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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Department's Right to Information site.
Contact Person	Doug Lange - Principal

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 2011, Mayfield State School has been extremely active in developing school facilities and advancing curriculum and learning and preparing for the National Curriculum. 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

Doug Lange

Principal

School progress towards its goals in 2011

Whole school programs are being developed in line with the National Curriculum. Teachers audited existing curriculum documents as they explored draft English, Mathematics and Science curriculum documents from the ACARA website in order to plan for the transition to the National curriculum. A new whole school intervention structure has been developed which includes collection and analysis of student data and setting of targets for improved student achievement. Staff has been up skilled in data collection and analysis and pedagogy. Classroom refurbishment has provided a variety of flexible teaching spaces.

Future outlook

Following are key areas for improvement as outlined in School Implementation Plan for 2012

School Community and Partnerships

Develop productive partnerships with students, staff, and parents to support student learning opportunities, deliver high achievement and promote community confidence and pride in the school's ability to meet the needs of all students and enhance performance.

School Core Curriculum

Collect and analyse a variety of data, and track achievement in order to achieve set targets in Years 3,5,7 Reading and Numeracy

Improve writing results in Yrs. 3, 5, 7, including Spelling, Grammar and Punctuation.

Implement C2C Science units and monitor achievement through C2C Science assessment tasks.

Monitor indigenous students through Student Welfare Committee to continue identification, develop programs and initiatives to increase awareness.

Implement Australian Curriculum by adopting and adapting C2C whole school, year level, units, lesson plans and assessment to suit the school's context

Planning for Improvement

Revisit 2010 teaching and learning audit report as part of Whole School Improvement Action Planning process,

Provide a culture of improvement, identifying needs, sharing practice, providing positive feedback about teacher pedagogy through Developing Performance Framework

Build administration capacity to achieve the above

Further develop the role of HOSLN (Head of Student Learning Needs) and investigate ways to sustain this position

Continue to develop teacher practice and pedagogy

Develop collaborative practices including cohort team meetings, mentoring and Coaching

Continue to develop school practices in Reading and Writing

Continue collaborative Analysis of data to inform whole school and individual student improvement strategies

Principal leadership and school capacity

Personally demonstrate actions that promote an unrelenting growth in student learning.

Develop a like culture in delegated people to also display actions that promote an unrelenting growth in student learning and a vision of success for all students

Improve instruction

Cultivate leadership in others

Manage people, data and processes to foster school improvement

Developing workforce performance

Continue developing Performance Plans for all staff based on school priorities and individual needs.

Mayfield State School – School Annual Report 2011

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
302	133	169	97%

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, 2011, student enrolments were 301. The change in the demographic profile is seeing new, younger families entering the area. This is resulting in the steady growth of enrolments at the school.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23
Year 4 – Year 10	23.8
All Classes	23.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	28
Long Suspensions - 6 to 20 days	3
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings include Japanese Cultural Studies from Prep to Year 5 and Japanese Language instruction in Year 6 and 7. Students also have the opportunity to learn the art of Filmmaking through our "Filmworks" program.

Extra curricula activities.

- **Intra-school and inter-school sport**
- **Choir and instrumental music**
- **Student Council incorporating Year 7 leadership program**
- **Filmmaking**
- **Japanese Intercultural Studies (Prep to Yr 7)**

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 and Interactive Whiteboards. There is a multi-media room incorporating laptops 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 and the Resource Centre are equipped with interactive whiteboards. There is wireless internet throughout the school.

Social climate

Our enrolment is very 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 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

Parents students and teachers overall have a high level of satisfaction that Mayfield is a good school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	69%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	84%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	61%

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, 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 child's education. Parents are involved in assisting by classrooms and library, attending assemblies, and writing submissions.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2011 the school has reduced our water consumption by utilising 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.

Environmental footprint indicators, 2010-2011

|	Electricity KwH	Water KL
2011	116,232	2,178
2010	133,715	2,515
% change 10 - 11	-13%	-13%

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	22	15	0
Full-time equivalents	19	8	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	15
Diploma	4
Certificate	0
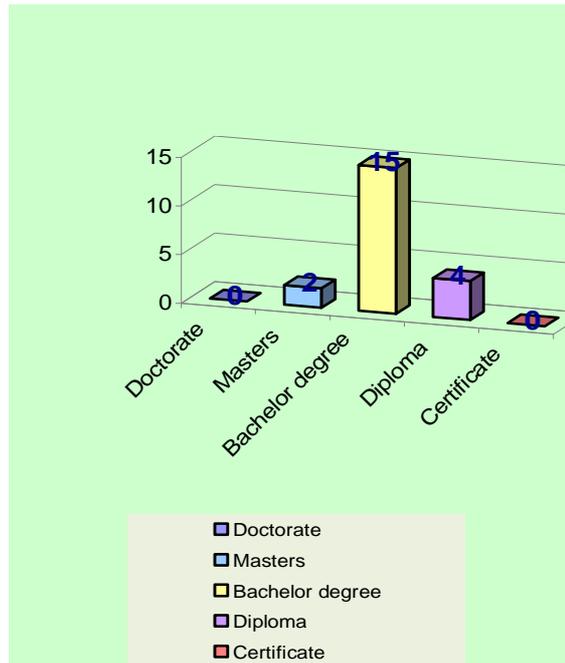
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $14500.

Major Professional Development Initiatives are as follows:

Draft ACARA (Australian) curriculum documents in Mathematics, English and Science were explored and existing curriculum programs were audited against draft documents

Professional development the areas of teaching Persuasive Text, Guided Reading and Shared Reading to improve pedagogy in the teaching of English

Professional development in the administration and analysis of Diagnostic Assessment instruments

School and Departmental processes including asbestos awareness, Code of Conduct, Resuscitation, Whole School Intervention, and Interactive Whiteboard training.

The proportion of the teaching staff involved in professional development activities during 2011 was 98%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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.**

Where it says '**Search by school name'**, type in the name of the school 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 given access to the school's My School entry web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.
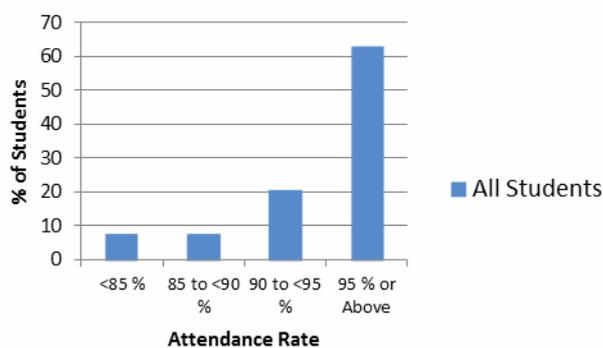
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	94%	95%	96%	95%	94%	94%					

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 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.

The rolls are marked twice a day (9:00am and 2:00pm). All absences, late arrivals and early departures are recorded and parents are required to send in a letter with an explanation for the students' absence.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.**

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.