

Mayfield State School

Queensland State School Reporting

2014 School Annual Report



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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 2014 school year.

During 2014, Mayfield State School has been extremely active in developing school facilities and continuing implementation of the National Curriculum (ACARA) through EQ's Curriculum into the Classroom (C2C) initiative. We have continued to develop our school wide approach to programs and pedagogy 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 lifelong learner with the skills for success in an ever-changing world.

Our Aim:

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 Value:

- Continuous professional learning for adults and high quality education for children, striving for the best possible outcomes for all students.

- Positive Behaviour for Learning (PBL) through our PAWS - Be Prepared; Act Responsibly; Work as a team; and Show Respect
- Environmental awareness / sustainable behaviours and actions
- Pride in our school

School progress towards its goals in 2014

Mayfield State School continues to implement the Australian Curriculum. A continued emphasis on the teaching and learning of Reading and spelling resulted in a more consistent approach across the whole school. Whole School intervention focused attention on all students' learning through individual and group target and goal setting, giving quality feedback and moving children up the A to E achievement brackets.

Future outlook

School Community and Partnerships

Continue to develop productive partnerships with students, staff, parents, P and C and OSHC 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 and spelling results in Yrs. 3, 5, 7.

Continue to implement Australian Curriculum in all curriculum areas as they become available

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

Continue to build a culture of improvement, identifying needs, sharing practice, providing feedback about teacher pedagogy through the Developing Performance Framework.

Continue to develop teacher practice and pedagogy

Develop collaborative practices including cohort team meetings, mentoring and coaching, data and planning meetings.

Continue to refine school practices in Reading and Spelling.

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

Build administration capacity to achieve the above

Further develop the role of HOSLN (Head of Student Learning Needs)

Continue to provide quality feedback about staff practice and pedagogy

Further refine administration processes and procedures.

Principal leadership and school capacity

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

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

Ensure continual Professional Development for leadership team, teaching staff and support staff.

Cultivate leadership in others

Manage people, data and processes to foster school improvement

Developing workforce performance

Continue to align Performance Plans for all staff based to school priorities, and recognising individual needs.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	326	145	181	92%
2013	332	154	178	94%
2014	344	161	183	96%

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

Characteristics of the student body:

In semester 1, 2014, student enrolments were 322. The change in the demographic profile continues to see new, younger families entering the area. This is resulting in the steady growth of enrolments at the school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	26	28	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	20	22	10
Long Suspensions - 6 to 20 days	2	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings include Japanese Cultural Studies from Prep to Year 5 and Japanese Language instruction in Year 6.

Extra curricula activities

Intra-school and inter-school sport

Choir and instrumental music

Student Council incorporating Year 6 leadership program

Japanese Intercultural Studies (Prep to Year 6)

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 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 computers and iPads for in class use. 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 (PAWS)

Our students are supported by our Chaplain

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	93%	95%
this is a good school (S2035)	92%	97%	94%
their child likes being at this school* (S2001)	100%	97%	98%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	92%	97%	90%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is making good progress at this school* (S2004)	88%	93%	90%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	93%	89%
teachers at this school motivate their child to learn* (S2007)	85%	93%	88%
teachers at this school treat students fairly* (S2008)	84%	92%	92%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	95%
this school works with them to support their child's learning* (S2010)	83%	90%	89%
this school takes parents' opinions seriously* (S2011)	73%	86%	77%
student behaviour is well managed at this school* (S2012)	74%	97%	84%
this school looks for ways to improve* (S2013)	77%	100%	92%
this school is well maintained* (S2014)	72%	83%	95%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	96%	91%
they like being at their school* (S2036)	92%	91%	90%
they feel safe at their school* (S2037)	94%	89%	88%
their teachers motivate them to learn* (S2038)	97%	92%	94%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	92%	95%
teachers treat students fairly at their school* (S2041)	89%	80%	83%
they can talk to their teachers about their concerns* (S2042)	81%	85%	79%
their school takes students' opinions seriously* (S2043)	79%	83%	85%
student behaviour is well managed at their school* (S2044)	72%	70%	74%
their school looks for ways to improve* (S2045)	94%	94%	93%
their school is well maintained* (S2046)	91%	81%	87%
their school gives them opportunities to do interesting things* (S2047)	81%	88%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	100%
they feel that their school is a safe place in which to work (S2070)		94%	100%
they receive useful feedback about their work at their school (S2071)		93%	100%
students are encouraged to do their best at their school (S2072)		97%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
students are treated fairly at their school (S2073)		83%	96%
student behaviour is well managed at their school (S2074)		72%	91%
staff are well supported at their school (S2075)		67%	83%
their school takes staff opinions seriously (S2076)		65%	78%
their school looks for ways to improve (S2077)		83%	100%
their school is well maintained (S2078)		87%	96%
their school gives them opportunities to do interesting things (S2079)		84%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 in classrooms and library, attending assemblies, and writing submissions

Reducing the school's environmental footprint

During 2014 the school has maintained 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 and worm farming. We have arrested increasing electricity usage with energy saving practices

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	132,473	2,490
2012-2013	133,769	2,418
2013-2014	162,762	2,151

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.

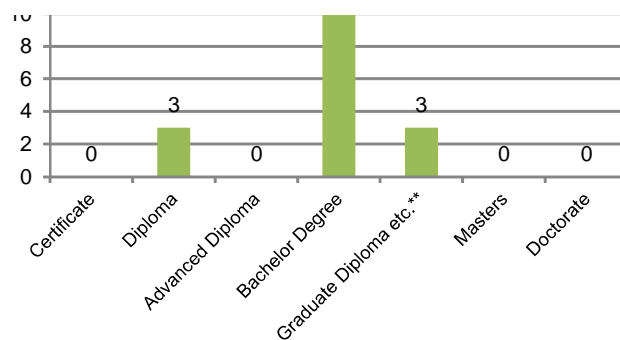
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	22	17	0
Full-time equivalents	19	9	0

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.**	3
Masters	0
Doctorate	0
Total	22



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$7600.00

The major professional development initiatives are as follows:

Explicit instruction focusing on Reading and Spelling

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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	93%	95%

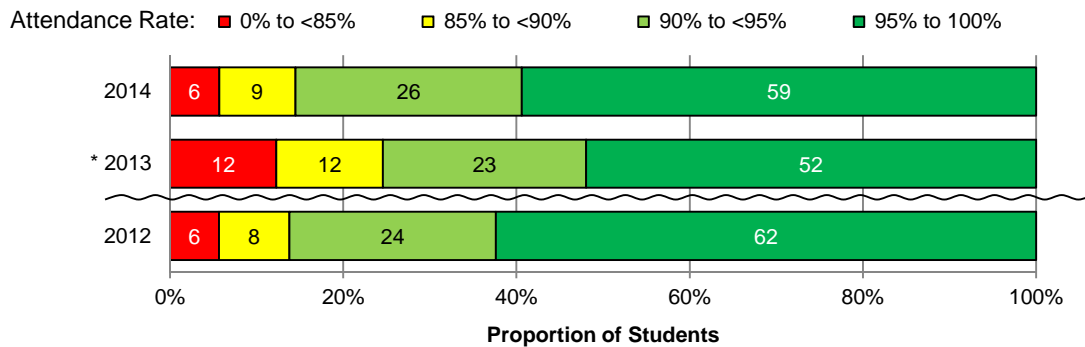
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	95%	95%	95%	96%	97%	93%					
2013	94%	93%	94%	94%	93%	92%	92%					
2014	95%	95%	95%	95%	95%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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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.