Mount Warren Park State School
Queensland State School Reporting
2014 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 2014 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 2014

- The school continues to enjoy success in Reading Development with improvements in Reading Benchmarks across the school and increases in NAPLAN Reading Means in two out of the three year level junctures.
- The Reading Club initiative was extended in 2014 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 and the three NAPLAN year level junctures.
- The school has implemented its first 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 with better means in its NAPLAN results across two out of the three year level junctures.
- The writing program Seven Steps to Writing Success encountered its second year of implementation and was embedded across the whole school in 2014.
- The school celebrated improved NAPLAN Writing Means in two out of three year level junctures.
- The school showed significant improvements in its behavioural results in 2014 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 second year of its implementation of the School Wide Positive Support program. This is also indicated with strong school community support of the program.
- The school has implemented its second year of its Bring Your Own Device initiative, successfully implementing programs in Prep and Years 5, 6 and 7. Wireless network infrastructure was extended to include the remainder of the school in 2014.
- The instructional coaching program for teacher development has been in place for its second year.
- The school introduced 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 School Wide Positive Behaviour Support Process
- Focus on Schools (Improvement Plan) for Indigenous Students
- Writing – continue implementation of the Seven Steps to Successful Writing program
- Teacher Quality
- Differentiation
- Pedagogical Framework
- School and Community Partnerships
- BYOD (Bring Your Own Device) Strategy
- Science
- Transition
- Inclusion

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. In 2014, the school continued the model of Bring Your Own internet connected Device (BYOD) one Prep class and in Years 5, 6 and 7. There was also a Year 6 BYOD iPad Classroom who successfully encountered their second year of the initiative together.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Early Childhood - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	738	341	397	94%
2013	738	348	390	94%
2014	729	340	389	91%

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

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 90 students in its Special Education Unit.

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Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	22
Year 4 – Year 7 Primary	27	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	112	113	97
Long Suspensions - 6 to 20 days	4	14	3
Exclusions[#]	0	3	2
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- English
- Mathematics
- Science
- Geography
- History
- The Arts
- Technology
- Health & Physical Education
- Languages Other Than English (Japanese, Yrs 6 & 7)
- Gifted and Talented Education
- Learning Support
- Special Education Program

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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 assist learning

- 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:	2012	2013	2014
their child is getting a good education at school (S2016)	96%	92%	97%

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Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
this is a good school (S2035)	96%	96%	94%
their child likes being at this school* (S2001)	91%	100%	97%
their child feels safe at this school* (S2002)	96%	100%	94%
their child's learning needs are being met at this school* (S2003)	87%	92%	100%
their child is making good progress at this school* (S2004)	91%	88%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	92%	94%
teachers at this school motivate their child to learn* (S2007)	91%	100%	94%
teachers at this school treat students fairly* (S2008)	95%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	97%
this school works with them to support their child's learning* (S2010)	91%	96%	94%
this school takes parents' opinions seriously* (S2011)	83%	96%	94%
student behaviour is well managed at this school* (S2012)	87%	96%	85%
this school looks for ways to improve* (S2013)	100%	95%	97%
this school is well maintained* (S2014)	100%	100%	97%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	97%	98%
they like being at their school* (S2036)	85%	97%	95%
they feel safe at their school* (S2037)	82%	90%	96%
their teachers motivate them to learn* (S2038)	95%	98%	99%
their teachers expect them to do their best* (S2039)	97%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	88%	95%	96%
teachers treat students fairly at their school* (S2041)	82%	92%	96%
they can talk to their teachers about their concerns* (S2042)	84%	95%	88%
their school takes students' opinions seriously* (S2043)	87%	91%	95%
student behaviour is well managed at their school* (S2044)	73%	92%	94%
their school looks for ways to improve* (S2045)	96%	97%	100%
their school is well maintained* (S2046)	91%	94%	98%
their school gives them opportunities to do interesting things* (S2047)	92%	96%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	93%
they feel that their school is a safe place in which to work (S2070)		96%	95%
they receive useful feedback about their work at their school (S2071)		91%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		91%	100%
student behaviour is well managed at their school (S2074)		96%	95%
staff are well supported at their school (S2075)		91%	95%
their school takes staff opinions seriously (S2076)		93%	95%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		98%	95%
their school gives them opportunities to do interesting things (S2079)		96%	93%

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

'Agree' represents the 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

- 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	175,704	3,318
2012-2013	178,576	2,555
2013-2014	174,446	2,491

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

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2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	62	46	0
Full-time equivalents	54	29	0

.Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	54
Graduate Diploma etc.**	0
Masters	6
Doctorate	0
Total	**61**
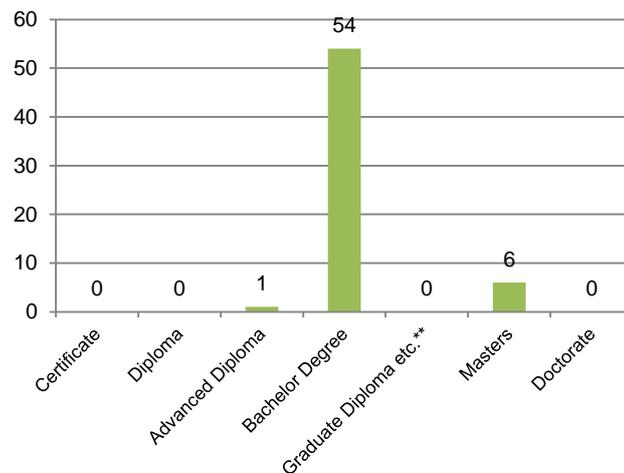
*Teaching staff includes School Leaders

**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 2014 were $ 42,673.

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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 school year.

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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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government

SEARCH

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

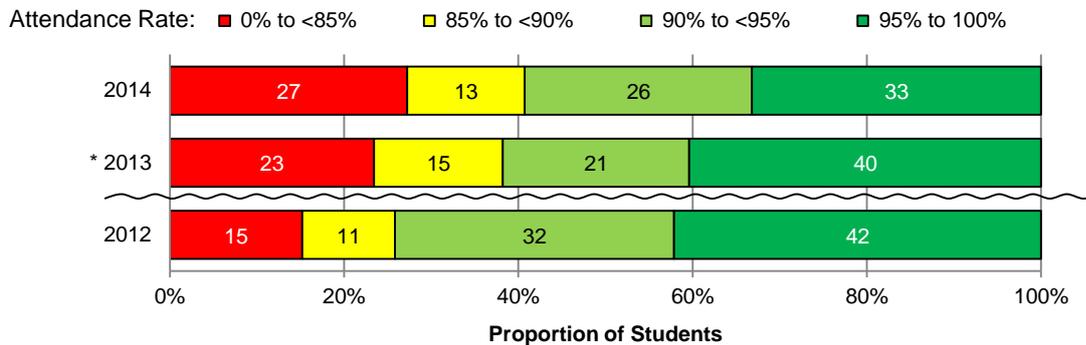| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	89%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	93%	90%	94%	91%	92%	93%	90%
2013	89%	91%	89%	90%	89%	91%	92%
2014	88%	90%	90%	91%	91%	87%	90%

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%
2014	27	13	26	33
* 2013	23	15	21	40
2012	15	11	32	42

0%   20%   40%   60%   80%   100%

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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.

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.**

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Attendance of Aboriginal and Torres Strait Islander students in 2014 was 85.5% compared to the non Aboriginal and Torres Strait Islander population result of 89.7%. While some minor improvements were achieved, 46.8% of Aboriginal and Torres Strait Islander students have an attendance of less than 85%, a critical rate for optimal learning outcomes, compared to 27.2% for the general population.

Personalised Learning Plans were developed to assist teachers and the school to deliver effective personalised learning to the Aboriginal and Torres Strait Islander students. They identified what students already know, what they need to do to read or exceed mainstream standards, and how best they do it. The Personalised Learning Plans set clear targets against key learning, and if appropriate, behaviour and attendance.

Significant improvements in the reduction of the learning gap was recorded in the 2014 NAPLAN results for Aboriginal and Torres Strait Islander students in Years 3, 5 and 7 across all test areas.