



Mayfield State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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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 was completed in May 2010. 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.

## Principal's Foreword

### Introduction

Our long term School Improvement Agenda has for some years focused on improving the Reading achievement of our students. In 2017 we shifted this focus to improving Writing Achievement, which can be seen embedded in the Improvement Priorities below.

#### **School Progress towards its goals in 2017**

##### **Improvement Priority 1: Building Teacher Capacity for Whole School Improvement.**

###### **In 2017 we have:**

- 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.
- Developed an Explicit Improvement Agenda for WRITING. In particular we focused on developing students understanding and valuing PLANNING their writing, with ORAL LANGUAGE (ie discussing, sharing ideas, writing collaboratively, conferring, oral rehearsal before pen on paper, seeking feedback etc) an essential ingredient of quality writing.
- Built 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 2017 we have**

- Updated and improved our Whole School Curriculum Framework
- Increased our understanding of the Australian Curriculum Achievement Standards and expanded our moderation practices to ensure consistent A-E judgements.

##### **Improvement Priority 3. Build a data-informed school culture where context and educational provision are aligned**

###### **In 2017 we have:**



- developed and implemented clear achievement targets which are used to monitor and track individual student progress, and ways to evaluate and measure the success of the Explicit Improvement

#### **Improvement Priority 4.**

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

In 2017 we have:

- Provided diverse improved avenues of communication with the community including
  - QSchools
  - QParents
  - SMS4 schools
  - Digital newsletters
  - Push notifications from web page
- Introduced a new system for regular Parent/Teacher Interviews including on-line bookings for Parent-Teacher interviews, which allows 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 2018, our Explicit Improvement Agenda continues to focus on Writing Improvement across the school. Our focus is to continue to develop consistent pedagogical practices for the teaching of writing across the school including:

- Collaborative teacher planning to ensure deep understanding of the writing demands of the Australian Curriculum
- 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.

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	319	151	168	2	94%
<b>2016</b>	315	150	165	7	97%
<b>2017</b>	288	137	151	5	94%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

The change in the demographic profile continues to see new, younger families entering the area. This is resulting in maintaining enrolments at the school.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	27	26	27
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

In 2017, 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 4, 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
- Japanese Cultural Studies (Year 4 to Year 6)

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

### 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 worked with teachers this year 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 an Interactive Whiteboard. The multipurpose building is equipped with a data projector, DVD and blu-ray player and is supported by 5.1 surround sound. All classrooms have a number of laptop / desktop computers or iPads for in class use. There is wireless internet throughout the school.

## Social Climate

### Overview

Our enrolment is stable and is predicted to slowly increase over the coming years. 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.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	88%	90%	92%
this is a good school (S2035)	87%	91%	89%
their child likes being at this school* (S2001)	91%	96%	94%
their child feels safe at this school* (S2002)	96%	98%	92%
their child's learning needs are being met at this school* (S2003)	87%	90%	91%
their child is making good progress at this school* (S2004)	87%	90%	89%
teachers at this school expect their child to do his or her best* (S2005)	99%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	95%	88%
teachers at this school motivate their child to learn* (S2007)	84%	91%	88%
teachers at this school treat students fairly* (S2008)	88%	93%	84%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	94%
this school works with them to support their child's learning* (S2010)	85%	89%	92%
this school takes parents' opinions seriously* (S2011)	73%	82%	79%
student behaviour is well managed at this school* (S2012)	80%	75%	79%
this school looks for ways to improve* (S2013)	90%	91%	89%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school is well maintained* (S2014)	99%	96%	92%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	89%	95%	95%
they like being at their school* (S2036)	87%	93%	84%
they feel safe at their school* (S2037)	86%	98%	94%
their teachers motivate them to learn* (S2038)	94%	96%	93%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	98%
teachers treat students fairly at their school* (S2041)	76%	83%	77%
they can talk to their teachers about their concerns* (S2042)	85%	88%	88%
their school takes students' opinions seriously* (S2043)	70%	83%	86%
student behaviour is well managed at their school* (S2044)	68%	74%	78%
their school looks for ways to improve* (S2045)	90%	99%	94%
their school is well maintained* (S2046)	78%	94%	85%
their school gives them opportunities to do interesting things* (S2047)	81%	93%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	94%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	88%	97%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	90%	100%
students are encouraged to do their best at their school (S2072)	100%	94%	93%
students are treated fairly at their school (S2073)	100%	91%	100%
student behaviour is well managed at their school (S2074)	88%	84%	93%
staff are well supported at their school (S2075)	77%	88%	93%
their school takes staff opinions seriously (S2076)	77%	78%	81%
their school looks for ways to improve (S2077)	92%	97%	96%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	90%	89%

\* 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 2017, 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 include swimming club, tuckshop and Outside School Hours Care.

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. 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 our Student Welfare Process. Class teachers, our Guidance Officer, Speech Language Pathologist as well as school administration, communicate with parents in order to facilitate positive partnerships.

## Respectful relationships programs

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

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	6	8	14
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

During 2017 the school has maintained our water consumption by using waterless urinals. Solar panels are installed. The school engages in recycling of printer cartridges and engages the services of business such as "Reverse Garbage" where appropriate in curriculum activities. The amount of general waste generated has been reduced through sustainability projects including composting and worm farming. We conserve our use of electricity with energy saving practices.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	140,974	494
2015-2016	178,460	1,897
2016-2017	133,575	1,915

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

## 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 <http://www.myschool.edu.au/>.

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

### Find a school

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Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	16	0
Full-time Equivalents	18	9	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	0
Graduate Diploma etc.**	3

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	13
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2017 were \$15092.00

The major professional development initiatives are as follows:

- School and Departmental compulsory training in areas such as Code of Conduct, Asbestos Awareness, Resuscitation and First Aide, Asthma and Anaphylaxis training
- Improving student writing
- Regional Initiatives
- Classroom coaching and peer mentoring

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
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, 95% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	89%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

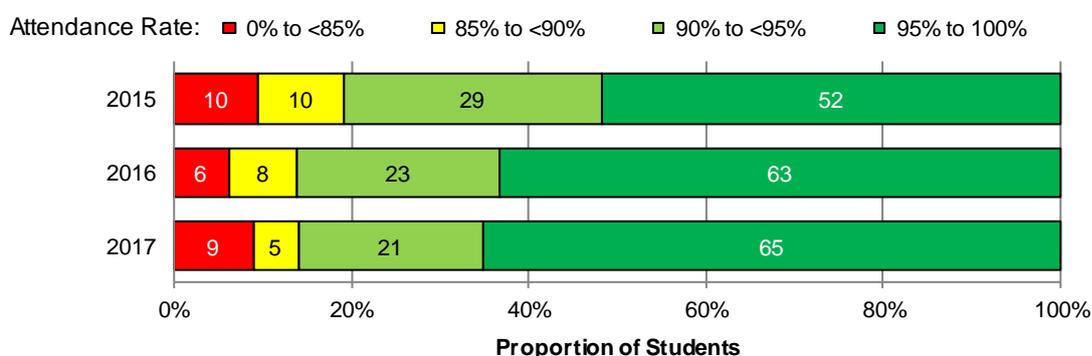
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	95%	93%	94%	94%	96%	94%						
2016	93%	95%	95%	93%	95%	93%	96%						
2017	94%	94%	94%	96%	94%	95%	94%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 leave a message to explain all absences.  
Unexplained daily absences are followed up each morning with a SMS to parents via SMS4Schools platform.  
Unexplained absences are also followed up once a fortnight by letter.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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