Mount Warren Park State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

The following report summaries the outcomes of Mt Warren Park State School for the 2015 calendar year. Our school continues to cater for a diverse range of students from a broad cross section of the local community. Despite the implementation of an Enrolment Management Plan, the school consistently fields enquiries from families in suburbs other than Mt Warren Park which is testament to the quality reputation the school enjoys.

We take pride in our strong links with the local community and we have strong results in our community and student opinion surveys. We continue to strive to offer a range of learning and extra-curricular experiences for students, numerous opportunities for parental involvement in education and professional training to improve the skills of staff.

School progress towards its goals in 2015

The school continues to enjoy success in Reading Development with improvements in Reading Benchmarks across the school.

★ The Reading Club initiative continued to be implemented in 2015 to all year levels and this approach ensured that more students were provided with support to enhance their results.
★ The school showed improved numeracy results throughout the year in school based assessment.
★ The school has implemented its second year of a targeted intervention program in literacy and numeracy to improve the school's NAPLAN results across Year 3 and 5.
★ The school sustained its improvements in Spelling.
★ The writing program Seven Steps to Writing Success encountered its third year of implementation and was further embedded across the whole school in 2015.
★ The school showed significant improvements in its behavioural results with dramatic decreases in the number of referrals and strong improvements in the number of positive behaviours recorded. It has achieved great success in the third year of its implementation of the Positive Behaviour for Learning [PBL] program. This is also indicated with strong school community support of the program.
★ The instructional coaching program for teacher development has been in place for its third year.
★ The school continued to introduce Professional Learning Teams with a purpose to improve the learning outcomes of all students.

Future outlook

Improvement Agenda:
- ★ Reading Benchmarks across all year levels
- ★ Inferential Comprehension in NAPLAN across all three junctures
- ★ Numeracy in School with a Focus on problem Solving
- ★ Numeracy in NAPLAN across all three junctures

Priority Areas of Development:
- ★ Improve Attendance
- ★ Refine the Positive Behaviour for Learning [PBL] Support Process
- ★ Writing – continue implementation of the Seven Steps to Successful Writing program
- ★ Teacher Quality
- ★ Differentiation
- ★ Pedagogical Framework
- ★ School and Community Partnerships
- ★ Science
- ★ Transition
- ★ Inclusion

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	738	348	390	58	94%
2014	729	340	389	52	91%
2015	682	322	360	55	92%

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 2015, 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:

The school has an Aboriginal and Torres Strait Islander population of approximately 60 students. Students are mostly from urban backgrounds with a range of socio economic status. The school has a small number of ESL students. There are also small numbers of Maori students. Around 50% of students live outside of the school's suburb. The school is part of the Beenleigh Community. The school has two neighbouring State Schools that are enrolment managed referring excess enrolments out of their boundary to our school. A number of parents from the neighbouring

Eagleby Community choose to bypass local schools to attend our school. Suburbs surrounding the school have a low socio economic base. The school has around 100 students in its Special Education Unit.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	23
Year 4 – Year 7 Primary	26	24	22

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	113	97	102
Long Suspensions - 6 to 20 days	14	3	3
Exclusions	3	2	0
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.

Curriculum delivery

Our approach to curriculum delivery

Our approach to curriculum delivery is based upon a school wide systematic use of the Queensland Curiculum into the Classroom teaching units.

Extra curricula activities

- ★ Instrumental Music (Brass, Woodwind, Percussion & Strings)
- ★ Choirs (Junior School, Senior School)
- ★ Interschool Sport (Yrs 5-7, Summer & Winter Programs)
- ★ Touch Football, Rugby League, Basketball, Netball, Swimming, Soccer, T Ball, Tennis & Hockey
- ★ Athletics, Swimming and Cross Country Carnivals (Junior & Senior School)
- ★ Swimming program (Years 3 and 4)
- ★ Recreational Activities (Ten Pin Bowling, Tennis)
- ★ Student Leadership Programs
- ★ Gifted & Talented Program including High School Extension Programs
- ★ Mind Benders (Gifted and Talented students club)
- ★ SUPA Club (lunchtime Christian Education Club)
- ★ Religious Education
- ★ Chaplaincy Program
- ★ Before & After School Care Program
- ★ Excursions (All Year Levels)

- ★ School Camping Program (Yrs 5 to 7)
- ★ The Voice – Singing Competition
- ★ Visual Arts Competition and Display
- ★ Dance Club (Junior and Senior Classes)
- ★ Lunchtime Have A Go Club
- ★ Student Council (representative students from across the school)
- ★ Student Academic Competitions
- ★ AUSLAN Club (First language of deaf students club)

How Information and Communication Technologies are used to improve learning

Mt Warren Park recognises the influence that technology is having on teaching and learning in Australia and across the globe. We have investigated the notions of 21st Century Learning and Flipping the Classroom and we have successfully implemented new methods of delivering learning that encompasses a personalised use of technology.

At Mt Warren Park, the uses of technology include:
- ★ Publication of student work (Microsoft Word, Publisher)
- ★ Student Presentations (Microsoft Powerpoint, Moviemaker, Photostory)
- ★ Academic Drill Activities (English, Mathematics, Spelling, Grammar etc.)
- ★ Internet Research & Web Quests
- ★ Digital Photo capture and manipulation (Microsoft Photo Editor, Publisher, Word, Photostory)
- ★ Email communication (Education Qld's Webmail)
- ★ Student Blogs, Forums and virtual classroom experiences
- ★ Interactive Whiteboards & video projector experiences
- ★ Clay Animation (Microsoft Powerpoint, Claymotion)
- ★ Graph making and simple mathematical formulas (Microsoft Excel)
- ★ Mathletics, Reading Eggs and Soundwaves subscriptions across the school
- ★ The Learning Place (Virtual Classrooms, Blackboard, Blogs, Wikis)
- ★ Ed Studio and Ed Tube Software applications
- ★ Extensive use of iPads Apps for drill activities and creative expression
- ★ Use of BYOD Devices to support personalised learning
- ★ Use of wireless network for research activities

Social Climate

Mt Warren Park State School has a range of programs to support the social development of students. This includes its school wide positive behaviour support program and anti-bullying strategies. The school actively teaches social skills in the form of a weekly lesson and regularly reinforces the school expectations for behaviour with tangible rewards. The school has a Rewards Shop for students to exchange their tokens and students automatically receive achievement certificates at predetermined levels. Postcards and stickers are also sent home to parents to acknowledge the good behaviour of students. The High 5 anti-bullying strategy is used consistently to support students deal with problems they may experience.

The school also has a number of intervention programs to assist children to improve their social skills which include a lunchtime Have-A-Go Club, Lunchtime Activity Clubs and individualised programs run by our Behaviour Advisory Teacher. Students can access staff to support them including the deputy principals and principal, guidance officer, classroom teachers, case managers and a school chaplain. The school regularly analyses behaviour data as part of its ongoing planning cycle.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	97%	96%
this is a good school (S2035)	96%	94%	100%
their child likes being at this school (S2001)	100%	97%	96%
their child feels safe at this school (S2002)	100%	94%	100%
their child's learning needs are being met at this school (S2003)	92%	100%	96%
their child is making good progress at this school (S2004)	88%	94%	96%
teachers at this school expect their child to do his or her best (S2005)	96%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	94%	96%
teachers at this school motivate their child to learn (S2007)	100%	94%	96%
teachers at this school treat students fairly (S2008)	100%	94%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	100%
this school works with them to support their child's learning (S2010)	96%	94%	100%
this school takes parents' opinions seriously (S2011)	96%	94%	100%
student behaviour is well managed at this school (S2012)	96%	85%	92%
this school looks for ways to improve (S2013)	95%	97%	96%
this school is well maintained (S2014)	100%	97%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	98%	93%
they like being at their school (S2036)	97%	95%	96%
they feel safe at their school (S2037)	90%	96%	92%
their teachers motivate them to learn (S2038)	98%	99%	97%
their teachers expect them to do their best (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	96%
teachers treat students fairly at their school (S2041)	92%	96%	93%
they can talk to their teachers about their concerns (S2042)	95%	88%	91%
their school takes students' opinions seriously (S2043)	91%	95%	91%
student behaviour is well managed at their school (S2044)	92%	94%	85%
their school looks for ways to improve (S2045)	97%	100%	98%
their school is well maintained (S2046)	94%	98%	92%
their school gives them opportunities to do interesting things (S2047)	96%	98%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	93%	100%
they feel that their school is a safe place in which to work (S2070)	96%	95%	100%
they receive useful feedback about their work at their school (S2071)	91%	93%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	91%	100%	100%
student behaviour is well managed at their school (S2074)	96%	95%	94%
staff are well supported at their school (S2075)	91%	95%	97%
their school takes staff opinions seriously (S2076)	93%	95%	97%
their school looks for ways to improve (S2077)	100%	98%	97%
their school is well maintained (S2078)	98%	95%	88%
their school gives them opportunities to do interesting things (S2079)	96%	93%	97%

# '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 and community membeers are involved in a diverse ange of ways, including:
- ★ Parental involvement in classroom support: reading, numeracy, homework help.
- ★ Parental attendance at classroom presentations, particularly for culminating Units of Work.
- ★ Parental participation in school decision making through involvement in the P&C Association.
- ★ Parent volunteers to run fundraising activities for the P&C Association.
- ★ Parental assistance to organise school events including sports carnivals and special events.
- ★ Parental support in the school tuckshop.
- ★ Parental support in the school Resource Centre.
- ★ Parental help in school grounds working bees.
- ★ Parental attendance at school information sessions around curriculum development and enrolment.
- ★ Parental training activities run by school staff.
- ★ Parental supervision of student homework.
- ★ Parental support for extra curricular activities including special events, sport etc.
- ★ Parental assistance in school excursions.
- ★ Training of parents in a Literacy Program.
- ★ Parental attendance at Celebration of the Arts Evenings (Junior School & Senior School).
- ★ Parental participation in Bedtime Story Evening, Book Week activities, NAIDOC Day, Geography Expo and Under 8's Day.
- ★ Parental attendance at school functions: Year 7 Graduation, Sports and Arts Awards Evening, ANZAC Day Commemorative Service, Prep Orientation Evening, Parent Meet and Greet afternoon, Parent Interviews, School Discos.

Reducing the school's environmental footprint

The school consistently looks for ways to reduce its environmental footprint. The school has implemented successful water reduction programs in cleaning and grounds maintenance.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL

2012-2013	178,576	2,555
2013-2014	174,446	2,491
2014-2015	173,206	3,504

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	47	<5
Full-time equivalents	50	30	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	53
Graduate Diploma etc.**	0
Masters	6
Doctorate	0
Total	**60**
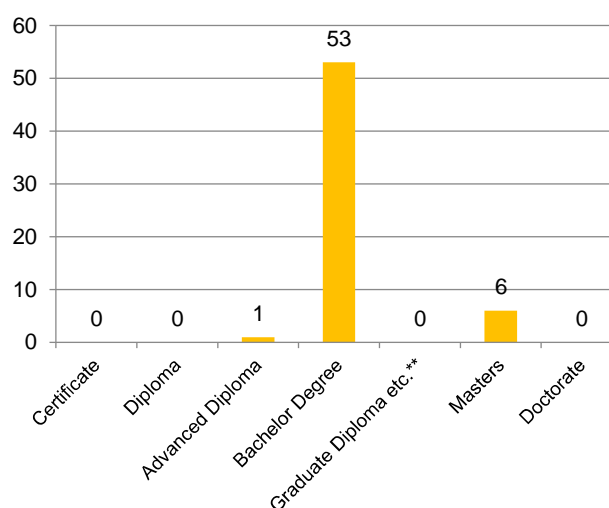
*Teaching staff includes School Leaders

**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 2015 were $35,879.67.

The major professional development initiatives are as follows:
★ Schoolwide Positive Behaviour Support Training
★ Behaviour Management (Essential Skills for Classroom Management)
★ OneSchool Timetabling
★ Behaviour Recording
★ Academic Reporting
★ Workplace, Health & Safety Training
★ Curriculum Development
★ Reading Comprehension - QAR
★ 7 Steps in Writing
★ Instructional Coaching
★ Professional Learning Teams

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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.

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	86%	84%

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.

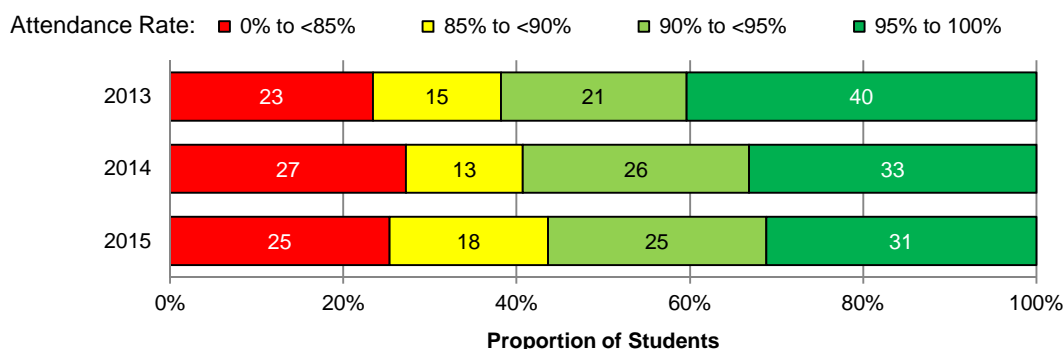The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	88%	89%	91%	89%	90%	89%	91%	92%					
2014	90%	88%	90%	90%	91%	91%	87%	90%					
2015	88%	87%	88%	90%	90%	90%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	23	15	21	40
2014	27	13	26	33
2015	25	18	25	31

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

★ School Rolls are marked twice daily.

★ Students who are more than 30 minutes late receive a late notification.
★ Parents are provided written records of their child's absences each term with a request to provide additional information if required.
★ Teachers monitor classroom absences and follow through on short term absences and refer long term absences to the school's administration.
★ Letters are sent home regularly to parents requesting reasons for unexplained absences.
★ The school administration contacts parents and meets with them to discuss absences concerns.
★ Parents of students with high levels of absences are sent Education Qld sanctioned letters to remind them of their obligations.
★ Students who do not show an improvement in attendance after meetings and letters have been sent to their parents are referred to the Department Of Community Services.
★ Students with 100% attendance throughout a term receive acknowledgement certificates.

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/.

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	**GO**
Suburb, town or postcode	

Sector:
☑ Government
☑ Non-government

SEARCH

Where it says '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.