



Mayfield State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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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>
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## School overview

At Mayfield State School our aim is to provide the best possible education for our students to equip them with the skills, knowledge and attitudes to contribute positively as citizens of the future. Through a caring and supportive school environment, Mayfield State School community aims to foster the development of critically literate individuals who have a keen disposition to learning in a digital world. We actively develop productive partnerships with parents, students and teachers, to provide differentiated learning opportunities to ensure students have an opportunity to reach high achievement levels. Mayfield State School, 12 km east of the city, was opened in 1956. Ours is a unique school in that it is set in a quiet leafy area in the middle of the Carina/Camp Hill area away from busy main roads. In most cases, parents who choose to enrol their children at Mayfield, have sought out our school and have made a deliberate choice to join our learning community. The school comprises large, refurbished teaching spaces, Prep buildings, an OSHC facility, administration block, Maths/Science/Japanese room, and swimming pool together with extensive grounds including a sandpit, three adventure playgrounds, two tennis courts and basketball/netball courts. A Resource Centre/Multi-Purpose Building, incorporating a multi-media facility, kitchen, assembly area and outdoor learning area. Students participate in co-curricular activities including Speech and Drama, choir and instrumental music - concert and strings bands and our Student Council incorporating a leadership program for students in their final year of primary school.

## School progress towards its goals in 2018

### Improvement Priority 1:

#### Building Teacher Capacity for Whole School Improvement.

##### In 2018 we have:

- Continued to focus on improving WRITING across the school, developing a method of tracking student improvement, using a consistent process across the school.
- Continued to build capacity of our staff to monitor student learning through a case management approach, tracking and monitoring the learning of each child using a variety of assessment tools and data tracking processes.
- Continued to focus on ORAL LANGUAGE and PLANNING as part of the writing process (i.e. discussing, sharing ideas, writing collaboratively, conferring, oral rehearsal before pen on paper, seeking feedback etc.).
- Supported teachers through COACHING and effective timetabling of teacher aides to assist with GUIDED WRITING.
- Monitored improvement and provided FEEDBACK to teachers through classroom LEARNING WALKS, where students had to opportunity to talk about what they are learning, how they are going, how they know this, and what they need to do next in order to become better writers.
- Continued to build the capacity of staff to differentiate planning and instruction, to identify what each needs to learn next and to group and support students according to need.

### Improvement Priority 2.

#### Develop whole school understanding of Australian Curriculum and alignment with agreed school frameworks for implementation.

##### In 2018 we have

- Continued to refine our Whole School Curriculum Framework, so that the curriculum is effectively delivered and tracked through our multi-age classes.
- Continued to understanding of the Australian Curriculum Achievement Standards and expanded our moderation practices to ensure consistent A-E judgements.
- Continued to develop and refine our planning processes, providing teacher release time for teachers to plan with Head of Curriculum, developing deeper understandings of the Australian Curriculum

### **Improvement Priority 3.**

#### **Build a data-informed school culture where context and educational provision are aligned**

In 2018 we have:

- Focused on building staff capacity to triangulate data and use a variety of student achievement data to inform their teaching

### **Improvement Priority 4.**

#### **Build productive partnerships with school community stakeholders**

In 2018 we have:

- Provided diverse improved avenues of communication with the community.
- Continued to refine processes for regular Parent/Teacher Interviews including on-line bookings for Parent-Teacher interviews, allowing a more streamlined approach for both parents and teachers.
- Continued to develop and promote Positive Behaviour for Learning as a whole school approach to student well-being and the management of student behaviour.

### **Future Outlook**

In 2019, our Explicit Improvement Agenda continues to focus on Writing Improvement across the school. In particular, 2019 we see us making the links between reading and writing more explicit and clear. We will also focus on the Cross Curriculum Priority **of Critical and Creative Thinking**. We will do this through:

- Explicit Instruction for Writing
- Guided Writing in all classrooms, where students work collaboratively through a process of planning, drafting, proof reading/editing, and publishing, with opportunities at all stages to confer and receive quality feedback from an adult in order to develop and improve. This is scheduled and timetabled in every classroom and is supported by the Pedagogical Coach and Teacher Aides.
- Developing a feedback culture that enables students to articulate how they are going in their learning, including what they can do and what they need to do next.
- Continuing to collect and record data to monitor student improvement, respond by adjusting classroom practice.
- Access appropriate Professional Development and support key teachers to initiate explicit teaching of THINKING as a pedagogical practice, before sharing and growing this focus through the whole school
- Collaborative teacher planning to ensure deep understanding of the writing demands of the Australian Curriculum, and explicit teaching of THINKING.

# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	315	288	284
Girls	150	137	144
Boys	165	151	140
Indigenous	7	5	5
Enrolment continuity (Feb. – Nov.)	97%	94%	96%

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

The change in the demographic profile continues to see new, younger families entering the area.

### 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	25
Year 4 – Year 6	26	27	27
Year 7 – Year 10			
Year 11 – Year 12			

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

In 2018, we continued the implementation of the Australian Curriculum, with curriculum offerings in English, Mathematics, Science, History and Social Sciences (HASS), The Arts, Health and Physical Education, and Japanese Language instruction in Year 5 and 6.

#### Co-curricular Activities

- IMPACT and STEM programs
- Intra-school and inter-school sport

- Choir and instrumental music
- Student Council incorporating Year 6 leadership program

Our academic focus/school priorities remain English, Mathematics and Science.

## Co-curricular activities

Our school is proud of its strong sense of community and is proud of the following co-curricular activities

- Chaplaincy program including Breakfast Club, Chappy Discos, Community Bar-b-ques to celebrate Father's Day etc.
- Camping program from Year 3 (overnight sleep over at school) to Yr. 6
- Leadership program
- School Performances
- Gala sports days incorporating friendly competition with other local schools
- Active School Travel program

## How information and communication technologies are used to assist learning

### How Information and Communication Technologies are used to Assist Learning

Mayfield State School acknowledges the important role Information Communication Technologies (ICTs) play in the effective engagement of students in the learning process, curriculum delivery, pedagogy and in positioning students to become members of a global society. Our specialist ICT teacher continues to work with teachers to implement the Digital Technology curriculum.

All classrooms have networked computers, interactive whiteboards or large Smart TV screens. There is a multi-media room incorporating desktops and a large smart TV. The multipurpose building is equipped with a data projector, DVD and Blu-ray player and is supported by 5.1 surround sound. Junior school classrooms have a number of iPads each and upper school classrooms have laptops computers. There is wireless internet throughout the school.

## Social climate

### Overview

Our enrolment is stable and is predicted to remain so. Total enrolment may slowly increase over the coming years as young families move into the catchment and with a new development in the catchment area.

The school celebrates the diversity of cultures of our school population with our annual Harmony Day celebrations where we showcase the cultural richness of our students.

Our school supports 'No Bullying' as part of our Positive Behaviour for Learning (PAWS).

Our students are supported by our Chaplain.

Parents are welcome participants in the education of their students. In the lower year levels in particular, parents are active as classroom helpers.

Parents are welcomed to school events such as assemblies, Easter Bonnet Parade, and Book Week Parade.

### 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)	90%	92%	91%
• this is a good school (S2035)	91%	89%	91%
• their child likes being at this school* (S2001)	96%	94%	88%
• their child feels safe at this school* (S2002)	98%	92%	91%
• their child's learning needs are being met at this school* (S2003)	90%	91%	85%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	90%	89%	91%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	88%	90%
• teachers at this school motivate their child to learn* (S2007)	91%	88%	79%
• teachers at this school treat students fairly* (S2008)	93%	84%	84%
• they can talk to their child's teachers about their concerns* (S2009)	95%	94%	85%
• this school works with them to support their child's learning* (S2010)	89%	92%	81%
• this school takes parents' opinions seriously* (S2011)	82%	79%	73%
• student behaviour is well managed at this school* (S2012)	75%	79%	78%
• this school looks for ways to improve* (S2013)	91%	89%	93%
• this school is well maintained* (S2014)	96%	92%	97%

\* 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)	95%	95%	95%
• they like being at their school* (S2036)	93%	84%	85%
• they feel safe at their school* (S2037)	98%	94%	96%
• their teachers motivate them to learn* (S2038)	96%	93%	98%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	98%	100%
• teachers treat students fairly at their school* (S2041)	83%	77%	76%
• they can talk to their teachers about their concerns* (S2042)	88%	88%	89%
• their school takes students' opinions seriously* (S2043)	83%	86%	92%
• student behaviour is well managed at their school* (S2044)	74%	78%	79%
• their school looks for ways to improve* (S2045)	99%	94%	93%
• their school is well maintained* (S2046)	94%	85%	92%
• their school gives them opportunities to do interesting things* (S2047)	93%	95%	96%

\* 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)	94%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	95%
• they receive useful feedback about their work at their school (S2071)	97%	96%	95%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	100%
• students are encouraged to do their best at their school (S2072)	94%	93%	100%
• students are treated fairly at their school (S2073)	91%	100%	100%
• student behaviour is well managed at their school (S2074)	84%	93%	95%
• staff are well supported at their school (S2075)	88%	93%	95%
• their school takes staff opinions seriously (S2076)	78%	81%	90%
• their school looks for ways to improve (S2077)	97%	96%	100%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	90%	89%	90%

\* 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

The school has been a part of the community for over 50 years and enjoys a high level of community and parental support. In 2018, we continued to develop and implement our Parent and Community Engagement action plan.

Formal parent support is demonstrated through the Parents and Citizens Association, and its business units which includes swimming club, tuckshop and outside school hours care service.

Parents are welcome and actively invited to become involved in their children's education by assisting in classrooms and library, attending assemblies and school events such as our annual BOOK WEEK PARADE and EASTER BONNET PARADE. Each week a different class is rostered to run our ASSEMBLY, and parents are welcome and encouraged to join us for these. All classes have parent representatives who assist in communicating information between the class teachers and parents.

Parents are viewed as partners in their children's education. Parents of students with diverse learning needs have input into the setting of individual learning goals as part of the creation of Personal Learning Plans, as appropriate to the level of student need. Students are monitored through SWAN (Students With Additional Needs) processes. Class teachers, our Guidance Officer, Speech Language Pathologist as well as school administration, communicate with parents in order to facilitate positive partnerships and improved outcomes for the children of our school.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships..

## 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	8	14	7
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	178,460	133,575	132,722
Water (kL)	1,897	1,915	2771

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 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.

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

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

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	19	17	0
Full-time equivalents	16	10	0

\*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	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	16
Diploma	1
Certificate	

\*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 teacher professional development in 2018 were \$20 880

The major professional development initiatives are as follows:

- Improving Writing
- Critical and Creative Thinking
- Instructional Leadership
- Using student data to inform teaching
- QELI programs for Aspiring Leaders
- Collaborative planning
- Coaching and Mentoring

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%	96%	95%

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

From the end of the previous school year, 100% 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	88%	89%	88%

\* 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	93%	94%	95%
Year 1	95%	94%	94%
Year 2	95%	94%	94%
Year 3	93%	96%	94%
Year 4	95%	94%	95%
Year 5	93%	95%	94%
Year 6	96%	94%	94%

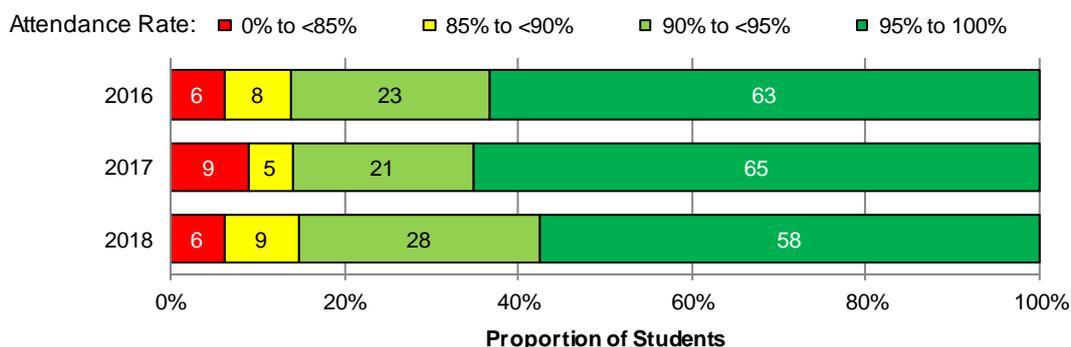
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Electronic rolls are used in the school and these are marked twice a day (9:00am and 2:00pm) Parents are required to send a letter, email or message to explain all absences. Unexplained absences are followed up each morning with a SMS to parents via SMS4Schools platform.

Key Strategies that are used to increase attendance include:

- Posters promoting attendance are displayed in classrooms and around the school to raise awareness
- “Vivo” rewards are given to students who attend regularly
- Regular articles in the newsletter promoting regular attendance
- Phone calls etc. from Principal or Deputy Principal if necessary to follow up with parents

## 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
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4. Click on ‘NAPLAN’ to access the school NAPLAN information.

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