

Mansfield State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 229 Mount Gravatt 4122
Phone	(07) 3452 5333
Fax	(07) 3452 5300
Email	the.principal@mansfieldshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	

Principal's foreword

Introduction

Mansfield High School is a high performing school with a proven record of academic and music/cultural excellence. The School experiences very high enrolment demand with students enrolling from across the south side of Brisbane. Students are well motivated with a positive attitude towards their education. Mansfield High School is regarded as a traditional school; the highest standards of personal presentation, behaviour, and academic performance are expected. The School is noted for its programs of Academic Excellence, Music Excellence and French Immersion. There is a strong focus on high quality teaching and instructional practices with a strong emphasis on the integration of ICT into both the curriculum and learning activities. Mansfield High School's vision of *Quality Learning in a Caring Environment* exemplifies the school as 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.

School progress towards its goals in 2013

The school Strategic Plan was developed with a focus on enacting the school vision of *Quality Learning in a Caring Environment*. Significant progress has been made in achieving the objectives of the school vision.

Firstly, the school's focus on improving the quality of the education experience for students has seen the introduction of exemplar A standards of work at the beginning of units of work. This, along with the practice of 'front-ended' assessment, where appropriate, has resulted in greater clarity of what is required in assessment. With this enhanced focus on assessment the school has also adopted the Marzano model *The Art and Science of Teaching* as a teaching and learning model. This model seeks to build on the outstanding work of the school's *Start Smart* teaching strategies. The introduction of the National Curriculum into English, Mathematics and Science also provided an opportunity to refurbish the junior curriculum in all subject areas. Together all of these strategies focus on creating a clear alignment between what is being taught, how it is being taught, that learning is differentiated to the needs of the learner, and ensuring that assessment is focussed.

Secondly, the school's focus on literacy and numeracy has resulted in the school continuing to achieve exceptional results in NAPLAN testing. Despite these results the school believes implicitly, that improvements can always be made. As a result of the work undertaken to further enhance teaching and

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learning, a commitment was made to revisit the school literacy and numeracy practices in 2013.

Thirdly, the school culture has created an environment for students where they feel cared for and cared about. When viewed in their entirety, the events, programs, and activities that occur in classrooms across the school and in co-curricular opportunities, create an integrated and intentional endeavour to create a caring environment for students. This is complemented by the school's focus on developing each student as the whole person.

Finally, the objective of participation and performance has resulted in every Year 12 student leaving Mansfield State High School with an OP, a QCE or a certificate. The introduction of the Individual Development Plans for all teachers has enabled a focus on each teacher's development needs and informed the school's professional development agenda. In conjunction with this, an important school priority has been to enter into a strategic partnership with the Queensland Education Leadership Institute, the purpose of which was to build the leadership capacity within the school.

These four broad areas of strategic action in the school have resulted in dynamic and sustained improvement in pedagogy, culture and focus.

Future outlook

The focus for the immediate future is on delivering the vision of *Quality Learning in a Caring Environment*. Into 2014 and beyond the school will pursue ongoing school improvements in authentic pedagogy, literacy and numeracy, student development, and optimising performance and participation.

Authentic Pedagogy will focus on building teacher efficacy through the implementation of the *Art and Science of Teaching* (Marzano), refurbishment of the curriculum characterised by alignment, differentiation, consistency across the school, deconstruction of assessment through exemplars, and front ending of assessment.

Literacy and Numeracy will focus on identifying students who are at risk of not leaving school literate and numerate. This will include reconfiguring how these students are identified, adopting 'direct instruction' models of intervention and instruction. Furthermore this will involve improving literacy levels across all students in Years 8, 9 and 10 through the redevelopment of the Whole School Literacy and Numeracy Plans in 2013. The Student Development Plan will evolve to encapsulate the events, activities, curriculum and extra/co-curricular experiences that will develop students as people, as learners, as citizens, as participants in school and later life. This is currently being developed and will be operational for 2014.

Performance and Participation will focus on Individual Development Plans for all staff in the school and reviews for those already developed, ongoing focus on leadership capacity through strategic partnerships with external providers, and one-on-one coaching. This will also include redeveloping career planning for students informed by data processes (for example, OP Analyser in the senior school) to focus students on post school destinations.

More focussed explanation of the school's strategic direction is available on the school's website.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1568	821	747	97%
2012	1628	893	735	98%
2013	1700	925	775	98%

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

Characteristics of the student body:

The outstanding school culture at Mansfield State High School is predicated on the diversity of its school population. Tolerance of others and an appreciation of difference in others has contributed wonderfully to an harmonious school culture where students from many different cultures and religions are welcome in the school.

In the school population there are students representing over 55 different languages spoken at home. Whilst the language used at the school is English, students who come from all corners of the Earth make up the school's student population. In addition to this there are 15 students who identify as being Aboriginal or Torres Strait Islander and are our first Australians and 5.6% of the student population receive support in ESL.

The socio-economic representation is diverse and the *My School* website provides the following information.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	26
Year 11 – Year 12	20	20	20

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	111	106	110
Long Suspensions - 6 to 20 days	14	4	10
Exclusions	7	2	2
Cancellations of Enrolment	2	1	3

Curriculum offerings

More information about our distinctive curriculum offerings may be found in the school's Prospectus. This is available on the school's website and will provide more specific information about subjects, electives and units of work.

All students in Years 8, 9 and 10 study English, Mathematics, Science, Studies of Society and Environment. With the implementation of the National Curriculum, all students are also studying History in the junior school. 2014 will see the inclusion of Geography.

For each year level there is an increase in the number of subjects that are elective. As students progress through secondary school they move from a set course in Year 8 to eventually having more flexible pathway options in Years 11 and 12.

Specifically, this means that in Year 9 there are the core components and 2 elective units per semester. In Year 10 there is an increased number of elective units including preparatory units for senior school subjects. Then in Years 11 and 12 there are compulsory English and Maths subjects and various elective subjects.

Specific offerings at Mansfield High include: the French Immersion Programme in Years 8, 9 and 10 with Extension French offered in Years 11 and 12. There is also the TIC (Technologically Integrated Curriculum) in Years 8 and 9. In the senior school there is also Extension Music in Year 12. There are also some school-based apprenticeships and traineeships along with off campus learning opportunities such as TAFE courses that can be undertaken.

Extra-curricular activities

The school's extra-curricular activities are dominated by music and other related cultural activities. Music has played an integral role in the co-curricular life of the school. In 2013, 24 music ensembles rehearsed weekly and provided an exciting and vibrant concert series. This included *Music in March*, *Music in May*, the annual *Jazz Event*, and culminated in the end of year extravaganza, *Mansfield Music*. In October, music students joined forces with other departments to provide the entertainment at the annual Presentation Evening.

Further examples of excellence were seen in the Classroom and Music Extension concert series, the vocal and guitar concerts, our strong representation in the *State Honours Ensemble Program* and *Creative generation - State Schools On-Stage*, with many of our performers occupying lead roles and solo performances or being involved in the Orchestra, Big Band, Core Choir, Massed Strings and Drum line items.

Numerous other events involved Mansfield musicians including the annual primary school Big Band tour.

Public speaking is a valuable skill for our students and is a priority for us in terms of providing for opportunities to participate. Debating remains a very important part of our extra-curricular program. The school fielded ten Debating Teams. Complementing debating the school's emphasis on developing public speaking saw many of our students do very well in various competitions such as Lions Youth of the Year in 2013.

We had four students entered into the Lions Youth of the Year competition. Our students competed in two Club competitions, Carindale/Carina and Griffith University.

We also performed very well in the Mt Gravatt Young Achiever Awards 2013 in the four areas of Education, the Arts, Community and Sport. In fact our students won every category for which we were eligible to enter.

The school's focus on service and contribution to the school and its community saw over 180 students involved in the Rauchle Service Club with 15 students involved in the Smith Family 'Student2Student' programme. The Club raised funds for and awareness of the needs of others. We are appreciative of the efforts of the many students involved in V@M (Volunteers@Mansfield), who perform various voluntary roles around the school.

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 formation of the official Mansfield High Environmental Action Plan.

Through the Teaching and Learning Gifted and Talented Programme students took part in Somerset Celebration of Literature, Reader's Cup and Reading Group.

The *Somerset Celebration of Literature Festival* provided students with the experience of listening to authors speak about their craft, engage with students with similar interests in literature, and be exposed to writing from a range of genres. Students in Year 10 were able to participate in the elective subject English Extension. This subject prepares students for the rigours of Senior English and provides opportunities to engage with literary classics. Throughout the year a number of Writing Competitions was advertised through the School Newsletter.

Once again the School excelled in the sporting arena with one of the highest participation rates in the district. Mansfield State High School excelled in school district and regional sport.

At District level the school had success with teams and individuals in Cross Country, Swimming and Athletics.

The school has had a variety of national and state champions across a variety of sports both within and outside of the Queensland Secondary School banner. National champions included: 2012 Olympian Olia Burtaev for synchronised swimming, Daniel Sciacca for futsal, and Rhiannon Rhodes for baseball. State champions included: Ellen Christison for cross country, Mary Holgate and Jessica Siedlecki for diving, Lachlan Barr for rugby league, Delaney Ronan and Jennifer Spencer for swimming, and Mikaela Williams for touch football.

Mansfield has enjoyed another proud and successful sporting year.

How Information and Communication Technologies are used to assist learning

The school has nineteen designated computer classrooms located throughout the school. These are supplemented with 30 trolleys of laptops (730 devices) that are distributed around the school for class use and borrowing for home use. A structured replacement plan ensures all computers are replaced on a four year cycle. There is a planned replacement schedule in place for all ICT equipment.

Mansfield SHS has a high speed 50Mbps optical fibre internet link. Each classroom has a dedicated Presentation Console with computer, speakers and projector. Sixty per cent of classrooms have interactive whiteboard capability and iPads are used by the Teaching and Learning Department with their students while Bamboo tablets are used in IT, Art and Manual Arts.

This high level of ICT infrastructure and hardware is supported by three full-time technicians, to maximise availability of ICT resources to students and staff.

Our school at a glance

There is a growing usage of robotics in IT and Manual Arts to engage students in subject areas as a specific learning tool. As well as this all computers have *Lanschool* software installed to allow teachers to monitor their students and to do electronic surveys and testing.

The software provision in the school also enables all printing to be logged and charged to the user using Papercut software. Students and staff can release their print jobs at the photocopiers with their student/staff swipe card. This also extends to high usage of latest industry software packages such as *Autodesk 2014* and *Adobe CC Master Collection*. In addition there is a high level of usage of the electronic assessment submission and anti-plagiarism software, *Turnitin*. Extensive curriculum offerings using ICTs including Art (*Photoshop*), Business (*Office 2010*, *Adobe CC*, *MYOB*), Film and Television (*Adobe Premiere*), Manual Arts (*AutoDesk Suite 2014* and *Laser Cutter Technology*), Music (*Sibelius*, *Sony Acid*), Maths (*QAX*), Science (*Data Logging*), Home Economics (*Food Choices*) and IT.

To assist in school operations there is a school wide video library (*ClickView*) which is available to all computers across the network along with a Server recording Free to Air broadcasts for eight channels 24 hours per day. Copies of this video collection are also available to students and staff on their home computers. We also plan to upgrade this system to *Smart Library*, which offers a range of over 60 cable and free-to-air channels to choose from, with access to everything on the Discovery channel, SBS, Fox Sports, National Geographic - just to name a few.

All attendance is marked electronically by staff using *IDAttend* software. Students use their student card to swipe into and out of the school and/ or classes where required.

Students are provided with opportunities to achieve nationally recognised *Certificate I in Information, Digital Media & Technology* or internationally recognised *Certifport* certifications for Microsoft products.

Our partnerships with QUT and Griffith University provide IT extension opportunities that enhance potential career contacts and university pathways.

Social climate

We are proud to be a school with traditional values that focus the school, students and staff on providing the education and the boundaries that enable our young people to transition into adulthood as 'decent people who can get a decent job'. This occurs within a strict behaviour management plan that is strongly endorsed and approved by both the P & C and School Council.

We are proud of our high standards of behaviour and presentation and believe that these elements provide a foundation for high performance. 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 is led by the School Captains and Prefects who conduct the Student Council involving representatives from all year levels.

The school has a focus on serving and contributing to the school and its community. The Rauchle Service Club provides the students of Mansfield High School with the opportunity to serve others in the wider community. Throughout the year the club members provided assistance to organisations such as the Rotary Club of Wishart, the Smith Family and the Salvos. In 2013, the 185 members raised money for a number of charitable organisations, making donations totalling \$7168.

Mansfield High School is a Reef Guardian School and has an active Environmental Council run by the students. In 2013 they participated in Clean Up Australia Day, National Tree Day, Arbor Day and the Future Leaders Eco Conference, as well as implementing an education plan focussed on reducing the use of electricity in the school. Alexandra Radke was our student representative on the Lord Mayor's Advisory Council and Alessandria Riding was our student representative on the Student Environmental Leadership Network.

Parent, student and staff satisfaction with the school

It is clearly evident from the following information that the school community strongly approves of the culture, direction, expectations and performance of the school. This level of endorsement enables us as a school to continue to refine and enhance the wonderful aspects of the school including our commitment to ongoing school improvement efforts. There is some indication in the data that there is some work for us to do around feedback to students about their learning and explicit ways of engaging and motivating students. Generally however, there is a high level of satisfaction in the school by all key stakeholders.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	90%	97%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	94%	97%
their child feels safe at this school* (S2002)	97%	100%
their child's learning needs are being met at this school* (S2003)	90%	100%
their child is making good progress at this school* (S2004)	90%	97%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	86%
teachers at this school motivate their child to learn* (S2007)	87%	97%
teachers at this school treat students fairly* (S2008)	90%	86%
they can talk to their child's teachers about their concerns* (S2009)	93%	96%
this school works with them to support their child's learning* (S2010)	83%	92%
this school takes parents' opinions seriously* (S2011)	89%	84%
student behaviour is well managed at this school* (S2012)	94%	93%
this school looks for ways to improve* (S2013)	93%	100%
this school is well maintained* (S2014)	83%	90%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	100%
they like being at their school* (S2036)	87%	98%
they feel safe at their school* (S2037)	98%	100%
their teachers motivate them to learn* (S2038)	81%	96%
their teachers expect them to do their best* (S2039)	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	82%	94%
teachers treat students fairly at their school* (S2041)	73%	94%
they can talk to their teachers about their concerns* (S2042)	68%	88%

Our school at a glance

their school takes students' opinions seriously* (S2043)	73%	92%
student behaviour is well managed at their school* (S2044)	91%	96%
their school looks for ways to improve* (S2045)	94%	97%
their school is well maintained* (S2046)	86%	92%
their school gives them opportunities to do interesting things* (S2047)	90%	98%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		95%
they feel that their school is a safe place in which to work (S2070)		96%
they receive useful feedback about their work at their school (S2071)		89%
students are encouraged to do their best at their school (S2072)		99%
students are treated fairly at their school (S2073)		97%
student behaviour is well managed at their school (S2074)		98%
staff are well supported at their school (S2075)		85%
their school takes staff opinions seriously (S2076)		80%
their school looks for ways to improve (S2077)		97%
their school is well maintained (S2078)		83%
their school gives them opportunities to do interesting things (S2079)		91%

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

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.

Our school at a glance

Involving parents in their child's education

As significant partners in each student's education, parents are encouraged to participate in their child's education. Communication between home and school is a vital strategy in building the relationship between parents and school staff. 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 and many other areas of the school.

Reducing the school's environmental footprint

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	501,112	1,958
2011-2012	447,328	3,000
2012-2013	492,854	3,143

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

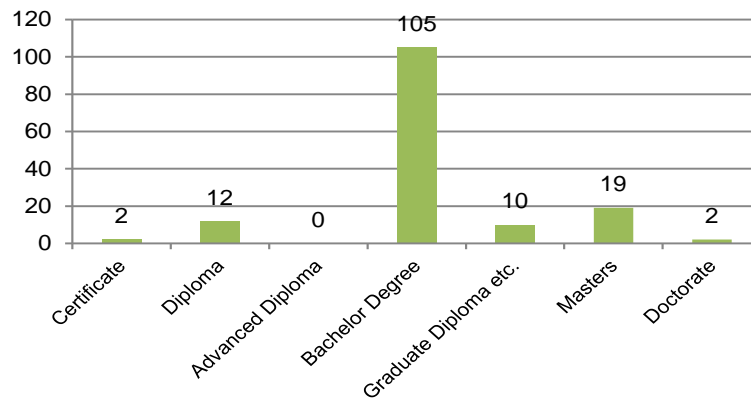
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	123	39	0
Full-time equivalents	114	28	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	12
Advanced Diploma	0
Bachelor Degree	105
Graduate Diploma etc.	10
Masters	19
Doctorate	2



* 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 2013 were \$ 108,208.67.

The major professional development initiatives are as follows:

- Teaching and Learning
- Literacy and Numeracy
- Data and Performance
- Student Development

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2013 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 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

Student attendance rate for each year level (shown as a percentage)

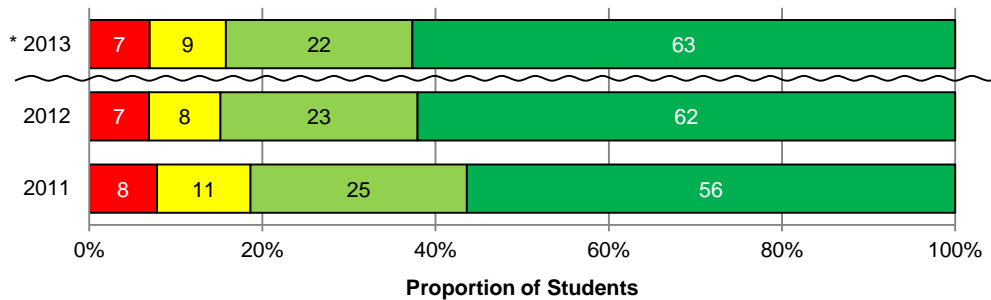
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								96%	94%	94%	94%	94%
2012								96%	95%	94%	96%	94%
2013								96%	94%	93%	94%	94%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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

Performance of our students

Description of how non-attendance is managed by the school

Research clearly identifies the link between student attendance and student achievement. This provides the motivation for us as a school community to seek optimum attendance by our students. 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 following seeks to outline the process for managing non-attendance in the school.

Attendance is compulsory for all students in Years 8, 9 and 10. 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 2 days following the student's return to school. Letters are sent to parents for all unexplained absences at the end of each Term.

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.

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 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

The school has a small number of indigenous students who are each valued as out 'first' Australians. Their attendance, achievement and retention is individually monitored and where agreed, individually case managed by staff within the school. In 2012, there were 11 students enrolled in the school who identified as Aboriginal or Torres Strait Islander. This small number allows us, as a school to monitor each student individually as they progress through high school and to completion of Year 12. In 2012, every indigenous student who graduated from Mansfield State High School left with a Queensland Certificate of Education (QCE), an OP Score and/or a Vocational Certificate. Given the small number of students in the school there is little use in comparing cohorts from one year to the next so instead, as a school, we have adopted the individual case managed approach and found it to be successful in ensuring students, individually are attending, achieving and completing high school

The following sections relate only to schools with senior secondary students.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	97%	99%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	296	296	299
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	243	244	257
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	13	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	132	113	279
Number of students awarded an Australian Qualification Framework Certificate II or above.	76	76	111
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	263	275	283
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	81%	84%	87%
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%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	97%

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	64	71	63	37	8
2012	60	73	72	37	2
2013	72	88	63	33	1

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	70	66	11
2012	51	73	6
2013	257	103	17

As at 5 May 2014. The above values exclude VISA students.

Certificate courses offered at Mansfield State High School include Certificate I in Business, offered through Year 11 ELP; Certificate II in Business, offered through VBN in Yr11 and 12 timetabled classes and Certificate II in IT, offered through ITS in Year 12 (currently still an embedded subject in Year 12) and through the school subject ITN in Yr11 as a standalone subject.

We have also utilised the services of outside providers to deliver Certificate I in Information Technology (Cottonsoft in 2011 and 2012) and Certificate II in Retail through TAFE

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are very important to us as a school. We endeavour to assist early leavers into work, further training or study options. We are pleased that almost every student who left school prior to completing Year 12 left for work, training, another school or study option. Our early leavers move into work, specific programs and TAFE to complete their Senior Studies, combined with a Certificate qualification

Student results are monitored closely throughout their studies. Through this intervention process, students either are identified as potentially 'work ready' or students self-identify. The process of managing early leavers is an individual tailored process specific to the student. In consultation with parents and the students, we facilitate and engage the student in specific work placements, liaise with DEN, RTOs and other Employment Services, facilitate a meeting to formalise the exit process and follow up at 6 months prior to exit.

