



Mansfield State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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.

School progress towards its goals in 2018

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. The priorities for 2018 were Reading and Writing; and Engagement.

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' and 'Know Me Better' strategies continues to be implemented into our classrooms. In 2019 the 'Write It Up' strategy will also be introduced.

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 Personal 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 2019 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 2019 states that we aim to develop Precision, Mastery and Agility and our priorities include Engagement, Writing and Feedback.

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 'Write It Up' Framework will also be implemented in 2019. 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 Personal 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. Processes and strategies are in place to cater for the introduction of the new QCE system.

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

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2253	2448	2599
Girls	1232	1330	1361
Boys	1021	1118	1238
Indigenous	20	19	22
Enrolment continuity (Feb. – Nov.)	98%	98%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 75 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. Over 1000 students speak another language at home. In addition to this there are 19 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	25	25
Year 11 – Year 12	20	20	20

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 worked towards 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 2018, 28 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 'We Will Rock You!' was a huge success and once again was 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.
- 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, Mansfield Literacy Festival and Literary Trip to England.

- 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

This year the school has moved toward one-to-one laptops for students. This phased implementation sees year 7, 10 and 11 students using personal computers for the first time. Students in these cohorts could choose to be part of a fully supported school laptop program or bring their own device to the school. At the same time, the remaining year levels still have access to 16 designated computer labs and 35 trolleys of laptops to support teachers' digital pedagogy.

There have been significant upgrades to the IT infrastructure to accommodate the move to one-to-one learning. Contributions from the P&C (\$100,000) and Wireless Upgrade Project (\$60,000) have helped support the \$300,000 upgrade. These funds have enabled us to replace every switch and wireless access point across the school with the latest technology. Our internal fibre backbone has increased from 1GB to 10GB to cater for increased capacity expected in the next five years.

Mansfield SHS now also has a high-speed 200Mbps optical fibre Internet link. Each classroom has a projector or LED panel and speakers with simple connectivity for teacher laptops. Four full-time technicians, to maximise availability of ICT resources to students and staff, support this high level of ICT infrastructure and hardware.

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 and students 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.

Students have access to the latest industry software packages such as Autodesk 2018 and Adobe CC Master Collection. Extensive curriculum offerings using ICTs including Art (Photoshop), Business (Office 2016, Adobe CC, MYOB), Film and Television (Adobe Premiere Pro), Manual Arts (AutoDesk Suite 2018 and Laser Cutter Technology), Music (Sibelius, Mixcraft), Maths (QAX), Science (Data Logging), Home Economics (Food Choices) and IT.

Staff use IDAttend software to mark all attendance electronically. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	99%	96%
• this is a good school (S2035)	95%	99%	95%
• their child likes being at this school* (S2001)	93%	97%	96%
• their child feels safe at this school* (S2002)	96%	99%	96%
• their child's learning needs are being met at this school* (S2003)	96%	97%	94%
• their child is making good progress at this school* (S2004)	94%	98%	96%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	95%	92%
• teachers at this school motivate their child to learn* (S2007)	91%	91%	92%
• teachers at this school treat students fairly* (S2008)	89%	91%	89%
• they can talk to their child's teachers about their concerns* (S2009)	95%	96%	94%
• this school works with them to support their child's learning* (S2010)	91%	93%	94%
• this school takes parents' opinions seriously* (S2011)	88%	93%	90%
• student behaviour is well managed at this school* (S2012)	96%	96%	90%
• this school looks for ways to improve* (S2013)	91%	96%	93%
• this school is well maintained* (S2014)	95%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	94%	95%
• they like being at their school* (S2036)	93%	92%	88%
• they feel safe at their school* (S2037)	96%	94%	94%
• their teachers motivate them to learn* (S2038)	94%	86%	89%
• their teachers expect them to do their best* (S2039)	97%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	84%	87%
• teachers treat students fairly at their school* (S2041)	77%	81%	75%
• they can talk to their teachers about their concerns* (S2042)	82%	79%	74%
• their school takes students' opinions seriously* (S2043)	85%	82%	73%
• student behaviour is well managed at their school* (S2044)	95%	88%	85%
• their school looks for ways to improve* (S2045)	96%	95%	91%
• their school is well maintained* (S2046)	96%	94%	88%
• their school gives them opportunities to do interesting things* (S2047)	94%	88%	88%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	99%	100%	99%
• they receive useful feedback about their work at their school (S2071)	93%	96%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	74%	79%	85%
• students are encouraged to do their best at their school (S2072)	100%	100%	99%
• students are treated fairly at their school (S2073)	100%	99%	98%
• student behaviour is well managed at their school (S2074)	98%	100%	95%
• staff are well supported at their school (S2075)	95%	97%	95%
• their school takes staff opinions seriously (S2076)	94%	97%	92%
• their school looks for ways to improve (S2077)	99%	100%	98%
• their school is well maintained (S2078)	95%	93%	92%
• their school gives them opportunities to do interesting things (S2079)	95%	94%	93%

* 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 education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	106	107	166
Long suspensions – 11 to 20 days	2	5	9
Exclusions	3	1	4
Cancellations of enrolment	2	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	695,045	711,976	716,557
Water (kL)	3,536	1,475	4,988

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

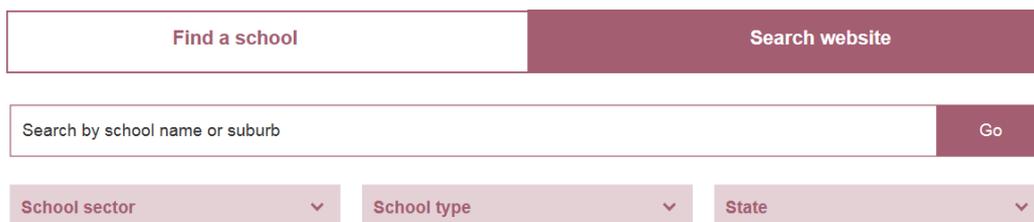
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	183	61	<5
Full-time equivalents	171	47	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	6	
Masters	27	
Graduate Diploma etc.*	10	
Bachelor degree	120	
Diploma	19	
Certificate	1	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$129 335.00

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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	93%
Attendance rate for Indigenous** students at this school	82%	86%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

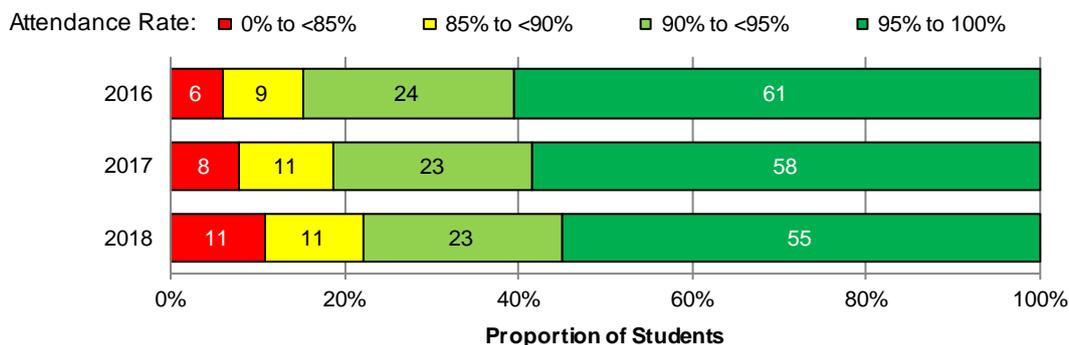
Year level	2016	2017	2018
Year 7	96%	96%	95%
Year 8	95%	95%	94%
Year 9	95%	94%	93%
Year 10	93%	93%	92%
Year 11	95%	93%	93%
Year 12	94%	93%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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, text) 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	358	351	373
Number of students awarded a QCIA	0	0	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	353	346	369
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%		100%
Number of students who received an OP	297	312	327
Percentage of Indigenous students who received an OP	25%		60%
Number of students awarded one or more VET qualifications (including SAT)	50	44	67
Number of students awarded a VET Certificate II or above	39	39	57
Number of students who were completing/continuing a SAT	9	15	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	87%	84%	84%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	99%	98%	99%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	90	90	81
6-10	102	94	115
11-15	66	79	79
16-20	35	43	51
21-25	4	6	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	6	3	5
Certificate II	25	32	50
Certificate III or above	18	10	16

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2018 Students completed a number of certificates courses from a variety of Registered Training organisations

Certificate I in Construction	5
Certificate I in Furnishing	1
Certificate II in Aircraft Line Maintenance	1
Certificate II in Animal Studies	1
Certificate II in Automotive Cylinder Head Reconditioning	1
Certificate II in Electrotechnology (Career Start)	5
Certificate II in Engineering Pathways	20
Certificate II in Health Support Services	4
Certificate II in Kitchen Operations	1
Certificate II in Manufacturing Technology	8
Certificate II in Retail Services	1
Certificate II in Rural Operations	1
Certificate II in Skills for Work and Vocational Pathways	8
Certificate II in Sport and Recreation	1
Certificate II in Sport Coaching	1
Certificate II in Telecommunications Technology	2
Certificate II in Tourism	2
Certificate III in Business	1
Certificate III in Engineering - Technical	6
Certificate III in Events	1
Certificate III in Hospitality	1
Certificate III in Information, Digital Media and Technology	2
Certificate III in Make-Up	1
Certificate III in Music Industry	1
Certificate III in Screen and Media	3

During 2018, 20 Mansfield State High students signed up to undertake a School Based Apprenticeship or Traineeship (SAT). The students either completed the SAT or will continue their SAT into 2019. Students went into a variety of fields including Retail (4), Warehouse Operations (2), Business (4), Carpentry (1), Hairdressing (1), Hospitality (1), Screen and Media (4), Property services (1), Light vehicle mechanical (1) and Engineering Mechanical (1).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	98%	101%	102%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	67%	0%	71%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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, Qld Pathways College, RTOs and other Employment Services, facilitate a meeting to formalise the exit process and follow up at 6 months prior to exit.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

[Next step – Post School Destinations report.](#)