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Principal's foreword

Introduction

The 2011 Mansfield State School Annual Report celebrates a year of continuous improvement in academic, cultural, social and sporting achievements for our students. Mansfield's academic results in the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2011 for Year 7 were statistically above the national mean in all areas except grammar and punctuation where the results were similar to the national mean. Year 5 students were similar to National Cohorts in all strands except Reading where they were above the National Cohort. In year 3 all strands of literacy and numeracy were similar to the National Cohort.

The school boasts programs of excellence in Instrumental Music (Strings, Woodwind, Percussion and Brass) and LOTE (French). In 2011 the School Annual Operational Plan focused on objectives in priority areas of Learning, Schools and Workforce.

LEARNING

With the introduction of the Australian curriculum in 2011 for implementation in 2012, the teaching staff engaged in a review of whole school English, Mathematics and Science programs in line with ACARA. The school developed and implemented a whole school assessment program in support of tracking student academic progress and maximising achievement for all learners.

Whole school approaches to differentiation were developed and implemented to cater for the learning needs of every child and targeted groups of students. A significant number of students engaged in a variety of extension programs beyond the school.

The school continues to be involved in a range of environmental learning experiences which included the Catchment Kids Environmental Program and the international Kids Teaching Kids Conference in Caloundra.

SCHOOLS

In 2011 major Building the Economic Revolution (BER) projects were completed for the commencement of Term 4. These projects included a Resource Centre, located at the entrance of the school, and a multi-purpose Sports Hall on the top oval.

A major rebuilding facilities' project to replace lost buildings as a result of fire in 2010 commenced. Facilities included:

Tuckshop and Uniform Shop

Music Block

8 general learning areas classrooms

Computer laboratory

Outdoor learning area

Open learning area in support of the new classrooms

Stephanie Alexander Kitchen/parent room and storeroom

The school's ICT connectivity was upgraded to current standards to accommodate new facilities.

Solar Panels on Administration Building were connected to the power grid.

The school swimming pool was repaired and painted.

In 2011 the Mansfield State School P & C Association completed its 'cooler' school program of air-conditioning all classrooms.

Interactive whiteboards (IWB's) were installed in 6 classrooms. This project of installing IWB's in all classrooms will be completed 2012.

The P & C Association Swimming club renovated the Pool Office and Canteen.

WORKFORCE

Professional development was provided to staff in our target areas of Australian Curriculum, Reading, Numeracy, Science and ICT's. Staff were trained in using a Reading Coaching Model to improve the teaching of reading across years 3 – 5.

Non-Teaching staff were provided with training in OneSchool Release Three administrative system. Support-a-reader professional development was provided for teacher aides, volunteers and parents.

Mandatory training in Workplace Health and Safety and Code of Conduct was undertaken by all employees.

School progress towards its goals in 2011

Whole school English, Mathematics and Science programs were audited against the Australian curriculum and developed for implementation in 2012

The whole school assessment program was scheduled on OneSchool and was implemented according to specific timelines. Data was recorded on OneSchool for easy access to inform Teaching and Learning Programs.

Individual teachers created individual student differentiation profiles

Professional Development opportunities were provided to all staff to meet identified individual, school and systemic needs.

Future outlook

Design and implement C2C's (Curriculum for classrooms) and Australian curriculum.

Develop whole school approach to teaching numeracy. With a focus on number, problem solving and measurement.

Continue to expand the Reading Coaching model.

Stage development and implementation of Stephanie Alexander Kitchen Garden project.

Maintain existing programs of excellence which build community partnerships eg Instrumental Music, Student Leadership, Parent Liaison, School Environmental Management Program (SEMP)

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
837	411	426	98%

Characteristics of the student body:

Due to our enrolment management plan, most of our students live within the boundaries of the enrolment management map, others have lived within in the boundaries but due to circumstances have moved out of the area but still attend our school.

Our school has a diverse cultural background with 43 different cultures represented on the school community. This diversity also extends to the religious backgrounds of the students. Though we have a predominance of Christianity, Orthodox, Buddhist, Islamic and Hindu.

20% of our student population were born overseas; the predominant nationalities were Sri Lankan, New Zealand, Malaysian and Korean. 30% approximately of our students have English as a Second Language background.

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

Phase	Average Class Size
Prep – Year 3	25
Year 4 – Year 10	26.1
Year 11 – Year 12	NA
All Classes	25.6

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings:

High quality curriculum program with a focus on English, Mathematics and Science from Prep – Year 7.

Smart Moves Physical Education Program

Specialist curriculum programs – LOTE- French, Physical Education, Music

Student Leadership Program

Mansfield Enterprise Education Program (MEE)

Cross Campus Physical Education Program with Mansfield State High School

Early Intervention Program

English as a Second Language

Special Education Program

Interschool Sport

Better Buddy Program

Friends Program

Students at Mansfield Social Skills Program (SAMS)

Camping Program

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

Extra curricula activities

Instrumental Music – Strings, Woodwind, Brass, Percussion

Junior and Senior School Bands

Choirs ~ Senior, Junior and Early Years

S2S Mentor Reading Program

Somerset Writers' Festival

Brisbane Writers' Festival

Book Week

Mansfield Enterprise Week

Harmony Week

NAIDOC Week

Granfriends Sewing Club

Student Council

Discos

Swim Club

Computer Club

Readers' Cup

Lunchtime activities – Environment Club, Mansfield Acting and Drama Club, Resource Centre Computing and Board Games, Drawing Club, Chess Club, Computer club

Year 7 Kids Teaching Kids Conference

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

Chaplaincy Program

How Information and Communication Technologies are used to assist learning

With the provision of laptops to teachers, as part of the Computers for Teachers program the use of ICT associated teaching and learning activities has been enhanced. At Mansfield students from Years 2 – 7 are given the opportunity to engage in learning experiences that incorporate the use of IWB technology. Experiences have included the use of Video clips, Learning Objects, collaborative texts and a selection of resources available via The Learning Place.

Students across the school have access to support programs such as Lexia, Clicker 5, Reading Eggs , PM readers and a selection of EdAlive software programs. These provide the opportunity to support the literacy and numeracy goals outlined in Student Individual Educational programs and Year level unit plans.

Students are challenged to incorporate ICT resources to enhance their production of quality work pieces. This is facilitated by the provision of two computer labs, access to laptops in Yrs 4, 5, 7 and the library. All classrooms have desktop computers available for the students to use as part of their daily classroom routine.

Teachers at Mansfield SS regularly seek opportunities to develop their understanding of ICT resources, with the aim to incorporate these new skills into the learning opportunities provided to students. This is reflected in the Professional Development sessions focussed around the use of IWB software and Ed Studio.

Social climate

Mansfield State School has a 1 day a week Chaplain who works at Mansfield State High School and our school. The Chaplaincy program incorporates programs like 'Strength' and 'Shine' to aid students. The school's social skills program reinforces our Behaviour Plan and promotes expected student behaviour. Our Friends and Buddies programs help older students to mentor younger students and aid self esteem and anxiety concerns.

Our School Opinion Survey results show a consistency in parent and student results which are consistently high for areas such: this is a good school, this is a safe school, you are happy with this school and Mansfield State School is providing a good education for students.

Parent, student and teacher satisfaction with the school

Mansfield State School's school opinion survey results were mostly at or above the state satisfaction results.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	94%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	81%
Percentage of staff members satisfied with morale in the school	83%

DW – Data withheld

Involving parents in their child's education

Parents at Mansfield continue to collaboratively with staff to form positive, pro-active alliances. Parents are encouraged to form active partnerships with the school to achieve optimum learning outcomes for all students.

A very supportive Parents and Citizens Association takes an active role in the development of strategic directions for the school. The school has a strong alliance with the Southside Sport and Community Club. P&C have supported the school through the long term goals of providing IWB and air conditioning of classrooms.

Parents are involved in classroom programs and music initiatives and attend educational workshops in support of student learning.

Parents continue to take on the role of class representative to ensure a strong school/community partnership.

Parents are invited to attend two oral reporting interviews with class teachers and receive two written reports per year.

Volunteers from a range of community groups such as Kids Hope, Granfriends, Ready Reader, the Smith Family and local churches afford students a range of opportunities for academic, social and emotional growth.

Reducing the school's environmental footprint

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

Mansfield State School has adopted the following practices to reduce our environmental footprint:

- Recycling of material through an education program "You Can Do It" and using Brisbane City Council recycling bins, worm farms and compost bins
- Installed 2 solar panel units to feed electricity back into the power grid
- Energy education program of staff and students
- Installed a rainwater catchment program with the water to list for the following uses:-
 Refill of swimming pool,
 Support town water usage with the sewerage system,
 Water to be used for cleaning of equipment,
 Gardens watered by tank water.
- Active School Travel program that encourages students and parents to walk or ride their bike to school on Wednesdays.
- School Environmental Management Plan was developed and implemented

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	180,556	5,226
2010	191,600	1,758
% change 10 - 11	-6%	197%

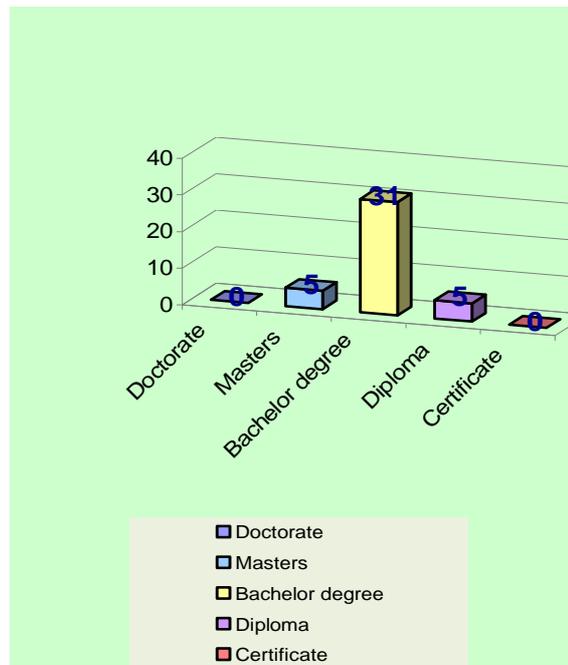
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	55	22	<5
Full-time equivalents	47	15	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	31
Diploma	5
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$41973. This includes a TRS component to allow staff time to work with Australian Curriculum units

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Reading & Science
- ICT's
- Coaching Models
- Collaborative year level curriculum, assessment and moderation planning in staff teams
- Workplace Health and Safety – CPR, First Aid, Fire Safety
- GEM – gifted and talented programs
- Environmental Education
- Aspiring Leaders Program
- Preparing for the Future

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

Average staff attendance

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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

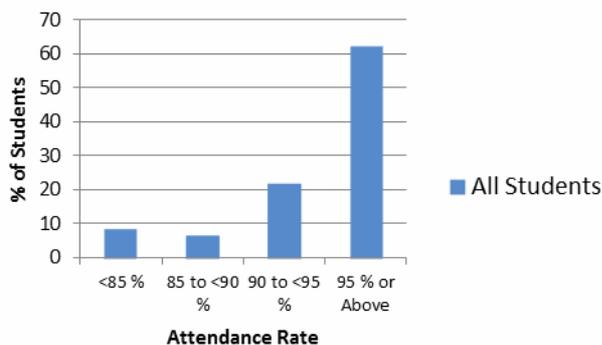
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.
 The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95%	94%	94%	92%	95%	95%	96%	NA	NA	NA	NA	NA

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

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A focus on regular attendance is applied through the following:

- As part of the school’s Student Recognition Program, 100% attendance certificates are issued each term
- Classroom teachers contact parents after a consecutive three day absence of a student
- Standard letters are issued to parents when long term and regular absences of a student occur and interviews are conducted to address concerns.
- The school’s Curriculum Leadership Team regularly monitors student attendance in consultation with teachers and parents.
- Roll marking in classrooms occurs twice a day
- Late slips are issued to parents as a reminder about the need for punctuality
- Official attendance records are recorded in SMS and unexplained absences appear on student semester report cards.

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.

The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Indigenous students make up 1.9% of the Mansfield State School population.

In 2011 Indigenous Year 7 student NAPLAN results were 100% at or above National mean with the exception of reading at 80%.

In Year 3, 100% of indigenous students were at or above National mean scores in numeracy.

In literacy performances ranged from 66% at or above national mean score in writing to 83% at or above national mean score in reading.

In Year 5, 100% of indigenous were at or above national mean score in both numeracy and reading. All other literacy stands were 66% or above the national mean score.

Jump into Number continued to be implemented as an early intervention program for numeracy.

The Gap between indigenous and non-indigenous attendance rates in 2011 was 8.9%.