



Mango Hill State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 1177 North Lakes 4509
Phone	(07) 3482 8111
Email	principal@mangohillss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Gabrielle Douglas - Principal

From the Principal

School overview

Mango Hill State School opened in 2012 to service the fast growing Mango Hill community. We offer quality programs with a focus on using innovative teaching and technology. The school works with parents and the community to ensure a quality education for all students in a safe, supportive learning environment.

Our five core values are:

- Excellence – celebrating success in academic, sporting and cultural pursuits
- Respect – treating self and others with kindness, tolerance, care and compassion
- Innovation – finding clever, creative ways of thinking and working
- Teamwork – developing partnerships, cooperation and teamwork for success
- Commitment – striving to achieve through persistence and determination.

These values are used to guide decision making for the school and explicitly taught to children through the code of school behaviour. The Mango Hill State School weekly “Care classes” ensure students work with different age groups to understand the high expectations of our community. In these classes, students are supported to build friendships and appropriate social skills. We explicitly teach anti-bullying skills and utilise strategies to build students social and emotional health. We have high expectations for student behaviour and work with the community to ensure all students are safe and supported at school.

At Mango Hill State School, we are focussed on building literacy and numeracy skills and ensuring all students work at their appropriate level, whether requiring additional support or extension. We use a range of strategies including ability groups, open ended questions and tasks and extension programs to meet the needs of a wide range of abilities. Our programs provide the opportunity to differentiate the curriculum for different abilities.

The school plays an important role in the community by providing a range of extracurricular options for students including free Sporting Schools programs, electives, competitions, eisteddfods, interschool sport, choir, instrumental music and various sports programs. We utilise specialist staff to teach students Italian, Physical education, Music, Instrumental music, and STEM. We also offer lunch time clubs including robotics, craft, Claymation, sports and dance.

Our master-planned school is a vibrant, engaged learning community with state of the art technology, well-equipped facilities and outstanding resources. The staff and community are focussed on teaching and learning to create a safe, supportive, learning environment where every child achieves their true potential.

School progress towards its goals in 2018

2018 Explicit Improvement Priorities and actions	Progress
<p>Lifting the middle in Reading; to have more students achieve A and B standard through</p> <ul style="list-style-type: none">• utilising professional learning communities to deepen staff knowledge of pedagogical practices of teaching reading• develop commitment to grouping for needs and delivering Target Teaching• using a coaching model to improve pedagogy• providing professional development and support to staff about high impact teaching strategies	Achieved

<p>Lifting the middle in Maths; to have more students achieve A and B standard through</p> <ul style="list-style-type: none"> • utilising PLCs to build staff capability to lift the middle through including higher order questioning and providing feedback using scales moderation of standard and setting goals. • developing commitment to grouping for needs and delivering Target Teaching • aligning A/B standard in summative maths tasks • developing school wide commitment to consistent Number facts project • using a coaching model to improve pedagogy • providing professional development and support to staff about high impact teaching strategies 	<p>Achieved</p>
--	-----------------

Future outlook

In 2019 the school is focussed on *Dare, Wonder, Do to Achieve our Potential* using high-impact pedagogy to engage, stretch and include all.

This will be achieved by developing a school wide approach to critical and creative thinking to engage and stretch students and promote writing with creativity. In Professional Learning Communities (PLCs) staff will continue to focus on student achievement, particularly a focus on lifting the middle, and plan improvement strategies based on high-impact pedagogy. Data will be tracked regularly through a data wall and dashboard and adjustments made to resources to ensure a needs based approach.

In 2019 we will continue to focus on developing an expert teaching team, building capability through coaching and collaboration.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	806	976	1151
Girls	408	498	575
Boys	398	478	576
Indigenous	19	34	39
Enrolment continuity (Feb. – Nov.)	96%	96%	95%

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

Mango Hill State School is situated in a new estate at the northern end of the Pine River (north of Brisbane). Homes in the area are a mix of owner-occupied and rental properties. Accommodation in the area is in high demand from families with school age children, as the school is enrolment managed and currently experiences a growing reputation.

We have a very diverse community; many families have migrated to the area from interstate or from India, Asia, Africa, Europe or Pan Pacific countries. There is a growing number of students from other nations. Approximately 20% of students identify English as an Additional Dialect. Three percent of students identify as Aboriginal or Torres Strait Islander.

Mango Hill State School caters for students with a range of learning needs, including those with verified disabilities, students with learning difficulties and gifted and talented students. There were 47 classes for students from Prep to Year 6 in 2018. Classes consisted of all single grade classes.

The parents of our students are actively and positively involved in their children's education. Many families have both parents working in either full-time or part-time work, and a number of parents run small businesses from home or in the local business areas.

Parents have high aspirations for their children and this assists the school in establishing and maintaining high expectations in learning and social outcomes.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	27	27	26
Year 7 – Year 10			
Year 11 – Year 12			

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

Mango Hill State School offers a diverse range of learning opportunities for students.

- ◆ We have a well-developed core curriculum that focuses on eight learning areas – English, Mathematics, Humanities and Social Science (transitioning from History and Geography), Science, The Arts, Technology, Health & Physical Education and Languages Other Than English (Italian)
- ◆ There are strongly defined curriculum plans, which define areas of explicit teaching.
- ◆ Specialist programs and staff are provided in Performing Arts (music, dance, drama), STEM, instrumental music, physical education, Italian, technology, intervention and special education.
- ◆ The Reach Program of Excellence is offered to academically talented students. This program utilises a range of strategies including web conferencing with Distance Education, Programs with local secondary schools, a Reach class in each year level (P-6) and clustering approaches.
- ◆ Mango Hill State School embraces information technology throughout the school with ICTs embedded across the curriculum, utilising a BYOD iPad program known as ePAL, as well as a range of other devices accessible at school.
- ◆ Variations to School Routine through camps (Year 4-6), excursions, incursions and visiting performances, planned to coincide with and enhance particular units of work.
- ◆ Italian is taught to all students from Prep to Year 6. The emphasis is on cultural understanding and awareness and grows towards speaking and writing in Italian as students' progress through the program.
- ◆ Swimming lessons as part of Health and Physical Education (HPE). Prep – Year 3 students participated in swimming lessons, which include a focus on technique in swimming and on water safety in Term 4.

Co-curricular activities

Mango Hill State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. These include:

- ◆ Electives including robotics, dance, coding, sports, arts, cooking and a range of other high interest subjects
- ◆ School choir, performing at a range of events
- ◆ School eisteddfod teams, performing at local eisteddfods
- ◆ Instrumental music program, including Concert Band and String Ensemble
- ◆ Sporting Schools Program offering free after school supervised activities
- ◆ Chess club
- ◆ Interschool sport competitions
- ◆ Leadership programs and Student Council
- ◆ Lunch time interest clubs (robotics, gardening, arts and craft, sport, dance)
- ◆ Visiting user-pays programs such as Auskick and Roar Soccer

How information and communication technologies are used to assist learning

Mango Hill State School seeks to educate and engage students in real time – utilising the rapidly developing and changing world of technology. The school actively promotes, engages with and utilises ICT opportunities within the whole school structure. ICT use in each classroom and administration at MHSS is purposeful, engaging and intrinsically linked to curriculum, best practice teaching, learning and positive student outcomes.

In 2018 Mango Hill State School was focussed on engaging, effective and flexible learning spaces for students with all classrooms having access to mobile devices, interactive whiteboards and other digital resources. Teachers enabled learners through the use of eSpaces to access virtual environments. Subscriptions via the student resources scheme to Matific, Reading Eggs, Sunshine Online and Accelerated Reader further extended student opportunity to work digitally.

Extension programs offered students extra opportunities to engage with ICT through the elective robotics club, animations, claymation and web conferencing.

In 2018 all students from Prep to Year 6 continued to be invited to participate in the 1:1 device program named ePAL (Electronic, Portable, Anytime Learning). This program was successful in engaging and educating students with approximately 89% of students involved in the program.

All teachers at Mango Hill State School have a strong commitment to working digitally through their use of virtual portals including:

- ◆ One Portal- Mango Hill State School teamsite
- ◆ One School- C2C units, markbooks, reporting and student management
- ◆ Computers for Teachers- all curriculum programs, induction packages, behaviour and student support resources are accessed through OneNote
- ◆ School Website- established and maintained through Website for School Program

Social climate

Overview

At Mango Hill State School our motto is 'Growing, learning, achieving together', as this reflects our children growing in size, ability and confidence. It also reflects the partnerships and cooperation we utilise working together to assist each child achieve their learning potential.

Our five values are as follows:

- ◆ Respect – treating self and others with kindness, tolerance, care and compassion
- ◆ Excellence – celebrating success in academic, sporting and cultural pursuits
- ◆ Innovation – finding clever, creative ways of learning and working
- ◆ Teamwork - developing partnerships, cooperation and collaboration for success
- ◆ Commitment – striving to achieve through persistence and determination

These values underpin all decisions at Mango Hill and are the foundation for our way of working.

We explicitly teach a range of positive behaviours and make clear the school expectations. We are committed to ensuring all students, staff and members of our community can attend Mango Hill State School and be treated with respect and consideration. Some of the strategies in place include:

- ◆ Weekly "Care Class" focussing on working with buddies learning school expectations and ensuring all students feel they belong
- ◆ Daily program to acknowledge excellent behaviour, resulting in end of term celebration day for students with varied levels of choice to match celebration of stamps earned
- ◆ Explicit teaching of anti-bullying approaches
- ◆ Weekly awards, golden tickets and acknowledgements of respectful behaviour
- ◆ Clear processes for unacceptable behaviour
- ◆ Engagement in the Positive Behaviour for Learning Program



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)	95%	100%	96%
• this is a good school (S2035)	97%	97%	99%
• their child likes being at this school* (S2001)	97%	99%	97%
• their child feels safe at this school* (S2002)	95%	99%	97%
• their child's learning needs are being met at this school* (S2003)	94%	97%	97%
• their child is making good progress at this school* (S2004)	95%	97%	97%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	96%
• teachers at this school motivate their child to learn* (S2007)	94%	97%	97%
• teachers at this school treat students fairly* (S2008)	91%	91%	93%
• they can talk to their child's teachers about their concerns* (S2009)	94%	97%	95%
• this school works with them to support their child's learning* (S2010)	94%	97%	94%
• this school takes parents' opinions seriously* (S2011)	93%	93%	90%
• student behaviour is well managed at this school* (S2012)	93%	92%	86%
• this school looks for ways to improve* (S2013)	95%	95%	97%
• this school is well maintained* (S2014)	97%	100%	97%

* 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)	100%	99%	97%
• they like being at their school* (S2036)	97%	99%	97%
• they feel safe at their school* (S2037)	96%	94%	97%
• their teachers motivate them to learn* (S2038)	98%	97%	97%
• their teachers expect them to do their best* (S2039)	98%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	97%
• teachers treat students fairly at their school* (S2041)	96%	93%	86%
• they can talk to their teachers about their concerns* (S2042)	97%	94%	94%
• their school takes students' opinions seriously* (S2043)	96%	94%	93%
• student behaviour is well managed at their school* (S2044)	95%	94%	82%
• their school looks for ways to improve* (S2045)	98%	99%	97%
• their school is well maintained* (S2046)	98%	98%	96%
• their school gives them opportunities to do interesting things* (S2047)	96%	99%	94%

Percentage of students who agree# that:	2016	2017	2018
---	------	------	------

* 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)	92%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
• they receive useful feedback about their work at their school (S2071)	94%	98%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	83%	95%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	97%	100%	98%
• student behaviour is well managed at their school (S2074)	92%	96%	93%
• staff are well supported at their school (S2075)	92%	96%	95%
• their school takes staff opinions seriously (S2076)	92%	98%	95%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	98%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	100%	100%

* 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

Mango Hill State School is well respected in the community and parental expectations are high. Parents are welcomed into our school to assist students achieve positive outcomes. Parents are provided with numerous opportunities to play an important role in their child's education.

Opportunities included:

- ◆ An extensive volunteer program including parents working with individual and small groups on a number of intervention or extension programs
- ◆ Participation in showcase afternoons at the end of each term
- ◆ Attendance at weekly assembly followed by community cuppa and playgroup
- ◆ P&C Meetings – once a month interested parents are invited to meet and discuss the direction our school is progressing in, fund raising activities and to hear a report from the Principal
- ◆ Parents are encouraged through twice yearly reporting to share any concerns and to celebrate achievements
- ◆ Parent Information sessions and Parent Forums are held approximately once per term or on an as needed basis on an aspect of the curriculum, for example, helping beginner readers or helping parents understand what teachers are doing in the classroom and to give parents strategies they can use at home.

Families of students with diverse needs are encouraged to work in partnership with the support staff to address the needs of the students. Adjustments are planned and supports in place to ensure all students have full access to participate in the curriculum. Staff write Personalised Learning Plans for students with disabilities and work in collaboration with internal and external stakeholders to ensure every student succeeds.

Respectful relationships education programs

In Term 4, the school delivers the Respectful Relationships Program. We utilise lessons from the Daniel Morcombe safety program and the Catching on Early sexuality program. Both programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students'

knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

We also delivered the ‘Ditto’ Program from Bravehearts to all of our Prep and Year 1 students with a focus on keeping safe.

The school has developed and implemented 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	47	38	51
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	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

Mango Hill State School uses environmentally friendly building designs aimed to maximise airflow and reduce heat within the learning areas. Many common areas have light harvesting and other areas have lights which are switched on and off by motion sensors. Some buildings host solar panels which generate power for school use. The school harvests water from roof surfaces and this is directed into water tanks. This water is then supplied to the amenities. Mango Hill ensures water usage for the garden areas is minimised with all areas well mulched. Stormwater runoff provides adequate water for existing plants also filtering water that enters the retention basin.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	201,298	283,521	275,488
Water (kL)	3,098	2,372	992

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	74	44	<5
Full-time equivalents	69	29	<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
Doctorate	0
Masters	4
Graduate Diploma etc.*	8
Bachelor degree	62
Diploma	0
Certificate	0

*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 2018 were \$127 827.

The staff at Mango Hill State School have a strong commitment to their professional learning. They spend many hours a year in school time, before and after school and on weekends, and in school vacations learning about new programs, technologies and improvements in education.

The major professional development initiatives in 2018 include (and were not limited to):

- ◆ Teaching reading and mathematics effectively
- ◆ Professional Learning Communities
- ◆ Problem solving and reasoning in mathematics
- ◆ Common pedagogical approaches from The Art and Science of Teaching
- ◆ High Performance Teams training
- ◆ Implementing Sprints
- ◆ eLearning and 'Smart Classrooms' implementation
- ◆ Using student data to improve outcomes
- ◆ Code of Conduct and Student Protection
- ◆ Implementing the Australian Curriculum
- ◆ Anaphylaxis and asthma management training
- ◆ Senior First Aid and CPR

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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 Primary schools was 92%.

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	92%	94%	90%

* 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

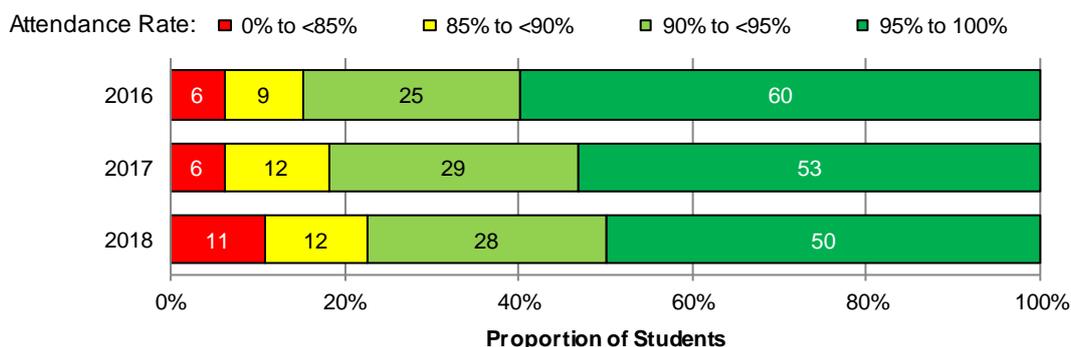
Year level	2016	2017	2018
Prep	95%	94%	93%
Year 1	95%	94%	92%
Year 2	94%	93%	93%
Year 3	95%	94%	93%
Year 4	95%	95%	92%
Year 5	94%	95%	93%
Year 6	93%	94%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

At Mango Hill State School attendance is considered to be of great importance. We regularly circulate the message that if children are not at school, we can't teach them. The research behind attendance and achievement is discussed and shared with parents and we encourage parents to ensure their children are at school every day of the school year. We also monitor lateness and early leavers, as these account for large numbers of interruptions to learning every day.

The class roll is marked shortly after the first bell in the mornings. If parents arrive after this bell they must sign their children in at the office and collect a late slip to present to the class teacher. The roll is marked again after lunch and all absences are recorded centrally. A text message is sent to parents of students with unexplained absence between 9.30-10am.

Parents are encouraged to ring the school in the morning of an absence using the Student Absence Hotline or to utilise QParents.

Absence is recorded on student's reports at the end of each semester.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, and 5 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.

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 '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.