



# Mansfield State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

Postal address:	PO Box 229 Mount Gravatt 4122
Phone:	(07) 3452 5333
Fax:	(07) 3452 5300
Email:	principal@mansfieldshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Karen Tanks – Executive Principal

# School Overview

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.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

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 continuation 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 continued to implement 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. 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 learning, a commitment was made to regularly revisit the school literacy and numeracy practices. 'The Eagle and the Wolf' strategy continues to be implemented into our classrooms.

Thirdly, the school culture has built 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 environment for students to thrive. This is complemented by the school's focus on the holistic development of each student.

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 and learning agenda.

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 2018 and beyond the school will continue to pursue ongoing school improvements in student engagement, authentic pedagogy, literacy (Reading and Writing) and numeracy, student development, and optimising performance and participation. The School Improvement Agenda 2018 states that we aim to develop Precision, Mastery and Agility and our priorities include Reading and Writing; and Engagement.

Authentic Pedagogy will focus on building teacher efficacy through the continued 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 7, 8, 9 and 10 through the redevelopment of the Whole School Literacy and Numeracy Plans. The '*Know Me Better*' Framework will also be implemented in 2018. ('*Know Me Better*' is a metacognition framework that helps low performing students to explicitly think about their Literacy and Numeracy learning gaps. Strategies to set goals, monitor and evaluate their academic progress, and how/where to find targeted resources to help improve their Literacy and Numeracy.) 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.

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, TrackEd and MYPATH conversations 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.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	2059	1125	934	22	97%
<b>2016</b>	2253	1232	1021	20	98%
<b>2017</b>	2448	1330	1118	19	98%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

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 has contributed wonderfully to a harmonious school culture where students from many different cultures and religions are welcome in the school. The school population represents over 70 nationalities with 55 different languages spoken at home. Whilst the language of instruction is English, students who come from all corners of the Earth make up the school's student population. Approximately 930 students speak another language at home. In addition to this there are 24 students who identify as being Aboriginal or Torres Strait Islander and are our first Australians and approximately 5% of the student population receive support in EALD. The socio-economic representation is diverse and the *My School* website provides the following information.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	25	25
Year 11 – Year 12	20	20	20

# Curriculum Delivery

## Our Approach to Curriculum Delivery

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 7, 8, 9 and 10 study English, Mathematics and Science. With the implementation of the National Curriculum, all students are also studying History and Geography in the junior school.
- 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 7 and 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 two 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 7, 8, 9 and 10 with Extension French offered in Years 11 and 12. There is also the TIC (Technologically Integrated Curriculum) in Years 7, 8 and 9. Also, the Music Accelerando Program in Years 7, 8, 9 and 10 was introduced in 2016 and students can then continue into Senior with 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.

The Leadership and Management Team have commenced work, organisation, discussions, professional development and collaborations with other schools for the introduction of the new QCE system in 2019.

## Co-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 2017, 25 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*. 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. Our School Musical will take place in 2018 and this will once again be an opportunity for the community to see our outstanding and talented students perform on stage at an exceptionally high standard.
- 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 16 Debating Teams.
- We had 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 2017 in the four areas of Education, the Arts, Community and Sport. In fact our students won in all categories which they entered.
- The school's focus on service and contribution to the school and its community saw over 200 students involved in the Rauchle Service Club. Some activities included students volunteering in the Smith Family 'Student2Student' program, helping at the Rotary Book sale, Clean Up Australia Day, Mobile Muster and various fund-raising activities to support our chosen charities. We are also appreciative of the efforts of the many students involved in V@M (Volunteer@Mansfield) program, who perform various voluntary roles around the school.
- Through the Teaching and Learning Gifted and Talented Programme students took part in Somerset Celebration of Literature, Qld's Premier's Readers Cup, RARE Book Club, ICAS Spelling and Writing competitions, Reading Group and Mansfield Literacy Festival.
- 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.
- 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. Mansfield State High School won all three District Carnivals and was named Champion School.

- 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. Mansfield has enjoyed another proud and successful sporting year.

## How Information and Communication Technologies are used to Assist Learning

The school has 19 designated computer classrooms located throughout the school. These are supplemented with 35 trolleys of laptops (870 devices) that are distributed around the school for class use and borrowing for home use. There is a planned move to a one-to-one laptop program which will reduce the need for dedicated classrooms from 2018 and beyond. In preparation for this move there has been significant development of forward planning for improvements for the ICT infrastructure. Applications have been approved for an Internet bandwidth upgrade and inclusion into the department's Wireless Upgrade Project which will occur at the end of the year.

Mansfield SHS now has a high speed 100Mbps optical fibre Internet link. Each classroom has a dedicated Presentation Console with computer, speakers and projector. Sixty per cent of classrooms have interactive whiteboard or projector capability. As well as this all presentation consoles have *Lanschool* software installed to allow teachers to monitor their students and to incorporate electronic surveys and testing into their lessons. This high level of ICT infrastructure and hardware is supported by four full-time technicians, to maximise availability of ICT resources to students and staff.

Students have access to the latest industry software packages such as *Autodesk 2017* and *Adobe CC Master Collection*. Extensive curriculum offerings using ICTs including Art (*Photoshop*), Business (*Office 2016*, *Adobe CC*, *MYOB*), Film and Television (*Adobe Premiere*), Manual Arts (*AutoDesk Suite 2017* and *Laser Cutter Technology*), Music (*Sibelius*, *Mixcraft*), Maths (*QAX*), Science (*Data Logging*), Home Economics (*Food Choices*) and IT. Our partnerships with QUT and Griffith University provide IT extension opportunities that enhance potential career contacts and university pathways.

There is a growing usage of robotics in IT and Manual Arts to engage students in subject areas as a specific learning tool. iPads are used by the Differentiated Learning Department with their students and also the English Department for EAL/D students. iPads are also used in our TIC Excellence classes as well. Drawing tablets are used in IT, Art and Manual Arts. The Art department also has access to MacBook laptops.

To assist teachers deliver up-to-date content in their lessons, there is a school wide video library which is available to all computers across the network. Copies of this video collection are also available to students and staff on their home computers. We have *Smart Library (TV4Education)*, 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 teachers and students have access to email through Microsoft Office 365. Staff now also have access to Microsoft OneDrive where they can securely store information and make use of Office online apps including Class OneNote. In addition, there is a high level of usage by teachers of the electronic assessment submission and anti-plagiarism software, *Turnitin*. Many of the teachers' lessons are delivered through Blackboard which is the department's virtual classroom environment. 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. The follow-me printing solution in the school enables all printing to be logged and charged to the user using Papercut software. Students and staff can release their print jobs at photocopiers located around the school with their student/ staff swipe card.

## Social Climate

### Overview

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 on the school electronic notice boards.

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 student body 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.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	96%	99%
this is a good school (S2035)	95%	95%	99%
their child likes being at this school* (S2001)	94%	93%	97%
their child feels safe at this school* (S2002)	97%	96%	99%
their child's learning needs are being met at this school* (S2003)	97%	96%	97%
their child is making good progress at this school* (S2004)	97%	94%	98%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%	95%
teachers at this school motivate their child to learn* (S2007)	94%	91%	91%
teachers at this school treat students fairly* (S2008)	91%	89%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	96%
this school works with them to support their child's learning* (S2010)	92%	91%	93%
this school takes parents' opinions seriously* (S2011)	88%	88%	93%
student behaviour is well managed at this school* (S2012)	93%	96%	96%
this school looks for ways to improve* (S2013)	93%	91%	96%
this school is well maintained* (S2014)	95%	95%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	98%	94%
they like being at their school* (S2036)	91%	93%	92%
they feel safe at their school* (S2037)	92%	96%	94%
their teachers motivate them to learn* (S2038)	91%	94%	86%
their teachers expect them to do their best* (S2039)	99%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	87%	84%
teachers treat students fairly at their school* (S2041)	82%	77%	81%
they can talk to their teachers about their concerns* (S2042)	75%	82%	79%
their school takes students' opinions seriously* (S2043)	79%	85%	82%
student behaviour is well managed at their school* (S2044)	87%	95%	88%
their school looks for ways to improve* (S2045)	92%	96%	95%
their school is well maintained* (S2046)	94%	96%	94%



Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	96%	94%	88%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	99%	100%
they feel that their school is a safe place in which to work (S2070)	99%	99%	100%
they receive useful feedback about their work at their school (S2071)	96%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	74%	79%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	99%
student behaviour is well managed at their school (S2074)	100%	98%	100%
staff are well supported at their school (S2075)	95%	95%	97%
their school takes staff opinions seriously (S2076)	95%	94%	97%
their school looks for ways to improve (S2077)	99%	99%	100%
their school is well maintained (S2078)	89%	95%	93%
their school gives them opportunities to do interesting things (S2079)	94%	95%	94%

\* 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

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. This is especially so for students requiring adjustments to their learning programs and for students who are at risk to participate fully at school. 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, Mansfield Sports Group, French Immersion Programme and many other areas of the school.

## Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	118	106	107
Long Suspensions – 11 to 20 days	0	2	5
Exclusions	2	3	1
Cancellations of Enrolment	3	2	0

## Environmental Footprint

### 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		
Years	Electricity kWh	Water kL
2014-2015	686,698	6,295
2015-2016	695,045	3,536
2016-2017	711,976	1,475

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

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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	172	59	0
Full-time Equivalents	161	42	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	24
Graduate Diploma etc.**	10
Bachelor degree	113
Diploma	19
Certificate	1

\*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 2017 were \$116368.70.

The major professional development initiatives are as follows:

- Learning and Teaching
- Literacy and Numeracy
- Data and Performance
- Student Development
- Leadership
- Coaching and Mentoring
- The New Queensland Certificate of Education (QCE) - 2019

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 99% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	82%	86%

\*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 2017 for all Queensland Secondary schools was 90%.

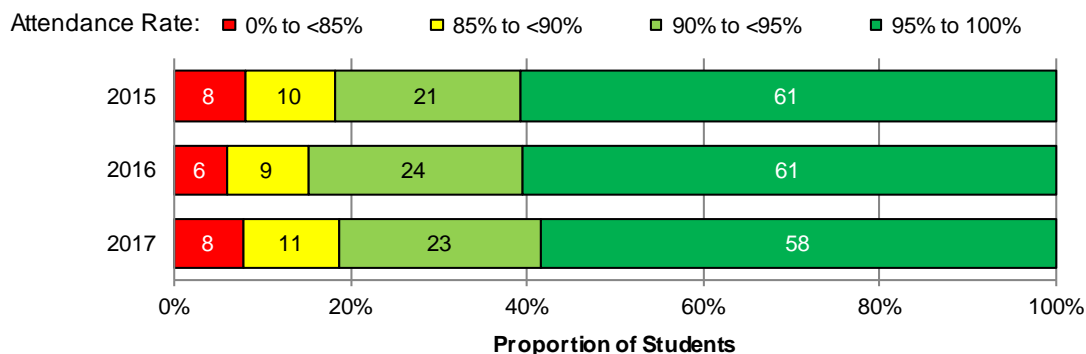
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								96%	96%	94%	94%	94%	93%
2016								96%	95%	95%	93%	95%	94%
2017								96%	95%	94%	93%	93%	93%

\*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 Department of Education 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.

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 7, 8, 9 and 10. Rolls are marked by the SDP (Student Development Program) Teachers on IDAttend for each student every morning and by class teachers for each lesson. SMS messages are sent home daily to parents when their child is absent. Some form of communication (letter, email) 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. A phone call by the Attendance Officer to parents is also made if a child is away three consecutive days without explanation. The Student Services Team (Associate Principal – Students and Performance, Guidance Officers, Chaplain, School Nurse, Heads of Department: Junior, Middle, Senior and Differentiated Learning and Deputy Principals) works extremely hard to follow up on long term absences and encourage students the importance of 'Every Day Counts'. Letters are sent to parents for all unexplained absences at the end of each Term.

## 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

---

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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement	304	358	351	
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0	
Number of students receiving an Overall Position (OP)	255	297	312	
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%		
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	9	15	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	51	50	44	
Number of students awarded an Australian Qualification Framework Certificate II or above.	30	39	39	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	294	353	346	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%		
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.	87%	87%	84%	
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.	97%	99%	99%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	99%	98%	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	80	91	50	31	3
2016	90	102	66	35	4
2017	90	94	79	43	6

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	24	20	12
2016	6	25	18
2017	3	32	10

As at 14th February 2018. The above values exclude VISA students.

In 2017 Students completed a number of certificates courses from a variety of Registered Training organisations:

Certificate I in Construction	4
Certificate II in Aircraft Line Maintenance	1
Certificate II in Automotive Cylinder Head Reconditioning	2
Certificate II in Electrotechnology (Career Start)	4
Certificate II in Engineering Pathways	34
Certificate II in Health Support Services	3
Certificate II in Hospitality	1
Certificate II in Retail Services	1
Certificate II in Salon Assistant	1
Certificate II in Tourism	1
Certificate III in Basic Health Care	1
Certificate III in Business	2
Certificate III in Carpentry	2
Certificate III in Events	1
Certificate III in Hospitality	1
Certificate III in Information, Digital Media and Technology	2
Certificate III in Retail	1
Certificate IV in Business	1
Certificate IV in Music	1

During 2017, 29 Mansfield State High students signed up to undertake a School Based Apprenticeship or Traineeship (SAT). Five of these students left the school throughout the year and the remaining students either completed the SAT or will continue their SAT into 2018. Students went into a variety of fields including Retail (10), Warehouse Operations (1), Business (6), Childcare (2), Carpentry (4), Hairdressing (2), Hospitality (3) and Media (1).

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	95%	98%	101%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	67%	0%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at [Next Step Report 2017](#).

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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.