



Mansfield State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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Mansfield State School

CLEVER • SKILLED • CREATIVE

...where every day,
in every classroom,
every child strives to
achieve their personal best.

SCHOOL VISION 2017-2020

Mansfield State School recognises the importance of the partnership between schools and parents to support students learning, engagement and well-being.

We share a commitment to, and responsibility for, ensuring happy, safe, supportive environments for our students to learn and thrive.

From the Principal

Mansfield State School is a Prep – Year 6 Primary School which prides itself on a strong history of academic, sporting, musical, cultural and community excellence. Mansfield State School’s vision is ‘recognising the importance of the partnership between home and school to support students’ learning, engagement and wellbeing.’ We share the commitment to, and responsibility for, ensuring happy, safe, supportive environments for our students to learn and thrive. 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. Our core curriculum implementation aligns with the Australian Curriculum, with French being offered within our Languages curriculum. Our whole-school curriculum is enhanced with Advanced Learning Plans for our Gifted and Talented students, and Personalised Learning Plans or Individual Curriculum Plans to support identified students through our whole school inclusion model. All students also have the opportunity to engage with our Stephanie Alexander Kitchen Garden program and MakerSpace.

We create an environment where every child sets learning goals, receives continual feedback 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 wellbeing. We learn from the past as we plan for the future. Our successes in academic, cultural, musical, social and sporting domains are the result of a strong 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.

At Mansfield State School we are passionate about your children, our students. We provide a warm, safe 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, age-appropriate educational programs that provide appropriate intellectual challenges and encourage all students to flourish.

I would also like to recognise the support of the dedicated school leadership team Deputy Principals Leigh Thompson, Ash Waugh, Tracey Young and Monique Turnbull, a school the size of Mansfield can only continue to move forward by the collective efficacy of its leaders. 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.

Michael Zeuschner

Principal

School progress towards its goals in 2018

The school's improvement focus for 2018 was strategically planned and identified in the school's Annual Implementation Plan 2018 and the Strategic Plan. The improvement foci included improve teaching and learning outcomes for all children in English (particularly focussing on reading and writing) through Leading Quality teaching and Learning, as well as enhancing community engagement. The following are some of the strategies and initiatives that were consolidated and embedded during 2018:

- Continued embedding of a coaching and mentoring model focusing on enhancing the individual skills and capabilities of teachers
- Programs and strategies targeted to extending high performing students
- Continued embedding of the Annual Personal Development Plan process with teachers, aligning their personal improvement goals with the Australian Professional Standards for Teachers
- Continued to embed the our Virtues and Values program
- Implementation of the Investing for Success (I4S) Plan – providing support for children in the early years and improving teacher practice through a combination of coaching and mentoring
- Continued embedding of Quality Schools Inclusive Leadership to ensure that school culture and practices meet the expectations of the Disability Standards
- Continuing to enhance the strong partnership between the school, P&C and community

The Mansfield State School culture is underpinned by a belief in the capabilities of every student and the expertise of our teachers and support staff. Year Level Teams of teachers and support staff are a valued part of the school operations with a clear focus on their cohort of students, student data and pedagogy. Teachers regularly engaged in the collaborative analysis of student and school data and provide feedback on student learning, the curriculum and other aspects of school operations.

Future outlook

The 2019 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.

Our focus strategies, targets and timelines within each Improvement Priority are listed below.

Improvement Priority 1: Excellence in curriculum knowledge and age appropriate pedagogies.			
Focus Strategy	Actions	Targets	Timeline
Focus on quality teaching for successful learning	<ul style="list-style-type: none"> • Implement the Mansfield State School (MSS) Quality Teaching and Learning Framework across the school, and use this to inform school-wide processes for collective efficacy, and alignment • Work collaboratively to ensure deep understanding of the reading, writing and thinking demands across all learning area within the Australian Curriculum units and plan for precise teaching and assessing. • School-wide implementation of Visible Assessment Literacy with evidence of teacher knowing their learners in relation to each unit of work and broader learning progressions. 	<ul style="list-style-type: none"> • Evidence of the four domains of the Quality Teaching and Learning Framework in practice in every classroom. • Increase the number of students achieving valid and reliable As and Bs in all year levels • All teachers engaged in short-term data cycles to discuss evidence of student progress and learning goals. 	

Focus Strategy	Actions	Targets	Timeline
	<ul style="list-style-type: none"> Monitor students' literacy progress regularly and target teaching to match students' needs. Refine teacher and student precision about next steps for learning success. 	<ul style="list-style-type: none"> Regular informed feedback provided to students on their literacy progress. 	
Embed agreed age-appropriate pedagogical practices aligned to the Mansfield State School Pedagogical Framework	<ul style="list-style-type: none"> All prep, Year 1 and Year 2 classrooms to incorporate the Age-Appropriate Pedagogies approaches and characteristics in their teaching and learning. 	<ul style="list-style-type: none"> 100% engagement of all classes 	Ongoing
Planned implementation of the 2017-20 new Australian Curriculum through subject and learning areas	<ul style="list-style-type: none"> Implement the Australian Curriculum according to the approved "MSS – Timeline for Implementing the Australian Curriculum 2017-2020" plan. 	<ul style="list-style-type: none"> All subjects implemented as per timeline 	Ongoing – As per timeline
Consistent implementation of the Mansfield State School Reading Framework	<ul style="list-style-type: none"> Ensure all teacher across all classes are able to identify and address reading difficulties and strengths and are competent with the development of reading goals for every student. Ensure all teachers develop and implement a planned and purposeful reading program that has been reviewed by appropriate member/s of the Curriculum Leadership Team. 	<ul style="list-style-type: none"> Evident in all classes for all students 100% of staff submitting and reviewing reading planning with CLT 	Ongoing Ongoing
Consistent implementation of the Mansfield State School Writing Framework	<ul style="list-style-type: none"> Ensure all teacher across all classes are able to identify and address difficulties and strengths with each child's writing development and are competent with the implantation of writing goals for every student. Through the Writing LLT and professional learning opportunities, ensure consistent implementation of school-wide writing expectations. 	<ul style="list-style-type: none"> Evident in all classes for all students All staff consistently implementing writing pedagogies 	Ongoing Ongoing
Following an action-research method, develop a consistent whole-school research based approach to the teaching of numeracy, including the explicit teaching of Problem Solving	<ul style="list-style-type: none"> Develop and implement the M.S.S Numeracy and Problem Solving Framework to ensure consistency of practice across all year levels, and provide professional learning for all staff to ensure that they are highly skilled at providing explicit instruction in numeracy. 	<ul style="list-style-type: none"> Framework completed via LLT. All staff engaged in PD. 	Drafted Sem 1, Trialled Sem 2, Full roll-out 2020
Active promotion and feedback regarding the effective teaching and learning of STEM across all year levels.	<ul style="list-style-type: none"> Continue to utilise the STEM LLT to drive the quality teaching of STEM, and other STEM initiatives across the school. Engage in ongoing professional learning opportunities across the school, and engage in local clusters and networks to enhance staff capacity and engagement with STEM. 	<ul style="list-style-type: none"> Active engagement al all staff with STEM. Active engagement al all staff with STE Professional learning. 	Ongoing Ongoing

Improvement Priority 2: An expert team within the professional learning community.			
Focus Strategy	Actions	Targets	Timeline
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	<ul style="list-style-type: none"> School budgets, including I4S funds, are carefully aligned to the School Improvement and Strategic Plan. Implementation of M.S.S Inclusion Model with all staff to support the specific needs of all students. 	<ul style="list-style-type: none"> School improvement data demonstrates effective use of school budget, staffing and I4S expenditure Inclusion model in place and TIER 1-3 students appropriately supported. 	Ongoing
Ensure 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	<ul style="list-style-type: none"> All staff to engage in planned, purposeful and ongoing developing performance conversations with their assigned manager. 	<ul style="list-style-type: none"> All staff using the online tool and meeting at regular intervals. 	Ongoing
Create planned and purposeful Professional Learning Communities that link to the Explicit Improvement agenda and school priorities	<ul style="list-style-type: none"> Within the portfolios and areas of responsibilities, members of the Curriculum Leadership team will lead purposeful Leading Learning Teams (LLT) that utilise the strengths of all staff and align to our strategic priorities – Numeracy, STEM, Reading Writing, Gifted and Talented, PoS ED and SWB. 	<ul style="list-style-type: none"> Leading Learning Team meeting regularly with feed-back and forward evident across school driving priorities. 	Ongoing
Provide ongoing relevant professional learning opportunities for all staff relevant to their individual needs identified through their APR and aligned to the school's Explicit Improvement agenda	<ul style="list-style-type: none"> Create a Mansfield State School Professional Learning plan to assist in identifying and providing professional learning needs to all staff across the school. 	<ul style="list-style-type: none"> All professional learning is tracked/aligned to the school's priorities and staff needs. 	Ongoing
All members of the Curriculum Leadership Team take on a strong instructional leadership role encouraging the use of research-based quality teaching and learning practices	<ul style="list-style-type: none"> All Curriculum Leadership Team members to be active and visible leaders of learning across the school. 	<ul style="list-style-type: none"> Active Leading Learning Teams STDC process in place Case Management in place 	Ongoing
Improvement Priority 3: Outstanding school and community partnerships.			
Focus Strategy	Actions	Targets	Timeline
Collaborate with Mansfield State High School to further develop sustainable partnerships as part of the Mansfield Productive Partnerships (MPP) initiatives	<ul style="list-style-type: none"> Further develop the MPP program to ensure that we are all engaging in as many opportunities for collaboration and communication as possible. 	<ul style="list-style-type: none"> 2018-2020 MPP Plan developed 	By end of Semester 1 2019

Focus Strategy	Actions	Targets	Timeline
Collaborate with Universities and other providers to provide extension or enrichment activities or opportunities for our students across various domains	<ul style="list-style-type: none"> Further develop our partnership with University of Queensland and the Wonder of Science program. Continue our engagement with a range of extra/co-curricular programs, e.g. NaturePlay, Optiminds, TechGirls Superheros, Maths Team Challenge, UNSW testing, Brainways and regional science program. 	<ul style="list-style-type: none"> All Year 5 and 6 students Engagement in relevant opportunities 	Ongoing
Recognise that parents, carers and families play an integral role in the education of their children, supporting both learning and wellbeing	<ul style="list-style-type: none"> Engage with the Parents and Community Engagement Framework. Use our communication strategy to inform our regular and effective communication with parents and the school community. 	<ul style="list-style-type: none"> School and P & C engaging with plan. Effectively utilise QParents, newsletter, website and social media. Improved SOS 	Ongoing
Actively engage with clusters of schools aligned to our Explicit Improvement Agenda	<ul style="list-style-type: none"> Continue our cluster work related to Age Appropriate Pedagogies, Digital Technologies, STEM, Gifted and Talented and Writing. 	<ul style="list-style-type: none"> Engagement 	Ongoing
Improvement Priority 4: A culture that promotes learning			
Focus Strategy	Actions	Targets	Timeline
Mansfield State School Workplace Health, Safety and Wellbeing team, through the use of an action-research based method, to develop an appropriate staff wellness program	<ul style="list-style-type: none"> Commence implementation of Positive Education across the school in using graduated implementation plan. Workplace Health and Safety officers to keep updated and to update all staff on DET and regional initiatives and campaigns that aim at improving staff wellness. 	<ul style="list-style-type: none"> Staff and community awareness of Positive Education philosophy. Engagement 	Semester 1 and ongoing Ongoing
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 wellbeing, attendance, engagement and achievement	<ul style="list-style-type: none"> School to identify and provide appropriate programs/initiatives and Inclusion models to support student wellness, including Chappy Chums, Motivational Media, Shine, Seasons for Growth, Breakfast Club, supported play program, Guidance and Chaplaincy support etc. 	<ul style="list-style-type: none"> All appropriate students supported 	Ongoing
Use performance data to set future directions which will impact on student learning in Mansfield SS	<ul style="list-style-type: none"> Regular and ongoing analysis of all data sets to review school effectiveness against set targets and benchmarks. Implementation of strategies to address issues identified by the school data sets, collaboration with internal and external stakeholders and regular observations across the school. 	<ul style="list-style-type: none"> Improved results Active engagement around data 	Ongoing Ongoing

2019 focus: Our narrow and sharp focus for 2019 aligns to the work being done in the Leading Learning Teams: Numeracy, STEM, Reading, Writing, Gifted and Talented and Positive Education.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	968	1032	1125
Girls	498	537	582
Boys	470	495	543
Indigenous	6	9	17
Enrolment continuity (Feb. – Nov.)	98%	98%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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. Over 50% of our 1125 students in 2018 come from a Language background other than English and 0.9% 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 1110, 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	27	26	26
Year 7 – Year 10	NA	NA	NA
Year 11 – Year 12	NA	NA	NA

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Systematic Curriculum Delivery

Our school has developed a sequenced plan for curriculum implementation that ensures clear and consistent teaching and learning expectations based on the Australian Curriculum.

Our curriculum plan consists of three levels of planning which makes explicit what is taught and when it is implemented; a whole school plan which outline the provision of the whole curriculum across P – 6; year or band plans which track the range and balance of summative assessments covering the achievement standard for each learning area, and unit plans which capture the intended curriculum at a classroom level.

As our curriculum moves through its iterative lifecycle of design and delivery, teachers gather data and feedback to allow us to collaboratively reflect on and refine our curriculum ensuring opportunities for our teaching and learning to be locally relevant, agentic with opportunities for student voice and choice as well as responsive to our learners' learning profiles, interests and readiness. It is important to us that the learning experiences offered to our students are accessible, engaging and challenging. This is how we aim to realise our motto for our students to be 'Clever, Skilled and Creative'.

During our Collaborative Planning Days which are held each term, our Head of Curriculum works alongside our teachers to unpack the intent of the curriculum using Wiggins and McTighe's Understanding by Design process. It is important for our teachers to enter their classrooms each term with a clear idea in their minds of what they are teaching, why they are teaching it, how they are teaching it and how they will know when all students have learnt it.

Equally important to us is the feedback loop that occurs between teacher, student and parent informing stakeholders of student progress, areas of strength and opportunities for growth. This process begins with pre-assessment by teacher, coupled with self-assessment by student, where the student's knowledge, understanding and skills are evaluated and goals and strategies are developed. Teaching is then able to be targeted by teachers more effectively throughout the unit with learners aware of and more engaged in their academic growth. Regular monitoring of progress and comprehensive assessment also feed into this process to help us to 'know our learner'.

Our distinctive curriculum offerings

- Languages (French) in Years 5 and 6
- Inclusion support team focusing on Literacy and Numeracy
- Stephanie Alexander Kitchen Garden Program
- BYOD (Bring your own device – tablet) in Years 2 – 6
- STEM and the Arts Electives in Year 4 - 6
- Personalised Learning Plans/Individual Curriculum Plans
- Advanced Learning Plans for Gifted and Talented students
- Interschool and Intraschool Sports programs and events

Co-curricular activities

- Mansfield Minis Pre-Prep Transition to School Program for perspective parents and children
- MakerSpace
- Premier's Reading Challenge
- Premier's Coding Challenge
- Tech Girls Superheroes
- Instrumental Music
- 'One-ders', Junior and Senior Choir and the
- Mansfield Arts and Drama Students (MADS) dramatic plays
- School Dance Club and School Writing Club
- Participation in ICAS examinations
- Active School Travel

How information and communication technologies are used to assist learning

At Mansfield State School we integrate digital technologies 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 commonplace.

To support this integration, teachers are equipped with a laptop, iPad and digital whiteboard. These digital tools complement the 'Bring Your Own Device' iPad program that was introduced in 2015 for students in Year 2 – 6. This BYOD program enhances student learning in literacy, numeracy and STEM based subjects and provides students with the opportunity to transform learning into something that was previously inconceivable. Banks of iPads are also available across classrooms for student use.

Our focus remains on teacher pedagogy and we continue to provide access to high quality professional development for staff. A STEM Lead Teacher is employed to develop classroom teachers' confidence and capability to effectively embed ICTs in the classroom.

Our school's Makerspace continues to be a hub for teachers and students and is a place where students' knowledge of robotics, coding, 3D printing and problem solving are enhanced. We also have a lab of computers for classes to access. The School subscribes to a range of on-line programs and software to support student learning in literacy and numeracy. These included Reading Eggs, Sunshine Online, Mathletics and Maths Seeds.

Extra-curricular clubs and competitions such as Tech Girls, Young ICT explorers, Kids STEM convention and Coding Club also encourage students to build on and further develop their ICT skills.

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 Bs – 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's Virtues and Values program, and the way in which they demonstrate our 3Bs.

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

- Chaplaincy support (individual and group based programs)
- Buddies program
- Parent Volunteers
- Parent Representatives
- Mansfield Mini this is our prep transition program for term 3 and 4 of year pre prep.

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, 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	93%	98%
• this is a good school (S2035)	96%	93%	99%
• their child likes being at this school* (S2001)	96%	98%	99%
• their child feels safe at this school* (S2002)	96%	98%	100%
• their child's learning needs are being met at this school* (S2003)	90%	87%	93%
• their child is making good progress at this school* (S2004)	89%	89%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	94%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	84%	95%
• teachers at this school motivate their child to learn* (S2007)	93%	91%	96%
• teachers at this school treat students fairly* (S2008)	92%	95%	96%
• they can talk to their child's teachers about their concerns* (S2009)	95%	94%	99%
• this school works with them to support their child's learning* (S2010)	90%	91%	92%
• this school takes parents' opinions seriously* (S2011)	89%	87%	92%
• student behaviour is well managed at this school* (S2012)	92%	91%	93%
• this school looks for ways to improve* (S2013)	96%	90%	96%
• this school is well maintained* (S2014)	91%	94%	94%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	95%	98%
• they like being at their school* (S2036)	97%	94%	92%
• they feel safe at their school* (S2037)	97%	96%	96%
• their teachers motivate them to learn* (S2038)	96%	93%	95%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	92%	95%
• teachers treat students fairly at their school* (S2041)	91%	82%	89%
• they can talk to their teachers about their concerns* (S2042)	93%	83%	94%
• their school takes students' opinions seriously* (S2043)	97%	85%	92%
• student behaviour is well managed at their school* (S2044)	90%	89%	83%
• their school looks for ways to improve* (S2045)	99%	95%	98%
• their school is well maintained* (S2046)	98%	94%	96%
• their school gives them opportunities to do interesting things* (S2047)	97%	90%	98%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	79%	95%
• they feel that their school is a safe place in which to work (S2070)	98%	88%	95%
• they receive useful feedback about their work at their school (S2071)	79%	73%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	93%	92%
• students are encouraged to do their best at their school (S2072)	100%	98%	97%
• students are treated fairly at their school (S2073)	100%	94%	95%
• student behaviour is well managed at their school (S2074)	95%	85%	91%
• staff are well supported at their school (S2075)	77%	61%	80%
• their school takes staff opinions seriously (S2076)	77%	66%	83%
• their school looks for ways to improve (S2077)	91%	85%	91%
• their school is well maintained (S2078)	84%	90%	89%
• their school gives them opportunities to do interesting things (S2079)	78%	75%	84%

* 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, 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.

Schools Plus 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.

Respectful relationships education programs

At Mansfield State School, key attributes of positive relationships are explicitly taught through the Values and Virtues Program.

Our students are taught to solve problems using the High 5 strategy. This 5 step problem solving strategy enables our students to solve social problems which may occur in the classroom or playground. By implementing the High 5, our students are empowered to take responsibility for themselves and to foster better relationships with others.

Through the Inclusion Team, students are taught the Zones of Regulation which provide a set of tools and strategies to help our students foster self-regulate and emotional control. The Zones framework provides strategies to teach students awareness of and independence in controlling emotions and impulses, management of their sensory needs and improve their ability to problem solve effectively.

Our Guidance Officer provides support to students and their families who from time to time, are faced with challenging situations. Short term counselling is provided to students who are going through difficult times.

At Mansfield State School, our uniform policy accommodate the individual needs and circumstance of student. We offer a uniform options, including shorts and pants, in all uniform categories for all students, regardless of gender.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	22	23	19
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

As the school moves forward there will be a focus on waste management and the streaming of waste to reduce our environmental impact. The school will work with local community groups to plan initiatives. School purchasing policies will be reviewed to ensure good ethical procurement practices are followed. Future building projects will endeavour to include sustainable development guidelines in negotiation with the community and Education Department.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	252,065	264,265	292,065
Water (kL)	1,249	9,673	2,510

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School Infrastructure funding

In 2018 work commenced on the planning of a new Early Childhood Learning Centre. The school and community have been working with the Department of Education to position this centre on the site. There are a number of constraints including wildlife preservation and corridors, site access and positioning of temporary classrooms. The 2019 Queensland Budget identified \$7.7 million dollars for this project.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	79	30	<5
Full-time equivalents	66	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	14
Bachelor degree	58
Diploma	1
Certificate	0

*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 staff professional development in 2018 was \$150,147.55.

The major professional development initiatives are as follows:

- Positive Education (wellbeing)
- ASEAN Bridge Program
- The Future of Education
- STEM and Digital learning
- Critical & Creative Thinking – Cognitive Learning
- Teaching of Reading
- CPR and Senior First Aid Certificate training
- Aspiring Leaders
- Regional Pillar Days – Quality Teaching and Learning
- Behaviour Management
- Inclusive School Practices
- Regional Principal and Curriculum Leaders' conferences/ symposiums
- Business Manager and Schools Officers
- Curriculum Planning and Development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	95%	95%
Attendance rate for Indigenous** students at this school	93%	90%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	94%	94%
Year 1	95%	95%	95%
Year 2	95%	95%	96%
Year 3	97%	95%	96%
Year 4	96%	96%	95%
Year 5	96%	95%	96%
Year 6	96%	95%	95%

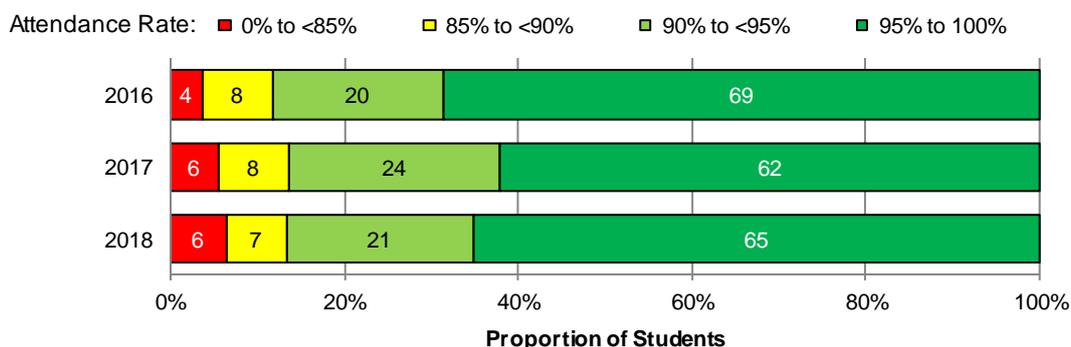
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 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.

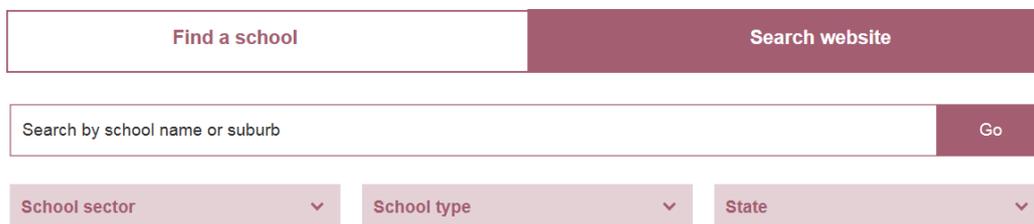
- At Mansfield State School regular attendance is promoted through the following measures:
- Reasons for absence are communicated by parents via a 24/7 absentee telephone number, email or student diary.
- After three consecutive days absence of a student without explanation from a parent, classroom teachers 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Student destinations

Mansfield State School shares a fence border with Mansfield State High School. Mansfield State High School is a high profile State High School with a student population of approximately 3500. Mansfield State School works closely with the high school to achieve a successful transition for its students. Approximately 96% of year 6 students transition to Mansfield State High School.