Principal’s foreword

Introduction

All Queensland schools are required to report to our school communities on the progress of the school in prescribed areas. The intent of this report is to provide a set of information that is common for all State and Non-state Schools in Queensland. It provides an overview of the highlights and successes of Mayfield State School during the 2010 school year.

During 2010, Mayfield State School has been extremely active in developing school facilities and advancing curriculum and learning. There has been a major emphasis placed on teacher professional development as the school further embraces the goals of Education Queensland’s Strategic Plan

Mayfield State School’s mission:
Through a caring and supportive school environment, the Mayfield State School community aims to foster the development of the individual as a life long learner with the skills for success in an ever-changing world.

Mayfield State School values:

• High quality education
• Best possible outcomes for our students
• Co-operation, consideration, courtesy and common sense
• Honesty, integrity, respect and responsibility
• Continuous professional learning
• Pride in our school
• Environmental awareness

School progress towards its goals in 2010

During 2010 Mayfield State School has:

• Formalised diagnostic testing in Reading and Spelling
• Up skilled staff in administering and using results of TORCH test to inform their teaching in order to cater for student needs
• Established a formal student folio which includes student record card for tracking of individual student data
• Further established the culture of data analysis by scheduling regular meetings between Principal, HOC and teachers to discuss student data
• Established a “Writing Enrichment” program to improve the results of identified underachieving students.
• Trialled whole school English plan (Teaching and Learning Roadmap)
• Purchased new reading materials to cater for increases in enrolment
• Provided professional development for teachers, teacher aides and workshops for parents and classroom helpers in the following areas - Guided Reading/Shared Reading/Explicit teaching for inferential comprehension; ‘Words Their Way’
• Embedded ‘Words Their Way’ as a word study/spelling program
• Improved assessment practices in English
• Trialled whole school Mathematics Plan
• Provided professional development focusing on higher order thinking, investigations and inquiry
• Purchased new teacher resources which support investigation and inquiry
• Continued to embed ‘Primary Connections’ as a science program across the school
• Inducted new staff in Prep – Yr 1 to share with them the Early Years Philosophy.
• Enabled staff in order to integrate digital pedagogy and use ICTs in classroom practice
• Released teachers to engage in co-operative planning using OneSchool Curriculum planning application
• Use OnePortal to facilitate sharing of practice and online collaboration.

Future outlook
In 201 Mayfield State School plan to:

• Develop ownership and accountability with staff through a clear process which includes timelines. Focus on Reading and numeracy and target PD toward pedagogy in these areas. Strategies include:
  • Introduce PAT Maths and provide PD for staff to use data to guide and focus their planning in Numeracy
  • Introduce 30 IDEAs in 30 Days and provide PD for all staff in improving reading and persuasive writing.
  • Introduce CARS and STARS program as an explicit reading comprehension program
  • Embed ‘Words their Way’ as a whole school approach to spelling instruction
  • Continue Professional Development in identified areas for teachers, Teacher Aides and parents helpers
  • Focus extension/intervention practices to target students in the upper 2 achievement bands and those who fall below the benchmark

• Develop staff capacity to effectively use data to identify student needs. Monitor the effectiveness of explicit teaching strategies to improve student learning. Continue to collect data and track progress and inform the teaching and learning cycle.
  • Review the current Mayfield Assessment Plan (including new assessment instruments – PATMaths and CARS)
  • Establish a data analysis team which includes Principal, HOC, STLaN and classroom teachers to provide in depth analysis of data and feed back information to all staff.
  • Support staff in curriculum planning to meet identified student needs
  • Schedule individual teacher meetings (each term) with Principal, HOC and STLaN to review school based data, NAPLAN data, and class program to establish goals for improved teaching and learning.
  • Continue to build body of evidence over time about each student’s progress. Record and track student achievement using OneSchool and student folios. Further develop teacher capacity to use OneSchool for tracking purposes.
  • Investigate prep screener to cater for the needs of students entering Yr 1
**Enhance the existing strong collegial culture to enable teachers to have an overt and shared commitment to the improvement of teaching and openness to critique by colleagues.**

**Strategies include:**
- Staff meetings in different classrooms each week with individual teachers sharing ideas and practice
- Design timetables which allow teacher release for all staff (including new staff) to visit other classrooms to share practice and develop expertise.
- HOC and STLaN to assist and support teachers and model pedagogy
- Continue using an Action Research Model to build Performance Plans for all staff.

**Use school resources and student data analysis to facilitate the learning needs of all students in the school. Continue the range of initiatives to effectively support students including:**
- Access to ICTs (including Interactive Whiteboards, laptops, virtual classrooms) and Filmworks program
- Continue the well-established practice of planning with HOC through workplace reform.
- Target high achieving students and “under the radar” students through 30 IDEAs in 30 Days and Literacy Extension Program with dedicated teacher aide hours to support the class program in Yr 3, 5, 7 (Sem 1) Yr 4 and 6 will be targeted in Semester 2.
- Target students in upper 2 achievement bands in Yr 5 and 7 and address specific areas of need as identified from 2009 NAPLAN data. Analyse 2010 data to identify likely areas of need for current Yr 3 students.
- Provide further opportunities for teachers to observe, coach, mentor and learn from one another’s practice.

**Strategies include:**
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- Design timetables which allow teacher release for all staff (including new staff) to visit other classrooms to share practice and develop expertise.
- HOC and STLaN to assist and support teachers and model pedagogy

**Develop consistency in planning and encourage staff awareness of ACARA to ensure a shared vision for curriculum practice.**

**Strategies include:**
- Develop consistent template for planning term overview in Maths and English
- Implement Mayfield Curriculum Framework 2011 and 2012
- Provide PD and opportunity to explore and experiment with aspects of ACARA curriculum
- Ensure staff awareness of support materials for ACARA as these become available from QSA.
- Develop effective assessment practices including moderation across year levels

**Use data and knowledge of current student achievement to differentiate classroom learning.**

**Strategies include:**
- Embed use of criteria and goal setting in all classrooms to provide effective feedback and focus individual student attention on what they need to do in order to improve.
- Provide PD for teachers in differentiation
- Engage in the discussion of student work and criteria, and engage all staff in QCATs processes to develop a deep understanding of standards
- Establish a GEMS teacher
• Continue to develop highly effective teaching practices through co-operative planning, modelling, mentoring evaluating and providing feedback. Identify areas for development using DPF.
• Implement writing scope and sequence
• Foster an assessment culture, in particular, up-front assessment tasks for reading and writing and which drives the teaching and learning program
• Embed use of task sheets, criteria/rubrics and exemplars in all classrooms to provide students with feedback and clarity on what to learn.
• Upskill staff in providing explicit and effective feedback to individual students.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep to year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>291</td>
<td>134</td>
<td>157</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
The diversity of the school population reflects that of the community. We have children from various cultural backgrounds.
In semester 1, 2010, student enrolments were 291. The change in the demographic profile is seeing new, younger families entering the area. This is resulting in the student population increasing.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
<th>On or under target</th>
<th>Under Target</th>
<th>On Target</th>
<th>Over Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
<td>100%</td>
<td>83%</td>
<td>17%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
<td>100%</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
<td>100%</td>
<td>78%</td>
<td>22%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>15</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings
Mayfield State School provides core learnings based on the eight key learning areas:
- English
- HPE
- Science
- LOTE (Japanese)
- Technology
- SOSE
- Maths
- The Arts
Our school at a glance

Extra curricula activities.

- Inter-school sport
- Choir and instrumental music
- Student Council incorporating Year 7 leadership program
- Positive Enrichment Program (PEP)
- Excellence Days in various KLAs
- Filmmaking

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.

All classrooms have networked computers. There is a multi-media room incorporating laptops. The multipurpose building is equipped with a data projector, DVD and blu-ray player and is supported by 5.1 surround sound. All classrooms and the Resource Centre are equipped with interactive whiteboards. There is wireless internet throughout the school.

Our ICT program is based on year level appropriate skill acquisition and software usage. The overall computer-student ratio is 1:5.

Social climate

Our enrolment is very stable with an enrolment continuity rate of less than 91%. Our enrolment 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 demography reflects average Australian middle class families.

Our school support ‘No Bullying’ program as part of our School Wide Positive Behaviour System

Our students are supported by our Chaplain

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>61%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>93%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education.

The school has been a part of the community for over 50 years and enjoys a high level of community and parental support.

Formal parent support is demonstrated through the Parents and Citizens Association, its sub-committees and swimming club.

Parents are welcome and actively invited to become involved in their child’s education. Parents are involved in assisting in classrooms, the library, assembly, submission writing, and play an active role in the school decision making process.

Reducing the school’s environmental footprint

During 2010 the school has reduced our water consumption by the addition of water tanks and waterless urinals. Solar panels have been installed. The school engages in recycling of cardboard and 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, keeping chickens and worm farming.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity KwH</th>
<th>Water KL</th>
<th>Gas MJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$45,845</td>
<td>$25,727</td>
<td>$10,283</td>
<td>$1,997</td>
<td>$5,926</td>
<td>$0</td>
<td>$1,912</td>
<td>133,715</td>
<td>2,515</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$40,343</td>
<td>$20,941</td>
<td>$0</td>
<td>$0</td>
<td>$15,621</td>
<td>$0</td>
<td>$3,781</td>
<td>122,637</td>
<td>2,949</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>14%</td>
<td>23%</td>
<td>N/A</td>
<td>N/A</td>
<td>-62%</td>
<td>N/A</td>
<td>-49%</td>
<td>9%</td>
<td>-15%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>21</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>18</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers:

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>15</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $12499.

The major professional development initiatives are as follows:
- Mayfield State School staff have engaged in various types of Professional Development activities mainly centring around literacy and the use of ICTs in the classroom. PD activities include:
  - off campus training courses
  - staff meeting Professional Development facilitated by the HOC or external provider
  - sharing of best practice.
  - Mentoring / buddy teacher
  - Teacher reflection of their own individual practice
<table>
<thead>
<tr>
<th>Our staff profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>The involvement of the teaching staff in professional development activities during 2010 was 94%.</td>
</tr>
<tr>
<td><strong>Average staff attendance</strong></td>
</tr>
<tr>
<td>For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2010.</td>
</tr>
<tr>
<td><strong>Proportion of staff retained from the previous school year.</strong></td>
</tr>
<tr>
<td>From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.</td>
</tr>
</tbody>
</table>
Key student outcomes

Attendance

<table>
<thead>
<tr>
<th>Student attendance - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average attendance rate for the whole school as a percentage in 2010 was 95%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student attendance for each year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>95%</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.
Performance of our students

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7.

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

Mayfield State School has a very small number of Indigenous students. Where support is required, it is provided through the processes that have been developed to support indigenous and non-indigenous students.