer placement in Prep to Year Seven.

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2011	630	312	318	94%
2012	584	276	308	95%
2013	594	286	308	95%

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

## Characteristics of the student body:

Middle Park has a very supportive school environment. We have two per cent of the population who have English as a second language and those with high need are supported by a EAL/D teacher. Two percent of our population identify as Indigenous and their progress is monitored via individual learning plans. Two per cent of our population have been verified as a student with a disability and are supported by our teacher aides and inclusion teacher

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	19	19
Year 4 – Year 7 Primary	26	26	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	19	25
Long Suspensions - 6 to 20 days	0	0	1
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.

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Extra curricula activities

### **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)

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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 are 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.

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## Our school at a glance

Ipads were purchased for differentiation purposes for our ESL, LOTE and Special Needs students. We have pods of ipads available for classroom use.

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

Middle Park has a very supportive school environment. We have two per cent of the population who have English as a second language and those with high need are supported by a EAL/D teacher. Two percent of our population identify as Indigenous and their progress is monitored via individual learning plans. Two per cent of our population have been verified as a student with a disability and are supported by our teacher aides and inclusion teacher. One hundred per cent of parents who responded to the opinion survey feel that this school treats their child fairly. Eighty –four % of students feel that they are being treated fairly.

**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 behaviour 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

We have improved in all areas of our School Opinion Surveys from our baseline data for the School Quadrennial Review. Parents who feel students are receiving a good education at this school has increased from 68% to 96%. Percentage of students who believe that this is a good school has improved from our baseline data of 67% to 98%. Staff morale has improved from the baseline data of 63% to 97%.

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

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	95%	96%
this is a good school (S2035)	95%	96%
their child likes being at this school* (S2001)	100%	92%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	90%	92%
their child is making good progress at this school* (S2004)	90%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%
teachers at this school motivate their child to learn* (S2007)	100%	92%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%
this school works with them to support their child's learning* (S2010)	95%	92%
this school takes parents' opinions seriously* (S2011)	90%	91%
student behaviour is well managed at this school* (S2012)	90%	91%
this school looks for ways to improve* (S2013)	90%	96%
this school is well maintained* (S2014)	100%	96%

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	98%
they like being at their school* (S2036)	90%	96%
they feel safe at their school* (S2037)	97%	91%
their teachers motivate them to learn* (S2038)	98%	94%
their teachers expect them to do their best* (S2039)	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%
teachers treat students fairly at their school* (S2041)	82%	84%
they can talk to their teachers about their concerns* (S2042)	86%	84%
their school takes students' opinions seriously* (S2043)	91%	89%
student behaviour is well managed at their school* (S2044)	90%	72%

## Our school at a glance

their school looks for ways to improve* (S2045)	97%	96%
their school is well maintained* (S2046)	94%	96%
their school gives them opportunities to do interesting things* (S2047)	91%	95%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	97%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	94%
their school takes staff opinions seriously (S2076)	97%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	100%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### 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, excursions and camps and welcoming new families to the school.

Our Parents and Citizens' Association is very active in supporting the school together with its subcommittees such as :

- School Development Committee
- Graduation committee
- Fund raising and Fete Committee
- Grounds and Facilities
- Workplace health and safety

Tuckshop

Public Relations

School Budget Committee

Outside School Hours Care (available for both before and after school vacations)



## Reducing the school's environmental footprint

Pool leakages have contributed to the increased water consumption. These have been rectified late 2013 together with damage in the underground pipe system. The overall electricity usage has diminished.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	117,896	3,486
2011-2012	200,539	4,591
2012-2013	170,473	7,407

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

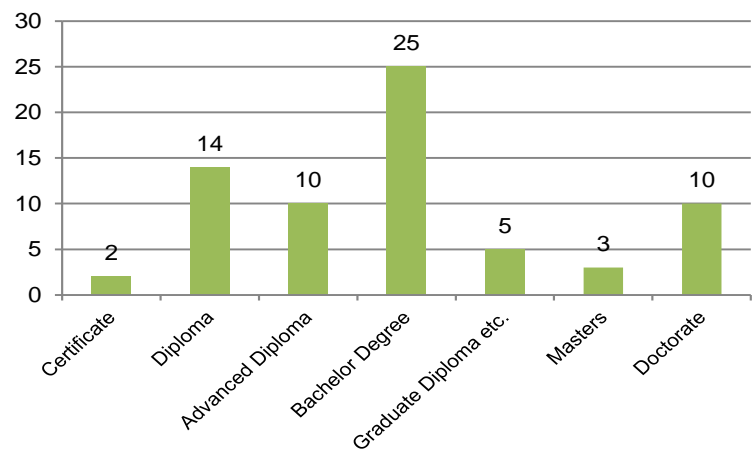
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	42	22	0
Full-time equivalents	33	13	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	14
Advanced Diploma	10
Bachelor Degree	25
Graduate Diploma etc.	5
Masters	3
Doctorate	10
<b>Total</b>	<b>49</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 17, 000. This was due to the cluster pooling resources and paying for high quality professional development .

The major professional development initiatives are as follows:

Regional seminar on ESL

E-learning

Teacher Aide skilling

Specialist teacher- PE/Music

Special needs-autism

## Our staff profile

WH&S

AO2 training

Oliver training for Library staff

Leaners training

Professional Reading material

Explicit Teaching

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 2013 was 100%.

### Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

# Our staff profile

## 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

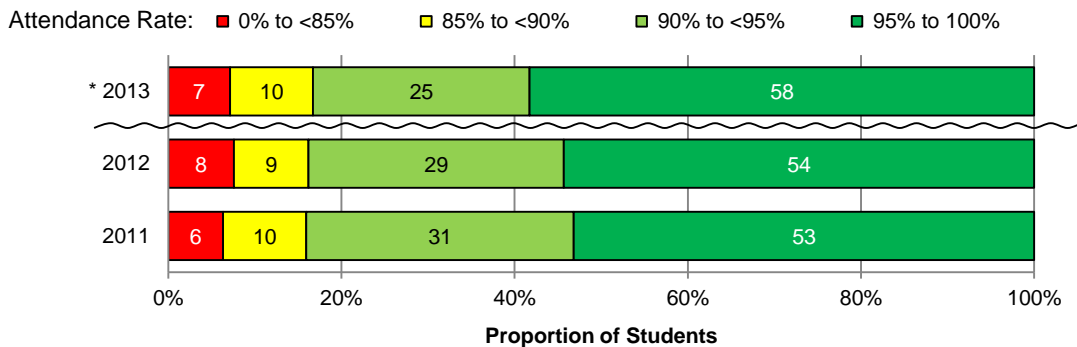
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	95%	94%	93%	95%	95%	94%					
2012	94%	94%	95%	94%	91%	94%	94%					
2013	94%	94%	95%	94%	94%	94%	96%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years

# Performance of our students

## 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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Sector  Government  
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SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

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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.

