



Mayfield State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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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.

# Principal's Forward

## 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 2016 school year.

During 2016, 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.

### School Progress towards its goals in 2016

Mayfield State School continues to implement the Australian Curriculum. A continued emphasis on the teaching and learning of reading and writing resulted in a more consistent approach across the whole school. Our student welfare process has targeted our resources to meet the all students' learning needs. In our classrooms, we have provided quality curriculum programs, explicit instruction, goal setting and feedback so that student are actively engaged in learning and achieving their best possible outcomes.

### Future Outlook

Strategies to support our school's explicit improvement agenda for 2017 include:

#### Improvement Priority 1:

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

- Build INSTRUCTIONAL LEADERSHIP for coaching, facilitating data analysis and case management which links directly to teaching practice, and monitoring teacher practice and providing developmental feedback.
- Develop Explicit Improvement Agenda for WRITING, aligning Annual Performance Plans, PD, coaching, peer observation, professional feedback, and monitoring of student progress
- Build the capacity of staff to differentiate planning and instruction, paying particular attention to engagement, extension and challenge for more capable readers through Higher Order Thinking skills
- Build the variety of teaching strategies and learning experiences across the school including EXPLICIT INSTRUCTION, INVESTIGATIVE AND ENQUIRY LEARNING, PROBLEM SOLVING, and CO-OPERATIVE LEARNING STRATEGIES, and continue to update MSS Pedagogical Framework to reflect new learning and understanding.

#### Improvement Priority 2.

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

- Expand moderation practices to all subject areas, to ensure that standards are consistently understood and applied both internally and externally.

#### Improvement Priority 3.

Build a data-informed school culture where context and educational provision are alignment

- Collaboratively develop/ implement clear achievement targets including monitoring and tracking of individual student progress, and ways to evaluate and measure the success of the Explicit Improvement Agenda.
- Provided regular professional learning opportunities for staff members to develop data literacy skills including the ability to triangulate and use a variety of student achievement data to inform teaching.

## Improvement Priority 4.

### Build productive partnerships with school community stakeholders

- Provide diverse and flexible ways for families and students to participate in the life of the school, including
- Continue to develop and promote PBL as a whole school approach to student well-being and the management of student behaviour and to work with parents and community to develop a safe and supportive learning environment for all students.

## 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 2016:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	344	161	183	4	96%
<b>2015*</b>	319	151	168	2	94%
<b>2016</b>	315	150	165	7	97%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## 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	2014	2015*	2016
Prep – Year 3	21	24	23
Year 4 – Year 7	26	27	26
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our academic focus/school priorities remain English, Mathematics and Science. We integrate Information and Communication Technologies into curriculum delivery, and provide opportunities for students through choral and instrumental music.

There were opportunities for some students to engage in an interschool sporting competition and all students in Year 4-6 participated in three interschool gala sport days with other local schools.

In 2015, we continued the implementation of the Australian Curriculum, with curriculum offerings in English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education P-6 and Japanese Cultural Studies from Prep to Year 4 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
- Japanese Cultural 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 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 and 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	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	95%	88%	90%
this is a good school (S2035)	94%	87%	91%
their child likes being at this school* (S2001)	98%	91%	96%
their child feels safe at this school* (S2002)	98%	96%	98%
their child's learning needs are being met at this school* (S2003)	90%	87%	90%
their child is making good progress at this school* (S2004)	90%	87%	90%
teachers at this school expect their child to do his or her best* (S2005)	96%	99%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	90%	95%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	88%	84%	91%
teachers at this school treat students fairly* (S2008)	92%	88%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	93%	95%
this school works with them to support their child's learning* (S2010)	89%	85%	89%
this school takes parents' opinions seriously* (S2011)	77%	73%	82%
student behaviour is well managed at this school* (S2012)	84%	80%	75%
this school looks for ways to improve* (S2013)	92%	90%	91%
this school is well maintained* (S2014)	95%	99%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	89%	95%
they like being at their school* (S2036)	90%	87%	93%
they feel safe at their school* (S2037)	88%	86%	98%
their teachers motivate them to learn* (S2038)	94%	94%	96%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	93%
teachers treat students fairly at their school* (S2041)	83%	76%	83%
they can talk to their teachers about their concerns* (S2042)	79%	85%	88%
their school takes students' opinions seriously* (S2043)	85%	70%	83%
student behaviour is well managed at their school* (S2044)	74%	68%	74%
their school looks for ways to improve* (S2045)	93%	90%	99%
their school is well maintained* (S2046)	87%	78%	94%
their school gives them opportunities to do interesting things* (S2047)	87%	81%	93%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	92%	94%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	88%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	90%
students are encouraged to do their best at their school (S2072)	96%	100%	94%
students are treated fairly at their school (S2073)	96%	100%	91%
student behaviour is well managed at their school (S2074)	91%	88%	84%
staff are well supported at their school (S2075)	83%	77%	88%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	78%	77%	78%
their school looks for ways to improve (S2077)	100%	92%	97%
their school is well maintained (S2078)	96%	96%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	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 2016, we began implementation our Parent and Community Engagement action.

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. Parents are involved in assisting in classrooms and library, attending assemblies, and writing submissions.

All classes have parent representatives who assist in communicating information between the classes 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 planning of Individual Learning and Curriculum 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 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	10	6	8
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

During 2016 the school has maintained our water consumption by utilising water tanks and waterless urinals. Solar panels are 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 conserve our use of electricity with energy saving practices

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	162,762	2,151
2014-2015	140,974	1,494
2015-2016	178,460	1,897

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

GO

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	13	0
Full-time Equivalent	20	7	0



## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	4
Bachelor degree	14
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 2016 were \$13706.25.

The major professional development initiatives are as follows:

Explicit instruction focusing on Reading and Cooperative learning structures (KAGAN)

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

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

### 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 2016.

# 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	88%

\*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 2016 for all Queensland Primary schools was 93%.

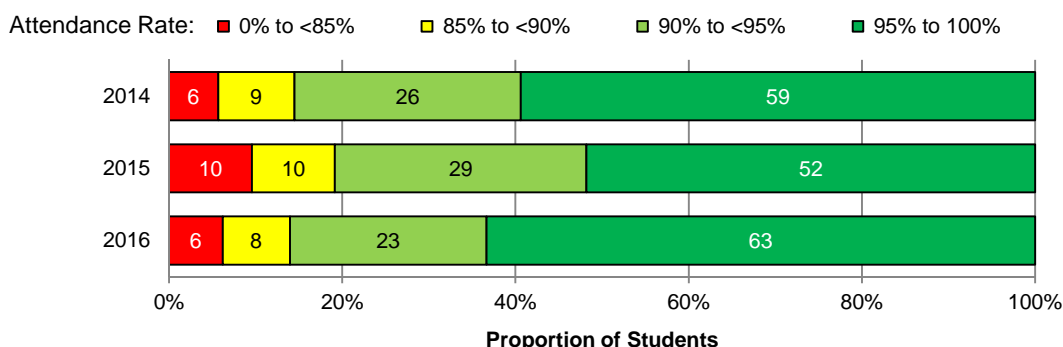
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	95%	95%	95%	95%	93%	93%					
2015	94%	95%	93%	94%	94%	96%	94%						
2016	93%	95%	95%	93%	95%	93%	96%						

\*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 DET 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). All absences, late arrivals and early departures are recorded in OneSchool. Parents are required to send in a letter, email or

message with an explanation for the students' absence. Unexplained absences are followed up each morning with a SMS to parents via SMS4Schools platform.

Key strategies that are being used to increase attendance include:

Posters promoting attendance are displayed in classrooms and around the school

Vivo 'reward' points are given to students who attend regularly

Regular articles in the newsletter promoting the importance of regular attendance

## NAPLAN

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.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results