



Mansfield State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>

## Our School Vision

*At Mansfield we develop*

*Curious engaged learners,  
Creative, critical thinkers  
Caring, active citizens.*

**Curious engaged learners** refers to creating a disposition of curiosity, a thirst to know more which empowers learners who want to learn more and enjoy learning. These learners are inspired by their teachers, given the tools to explore, inquire, think and learn.

**Creative, critical thinkers** we need to give our students the skills and ability to question. They need to be able to see things in different ways, to create solutions and challenge and influence each others. Developing and articulating thinking is important for all curriculum area and life in general.

**Caring, active citizens.** Our students are our future. They need to have voice and agency in their world. They need to care and be ethical in what they do. Our students are leaders today and for the future.

## 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, Naveen Lim and Tracey Young, 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

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2019</b>	Prep Year - Year 6

## 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 1200 students (end of year figure) in 2019 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.

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1032	1125	1173
Girls	537	582	597
Boys	495	543	576
Indigenous	9	17	19
Enrolment continuity (Feb. – Nov.)	98%	97%	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 2019, there were no students enrolled in a pre-Prep program.

### Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	22	23
Year 4 – Year 6	26	26	25
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

### Systematic Curriculum Delivery

Our school is in the process of redesigning our curriculum approach with a focus on inquiry based teaching and learning and developing a culture of thinking. Our curriculum implementation ensures clear and consistent teaching and learning expectations based on the Australian Curriculum.

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' while aiming to achieve our vision of creating *Curious engaged learners, Creative, critical thinkers and Caring, active citizens*.

During our Collaborative Planning Days which are held each term, our Heads of Department Curriculum work alongside our teachers to unpack the intent of the curriculum and design real life learning experience which challenge the learning to use creative and critical thinking skills to resolve issues or problems raised. 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'.

### Extra-curricular activities

#### 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 and 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

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here

<https://www.qld.gov.au/education/schools/information/programs>.

## 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. In 2019 a Digital Mentor 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.

*Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at*

<https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

## 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. In 2019 the school community worked collaboratively to develop the Mansfield State School Student Code of Conduct. At this time the school also developed the POWER program to engage students, staff and community in the implementation of the Student Code of Conduct.

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 POWER program, and the way in which we ensure our 3Bs are put into action.

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.

*Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.*

*Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.*

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

## 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	98%	98%
• this is a good school (S2035)	93%	99%	97%
• their child likes being at this school* (S2001)	98%	99%	98%
• their child feels safe at this school* (S2002)	98%	100%	98%
• their child's learning needs are being met at this school* (S2003)	87%	93%	91%
• their child is making good progress at this school* (S2004)	89%	94%	92%
• teachers at this school expect their child to do his or her best* (S2005)	94%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	95%	93%
• teachers at this school motivate their child to learn* (S2007)	91%	96%	94%
• teachers at this school treat students fairly* (S2008)	95%	96%	92%
• they can talk to their child's teachers about their concerns* (S2009)	94%	99%	94%
• this school works with them to support their child's learning* (S2010)	91%	92%	94%
• this school takes parents' opinions seriously* (S2011)	87%	92%	92%
• student behaviour is well managed at this school* (S2012)	91%	93%	96%
• this school looks for ways to improve* (S2013)	90%	96%	98%
• this school is well maintained* (S2014)	94%	94%	95%

\* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	95%	98%	99%
• they like being at their school* (S2036)	94%	92%	96%
• they feel safe at their school* (S2037)	96%	96%	98%
• their teachers motivate them to learn* (S2038)	93%	95%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	99%

Percentage of students who agree# that:	2017	2018	2019
• their teachers provide them with useful feedback about their school work* (S2040)	92%	95%	96%
• teachers treat students fairly at their school* (S2041)	82%	89%	94%
• they can talk to their teachers about their concerns* (S2042)	83%	94%	90%
• their school takes students' opinions seriously* (S2043)	85%	92%	90%
• student behaviour is well managed at their school* (S2044)	89%	83%	92%
• their school looks for ways to improve* (S2045)	95%	98%	94%
• their school is well maintained* (S2046)	94%	96%	97%
• their school gives them opportunities to do interesting things* (S2047)	90%	98%	98%

\* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	79%	95%	96%
• they feel that their school is a safe place in which to work (S2070)	88%	95%	93%
• they receive useful feedback about their work at their school (S2071)	73%	81%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	76%
• students are encouraged to do their best at their school (S2072)	98%	97%	98%
• students are treated fairly at their school (S2073)	94%	95%	96%
• student behaviour is well managed at their school (S2074)	85%	91%	91%
• staff are well supported at their school (S2075)	61%	80%	88%
• their school takes staff opinions seriously (S2076)	66%	83%	91%
• their school looks for ways to improve (S2077)	85%	91%	94%
• their school is well maintained (S2078)	90%	89%	91%
• their school gives them opportunities to do interesting things (S2079)	75%	84%	93%

\* 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.

*Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>*

## **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.

*Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.*

*The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:*

- *improved social and emotional skills, self-concept, bonding to school and classroom behaviour*
- *less disruptive classroom behaviour, aggression, bullying and delinquent acts*
- *reduced emotional distress such as depression, stress or social withdrawal.*

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	23	19	6
Long suspensions – 11 to 20 days	0	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.

*Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.*

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	264,265	292,065	324,168
Water (kL)	9,673	2,510	1,797

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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 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.

## 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	78	32	<5
Full-time equivalents	68	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	57
Diploma	1
Certificate	0

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

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

## Professional development

### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2019.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	90%	92%	89%

\* 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	2017	2018	2019
Prep	94%	94%	94%
Year 1	95%	95%	93%
Year 2	95%	96%	94%
Year 3	95%	96%	95%
Year 4	96%	95%	95%
Year 5	95%	96%	95%
Year 6	95%	95%	95%

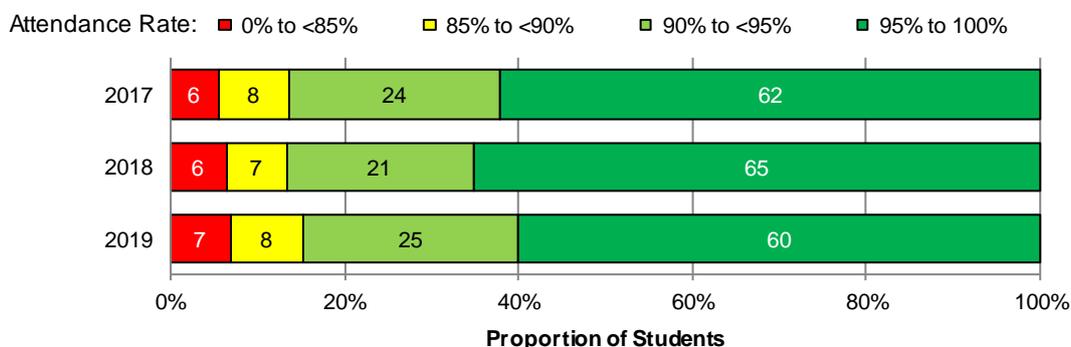
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



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



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.