

Mansfield State School (0143)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

The 2012 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 2012

In 2012, Mansfield State School embarked on a rigorous Quadrennial School Review and Accreditation process in partnership with the Australasian Schools Accreditation Agency. The ASAA Model involved a range of phases and clearly delineated time-lines including an environmental scan – 2 months; self-review – 3 months, documented self-review report – 1 month; and review by an external panel of high performing educators. The reviewers were well trained in the use of ASAA accreditation tools and all panellists provided expert, professional evaluations and recommendations.

At the end of 2012, the Mansfield State School community was proud to learn that our school has been the first primary school to gain ASAA Accreditation for a period of four years from December 2012.

Achievements

The ASAA Accreditation Panel identified the following areas of school practice as demonstrating high levels of performance and deserving of commendation:

The school has an excellent reputation in the community.

The school's partnerships with parents and the community contribute significantly to school facilities, resources and student learning outcomes.

Student learning is the major focus of the school.

Student behaviour at Mansfield State School is exemplary.

Mansfield State School students benefit from an extensive range of extra-curricular programs that enrich the school curriculum.

There is a close alignment of school resources with departmental and school priorities.

In 2012, Mansfield State School staff began implementation of the Australian Curriculum through the Curriculum to Classroom (C2C) Department of Education Training and Employment Resources. The Australian curriculum in English, Mathematics and Science Key Learning Areas was implemented in Prep – 7.

Aligned to the curriculum was the implementation of the Mansfield State School Assessment and Reporting Framework. A major

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focus of this framework has been the whole school assessment program involving classroom, school and systemic data.

The Mansfield Environmental and Sustainability Program was enhanced by the successful application and grant through the Queensland Government to become a Stephanie Alexander Kitchen Garden Program School (SAKG). A classroom kitchen was purpose built and extensive gardens were established. The SAKG curriculum program was implemented with year 4 students in term 4. School community partnerships have been strengthened as a result of the SAKG Program which depends on a large volunteer base for its success. A class parent representative program was also highly effective in establishing productive partnerships with teachers and parents.

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 2012 for year 3 were statistically above the nation in Reading and Writing and statistically similar to the nation in Spelling, Grammar and Punctuation and Numeracy. 57.8% of year 3 students achieved in the Upper 2 Bands (U2B) in writing, a result that is statistically above the nation.

The NAPLAN year 5 and 7 results were statistically similar to the nation in all strands of Literacy and Numeracy. 38.1% of year 7 students achieved in the Upper 2 Bands (U2B) in Grammar and Punctuation and 37.8% of year 7 students achieved in the Upper 2 Bands (U2B) in Numeracy with both results being statistically above the Nation.

In 2012, 28% of Mansfield State School students engaged in our school's Instrumental Music Program which caters for Strings, Woodwind, Percussion and Brass. Our school's Senior Concert Band received the highest honour, a Platinum Award, at Music Fest 2012. Intermediate and Senior Strings orchestras competed in the Education Queensland Biannual Music Festival Fanfare and also competed in Music Fest receiving Silver and Gold Awards respectively.

The choral program was expanded to include Senior, Intermediate and Early Years Choirs.

Year 5, 6 and 7 students continue to excel in LOTE (French) studies. In 2012, our school continued to engage in a cultural exchange with Noumea International School, Ecole James Cook. Twenty-five primary school age students visited our school community in August, with twenty Mansfield students undertaking the return visit to Noumea in September.

After an extensive facilities building program in 2010 – 2011, 2012 saw the addition of portable Interactive White Boards (IWB's) in four Prep classrooms and the English as a Second Language (ESL) classroom. The SAKG kitchen was finalised and shade sails were installed in the Outdoor Learning Area and in the area between the Activities Hall and the SAKG kitchen. Many of these improvements were realised through the financial support of our dedicated Parents & Citizens Association.

Future outlook

The following recommendations, as identified by the Australasian Schools Accreditation Agency during the 2012 Review and Accreditation process, will be addressed as priorities over the next three years:

"While there is a very strong ethos throughout the school community that values and encourages student learning and achievement, a formal school statement that captures what the school is and what it plans to become, what values drive the work of teachers and students, and what actions are planned to achieve the desired future is needed as a high priority. As well the school leadership team should Align work in the school with this new plan."

"A focussed leadership team that continues to emphasise student learning throughout the school will have the effect of helping drive improvement in the future."

"Student achievement levels are relatively high and have improved over time in NAPLAN tests. Nevertheless, given the student population profile, there is potential for even better results in the future."

Priorities of The School Plan 2013-2016 will include:

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

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	812	400	412	97%
2011	837	411	426	98%
2012	835	412	423	97%

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 835 of our students in 2012 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		
	2010	2011	2012
Prep – Year 3	24	25	23
Year 4 – Year 10	26	26	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	0	0
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 English, Mathematics and Science from Prep – Year 7

Smart Moves Physical Education Program

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

Specialist Coaches 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

Years 5-7 Interschool Sport

Better Buddy Program

Friends Program

Students at Mansfield Social Skills Program (SAMS)

Year 5 – 7 Outdoor Education Program

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

Stephanie Alexander Kitchen Garden Program

Extra curricula activities

Instrumental Music – Strings, Woodwind, Brass, Percussion

Junior and Senior Concert Bands

Choirs – Senior, Intermediate and Early Years

S2S Mentor Reading Program

Somerset Writers' Festival

Book Week

Harmony Week

NAIDOC 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, Chess 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

At Mansfield State School in 2012, a major focus has been to embed Information Communication Technologies across the curriculum. In 2012, 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 from 2010-2012 to fund an interactive whiteboard in every classroom.

The Learning Place was regularly accessed by teaching staff and teaching and learning programs have seen an improved use of learning objects, video clips, Claymation and collaborative text.

The school accessed a range of software and on-line programs to support student learning in literacy and numeracy. These included Lexia, Clicker 5, Reading Eggs, PM Readers, EdAlive, and Boardmaker. EdStudio Programs were used in classroom to enhance student learning in English, Mathematics and Science.

Teaching programs were further enhanced through a range of ICT facilities and resources including a Multimedia room, Green Room, Computer Laboratory, Resource Centre, computers in classrooms and withdrawal areas, i pads, i pods, and cameras. In 2012, the P&C Association funded \$32000 towards classroom laptops and trollies for senior school teaching blocks.

Mansfield teaching staff continued to attend 'Teacher Talks' with a professional development focus on Information Communication Technologies. Every teacher has an individual Lap Top for use in the delivery of Teaching and Learning Programs.

School, classroom and systemic student achievement data is regularly collated and entered into One School database to be accessed by teaching staff to inform teaching and learning in the classroom.

Social climate

2012 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, 96.6% of parents agreed that 'their child feels safe at this school'. 93.1% of students surveyed agreed that 'they feel safe at their school' and 91.3% agreed that 'student behaviour is well managed at my school'. 98.3% of staff agreed that 'I feel that my work efforts are worthwhile'.

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.

'Students At Mansfield School' (SAMS) Social Skills Program where high expectations and goals are set in terms of all aspects of school life at Mansfield State School. The Program supports the aims of the school's Responsible Behaviour Plan in terms of appropriate behaviours and social interactions.

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 in 2012 the services of our Chaplain were extended to 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, trivia night, world teacher day morning tea, mums in touch morning teas, carols by torchlight, chappie day, swim club presentation night.

Our school at a glance

Parent, student and staff satisfaction with the school

2012 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'. 95.1% of students claimed 'they are getting a good education at school' and 'they like being at their school'. 92.3% of staff agreed that staff morale is high.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.1%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	96.6%
their child's learning needs are being met at this school*	93.1%
their child is making good progress at this school*	93.1%
teachers at this school expect their child to do his or her best*	92.9%
teachers at this school provide their child with useful feedback about his or her school work*	96.6%
teachers at this school motivate their child to learn*	93.1%
teachers at this school treat students fairly*	93.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.6%
this school takes parents' opinions seriously*	96.3%
student behaviour is well managed at this school*	96.4%
this school looks for ways to improve*	96.4%
this school is well maintained*	92.6%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.1%
they like being at their school*	95.1%
they feel safe at their school*	93.1%
their teachers motivate them to learn*	98.1%
their teachers expect them to do their best*	99.0%

Our school at a glance

their teachers provide them with useful feedback about their school work*	96.1%
teachers treat students fairly at their school*	91.3%
they can talk to their teachers about their concerns*	94.1%
their school takes students' opinions seriously*	96.0%
student behaviour is well managed at their school*	91.3%
their school looks for ways to improve*	100.0%
their school is well maintained*	96.1%
their school gives them opportunities to do interesting things*	96.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	91.7%
with the individual staff morale items	92.3%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for 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 2012, 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, Numeracy and Science 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.

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.

The Quadrennial School Review and Accreditation process facilitated by the Australasian Schools Accreditation Agency gave every parent an opportunity to complete an on-line survey to inform the school's purpose and future directions. Representative parents also had an opportunity to give input via interviews with ASAA panel members.

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 2012, 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 an education program 'You Can Do It' and using Brisbane City Council recycling bins, worm farms and compost bins.

Installation of a further 8 solar panels to feed electricity back into the power grid.

Conducted Energy Education Programs for students and staff.

Installed additional 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
2009-2010	191,600	1,758
2010-2011	180,556	5,226

Our school at a glance

2011-2012	178,829	1,732
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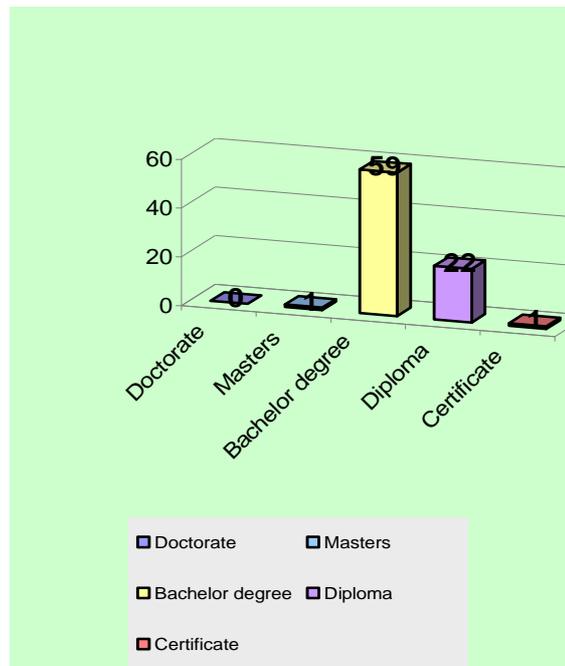
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	56	23	<5
Full-time equivalents	47.6	15.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	59
Diploma	22
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$35835. This includes a TRS component to allow staff time to work with Australian Curriculum units.

The major professional development initiatives are as follows:

- ICT's, I pads
- Coaching Models
- Collaborative year level curriculum, assessment and moderation planning in staff teams
- Workplace Health and Safety – CPR, First Aid, Fire Safety
- Environmental Education

Our staff profile

- Aspiring Leaders Program
- Preparing for the Future
- Beginning teacher workshops
- Australasian Schools Accreditation Agency review training
- Stephanie Alexander Kitchen Garden Program workshops
- QSA workshops
- History Curriculum
- Differentiation
- Assessment
- Data Analysis
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	95.5%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.1% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

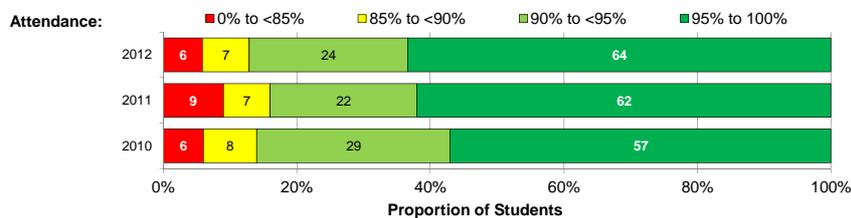
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	94%	94%	95%	96%	96%	94%					
2011	95%	94%	94%	92%	95%	95%	96%					
2012	93%	95%	95%	95%	96%	95%	96%					

DW = Data withheld to ensure confidentiality.

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.

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 took 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 managers 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.

Performance of our students

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.

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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

Performance of our students

In 2012, 17 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. 2012 NAPLAN testing results record an indigenous student mean below our non-indigenous student mean and below state and national means in Literacy and Numeracy but with a reducing gap in reading and writing in particular. Attendance records indicate 89.9% attendance for indigenous students and a 95.1% attendance for non-indigenous students. The gap in attendance is closing. In 2011, the gap was 8.9% while in 2012 the gap was 5.2%.