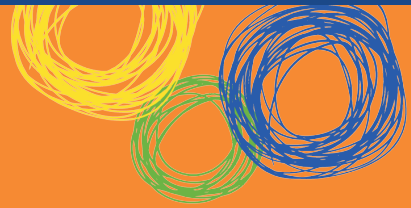


Mansfield State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The 2013 Mansfield State School Annual Report celebrates a year of continuous improvement in academic, cultural, social and sporting achievements for our students. Our successes are the result of a strong three-way partnership involving students, parents and staff. Our community holds consistent views about the school's identity in terms of high expectations and diverse opportunities for children. The Parents & Citizens Association, its sub-committees and working parties have worked collaboratively with the school administration team and staff to both set and realise strategic priorities.

School progress towards its goals in 2013

In 2013, the Mansfield State School community engaged in a comprehensive strategic planning process to inform the preferred future of the school from 2013 – 2016. The process was guided by an external strategic planning facilitator who ensured that all stakeholders were provided avenues for input into the process.

The School Plan 2013-2016 which was clearly articulated and documented throughout this process, details the school's agreed vision, purpose, guiding principles and strategic priorities.

Achievements

Implementation of the Australian curriculum, in English, Mathematics, Science and History. In support of the Australian Curriculum, the school developed a Pedagogical Framework which articulates the school's approach to teaching.

The whole school assessment program with a focus on classroom, school and systemic data was embedded.

The Stephanie Alexander Kitchen Garden Program was expanded to include year levels 4 – 7. School community partnerships were further strengthened as a product of the SAKG Program which depends on a large volunteer base for its success.

Our school improvement agenda continued a major focus on Literacy and Numeracy with particular focus on reading, writing, number, problem-solving and measurement.

Academic results in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2013 for year 3 were statistically above the nation in Writing, Grammar and Punctuation and Numeracy and statistically similar to the nation in Reading and Spelling. 68% of year 3 students achieved in the upper 2 Bands (USB) in writing, 66% in Grammar and Punctuation and 45% in Numeracy, a result that is statistically above the nation.

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Year 5 NAPLAN results were statistically above the national mean in Reading, Grammar and Punctuation, Spelling and Numeracy. Results in the Upper 2 Bands included 43% Reading, 55% Grammar and Punctuation, 41% Spelling and 35% Numeracy.

Year 7 NAPLAN results were above the national mean in all strands – Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Results in the Upper 2 Bands were as follows: Reading 40%, Writing 30%, Spelling 46%, Grammar and Punctuation 43% and Numeracy 42%.

In 2013, 28% of Mansfield State School students engaged in our school's Instrumental Music Program which caters for Strings, Woodwind, Percussion and Brass.

The choral program was expanded to include Viva Voce Singers (yr 6-7), Con Brio Singers (yr5) and Allegro Singers (yr4). The Viva Voce Singers succeeded in receiving a Gold Award at Choral Fanfare in 2013.

Year 5,6 and 7 students continue to excel in LOTE (French) studies. In 2013, our school continued to engage in a cultural exchange with Noumea International School, Ecole James Cook. Thirty primary school age students visited our school community in October.

After an extensive facilities building program in 2010 – 2012, 2013 saw the addition of Schools Officer facilities, SAKG garden shed, air –conditioning in music classroom, Resource centre and Admin offices.

Future outlook

Key Directions of the School Plan 2013 – 2016

Australian Curriculum Implementation

Literacy & Numeracy

High quality teaching practices

Whole-of-school assessment and data collection

Closing the gap between the attendance and outcomes of indigenous and non-indigenous students

Productive partnerships with school community stakeholders

Instructional leadership development

The 2013 Mansfield State School Annual Review Report – to maintain Accreditation Status with the Australasian Schools Accreditation Agency as a high performing school – outlined significant progress in the achievement of our school's identified strategic priorities and key directions.

In 2014, our school improvement agenda will have a key focus on the following:

- Implement classroom coaching and feedback for teachers in the teaching of reading, reading comprehension and problem solving.
- Develop whole school reading program with a focus on higher order thinking skills.
- Implement the whole school Pedagogical Framework with a focus on high quality teaching practices.
- Continue the effective implementation of the Australian Curriculum.
- Set student targets through collation and analysis of systemic, school and classroom data and set processes to regularly monitor 'distance travelled' and identify areas for improvement.
- In Science studies, focus on enquiry learning and the language and comprehension of Science.
- Continue to operate a homework club for indigenous students in support of their learning.
- Strengthen partnerships with parent community through a range of parent volunteer support programs and school events.
- Use the Developing Performance Framework to align teacher capability development with school priorities.



School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	837	411	426	98%
2012	835	412	423	97%
2013	859	445	414	96%

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

Characteristics of the student body:

As Mansfield State School is an enrolment managed facility, many of our students reside within the boundaries of our enrolment management plan in the local suburbs of Mansfield and Wishart.

Our school has a diverse cultural background. While 650 out of 859 of our students in 2013 were Australian born, 20% of our students were born overseas. These students emanate from 44 different countries. Of these students, a significant percentage originates from India, South Korea, Malaysia, New Zealand and the Philippines. Approximately 200 of our students are eligible to study English as a Second Language. 2% of our student population identifies as indigenous.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	25	23	23
Year 4 – Year 7 Primary	26	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

High quality curriculum program with a focus on the implementation of the Australian curriculum in English, Mathematics, Science and History from Prep – Year 7

Smart Moves Physical Education Program

Specialist curriculum programs – LOTE – French (years 5-7), Physical Education, Music

Specialist Coaching Programs in Reading and Problem-solving

Years 4-7 Student Leadership Program

Cross Campus Physical Education Program with Mansfield State High School

Early Intervention Program

English as a Second Language Program

Special Education Program

Instrumental Music Program – Strings, Woodwind, Brass, Percussion

Years 5-7 Interschool Sport

Better Buddy Program

Friends Program

Year 5 – 7 Outdoor Education Program

Environmental Projects in partnership with Bulimba Creek Co-ordinating Catchment Committee (B4C), Brisbane City Council and Bunnings

Stephanie Alexander Kitchen Garden Program

Extra curricula activities

Junior and Senior Concert Bands

Strings Ensembles – Junior, Intermediate and Senior

Choirs – Junior, Intermediate and Senior

S2S Mentor Reading Program

Somerset Writers' Festival

Book Week

Harmony Week

Student Council

Discos

Swim Club

Computer Club

Readers' Cup

Lunchtime activities – Environment Club, Mansfield Acting and Drama Club, Resource Centre Computing and Board Games, Photography Club, Granfriends Sewing Club

Cultural exchange between Mansfield State School and Ecole James Cook International, Noumea

Chaplaincy Program

How Information and Communication Technologies are used to assist learning

ICT's have been well embedded in all classrooms to support different units of work in each Key Learning Area. Access to computers as a learning tool by all students has been evident in all classrooms and in the designated computer labs. The development of skills is progressive throughout the year levels and the school now plans to move into using tablet devices to support learning. Teacher skills have also been progressively developing in how best to integrate software and online resources to improve and enhance student learning outcomes.

Social climate

2013 School Opinion Survey results indicate significantly above state average satisfaction of parents and students with school climate at Mansfield State School. Our school holds high expectations about code of conduct and has policies and procedures in place to provide a safe, caring and supportive environment for all, where students, parents and staff feel valued and have a voice in the decision-making processes of the school.

In the School Opinion Survey, 100% of parents agreed that 'their child feels safe at this school'. 96% of students surveyed agreed that 'they feel safe at their school' and 89% agreed that 'student behaviour is well managed at my school'. 92% of staff agreed that 'they enjoy working at their school' and 92% agreed that 'student behaviour is well managed at their school'.

Mansfield State School has embedded a range of programs into every day practice to support student development and informed active citizenship in our school setting. Programs of note include:

Mansfield State School Code of Conduct where expectations, rights and responsibilities are clearly documented articulated and practiced.

Student Leadership Program where students from years 4-7 have opportunities to develop leadership skills at appropriate levels. A student leadership team is formed annually to serve on Student Council.

Student and Parent Class Representatives Program where each representative provides opportunities for students and parents alike to have a 'voice' in the decision-making processes of the school.

Buddy Program where year 7 and 6 students run learning programs for and with Prep and Year 1 classes respectively.

Friends Program aimed at teaching year 5 students virtues and values involved with friendship.

Chaplaincy Program where the services of our Chaplain are afforded for 3 days per week. Programs run by our Chaplain include "Strength" for boys and "Shine" for girls which are aimed at building resilience, self-esteem and confidence. The Chaplain also runs programs for parents and a Breakfast Club on Fridays for students where students are able to network with the Chaplain, students and youth and parent volunteers.

Social events and activities organised by the P&C Association and school were also enjoyed by members of our school community. Some of these included disco nights, meet the teacher afternoons, book club, mother's and father's day stalls, mother's day morning tea, fete, trivia night, world teacher day morning tea, mums in touch morning teas, carols by torchlight, chappie day, swim club presentation night.

Parent, student and staff satisfaction with the school

2013 School Opinion Survey data indicates that parents, students and staff are very satisfied with Mansfield State School. Parent and student responses are well above state average. 100% of parents surveyed agreed that 'this is a good school and 100% agreed that' their child likes being at this school'. 97% of students claimed 'they are getting a good education at school' and 95% stated 'they like being at their school'. 92% of staff agreed that 'their school gives them opportunities to do interesting things' and 94% stated 'their school looks for ways to improve'.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	93%	100%
this is a good school (S2035)	100%	100%

Our school at a glance

their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	97%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%
their child is making good progress at this school* (S2004)	93%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%
teachers at this school motivate their child to learn* (S2007)	93%	97%
teachers at this school treat students fairly* (S2008)	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%
this school works with them to support their child's learning* (S2010)	97%	94%
this school takes parents' opinions seriously* (S2011)	96%	97%
student behaviour is well managed at this school* (S2012)	96%	97%
this school looks for ways to improve* (S2013)	96%	97%
this school is well maintained* (S2014)	93%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	97%
they like being at their school* (S2036)	95%	95%
they feel safe at their school* (S2037)	93%	96%
their teachers motivate them to learn* (S2038)	98%	98%
their teachers expect them to do their best* (S2039)	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%
teachers treat students fairly at their school* (S2041)	91%	93%
they can talk to their teachers about their concerns* (S2042)	94%	94%
their school takes students' opinions seriously* (S2043)	96%	94%
student behaviour is well managed at their school* (S2044)	91%	89%
their school looks for ways to improve* (S2045)	100%	97%
their school is well maintained* (S2046)	96%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	99%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	94%

Our school at a glance

they receive useful feedback about their work at their school (S2071)	80%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	92%
staff are well supported at their school (S2075)	82%
their school takes staff opinions seriously (S2076)	84%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	92%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

At Mansfield State School we foster a strong three-way partnership between parent, child and school. In 2013, parents actively engaged in a range of opportunities and programs in support of their child's education and school generally. These forums included:

Volunteer and support work in classrooms with a focus on the development of student Literacy and Numeracy knowledge and skills.

Volunteer work in support of home reading program and excursions.

Class Parent Representative Program aimed at providing quality communications between parents and teachers.

Parent coordination of Scholastic Book Club for students.

Volunteer work in cooking classes and garden classes in support of the implementation of the Stephanie Alexander Kitchen Garden Program (SAKG)

Regular working bees to establish gardens in support of the SAKG Program and retaining walls in the Junior Adventure Playground.

Volunteer work in support of the Chaplaincy Program.

IT assistance in developing a school website and in the operation of school sound system at school assemblies and special events.

Volunteer work at music concerts and swimming carnivals.

Volunteer work in school canteen, uniform shop and with school banking.

Engagement at meet the teacher meetings and parent-teacher interviews.

Significant attendance and input at monthly P&C Association meetings, Swim Club meetings, Instrumental Music Parent Support Group meetings, SAKG Program meetings, Grants Committee meetings, Fund-raising Committee meetings, Grounds Committee meetings, Ward Office Traffic Committee meetings, weekly school assemblies, sporting events, under 8's day and end of term culmination days.

A strategic planning process facilitated by an external facilitator gave every parent an opportunity to complete an on-line survey or to attend a range of parent forums to inform the school's purpose and future directions. Representative parents also had an opportunity to give input into the School Plan 2013 – 2016 via interviews with the external facilitator.

Reducing the school's environmental footprint

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

In 2013, Mansfield State School embedded the following practices through the implementation of our School Environmental Management Plan to reduce our environmental footprint:

Recycling of material through use of Brisbane City Council recycling bins, worm farms and compost bins.

Extensive program of solar panels to feed electricity back into the power grid.

A program of ten rainwater tanks to be used to refill swimming pool, support town water usage with sewerage system, clean equipment, and water gardens.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	180,556	5,226

Our school at a glance

2011-2012	178,829	1,732
2012-2013	216,445	1,239

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

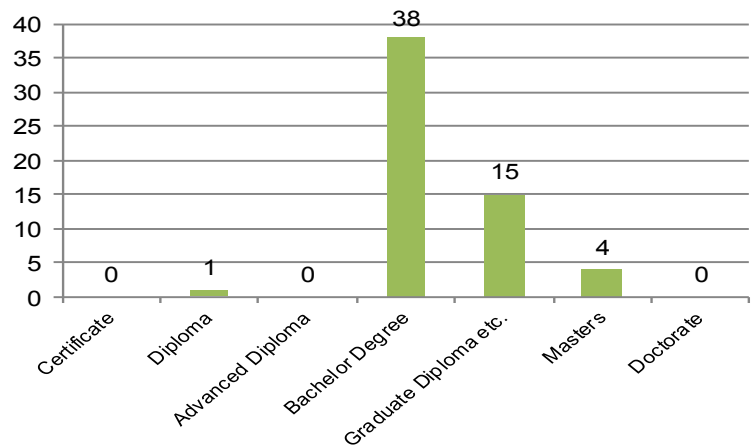
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	58	26	<5
Full-time equivalents	47	17	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.	15
Masters	4
Doctorate	0
Total	58



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 33,563 The major professional development initiatives are as follows:

- ICT's, I Pads
- Collaborative year level curriculum, assessment and moderation planning in staff teams
- Workplace Health and Safety – CPR, First Aid, Fire Safety
- Non-violent crises intervention, Behaviour Support

Our staff profile

- Pedagogical Framework
- Literacy, Multi-Lit
- Early Childhood (P-3)
- Stephanie Alexander Kitchen Garden Program workshops
- QSA workshops
- Geography
- Differentiation
- Data Analysis
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2013 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/>.

School finances 2012

Total net recurrent income \$7,599,079

Per student net recurrent income \$9,101

Total capital expenditure \$6,352,083

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

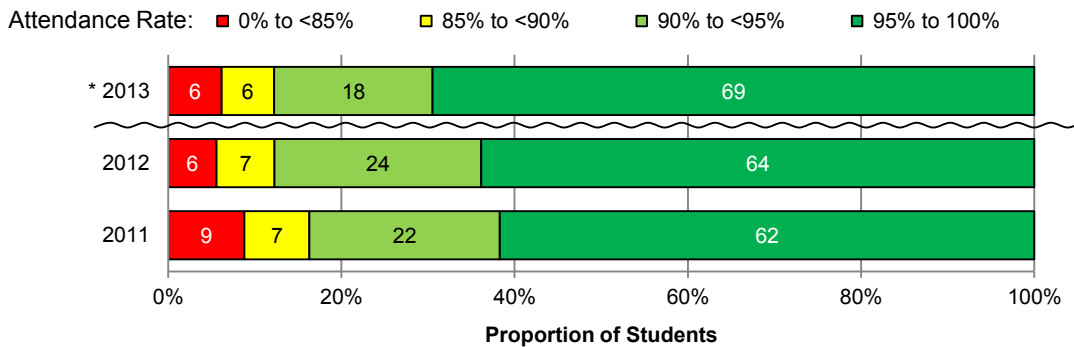
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	94%	94%	92%	95%	95%	96%					
2012	93%	95%	95%	95%	96%	95%	96%					
2013	95%	95%	95%	95%	96%	95%	96%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

Description of how non-attendance is managed by the school

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

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At Mansfield State School regular attendance is promoted through the following measures:

100% attendance certificates are awarded each semester at a special school assembly.

Reasons for absence are communicated by parents via a 24/7 absentee telephone number, email or student diary/keep-in book.

After three consecutive days absence of a student without explanation from a parent, classroom teachers contact parents.

Letters are issued to parents when long-term or regular absence occurs and interviews are conducted to address concerns.

The School Leadership Team line manages sectors and monitors attendance in consultation with teachers and parents.

Roll marking in classrooms occurs twice daily.

Late slips are issued to students and their parents as a reminder about the need for punctuality.

The school has a clear policy in place for exemption from compulsory schooling.

Official attendance records are recorded in One School and unexplained absences appear on student report cards each semester.

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

Search by school name

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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.

Performance of our students

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

How Information and Communication Technologies are used to assist learning

At Mansfield State School in 2013 a major focus has been to embed Information Communication Technologies across the curriculum. In 2013, students in all classrooms from P-7 actively engaged in learning experiences that incorporate the use of IWB technology. The school and P&C Association have worked together to fund the goal of an interactive whiteboard in every classroom. This resulted in the addition of this facility to the School Support centre and the LOTE classroom.

The Learning Place was regularly accessed by teaching staff. Teaching and learning programs have seen the integrated use of learning objects, video clips, collaborative text and the use of Edstudios.

The School accessed a range of on-line programs and software to support student learning in literacy and numeracy. These included Reading Eggs, Sunshine online, Ziptales literacy, EdAlive programs, Boardmaker, Clicker 5 and in Yr 4 the use of Scratch software and Lego robotics resources to enhance students problem solving and logical sequencing skills. This range of resources was used as part of the curriculum activities aimed to promote student learning in the areas of English, Mathematics and Science.

Teaching programs were further enhanced by a range of infrastructure initiatives that included the expansion of the wireless network in Year 1 and 3 classrooms, Prep and the Student Support Centre. With the support of funds provided by the P&C in addition to school funding, additional laptop resources were allocated to the Year 6 and 7 classrooms. The purchase of iPads to enhance individual learning programs was targeted at those students who work closely with the staff from the Student Support Centre. All teaching staff were provided with an ED QLD issued CFT as part of the government's 3 yearly upgrade and renewal program.

Mansfield teaching staff continued to participate in professional development that integrated the use of ICT resources as a vehicle for engaging and effective curriculum delivery.

School staff were systematic in their collection of student achievement data as part of a regular routine that involved the entering of these results into the One School database. This data is used as part of the information that teaching staff used to inform their decisions when developing teaching and learning programs.

Achievement – Closing the Gap

In 2013, 15 indigenous students, making up 2% of our student population, attended Mansfield State School. These students were given additional in-class Literacy and Numeracy support by teacher aides with a focus on reducing the gap between indigenous and non-indigenous students in academic achievement. In 2013 Naplan testing results, indigenous students were similar to the national cohort.