

Mansfield State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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 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 a 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 who take great pride in creating rich and engaging educational programs that provide appropriate intellectual challenges and encourage all students to continually flourish.

In 2016 our school community looks forward to the significant task of undertaking a Quadrennial School Review which will determine the future direction of the school from 2017 – 2020 and will form our 20/20 Vision.

The 2015 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 personally should you have any questions about our school.

Kym Amor

Principal

School progress towards its goals in 2015

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 are:

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 2015 Annual Implementation Plan detailed our school's strategic vision for the year. In 2015 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 improvements 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 Program (MADS). Our students have begun to engage with innovative coding and technology projects to enhance their Science, Technology, Maths and Engineering (STEM) capabilities and interests. Our sporting program has been highly successful at a school, interschool, and representative level. Year 5, 6 and 7 students continue to excel in LOTE (French) studies. In 2015, our school continued to engage in a cultural exchange with Noumea International School, Ecole James Cook.

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 2015 for Year 3 students were statistically above the National Mean in the five domains of Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy.

Year 5 students were statistically above the National Mean in Spelling, but substantially above the National Mean in Reading, Persuasive Writing, Grammar and Punctuation, and Numeracy.

57% of our year 3 students achieved in the Upper 2 Bands (U2B) in reading, 64% in the U2B in Writing, 48% in the U2B in Spelling, 63% in the U2B in Grammar and Punctuation and 44% in Numeracy.

58% of our year 5 students achieved in the Upper 2 Bands (U2B) in reading, 38% in the U2B in Writing, 52% in the U2B in Spelling, 65% in the U2B in Grammar and Punctuation, and 51% in Numeracy. These U2B results are statistically above the nation.

Future outlook

The 2016 School Improvement Agenda focuses on the improvement of Reading, Writing and Numeracy, in particular problem solving. We are also focussing on the 10 priority areas outlined in the School Plan 2013-2016. The plan outlines the initiation, continuation and refinement of:

- The consistent implementation of the Mansfield State School Pedagogical Framework
- Embedding of processes which build a learning and feedback culture in the school
- The effective collection and use of data to inform our Reading Program
- The enhancement of our Whole School Intervention Program
- The development of a whole school higher order thinking program, to support effective problem solving skills
- The consistent approach to the explicit teaching of writing, spelling and punctuation
- The refinement of moderation processes to ensure that standards are consistent internally and externally
- Embedding use of technology across all curriculum areas and year levels, including the school's BYO iPad program
- Initiation of the MakerSpace program to enhance STEM opportunities and capabilities
- Productive partnerships with school community stakeholders, in particular parents

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	859	445	414	16	96%
2014	896	455	441	12	98%
2015	889	451	438	8	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 2015, there were no students enrolled in a Pre-Prep program.*

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

Characteristics of the student body:

Mansfield State School is an enrolment managed school with the vast majority of our students residing within the boundaries of our enrolment management plan in the local suburbs of Mansfield and Wishart. Our school has a diverse cultural background. 48% of our 889 students in 2015 come from a Language background other than English and 1% of our student population is Indigenous. Our multicultural population is a strength of our school. Mansfield is a moderately high socio economic area, with the school ICSEA rating being 1108, where 1000 is average for school across Australia. Parental expectations for students at Mansfield SS are high and as a result students are well motivated and work to a high standard in classes. Students adhere to our uniform policy and the behaviour standards are very high.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	21	23
Year 4 – Year 7 Primary	24	24	25
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	7	9
Long Suspensions - 6 to 20 days	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

Our approach to learning in the early years is that of a developmental curriculum which is embedded in our prep classes and develops progressively throughout the school. Students learn through a balance of 'play based' learning and explicit teaching which becomes more sophisticated as students mature.

Our distinctive curriculum offerings

- Stephanie Alexander Kitchen Garden Program
- iPads in Years 2 – 5
- LOTE (French)
- Literacy and Numeracy Intervention Programs

Extra curricula activities

- Instrumental Music
- Choirs
- Mansfield Arts and Drama Students (MADS)
- Sport
- Competitions in Maths, Science, Writing, Reading, Technology
- Maths Team Challenge
- Computer Club

How Information and Communication Technologies are used to improve 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 has enhanced the learning opportunities with classes being able to access these on a regular basis. The installation of a wireless network throughout the school has 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 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, Mathletics, Boardmaker, Clicker 5 and in Year 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.

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 in 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 in 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 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.

Social Climate

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 B's.

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

- Chaplaincy
- Buddies program
- Friends program
- Mothers in Touch
- Kids Hope Mentoring Program
- Granfriends

A key aspect of our student leadership program are 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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	98%	95%
this is a good school (S2035)	100%	98%	98%
their child likes being at this school (S2001)	100%	99%	96%
their child feels safe at this school (S2002)	100%	98%	97%
their child's learning needs are being met at this school (S2003)	100%	95%	92%
their child is making good progress at this school (S2004)	100%	95%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	94%	87%
teachers at this school motivate their child to learn (S2007)	97%	96%	90%
teachers at this school treat students fairly (S2008)	100%	94%	92%
they can talk to their child's teachers about their concerns (S2009)	94%	95%	94%
this school works with them to support their child's learning (S2010)	94%	95%	94%
this school takes parents' opinions seriously (S2011)	97%	94%	90%
student behaviour is well managed at this school (S2012)	97%	95%	97%
this school looks for ways to improve (S2013)	97%	98%	91%
this school is well maintained (S2014)	97%	95%	85%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	100%	99%
they like being at their school (S2036)	95%	99%	97%
they feel safe at their school (S2037)	96%	97%	95%
their teachers motivate them to learn (S2038)	98%	98%	97%
their teachers expect them to do their best (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	97%	94%
teachers treat students fairly at their school (S2041)	93%	93%	92%
they can talk to their teachers about their concerns (S2042)	94%	93%	90%
their school takes students' opinions seriously (S2043)	94%	94%	96%
student behaviour is well managed at their school (S2044)	89%	96%	91%
their school looks for ways to improve (S2045)	97%	98%	96%
their school is well maintained (S2046)	95%	98%	97%
their school gives them opportunities to do interesting things (S2047)	99%	99%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	100%	96%
they feel that their school is a safe place in which to work (S2070)	94%	100%	93%
they receive useful feedback about their work at their school (S2071)	80%	92%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	92%	100%	93%
staff are well supported at their school (S2075)	82%	96%	70%
their school takes staff opinions seriously (S2076)	84%	96%	67%
their school looks for ways to improve (S2077)	94%	100%	96%
their school is well maintained (S2078)	94%	96%	93%
their school gives them opportunities to do interesting things (S2079)	92%	96%	80%

'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, 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.

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 will work collaboratively on the Quadrennial School Review and to develop the School Plan 2016 – 2020.

Reducing the school's environmental footprint

Our school endeavors 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	216,445	1,239
2013-2014	223,952	897
2014-2015	238,435	2,745

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

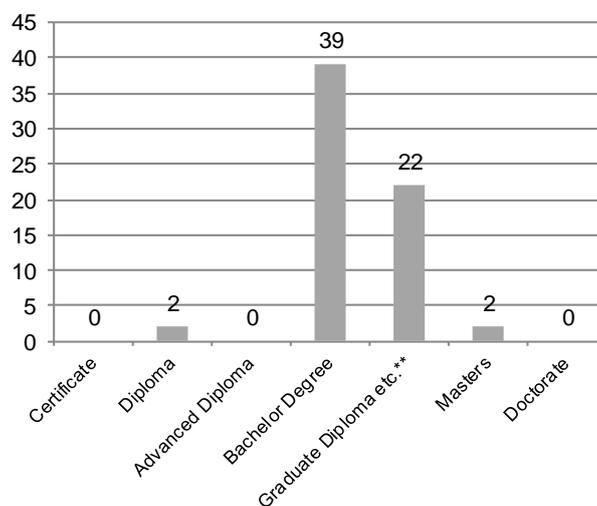
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	64	29	<5
Full-time equivalents	51	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	22
Masters	2
Doctorate	0
Total	65



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$41, 636.

The major professional development initiatives are as follows:

- CPR/First Aid, compliance sessions
- Twilight sessions
- Sheena Cameron
- Regional Principal and Curriculum meetings
- EALD conference
- Lyn Sharratt – Good to Great to Innovate program
- Numeracy
- 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 2014 was 100%.

Average staff attendance	2013	2014	2015
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, 99% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

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

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

Find a school

Sector:

Government

Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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The overall attendance rate for the students at this school (shown as a percentage). 95% 96% 96%

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

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

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	95%	95%	95%	95%	96%	95%	96%					
2014	96%	97%	95%	95%	96%	97%	95%	95%					
2015	96%	95%	97%	96%	96%	96%	96%						

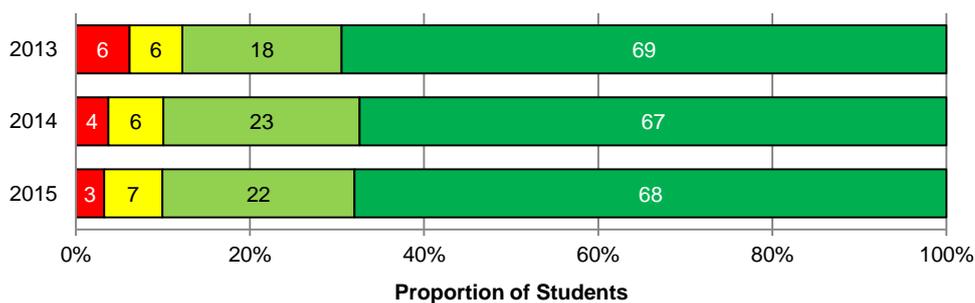
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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



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.

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.

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.

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

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

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

As at 16 February 2016. The above values exclude VISA students.