



Mansfield State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	174 Ham Road Mansfield 4122
Phone:	(07) 3421 3888
Fax:	(07) 3421 3800
Email:	principal@mansfielss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Kym Amor – Principal

School Overview

Welcome to Mansfield State School, a Prep – Year 6 primary school which prides itself on a strong history of academic, sporting, cultural and community excellence. At Mansfield State School our vision is “empowering all students to embrace learning, achieve their personal best and build their academic capabilities, and their emotional, social and physical well-being”. We share the commitment that ‘every day, in every classroom, every child strives to achieve their personal best’.

We provide a rich learning environment that is innovative and progressive, and one that meets the high expectations of the school and the wider community for optimal student learning. We strive to develop clever, skilled and creative students. We relate learning to the real world through purposeful, innovative and explicit learning experiences. We create an environment where every child sets realistic goals and works hard to achieve their personal best. We empower our students – academically, physically, socially, emotionally and ethically – to make responsible choices. We achieve excellence through teamwork, respecting others and considering individual points of view. We value the efforts of all staff and we care about their well-being. We learn from the past and we plan for the future.

At Mansfield State School we are passionate about your children, our students. We provide a warm and supportive environment in which all children can grow with confidence. Our staff are passionate professionals who are committed to helping students achieve to their potential, no matter what it takes. Our high academic achievement is a direct result of our dedicated teachers, and support staff, who take great pride in creating rich and engaging ‘age-appropriate’ educational programs that provide appropriate intellectual challenges and encourage all students to continually flourish.

Principal’s Foreward

The Mansfield State School values recognise the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring happy, safe, supportive environments for our students to learn and thrive. In 2016 our school community conducted a Quadrennial School Review, which determined the future direction of the school from 2017 – 2020 and formed our 2020 Vision.

The 2016 Mansfield State School Annual Report celebrates a year of continuous improvement in all areas of achievement for our students: academic, cultural, social and sporting. Our successes are the result of a strong three-way partnership involving students, parents and carers, and staff. Our community holds consistent views about the school’s identity in terms of high expectations and diverse opportunities for children. The Parents and Citizens’ Association, its sub-committees and working parties, have worked collaboratively with the school leadership team and school staff to both set, and work towards accomplishing strategic priorities for our school.

I trust that you find the information contained in this report about our school informative and enlightening. Please do not hesitate to contact me should you have any questions about our school.

Mrs Kym Amor - Principal

Introduction

School Progress towards its goals in 2016

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. The Key priorities were:

1. Reading
2. Writing
3. Numeracy
4. High quality teaching practices
5. Australian Curriculum implementation
6. Whole of school assessment and data collection
7. Science
8. Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students
9. Productive partnerships with school community stakeholders
10. Instructional leadership development.

Achievements

The 2016 Annual Implementation Plan detailed our school's strategic vision for the year. In 2016 Mansfield State School made significant gains in each of these areas to now have a sequential learning program from Prep – Year 6, the Australian Curriculum implemented effectively, effective use of data to inform teaching practice, and strong student outcomes in Reading, Writing, Numeracy, and Science.

Our school has continued to focus on developing clever, skilled and creative students and have provided a range of opportunities for students to shine. The Stephanie Alexander Kitchen Garden (SAKG) Program was extended and enhanced to support students and provide sessions from Prep – Year 6. Our school community partnerships continue to be strengthened as a result of the SAKG Program, which depends on a large volunteer base for its success. Our students have been actively involved in our highly regarded Instrumental and Choral Music Program, and the successful Mansfield Arts and Drama Student Program (MADS). Our bands and orchestras competed in the state-wide Fanfare competition and received impressive results.

Our students have begun to engage with innovative coding and technology projects to enhance their Science, Technology, Engineering and Maths (STEM) capabilities and interests. They have competed in external Maths Team Challenge competitions and achieved outstanding results. Our sporting program has been highly successful at a school, interschool, and representative level. Year 5 and 6 students continue to excel in LOTE (French) studies. A significant number of students participated in the Premier's Reading Challenge and this was acknowledged by the Qld Premier who visited our school to present certificates to our students from Prep–Year 6.

Our School Improvement Agenda continues a major focus on Literacy and Numeracy with particular focus on reading, writing, and problem solving.

Academic results in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2016 for Year 3 and Year 5 students were significantly above the National Mean in the five domains of Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy.

66.2% of our year 3 students achieved in the Upper 2 Bands (U2B) in Reading, 65.5% in the U2B in Writing, 56.8% in the U2B in Spelling, 68.3% in the U2B in Grammar and Punctuation and 50.7% in Numeracy. This is a significant improvement on the results of previous years across all domains.

The Upper 2 Bands (U2B) results in Year 5 in 2016 are significantly above the nation in the areas of Reading, Writing, Grammar and Punctuation, and Numeracy and the U2B results in Spelling are statistically above the nation.

Future Outlook

The 2017 School Improvement Agenda focuses on four key priorities, as outlined in the School's 2016 – 2020 Strategic Plan. The plan outlines the initiation, continuation and refinement of:

- Excellence in curriculum knowledge and age appropriate pedagogies
- An expert team within the professional learning community
- Outstanding school and community partnerships
- A culture that promotes learning.

IMPROVEMENT PRIORITY	FOCUS STRATEGY
Excellence in curriculum knowledge and age appropriate pedagogies	<ul style="list-style-type: none"> • Embed agreed age appropriate pedagogical practice aligned to the M.S.S Pedagogical Framework • Planned implementation of the 2017-2020 new Australian Curriculum through subject and learning areas in Prep – 6 • Develop understanding of all staff of the Australian Curriculum within and across year levels • Time allocation and timetabling for each subject to ensure consistency exists across the year levels • Consistency of assessment aligned to the Australian Curriculum achievement standards • Planned and purposeful moderation across and between year levels and between schools to ensure consistency of approach and assessment • Reflect, review, redesign the case management approach utilised in data conversations, using the Collaborative Data Inquiry Approach process • Reflect on consistent implementation of the whole school reading framework, ensuring all teachers across classes are able to identify and address reading difficulties and strengths, and are competent with the development of reading goals for every student. • Following an Action-Research Method, developing a consistent whole-school research-based approach to teaching writing • Following an Action-Research Method, developing a consistent whole-school research based approach to the teaching of spelling • The provision of Professional Learning, feedback, mentoring and coaching on agreed literacy approaches, based on the evidence based whole school framework • Following an Action-Research Method, develop an EAL/D Framework that caters for the needs of all EAL/D learners • Actively promote and monitor the effective teaching of STEM across all year levels and engage teachers in professional development to improve teacher capacity and confidence in digital literacy, coding and robotics and Science • Expansion of the Makerspace Trial, with Makerspace being extended across the school, and the professional development of teachers and other staff.
An expert team within the professional learning community	<ul style="list-style-type: none"> • Adopt/adapt/develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice • Ensure the school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students, and is aligned to the Explicit Improvement Agenda • Embed data collection and analysis processes which link directly to differentiated teaching processes • Develop and embed a planned and coordinated approach to the Annual Performance Review process aligned to the Explicit Improvement Agenda, with clear systems, processes, expectations and follow through • Create planned and purposeful Professional Learning Communities that link to the whole school professional development plan • All teachers supported to use a range and balance of effective teaching methods including explicit instruction to maximise student learning • All teacher-aides have clarity of purpose and the necessary professional development to enable them to support the school and teachers to maximise student learning outcomes • Support Year Level Curriculum coordinators to develop their instructional leadership skills, providing an additional layer of middle management support to ensure consistency of practices across the school • Clarify, monitor and enact the clearly identified and communicated roles and responsibilities of all staff, including the Leadership Team, teaching staff and all ancillary staff members • All members of the Administration Team take on a strong leadership role encouraging the use of research-based teaching practices in all classrooms, providing feedback to staff to ensure that every student is engaged, challenged and learning successfully • Review and revise the writing coaching program to focus on expanding teachers' skills and putting skills in to practice within all classes • Use a range of performance and engagement data to set future directions which will impact on student learning and opportunities in Mansfield State School.
Outstanding school and community partnerships	<ul style="list-style-type: none"> • Collaborate with Mansfield State High School to further develop sustainable partnerships as part of the Mansfield Productive Partnerships (MPP) initiatives • Support students transition of school, through engagement with the local childcare centres to enhance the pre-Prep transition program (Mansfield Minis) • Develop a range of dynamic consultative forums to enhance the communication between community groups • Parents and Citizens Association and Mansfield State School to develop a Parent/Community Directory to enhance the use of business and community expertise

	<ul style="list-style-type: none"> • Sharing curriculum plans and aligning pedagogical practices, particularly between our primary and local secondary schools • Recognising that parents, carers and families play an integral role in the education of their children, supporting both learning and wellbeing • Recognising the diversity in their parent and carer community and choosing approaches that reach out to all • Create intentional and purposeful programs and opportunities (e.g. literacy workshops, guest speakers) for parents to build their capacity to support their child's learning and well-being • Facilitating productive partnerships between teachers, parents, carers and students • Engaging a range of school-based services and external agencies to support students and their families • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents including face to face contact, email, SMS, telephone, social media, web portal and letters • Actively engaging with clusters of schools aligned to our Explicit Improvement Agenda.
<p>A culture that promotes learning</p>	<ul style="list-style-type: none"> • Develop and implement targeted initiatives to create a standard of high expectations, and a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance, engagement and achievement. • Mansfield State School Workplace Health, Safety and Wellness team, through the use of an action-research based method, to develop an appropriate staff wellness program • Mansfield State School staff are to develop and engage in an appropriate school student wellness program • Actively engaging with students and providing opportunities to have a stronger voice in their learning and school programs • Use performance data to set future directions which will impact on student learning in Mansfield State School • Build processes to improve student attendance, through greater engagement in their learning • Develop a planned and structured approach to explicitly teaching and developing students social skills, with a focus on developing resilience within our students • The provision of targeted support, intervention and extension programs and initiatives to cater appropriately for individual student needs • Utilise Student Resource Scheme funds to provide planned financial support for prioritised school needs prioritise • Build a culture of an educational community which demonstrates continuous sharing and learning together • Ensure the school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour • Review the physical environment of the school to ensure it supports and encourages learning, including differentiation of student learning • Maintaining a physical space, including a cyber environment, that maximises staff and student safety • Provide students with opportunities to actively engage in Sport, Music and the Arts • Enhance the opportunities for students and the school to engage with the Stephanie Alexander Kitchen Garden (SAKG) program.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	896	455	441	12	98%
2015*	889	451	438	8	98%
2016	968	498	470	6	98%

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

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

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

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

Characteristics of the Student Body

Overview

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	22	23
Year 4 – Year 6	24	27	27
Year 7 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Our approach to learning is that of a developmental curriculum which is embedded in our prep classes and develops progressively throughout the year levels, aligned to the Australian Curriculum. All students learn through age-appropriate pedagogies with a balance of 'play based', hands-on learning and explicit teaching which becomes more sophisticated as students mature.

Our distinctive curriculum offerings

- Stephanie Alexander Kitchen Garden Program
- iPads in Years 2 – 6
- LOTE (French)
- Literacy and Numeracy Intervention Programs

Co-curricular Activities

- MakerSpace
- Coding and robotics programs
- Instrumental Music
- Choirs
- Mansfield Arts and Drama Students (MADS)
- Sport
- Competitions in Maths, Science, Writing, Reading, Technology
- Maths Team Challenge
-

How Information and Communication Technologies are used to Assist Learning

At Mansfield State School we embed the use of digital technology or Information Communication Technologies (ICTs) in all aspects of student learning. We see such technology as but one 'tool' in a suite of many to enhance the capability of delivering a curriculum to students who are 'digital natives', growing up in a society where this is just commonplace.

The use of digital whiteboards in all classrooms across the school enhanced the learning opportunities with classes being able to access these on a regular basis. The installation of a wireless network throughout the school enhanced the ability of students to access wireless technologies whilst working outdoors.

The Learning Place was regularly accessed by teaching staff. Teaching and learning programs saw 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, numeracy and STEM. These included Reading Eggs, Sunshine Online, Mathletics, Boardmaker, Clicker 5, 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.

We have a range of laptops, iPads and computers for use across the school, with the implementation and enhancement of a 'Bring Your Own Device' iPad program since 2015. We will continue to enhance this program over the coming years and will continually provide appropriate professional development for staff in the integrated use of ICT resources as a vehicle for engaging an effective curriculum delivery.

We have a lab of computers for classes to access and our teachers undertake both integrated and specific media related skills based lessons with all classes based on the unit of work which the year level is currently studying. Each classroom has a number of computers based on the age group. All teachers have their own laptop and their own iPad since 2015 to allow them to best cater for the learning needs of their students, and professional planning, assessment and reporting.

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 OneSchool database. This data is used as part of the information that teaching staff used to inform their decisions when developing teaching and learning programs.

Social Climate

Overview

Mansfield State School prides itself in providing a safe and supportive environment for all students. Our students and members of our school community consistently apply our 3 B's – Be Safe, Be Respectful and Be a Learner. The development of our School Code of Behaviour which aligns with our Responsible Behaviour Plan for Students outlines our expectations about student, parent and staff behaviour.

We have regular celebrations of success including our school assemblies where students are acknowledged for their academic engagement, their commitment to their studies and our school values, and the way in which they demonstrate our 3 Bs.

Our school has the following programs that support our supportive and positive school culture:

Chaplaincy (Strength and Shine programs)	Friends program	Mentoring Program	Buddies program
Parent Volunteers	Parent Representatives	Mothers in Touch	Granfriends

A key aspect of our student leadership program is the roles which students take on as leaders within our school, including the School Student Council, School, Sports, Cultural and Class Captains, Student Buddies, Friendship Stop, and developing positive role models in the playground and around the school. We proudly promote leadership behaviours in all of our students and strive to develop confident, resilient and responsible students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	95%	93%
this is a good school (S2035)	98%	98%	96%
their child likes being at this school* (S2001)	99%	96%	96%
their child feels safe at this school* (S2002)	98%	97%	96%
their child's learning needs are being met at this school* (S2003)	95%	92%	90%
their child is making good progress at this school* (S2004)	95%	97%	89%
teachers at this school expect their child to do his or her best* (S2005)	98%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	87%	90%
teachers at this school motivate their child to learn* (S2007)	96%	90%	93%
teachers at this school treat students fairly* (S2008)	94%	92%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	95%
this school works with them to support their child's learning* (S2010)	95%	94%	90%
this school takes parents' opinions seriously* (S2011)	94%	90%	89%
student behaviour is well managed at this school* (S2012)	95%	97%	92%
this school looks for ways to improve* (S2013)	98%	91%	96%
this school is well maintained* (S2014)	95%	85%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	99%	99%
they like being at their school* (S2036)	99%	97%	97%
they feel safe at their school* (S2037)	97%	95%	97%
their teachers motivate them to learn* (S2038)	98%	97%	96%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	97%
teachers treat students fairly at their school* (S2041)	93%	92%	91%
they can talk to their teachers about their concerns* (S2042)	93%	90%	93%
their school takes students' opinions seriously* (S2043)	94%	96%	97%
student behaviour is well managed at their school* (S2044)	96%	91%	90%
their school looks for ways to improve* (S2045)	98%	96%	99%
their school is well maintained* (S2046)	98%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	99%	100%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	93%
they feel that their school is a safe place in which to work (S2070)	100%	93%	98%
they receive useful feedback about their work at their school (S2071)	92%	80%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	83%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	100%	93%	100%
student behaviour is well managed at their school (S2074)	100%	93%	95%
staff are well supported at their school (S2075)	96%	70%	77%
their school takes staff opinions seriously (S2076)	96%	67%	77%
their school looks for ways to improve (S2077)	100%	96%	91%
their school is well maintained (S2078)	96%	93%	84%
their school gives them opportunities to do interesting things (S2079)	96%	80%	78%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are involved in many areas of our school and we value and encourage parental involvement. Our classrooms are regularly filled with parent volunteers, and they also provide support to our Stephanie Alexander Kitchen Garden Program, knitting with Granfriends, swimming, sporting and Arts programs.

Our school communicates regularly with our parents via our weekly newsletter, Facebook page, and our website. Our teachers also communicate regularly about specific year level or class learning programs and activities via newsletters or the Learning Place. We host parent-teacher information sessions and also parent-teacher conferences which allow focused conversations about the progress of each student. Each term we also proudly welcome parents and family members to each classes' Open Classroom.

Parents are involved on a regular basis in the decisions made regarding the adjustments made to assist students with diverse needs to access and participate completely at school.

Parental involvement is also through the P&C, and their sub committees, and the Music Support Group. Parents are involved in strategic planning, fund raising, supporting our school's programs through a range of activities, and providing input and direction for major decisions related to the ongoing development of the School. Our P&C run tuckshop also values the parent and community tuckshop volunteers that ensure the smooth running of this highly valued service.

Helping Hands Mansfield runs a before, after and vacation care service on our school site, and is a valuable service for our families.

Our school staff also host many parent and community information sessions to provide parents with up-to-date information about what is happening within our school, and ways that they can support the learning and development of their children at home. Some of these include Literacy sessions, Early Years development sessions, Numeracy sessions, Pre-Prep transition sessions and eLearning sessions.

In 2016 parents and members of our school community also worked collaboratively on the Quadrennial School Review and to develop the School Plan 2016 – 2020.

Respectful relationships programs

Our school publicly "Says no to bullying" and addresses any reports of bullying or harassment immediately, as outlined in our Responsible Behaviour Plan for Students. We teach our students about protective behaviours and respectful relationships and as a school community participate in the "Day for Daniel".

Our school regularly reinforces the importance of inclusivity and the positivity of diversity. Our NAIDOC Week and Harmony Day celebrations are very important events in the school calendar and the messages from these days are reinforced across the school throughout the year.

In 2017 the school's Virtues and Values program is to be introduced, in addition to a Positive Behaviour Acknowledgement program.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	9	22
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Our school endeavours to limit our environmental footprint as much as possible and staff and students are aware of ways to limit our electricity and water usage. With the increase of classes and other curriculum areas with air-conditioning, our electricity costs have risen but we have been educating staff and students about the efficient and effective use of electricity and have focused on educating the school staff and students, e.g. efficient temperature settings and use of curtains. Our solar electricity systems provide some offset to the grid.

Water efficiencies have been gained mainly through repairs to the pool. The school has implemented a number of water saving projects with the aim of reducing water consumption. These include water tanks to harvest rainwater with this water being used in the students' toilets, to water the SAKG vegetable gardens, and washing or hosing down of hard surfaces. Water taps are secure from tampering or being left on. Toilets have timed taps so a limited amount of water is issued and all toilets have dual flush cisterns.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	223,952	897
2014-2015	238,435	2,745
2015-2016	252,065	1,249

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	69	32	<5
Full-time Equivalents	55	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	13
Bachelor degree	52
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$36,462.00.

The major professional development initiatives are as follows:

- CPR/First Aid, compliance sessions
- Digital Technologies and STEM – Coding and Robotics
- Age-Appropriate Pedagogies
- Regional Principal and Curriculum meetings
- EALD conference
- Lyn Sharratt – Good to Great to Innovate program
- Numeracy – Problem Solving
- Literacy – Reading and Writing
- Teaching and Learning – Explicit Teaching
- Intervention and support programs
- ICT and eLearning

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	95%	93%

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

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

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	97%	95%	95%	96%	97%	95%	95%					
2015	96%	95%	97%	96%	96%	96%	96%						
2016	95%	95%	95%	97%	96%	96%	96%						

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

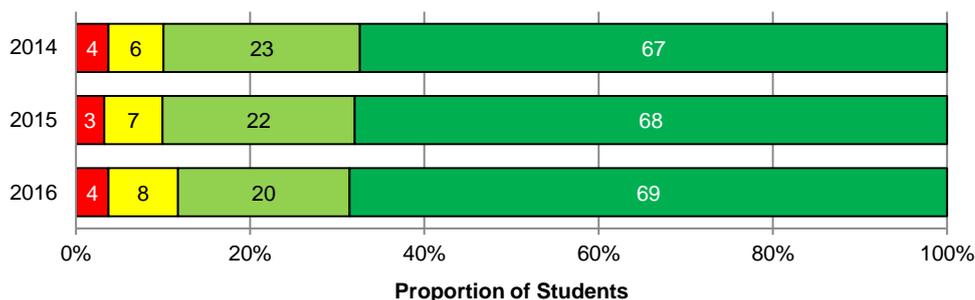
DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



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



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.

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

- Reasons for absence are communicated by parents via a 24/7 absentee telephone number, email or student diary.
- 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.
- In 2016, we prepared for the implementation of the Same Day Absence Notification (Texting) system in 2017.

NAPLAN

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

Sector:

Government

Non-government

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

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