**Principal's foreword**

**Introduction**

Mansfield State High School remains one of the premiere State high schools in Queensland. The performance of the school, its staff and the students has remained at exceptional levels far exceeding the results of many other schools across the State and indeed, across Australia. Importantly, this is balanced with a school culture that engages students in their school, their community and with others. The school tone continues to be the highlight of the school with a high enrolment demand for limited places within the school. The school is characterised by high levels of academic excellence, music and cultural excellence, and a commitment to languages through the renowned French Immersion Programme.

The entire school community takes pride in the fact that our students are given every opportunity to achieve or exceed their potential academically, culturally and socially. We are proud of our: high academic standards; high standards of behaviour; high standards of presentation; and pride in our School. We congratulate our students and their families for their achievements through their own efforts and the efforts of our staff. In encouraging each student to achieve his/her personal best through promoting individual self-esteem, and by encouraging and developing cultural and sporting achievements, leadership and teamwork, we believe our School offers the very best foundation for rewarding experiences for every student.

**School progress towards its goals in 2011**

The 2012-2015 School Strategic Plan was completed over 2011 and focuses our school on achieving the school vision of *Quality Learning in a Caring Environment*. Mansfield SHS is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student.
Future outlook

Mansfield State High School remains committed to:

Delivering the highest quality curriculum, teaching, learning and assessment practices. (A relevant, challenging and engaging educational experience prepares students for both academic success at school and the best possible pathway for life, study and work after school. This is predicated on teaching knowledge and higher order thinking skills in ways that respond to each student’s learning needs and which is academically rigorous.)

Providing a whole school approach to achieving high standards in literacy and numeracy for all students. (It is every student’s right to be literate and numerate in order to be a fully functioning citizen who can participate in and contribute to an increasingly globalised and disconnected world.)

Providing a safe and caring environment where all students and staff learn about and value the “culture of care” within the school. (Understanding what it means to be a caring person who knows how to care for self and others requires a high school experience that imbues students with tolerance and an appreciation of difference. This requires a framework for thinking about pedagogies, assessment, intervention, and prevention support so students receive optimal benefit from their educational experience at Mansfield.)

Maintaining a school climate where high standards of behaviour, performance and participation are the foundation for students to achieve to their potential. (A school climate that enables students to reach their potential requires a safe and disciplined school environment. This is predicated on the assumption that every child can achieve and that every child should be expected to behave and perform. Every person’s performance is critical in achieving an environment where students are engaged in both the curriculum and extra-curricular experiences.)
Our school at a glance

School Profile
Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1568</td>
<td>821</td>
<td>747</td>
<td>97%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Of the total School population:
70 percent represent Australia or Australian,
15 percent from Asian Nations and
15 percent are from Great Britain, Europe, Africa, Canada, New Zealand and the Pacific Island Nations.

All of the known world religions are represented including Christian, Muslim, Hindu, Greek Orthodox,
Russian Orthodox, and Jewish.

There were fourteen Aboriginal/Torres Strait Islander students at the School.

5.5 percent of our students identified as ESL.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>20.4</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<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>111 (mostly for non-compliance with mobile phones rules)</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>14</td>
</tr>
<tr>
<td>Exclusions</td>
<td>7</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>2</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings
Our distinctive curriculum offerings may be found in the Prospectus for specific subjects/units.
All students in Years 8, 9 and 10 study English, Mathematics, Science, and Studies of Society and Environment
Year 8 is a set course.
Year 9 has core components and 2 elective units per semester.
Year 10 has an increased number of elective units including preparatory units for Senior school subjects.
Years 11 and 12 have compulsory English and Maths subjects and various elective subjects.
Specific offerings at Mansfield High include:
our French Immersion Programme in Years 8, 9 and 10 with Extension French offered in Years 11 and 12 
the TIC (Technologically Integrated Curriculum) in Years 8 and 9
Extension Music in Year 12 and
School-based apprenticeships and traineeships.

Extra curricular activities
In 2011 we had 25 Music ensembles with achievements including: Gold and Area Finalist for Chorale; and Silver Awards for Cantabile, Cantus, Cantrice and Male Chorus. Platinum Awards were achieved by Wind Ensemble and String Orchestra at Music Fest with all other competing ensembles receiving Gold Awards. 
Five major music concerts involving a variety of ensembles were conducted in the Assembly Hall, as well as several other concerts which showcased the talents of the Extension Music students. Several students had solo performances in Creative Generation – State Schools on Stage, as well as in many other special events.

We had nine Debating Teams with one Year 8 Team reaching the Semi Finals of the QDU Competition.

Several hundred students were involved in some way in the School Musical Pirates of Penzance which was an outstanding success.

Over one hundred students were involved in the Rauchle Service Club with six students involved in the Smith Family ‘Student2Student’ programme. The Club raised funds for and awareness of the needs of Others, particularly those outside of our school community.

The Environmental Council participated in Clean Up Australia Day, National Tree Day, Arbor Day, Green and Healthy Schools Competition, as well as assisting in the formulation of the official Mansfield High Environmental Action Plan.

Through the Teaching and Learning Gifted and Talented Programme, students took part in the ‘Days of Excellence in Debating’ and ‘Creative Writing’ as well as other events including Brisbane Writers Festival, Somerset Celebration of Literature, Readers’ Cup and the school’s Reading Group.

Once again the School excelled in the sporting arena with our Squash and Cricket Teams becoming undefeated champions and with Champion football, rugby league and Badminton teams. Our students were also State Champions in the Power-up Australian Dance competition. We also had many individual sports champions.
How Information and Communication Technologies are used to assist learning
Mansfield High School teaching and learning relies heavily on the integration of Information Technology (IT). The school has 760 laptops for student use, 115 laptops for staff use, together with 540 desktops. Our student laptops are not part of a 1:1 take home program; instead, they are based on trolleys in all buildings. Students are able to borrow a laptop for home use from the school library. All general classrooms are equipped with a presentation console, computer, projector and speakers. 42 of our 71 classrooms also have an interactive whiteboard capability.

Over 20% of our staff regularly used learning spaces on Blackboard. Currently, 15% of staff made use of Turnitin anti-plagiarism software, with the number set to grow each semester.

The latest version of AutoCAD and Adobe CS5.5 Suite are available for students.

All staff is regularly involved in our ICT e-learning in-service program.

This year the school has sixteen designated computer classrooms located throughout the school. There is a number of elective computer subjects in both the Junior and Senior School. Computers are available to students before school, at lunchtime and after school.

Social climate
Mansfield State High School is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student.

We are proud to be a school with traditional values with a strict behavioural management policy endorsed and approved by the P & C and School Council.

We are proud of our high standards of behaviour and presentation. Students are encouraged to take pride in their school, uniform, presentation and individual self worth. We take great pleasure in sharing the wonderful achievements of our students through the school newsletter, formal assemblies, newspaper articles and school notice board.

We acknowledge the cultural and language differences within our students and celebrate the unique blend of these differences to help achieve a climate of acceptance and enjoyment of each individual. The School’s student body is led by the School Captains and Prefects who conduct the Student Council involving representatives from all year levels.

Our school has two Guidance Officers.

A full-time Chaplain is available to all students at all times. The School Nurse is available to students on three days per week.
Parent, student and teacher satisfaction with the school

It is very exciting to see the increase to almost one hundred percent of in the level of student satisfaction that students feel they are getting a good education at our School. The other performance measures are well above the state average and it is something we continually strive to improve each year. The commencement of One School and the National Curriculum will have an effect on staff morale until the new systems are working well.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child's school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parents are invited to use the student handbook to contact each subject teacher for information or assistance. Parent/Teacher interviews are held at least twice each year. Teachers may be contacted by phone.

Parents are encouraged to take part in the Reading Group, Music Support Group, French Immersion Programme, Parents and Citizens Association, Canteen, Sports as referees and coaches, and many other areas of the school.

A Parent/Volunteer Participation Flyer is produced each year and distributed to every family and at all Open Days throughout the year.

Each year, two Introduction to Year 8 Maths sessions are held for all Year 8 parents.

Reducing the school’s environmental footprint

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

The School continues to make use of our water tanks for the ablution block in A Block and H Block.

Students participated with the Environmental Council in Clean Up Australia Day, National Tree Day and Arbor Day. The Environmental Council educates the students and families regarding reuse, reduce and recycle.

In the table below are the environmental footprint indicators for 2010-2011:

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>501,112</td>
<td>1,945</td>
</tr>
<tr>
<td>2010</td>
<td>466,192</td>
<td>1,409</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>7%</td>
<td>39%</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>114</td>
<td>31</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>108</td>
<td>23</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all

<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>2</td>
</tr>
<tr>
<td>Masters</td>
<td>15</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>100</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>

Expenditure on, and teacher participation in, professional development

The total funds expended on teacher professional development in 2011 was $56,634.53.

The major professional development initiatives are as follows: staff members have been involved in numerous in-service activities within faculties, whilst whole of school Professional Development sessions have occurred in the areas of Creating Engaging Classrooms by Ralph Pirrozzo, Hattie Educational research, Pedagogical Framework development, Differentiation, One School, OP Analyser, Data Analysis, Literacy, C2C Implementation and School Vision.

Our eLearning opportunities for staff have included: Learning Place, EdStudio, One Note, and Smartboard training.

Individual Profession Development sessions have been attended by individual staff and have related to the areas of our strategic plan. A full detailed Professional Development attendance list is available.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.
Our staff profile

**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, 98% 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/](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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportion of students by attendance range is indicated below:

![Attendance Distribution Chart]

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 by SMS-PR-036 (Roll Marking in State Schools). These policies outline processes for managing and recording student attendance and absenteeism.

Attendance is compulsory for all students. Rolls are marked by the Form Teachers for each student every morning and by class teachers for each lesson. A letter from parents must be received by the school for any student absence by no later than two days following the student’s return to school. Letters are sent to parents for all unexplained absences at the end of each school term.
Performance of our students

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

In English all Indigenous students scored at least a C or higher, compared to the 90% pass rate amongst non-indigenous students.

In Maths 96% of indigenous students scored at least a C or higher, compared to the 82% pass rate amongst non-Indigenous students.

In Science 100% of indigenous students scored at least a C or higher, compared to the 86% pass rate amongst non-indigenous students.

We had an 80% retention rate of indigenous students going from Year 10 to Year 12.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 91%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement. 296
Number of students awarded a Queensland Certificate of Individual Achievement. 0
Number of students receiving an Overall Position (OP). 243
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. 19
Number of students awarded one or more Vocational Educational Training qualifications. 132
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. 76
Number of students awarded a Queensland Certificate of Education at the end of Year 12. 263
Number of students awarded an International Baccalaureate Diploma (IBD). 0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD. 81%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. 95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. 96%
## Performance of our students

### Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>Band</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>64</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>71</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>63</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>37</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>8</td>
</tr>
</tbody>
</table>

### Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>70</td>
</tr>
<tr>
<td>Certificate II</td>
<td>66</td>
</tr>
<tr>
<td>Certificate III or above</td>
<td>11</td>
</tr>
</tbody>
</table>

The majority of Certificate 1 courses undertaken by students was for Information Technology. The remainder of Certificate 1 courses undertaken was General Construction.

### Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information
With respect to the destinations of young people who left the school in Years 10, 11 and prior to completing Year 12, in 2011 there was a 91% student retention rate in Years 10-12. Of the early leavers, approximately 70% are Learning or Earning with the remainder unknown.