Principal’s foreword

Introduction

This report provides important information on the achievement of this school’s priorities and successes as outlined in the 2011 Operational Plan. The report highlights strengths and identifies areas for development to inform parents and members of the school community about this school’s performance during 2011.

School progress towards its goals in 2011

In 2011 we worked consistently on the following goals

Ensuring we had a comprehensive NAPLAN strategy that focussed firmly on school improvement and that targeted all students and aimed at moving them into higher bands. This was a whole school initiative that was planned to spread to years 2, 4, and 6 after the 3, 5, and 7’s were covered. Our indigenous students were closely monitored and strategies were put into place to ensure their needs were catered for with the overall view to improving their performance.

All staff completed an Individual Development Plan that was discussed with the Principal.

We utilised the skills of two teachers to perform in a HOC capacity to ensure that the staff were ready for the implementation of ACARA in 2012.

Marketing of the school continued throughout the year with the biggest increase in Prep numbers seen in many years.

Our various school teams met regularly to continue to move forward using recommendations from the previous year’s audit.

Future outlook

What are we on about?

At MHSS we are aiming to develop students who are independent life-long learners who are able to negotiate personal learning goals and work with teachers to achieve these goals. Classroom teachers and specialist support teachers collaborate to provide strong learning pathways for students.

Our teacher plan and structure their teaching to provide explicit learning opportunities that are scaffolded according to students personalised learning needs. We acknowledge that a structured approach and explicit instruction are essential in delivering a challenging curriculum, which in turn, encourages students to engage with learning.

We are committed to connecting with key community organisations that complement our work in developing independent and
successful learners. This connection develops a sense of community and pride in the students and develops effective, authentic partnerships.

We are committed to building success for students by developing their proficiency in literacy and numeracy and establishing their confidence and knowledge to use their skills in a wide range of settings and applications.

Our use of ICT and eLearning tools will encourage and enhance personalised learning and enable our students to be life-long learners of the 21st Century.

**2012 Strategic Objectives**

Teaching and learning audit recommendations actioned with explicit school strategies focussed on improvement.

Implementation of the Australian Curriculum and mandatory LOTE

Embrace and empower the system generated Curriculum in the Classroom to leverage consistency and renewal for classroom practice and expectations.

A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.

Implementation of developing performance plans for administrators and teaching staff.

Consolidation of OneSchool as the operational environment for school data, plans and financial operations.

To market our school in the wider community through our school vision.

Engage students in 21st century learning through the use of iPads in classrooms.
Our School at a Glance

School Profile

- Coeducational or single sex: Coeducational
- Year levels offered: Prep - Year 7
- Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>359</td>
<td>173</td>
<td>186</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our School students come from a range of socio economic backgrounds with a number being from housing commission homes in the local area. We have a number of students from overseas with their parent coming here to study at Griffith University. As well as international students we have students mainly from Japan, Hong Kong, Iran and New Zealand. 11% of our students are identified as ESL. We have 14 indigenous students.

The majority of students live in the suburbs surrounding the school however a number of families come from well outside our catchment areas to access our special needs program and our mainstream program.

Family composition varies greatly with a number of single parents families. Our student population is generally relatively stable throughout the year. Students who leave the school seldom leave to go to a neighbouring school. They mostly move out of the area or interstate.

We have one of the largest SEP programs with our current SEP school population sitting on approximately 17%. These students are integrated into the mainstream classrooms.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>19</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.5</td>
</tr>
<tr>
<td>All Classes</td>
<td>21.1</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>9</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
A variety of extra-curricular activities including a performing arts focus throughout the year
A major focus on the effective use of technology as a tool to assist with learning
A very strong values based program throughout the school
An excellent inclusive program for SEP students
Two transition classes aimed at providing the very best learning outcomes for students who have trouble adjusting to a mainstream class.
A focus on cooperative learning in classrooms aimed at building positive relationships, effective teaching strategies and self-esteem in our students.
LIFT – reading program for all students to improve their reading comprehension (Key part of our NAPLAN strategy)
Boys and Girls programs aimed at self esteem issues.
Cars and Stars program rolled out across the year 3-7 students
WALT and WILF embedded into all classrooms
Approximately 19% of students involved in the instrumental music program.

Extra curricula activities

Participation in the Active After School Program
Chaplaincy program in the school and EXTREME – a program run by the Chaplain and local youth from YWAM.
Instrumental music – strings and band
Lunchtime clubs for students to access
A games room for students to attend during lunch breaks. Structured play environment.
Senior leadership day at Tallebudgera
School camps and excursions that match curriculum offerings
A school dance spectacular
School FETE
Gold Coast Eisteddfod
Swimming and athletics
Visiting specialists eg Titans, Gold Coast Soccer, Gateball
Positive behaviour reward days
School disco’s which are run by the P&C
Optiminds
UNSW competitions – maths, science, English, computing
Year 7 peace builders program
LEEP program for gifted and talented students
Chess club
LEO
Regular assemblies for students and student performances

How Information and Communication Technologies are used to assist learning

Our school classrooms are all equipped with interactive whiteboards that the teachers use everyday in their classrooms. At this point
Our school at a glance

In time all teachers have been trained in the use of EasiTeach, a program designed in helping them create interactive lessons using the whiteboards.

Our computer lab is fully booked each day and is accessed by all classes and used throughout the breaks by students. Teacher use the Lab to teach computer skills, complete classroom investigations and complete classroom assignments and activities.

All computers are networked and a number of classrooms have wireless connectivity. This is to be expanded in the near future.

A number of classes have virtual classrooms or EdStudios where students can access classroom resources and work.

Social climate

The social climate of the school is excellent with the majority of students very supportive of each other, teachers and other staff. We have a program aimed at giving students the chance to be frontline support for small playground issues and friendship issues known as the Peacebuilder Program. Students take the Peacebuilder program very seriously and we have a number of training sessions aimed at giving students appropriate training.

We have a Chaplaincy program and our Chaplain is also used to provide support for the students in the school. He also organises breakfast club and EXTREME that is a non-denominational activity for all students who choose to attend. Our Chaplain also helps with student in the LEO program and acts as a mentor for these students.

All teacher are trained to deal with bullying issues and we have a teacher aide employed specifically to address behaviour issues both proactively and through planning room sessions.

Our school Guidance Officer also runs self esteem programs, boy programs, girls groups and a cooking program.

The following table outlines our school improvements in the areas of

| Safe at school | 67.9% | 66.2% |
| Being treated fairly at school | 63% | 66.7% |
| School behaviour | 26.3% | 40.3% |
| Happy to go to this school | 71.6% | 76.9% |

Parent, student and teacher satisfaction with the school

2011 School Annual Report
Our school at a glance

Our parent, student and teacher satisfaction with the school is showing a small increase from the previous year. The most notable increase was with the students this year who recorded a significant increase in their satisfaction that they are getting a good education at the school (up from 68% in the previous year).

Staff were very happy with the overall morale in the school and throughout the year we invested a significant amount of time ensuring that parents were invited into the school as often as possible to see what was happening throughout the school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>92%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Communication is essential and we have continued to ensure that class teachers keep parents well informed with class newsletters. We also ensure that an electronic and hard copy of the newsletter go out to all families.

Parents regularly attend weekly assemblies, school awards ceremonies and parent teacher information nights. The school has continued with the practice of parent teacher meetings where the report card is given at the interview.

Parents were invited to be a part of our school review team for the QSR and were invited to attend various meetings.

We also implemented a Coffee and Chat morning where any parents can come to the school every 2nd Wednesday and participate in an activity/information session conducted by either the school or an outside agency. The school covered topics such as ACARA, LIFT while outside agencies spoke about topics including Cybersafety, Autism and Mental Health.

Parents have continued to be involved in P&C meeting, discos, sports days, Education week, book week and classroom activities.

Reducing the school’s environmental footprint

2011 School Annual Report
Our school at a glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school made a conscious effort to reduce our environmental footprint with the new solar panels on the roof of C Block. Some classes also completed projects where they assessed the school’s energy efficiency and monitored school electricity usage. The school uses tank water for all toilet cisterns.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>180,400</td>
<td>4,384</td>
</tr>
<tr>
<td>2010</td>
<td>168,098</td>
<td>3,021</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>7%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>52</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>41</td>
<td>24</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>38</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $13515.

The major professional development initiatives are as follows:

Collegial Coaching – Teachers released to participate in coaching sessions
One School
Participation in the developing performance framework
Code of conduct
ACARA
Cooperative Learning
Epi-pen training
Using iPads in the class
Early Learning records – Early years staff
Science Sparks – Note making and note taking. Mapping New Territory P-10 Australian Curriculum for Teachers

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector: [Government] [Non-government]

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>95%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our teachers mark a role twice a day and this is collected by the Behaviour management teacher aide in the afternoon and information is updated to One School. Teachers are required to contact parents if a child has been absent (usually 3 days or more) and if the absence continues our Behaviour Teacher Aide will contact the parents. As a last resort the school uses the departmental letters for truancy.

Information about the positives of sending children to school is also regularly included in school newsletters and informal discussions with parents.

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

Our school attendance for our indigenous students is no greater or less than non-indigenous students. Our records show no consistent trends in attendance or absenteeism. From year to year we consistently retain our indigenous students. Their results in NAPLAN tests are comparable and they are fully included in all the classroom programs.

The school has had difficulty in finding an indigenous aide to work in the school on a regular basis and this is something that we will continue to work on achieving.