



# Mango Hill State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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## 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 Intervention and Support Programs and Program of Excellence for students with Academic Talent 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 active after school programs, chess club, interschool sport, choir, instrumental music and various sports programs. We utilise specialist staff to teach students Italian, physical education, music, dance, drama, Instrumental music, visual arts and technology. We also offer lunch time clubs and electives including robotics, craft, coding, sports, dance and choir.

Our master-planned school is a vibrant, engaging 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.

## Principal’s Foreword

### Introduction

#### School Progress towards its goals in 2016

Explicit Improvement Priorities	Progress
Improved reading outcomes by focusing on teacher development to ensure a greater understanding of all the elements necessary to become a highly effective reader and implement successful pedagogical approaches to teaching reading.	Achieved.

Improved numeracy outcomes by focusing on higher order thinking to ensure students apply basic skills to more complex mathematical tasks.	Partially achieved. Further goals to be set to achieve higher results.
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## Future Outlook

2017 Explicit Improvement Priorities and actions	Targets
<p>Improve writing outcomes for students through</p> <ul style="list-style-type: none"> <li>utilizing professional learning communities and response to intervention</li> <li>moderation of standard and setting goals</li> <li>writing scales to describe the success criteria</li> <li>using a coaching model to improve pedagogy</li> <li>providing professional development and support to staff</li> </ul>	<ul style="list-style-type: none"> <li>Improve from <b>93% to 95%</b> Students C or above in writing by end 2017</li> <li>Improve from <b>57% to 60%</b> Students achieving A or B in English by the end of 2017</li> <li>Improve NAPLAN results in writing to be statistically similar to the nation; numerically equal to or above the nation</li> </ul>
<p>Improved numeracy outcomes by</p> <ul style="list-style-type: none"> <li>focusing on higher order critical and creative thinking to stretch the top achieving students</li> <li>utilizing professional learning communities and response to intervention</li> <li>moderation of standard and setting goals</li> <li>writing scales to describe the success criteria</li> <li>using a coaching model to improve pedagogy</li> <li>providing professional development and support to staff</li> </ul>	<ul style="list-style-type: none"> <li>Improve from <b>92% to 95%</b> Students C or above in maths by end 2017</li> <li>Improve from <b>61% to 65%</b> of students achieving A or B in maths by the end of 2017</li> <li>Increase the percentage of students in the NAPLAN upper two bands in numeracy from <b>40% to 45%</b> in Year 3</li> <li>Increase the percentage of students in the NAPLAN upper two bands in numeracy from <b>21% to 26%</b> in Year 5</li> </ul>

# 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	538	267	271	9	96%
<b>2015*</b>	679	330	349	16	96%
<b>2016</b>	806	408	398	19	96%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Mango Hill State School is situated in a new estate at the northern end of the Pine Rivers (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.

The majority of students come from Anglo-Australian families; many have migrated to the area from interstate or from England, New Zealand and India. There is a small number of students from other nations. Approximately 10% of students identify English as an Additional Dialect. Two 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 through integrated classroom learning programs, students with learning difficulties and gifted and talented students. There were 33 classes for students from Prep to Year 6 in 2016. 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	24
Year 4 – Year 6	26	26	27

## 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, Studies of Society and Environment/History, 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), visual arts (Year 3-6), instrumental music, physical education, Italian, technology, Intervention and Special Education.
- ◆ The Reach Program of Excellence is offered to academically talented students. This programs utilise a range of strategies including web conferencing with Distance Education, Programs with local secondary schools, a Reach class in each Year level (P-4) 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. These are 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
- ◆ Instrumental music program and Concert Band
- ◆ 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 2016 Mango Hill State School was focussed on engaging, effective and flexible learning spaces for students with all classrooms having access to mobile laptop devices, interactive whiteboards and digi-packs. Idevice kits were used in the senior years. Teachers enabled learners through the use of eSpaces to access virtual environments. All classrooms established an edStudio that promoted teachers and learners to collaborate anywhere and to house homework communication, resources, activities and links. Subscriptions via the student resources scheme to Mathletics, Reading Eggs, Bug Club 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 2016 all students from Prep to Year 6 were 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 85% 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 utilize 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 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 on school expectations and ensuring all students feel they belong
- ◆ Daily program to acknowledge excellent behaviour and resulting in end of term celebration day for eligible students
- ◆ 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	98%	95%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school* (S2001)	99%	96%	97%
their child feels safe at this school* (S2002)	97%	98%	95%
their child's learning needs are being met at this school* (S2003)	94%	97%	94%
their child is making good progress at this school* (S2004)	97%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	93%
teachers at this school motivate their child to learn* (S2007)	96%	96%	94%
teachers at this school treat students fairly* (S2008)	88%	92%	91%
they can talk to their child's teachers about their concerns* (S2009)	99%	97%	94%
this school works with them to support their child's learning* (S2010)	97%	95%	94%
this school takes parents' opinions seriously* (S2011)	93%	92%	93%
student behaviour is well managed at this school* (S2012)	94%	91%	93%
this school looks for ways to improve* (S2013)	94%	98%	95%
this school is well maintained* (S2014)	100%	99%	97%



## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	96%	100%
they like being at their school* (S2036)	99%	91%	97%
they feel safe at their school* (S2037)	98%	95%	96%
their teachers motivate them to learn* (S2038)	99%	98%	98%
their teachers expect them to do their best* (S2039)	99%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	95%	97%
teachers treat students fairly at their school* (S2041)	97%	90%	96%
they can talk to their teachers about their concerns* (S2042)	99%	86%	97%
their school takes students' opinions seriously* (S2043)	98%	90%	96%
student behaviour is well managed at their school* (S2044)	98%	86%	95%
their school looks for ways to improve* (S2045)	97%	98%	98%
their school is well maintained* (S2046)	98%	94%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	94%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	92%
they feel that their school is a safe place in which to work (S2070)	98%	100%	98%
they receive useful feedback about their work at their school (S2071)	100%	100%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	97%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	100%	100%	92%
staff are well supported at their school (S2075)	95%	100%	92%
their school takes staff opinions seriously (S2076)	98%	100%	92%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	98%	100%	98%
their school gives them opportunities to do interesting things (S2079)	100%	100%	98%

\* 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 our school achieve greater 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 programs

In Term 4 the school delivers the Respectful Relationships Program. We utilize 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. Our school is focused on ensuring students learn about appropriate, respectful and healthy relationships and develop protective behaviours in all students.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	24	20	47
Long Suspensions – 6 to 20 days	0	3	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	85,516	620
2014-2015	178,660	727
2015-2016	201,298	3,098

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

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	51	36	<5
Full-time Equivalents	48	21	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	0
Bachelor degree	45
Diploma	1
Certificate	

\*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 2016 were \$56 890

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 2016 include (and are 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
- ◆ eLearning and 'Smart Classrooms' implementation
- ◆ Using student data to improve outcomes
- ◆ Code of Conduct and Student Protection
- ◆ Implementing the Australian Curriculum
- ◆ Senior First Aid and CPR

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 96% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	92%

\*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 2016 for all Queensland Primary schools was 93%.

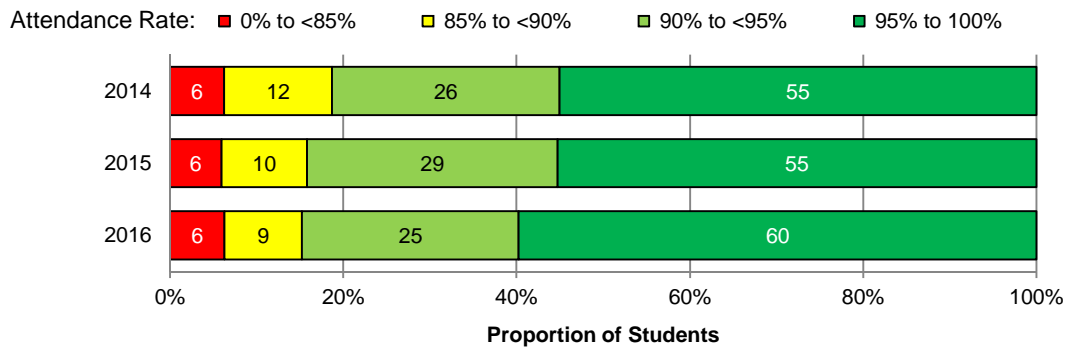
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	95%	94%	94%	94%	95%	93%					
2015	95%	94%	95%	95%	94%	94%	93%						
2016	95%	95%	94%	95%	95%	94%	93%						

\*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 DET 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.

Absences of three days or more without an explanation are investigated. 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, 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**.

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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.

