



Middle Park State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Middle Park State School is an Independent Public School situated in Brisbane's western suburbs. Being an Independent Public School means that our school community's hard work has been recognised and allows us to manage our school more efficiently by reducing red tape. It also provides us with a greater say in decision making, enabling us to best meet our community's needs and achieve the best outcomes for our students. We are still very proudly a Queensland State School.

Our enrolment has grown to 632 students, with outstanding academic, musical and athletic achievements being recognised on a regional and state level over the past year.

We have a diverse population, with 40% of students receiving additional support to scaffold or extend through whole school support strategies or individual support plans. 3% of students identify as Aboriginal or Torres Strait Islander, and 20% of students come from backgrounds where English is not their first language.

To extend students, we offer a range of activities and competitions such as clubs, choirs, bands, dance troupe, interschool sports and International Competitions and Assessment for Schools (ICAS) competitions.

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.

In 2016 we had numerous achievements, some of which are listed within this report. 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.

School Progress towards its goals in 2016:

Australian curriculum implementation	The curriculum framework has been revised and updated to align with Australian curriculum and staff took part in a variety of workshops to familiarise and gain mastery over key learning areas.
	Heads of Teaching and Learning led sessions to expand on the current assessment overview to reflect targets and recording procedures.
	Reading to Learn has been embedded in classrooms and is being implemented into a further 25% of classrooms. Intervention and extension groups are functioning across year levels.
	Staff have undertaken various forms of professional development workshops to enhance the Reading to Learn framework in order to address all aspects of literacy.

Consistent classroom pedagogical practices	Implementing and managing consistent classroom pedagogical practices has been the main area of improvement for staff in 2016. Explicit teaching has been the key focus and has been the vehicle that staff have used to reflect on current practices. Differentiation and moderation sessions have been facilitated for each year level in the school.
	We have implemented a whole school pedagogical assessment and data collection for staff members. Staff have agreed on the practices set out in the pedagogical framework and leadership team members have reinforced these through feedback sessions for teachers.
	Our school has achieved its goal to have systems in place to continuously monitor student achievement. Year levels meet to discuss student achievement using data from the units of work and the distance travelled is monitored via data walls using benchmarking instruments. Learning goals for each student have been generated and reported upon to parents.
	The focus on high quality teaching practices has been supported by the addition of Master Teacher and Coach who give staff feedback using the Reading To Learn framework.
	Teachers have been provided with release time for observation and feedback in order to develop and manage collaborative teaching practices. Curriculum teams are facilitating and provide input to the procurement of professional development sessions.
	Key personnel have developed an action plan designed to improve all domains of the Teaching & Learning Audit.
Using data To inform teaching practice	The practice of using appropriate data has been embedded into all decision making within the school. All intervention and extension practices are based on internal and national testing data and are used as selection criteria as appropriate to elect best choice candidates for various groups.
	The Heads of Teaching and Learning have embedded a five weekly planning and data collection process within the staff meeting agenda to encourage analysis and inform teaching. Discussion and moderation is an integral part of the planning procedures across each year level. Distance travelled for each student is monitored by Heads of Teaching and Learning via OneSchool mark books.
School leaders are driving an explicit and detailed improvement agenda	Staff have familiarised themselves with the lesson observation feedback sheet using the principles of Reading To Learn to produce feedback from Coaches.
	Processes where staff regularly discuss their teaching with the school leaders have been included in year level meetings. This has set the stage for individual meetings where teachers use dashboard and class data to discuss student outcomes.
	A school council has been implemented in order to bring representatives into the school who are in a position to give input and feedback on initiatives. There are six members on the council (three parents, two teachers, principal).
	Working parties have been initiated on the P&C for the performing arts, HPE, senior students and culture team so that parents, school leaders and teachers work together in a mutually supportive way to foster school pride and a sense of belonging.
	Cluster links have been strengthened through the promotion of professional development opportunities within the Centenary Learning Alliance of State Schools. These have been highly successful and forged the way for future staff development and moderation sessions across the whole alliance.
	The Responsible Behaviour Plan has been collated and published.

Productive partnerships with school community stakeholders	The new asset replacement plan and facilities maintenance plan has been developed and embedded within the school.
	The Emergency Management Plan has been updated and published. Every term there is a fire/lockdown procedure drill and feedback is used to address any perceived issues.
Improving school performance	Our English Curriculum team has formulated actions to improve writing. Professional development on writing and follow up feedback for teachers takes place for staff on a regular basis.
	Heads of Teaching and Learning have identified and acquired appropriate diagnostic tools to inform intervention processes. The intervention tools of Pat Maths and Reading as well as LLI are used across the whole school. Heads of Teaching and Learning are working on appropriate formats for teachers and leaders to interrogate the data.
	The practice of twice yearly target setting for all students has been put into place and individual learning goals for each student are formulated and reported to parents twice yearly.
	Implementation of classroom coaching and feedback for teachers was successfully instigated across the school. Teachers have received feedback on pedagogy and classroom management.

Future Outlook:

Improvement Priority 1. High Expectations	
Targets	<ul style="list-style-type: none"> ➤ 100% of class sets of data discussed each semester. ➤ 100% of teaching staff interrogating data wall each term. ➤ 100% of students have independent goals for reading, writing and numeracy. ➤ Increase in A to C results in levels of achievement/upper two bands in NAPLAN. ➤ Published Roles and Responsibilities document. ➤ Internal and external moderation processes occur each semester.
Strategy	<ul style="list-style-type: none"> ➤ Develop and embed non-negotiable classroom practices related to the explicit improvement agenda to build a feedback culture to achieve positive outcomes for students. ➤ Teachers will triangulate data sets, set aspirational targets and monitor the progress for each student. ➤ Digging into data sessions to occur with Principal and Head of Teaching and Learning each semester. Follow up sessions occur during staff meeting. ➤ Leadership team to mentor a year level. ➤ Collaboratively review the school assessment and monitoring schedule. ➤ Develop clear roles and responsibilities to ensure expenditure provides data driven resourcing to improve.

Improvement Priority 2. Informed Teaching and Learning

Targets	<ul style="list-style-type: none"> ➤ Published pedagogical framework. ➤ 100% of teaching staff receive feedback centred around Reading To Learn pedagogy. ➤ 100% of permanent teachers trained in Reading to Learn pedagogy ➤ Feedback template published. ➤ 100% of teaching staff to engage in data conversations with a focus on differentiation strategies in the classroom to improve student outcomes. ➤ Fortnightly professional development on Reading to Learn. ➤ Minutes template to reflect school improvement agenda published.
Strategy	<ul style="list-style-type: none"> ➤ Revise pedagogical framework to include Reading To Learn and embed in classroom practice. ➤ Sharpen classroom differentiation practices through observation, mentoring, coaching and walk-through processes. ➤ Professional development priorities aligned to annual professional development plans and Reading to Learn. ➤ Year level mentors and coordinators to embed school improvement agenda in meetings.

Improvement Priority 3. Positive Relationships

Targets	<ul style="list-style-type: none"> ➤ Reciprocal professional development opportunities with Reading to Learn schools, CLASS and child care centres occur annually. ➤ Booster teams to work with learning support according to school data. ➤ 100% of staff receive feedback around agreed criteria. ➤ Above 95% of parents believe this is a good school in the school opinion survey. ➤ Greater than 95% of students indicate that they get useful feedback in school opinion survey. ➤ 100% of staff engaged in annual planning, action and review of annual professional development plan as per documentation. ➤ 95% of staff indicate in the school opinion survey that they receive useful feedback.
Strategies	<ul style="list-style-type: none"> ➤ Develop broad professional networks within the wider educational community. ➤ Ensure school day is organised to maximise student learning. ➤ Engage Reading to Learn Coach for coaching and mentoring processes within the school. ➤ Embed feedback culture by providing opportunities for staff coaching and mentoring to transform learning experiences for students. ➤ Engage the community in the school's vision and values via newsletter articles, Facebook showcasing and workshops held each semester for parents.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	617	298	319	16	97%
2015*	601	292	309	12	95%
2016	628	296	332	18	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

On day eight in 2016, there were 632 students enrolled at Middle Park State School. Of these students:

- ✓ 20% used English as an additional language
- ✓ 3% identified as either Aboriginal or Torres Strait Islander
- ✓ 4% of our students had been verified with a disability

Average Class Sizes

The following table shows the average class size information for each phase of schooling:

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	24	23
Year 4 – Year 7	27	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Curriculum Delivery

- MPSS curriculum framework is informed by DETE P – 12 CARF.
- Australian Curriculum V8.0 is implemented in English, Maths & Science, HPE & Technologies.
- Version 7 History and Geography are implemented per semester.
- The Arts and Languages are implemented using Queensland Essential Learnings.
- Our MPSS implementation timeline is developed to implement one new learning area a year until 2020.
- Our staff have planned for the 2017 new curriculum area to be Technologies and 2018 will be HASS.
- Year level plans for each learning area are developed by the Head of Teaching and Learning – Curriculum.
- Unit plans are developed by the class teachers meeting the achievement standard - content descriptors and elaborations are used to support these unit plans.

Assessment

- Summative assessments are undertaken for each unit using GTMJ's developed at the beginning of the unit.
- Checklists and rubrics are used for assessment as learning.
- Formative assessment for learning are used at timetabled periods throughout the year - Fountas & Pinnell, Words their Way, PATR & PATM are diagnostic tools that are used.

Co-curricular Activities

- Instrumental music is provided for students from Year 3 – 6. A brass and wind program is available for Years 4 – 6 and a strings program for Years 3 – 6.
- Dance troupe is open to all students through an audition process and performs at school events as well as competing at external competitions.
- Drama club is run during lunch hours for interested students.
- Science project club runs in terms 2 and 3 leading to the Science Expo at Centenary State High School.
- Games Rangers.
- Interschool sport is offered in both Semesters.

How Information and Communication Technologies are used to Assist Learning

2016 saw our BYO iPad 1:1 model grow to seven classes in total across Years 2 - 5. All classes outside this 1:1 environment utilised pods of iPads and laptops as tools for learning. ICT devices were used across all year levels to engage and motivate students and to make learning more accessible for students with disabilities but also because they allowed for the creation of new tasks previously inconceivable without such devices.

Some examples of how these devices were used to assist learning include:

- Researching of topics
- Note taking
- Drill and practice activities
- Crafting presentations
- Manipulating objects to make calculations
- Constructing animations and movies
- Coding and robotics

- Brainstorming
- Collaboration with peers
- Explaining and recording learning
- Viewing educational videos

In addition to our fleet of iPads and laptops, additional technology-based resources were regularly utilised such as our Computer Lab (30 PCs), interactive projectors, robotics and electronics kits, digital microscopes, microphones and more. Special interest clubs offered during the year included Minecraft Club, STEM/Science Club and a pop-up makerspace.

Social Climate

Overview

Middle Park has a very supportive school environment. We have 20% of the student population who have English as a second language and those with high need are supported by an EAL/D teacher. 3% of our population identify as Indigenous and their progress is monitored via individual learning plans. 4% of our population have been verified as students with a disability and are supported by our teacher aides and inclusion teacher. 96% of parents who responded to the opinion survey feel that this school treats their child fairly. 93% of students feel that they are being treated fairly.

The Middle Park staff use the principles of:

High Expectations

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

Informed Teaching and Learning

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

Positive Relationships

All students, staff and members of the community are treated with dignity and respect. Home /school partnerships are fostered 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 and on excursions/camps and sports coaching.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	92%	95%
this is a good school (S2035)	96%	94%	97%
their child likes being at this school* (S2001)	100%	96%	92%
their child feels safe at this school* (S2002)	98%	98%	100%
their child's learning needs are being met at this school* (S2003)	97%	92%	92%
their child is making good progress at this school* (S2004)	96%	94%	87%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	87%
teachers at this school motivate their child to learn* (S2007)	100%	94%	92%
teachers at this school treat students fairly* (S2008)	98%	96%	92%
they can talk to their child's teachers about their concerns* (S2009)	98%	96%	97%
this school works with them to support their child's learning* (S2010)	95%	88%	95%
this school takes parents' opinions seriously* (S2011)	88%	92%	89%
student behaviour is well managed at this school* (S2012)	91%	92%	90%
this school looks for ways to improve* (S2013)	95%	92%	97%
this school is well maintained* (S2014)	91%	88%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	96%
they like being at their school* (S2036)	94%	92%	94%
they feel safe at their school* (S2037)	95%	95%	97%
their teachers motivate them to learn* (S2038)	97%	96%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	97%
teachers treat students fairly at their school* (S2041)	93%	93%	93%
they can talk to their teachers about their concerns* (S2042)	83%	95%	92%
their school takes students' opinions seriously* (S2043)	94%	94%	95%
student behaviour is well managed at their school* (S2044)	78%	89%	87%
their school looks for ways to improve* (S2045)	97%	96%	98%
their school is well maintained* (S2046)	96%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	95%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
they receive useful feedback about their work at their school (S2071)	91%	97%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	91%	100%	90%
staff are well supported at their school (S2075)	91%	100%	76%
their school takes staff opinions seriously (S2076)	100%	100%	80%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	87%	100%	98%
their school gives them opportunities to do interesting things (S2079)	96%	100%	90%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are encouraged to embrace our feedback culture by attending meetings twice per year to discuss student progress. Various surveys are also distributed during the year to gain parent perspectives to our programming. Feedback is also gained consistently through our School Council and Parents and Citizens' Association. Parent members on our Culture Team have been an excellent vehicle to report back to these associations.

Respectful relationships programs

At Middle Park State School we enact our school motto, *Each To Succeed*. We believe that all students will reach their full potential. We will improve educational outcomes for all by setting high expectations, using data to inform teaching and learning and by fostering positive relationships. 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**

Middle Park State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Whole school community is informed of school behaviour expectations via assemblies, school newsletters, emails and our electronic sign board.
- School leadership team, culture committee and student support team members regularly provide information to staff and parents, and support each other by sharing successful practices.
- Comprehensive induction programs are delivered outlining the 'Middle Park State School Responsible Behaviour Plan for Students' to new students and relief staff.
- Staff participation in professional development programs addressing proactive and preventative processes and strategies in the area of positive behaviour support.
- Individual Positive Behaviour Support Plans and Traffic Light Support Plans are developed with students, parents and relevant specialists (for those students who demonstrate repeated inappropriate or unacceptable behaviour). These provide a differentiated, personal framework of positive behaviour expectations and actions, enabling staff to provide consistent strategies or adjustments across all learning environments.

Reinforcing expected school behaviour

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

Key behaviour messages are backed up through reinforcement, providing students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Middle Park State School SAS:

This is a behaviour marker used to gain attention for instruction and or direction. It is based on reward, there are no punitive measures (Appendix 7).

School-wide positive behaviour processes

Staff are implementing a number of positive approaches to the support of school-wide positive behaviour processes. These include:

Within Classroom

- Individual classroom reward systems are negotiated by classroom teacher and students at the beginning of each term/semester.
- “Best Class” award for upper and lower school – these are presented by the school principal at assembly. This award acknowledges the whole class following school expectations.
- “You Can Do It” certificates are awarded by classroom teachers to students who demonstrate consistency in one of the five keys for success. These certificates are presented on assemblies and recorded on OneSchool.
- “You Can Do It” postcards are awarded by classroom teachers to students who demonstrate consistency across two or more of the five keys for success. These are posted in the last week of each term and recorded on OneSchool.

Within the Playground

- Each staff member hands tokens to students they observe following school behaviour expectations in the playground. When students are given a token they give it to their class teacher who then places it in the class collection jar (beehive). The class with the largest number of tokens at the end of each fortnight has the honour of hosting the mascot for the following fortnight. The class who has been awarded the “Be Amazing Award” will be presented with ice-blocks. Photo of class with the mascot is displayed in a prominent position.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community. This is represented through the Classroom Traffic Light system and the modified Specialist Traffic Light system (Appendix 1).

Targeted behaviour support: A Continuum of Support for All

Each year a small number of students at Middle Park State School are identified as needing extra behaviour support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe. However, the frequency of their behaviours puts these students' learning and social success at risk and it is intended that it be addressed in a timely manner as follows:

TIER 1: (Student and class teacher)

Students attend their normal scheduled classes and activities with appropriate adjustments if required. These adjustments will be documented in a Traffic Light Support Plan, managed by the classroom teacher. These adjustments endeavour to increase daily opportunities to receive positive contact with adults, additional support from mentors and increased opportunities to receive positive reinforcement for appropriate behaviours.

TIER 2: (Student, class teacher and Admin)

This level of support is coordinated by a school-based team (student support team) with active administrator support and staff involvement. Where the Traffic Light Plan is not effecting a positive change in the student's behaviour, the student is then referred to the student support team for Tier 2 support. This involves an Individual Positive Behaviour Support Plan in which the 'process' is managed by the Deputy Principal and the Classroom Teacher remains as the 'case manager'. The Individual Positive Behaviour Support Plan is a comprehensive plan that has a wrap-around approach involving Support Staff and Programs that may be required in or out of the classroom.

TIER 3: (Admin, Guidance Officer, Inclusion teacher and Classroom teacher)

Where the Individual Positive Behaviour Support Plan is not affecting a positive change in the student's behaviour, the student will be referred to Tier 3 Support by the Student Support Team. When the student's behaviour indicates a need for specialised intervention, the school guidance officer and key staff will develop a more intensive Individual Positive Behaviour Support Plan that may require the involvement of outside support agencies, eg. Kids In Mind.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school:

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	47	29	24
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school continues to monitor electricity usage. We are currently working on implementing an air-conditioning policy to enable us to lower our current usage. We are also continually rectifying issues with water leaks and plumbing and are hoping to decrease the water usage in the school in the future.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	234,232	5,069
2014-2015	217,361	4,627
2015-2016	248,738	7,938

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	26	0
Full-time Equivalent	38	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	33
Diploma	8
Certificate	2

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 was \$166,231.04.

The major professional development initiatives were as follows:

- Reading to Learn
- Beginning Teachers workshop
- Business Services Manager budget session
- Business Services Manager HR session
- Cleaners training workshop
- First aid training
- CPR training
- HPE conference
- iPad conference
- iPad professional development workshop
- Optimum Thinking leadership coaching
- LOTE professional development workshop
- Principals forum
- Guidance Officer seminar
- Business Services Manager symposium
- SBMAQ leadership forum
- OneSchool training sessions
- QELI leadership training
- Optimum Thinking administration workshop
- Edutech workshop
- Social skills workshop

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	95%	94%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

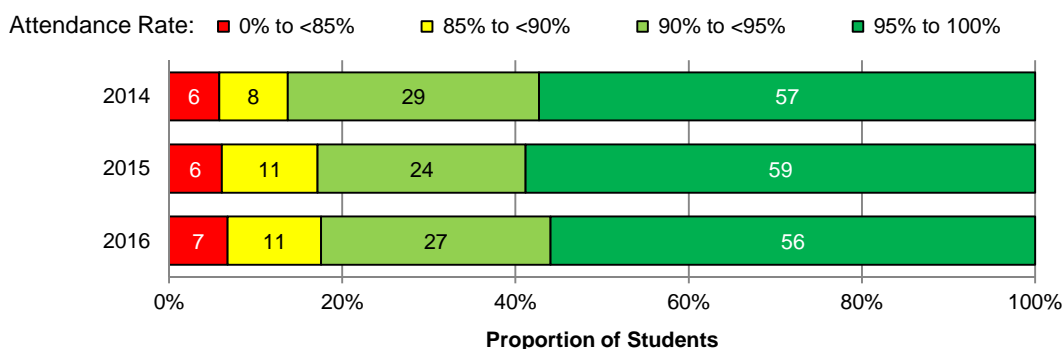
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	95%	95%	94%	95%	94%	94%					
2015	94%	94%	95%	95%	94%	95%	95%						
2016	95%	93%	94%	94%	94%	95%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

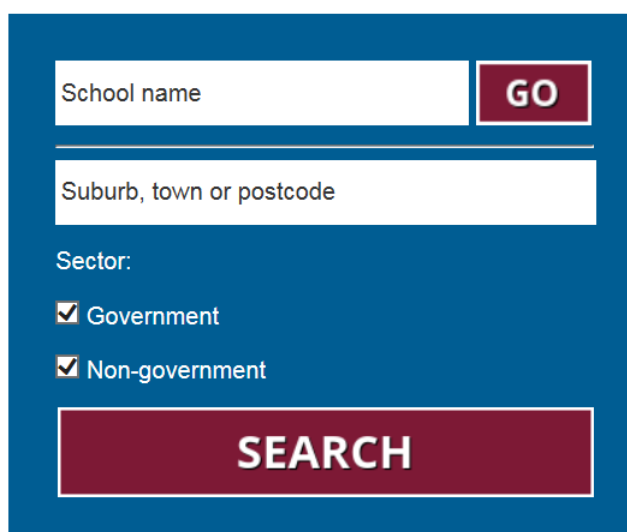
To comply with Education regulations, parents/guardians are requested to provide a note of explanation if a child is absent or has to leave school early. At Middle Park State School it was decided that verbal messages are not sufficient, except in cases of emergency, and parents are requested to send a note to the class teacher stating the reasons. It is vital to a child's education that attendance be as regular as possible. If a pattern of absences has been identified, the class teacher, deputy principal or principal contacts the parent to discuss the reasons for absences by the student. EQ's brochure on "Every day counts" has been a valuable discussion point at these meetings.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

As at 3rd February 2017. The above values exclude VISA students.

Conclusion

Our whole school community works cooperatively in order for “Each to Succeed” by being Safe, Caring Learners.