

# Mango Hill State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Mango Hill State School opened in January 2012 to service the growing Mango Hill community. 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 working and learning
- ◆ Teamwork – developing partnerships, co-operation and collaboration for success
- ◆ Commitment – striving to achieve through persistence and determination

These values are used to guide decision-making for the school and are explicitly taught to children through the code of school behaviour.

Our master planned school is an engaging learning community with state of the art technology and facilities, quality staff and outstanding resources. We are focused on teaching and learning to assist each child to reach their potential.



The intent of this report is to provide parents and the community with a set of information that is common for all state and non-state schools in Queensland. It provides an overview of the highlights and successes for Mango Hill State School during 2014.

**School progress towards its goals in 2014**

<b>Priority</b>	<b>Progress</b>
Implement the Australian Curriculum – English, Mathematics, History, Geography and Science	Fully implemented
High performance in literacy and numeracy	Partially achieved. Further goals to be set to achieve higher results.
Implement consistent approach to teaching literacy and numeracy including action steps in reading, writing, spelling and maths.	Achieved.
Introduce 1:1 ePAL classes to build students digital capability.	Successfully implemented and will be further extended in 2015
Implement a program for Gifted and Talented students.	Achieved and further expansion planned for 2015.
Differentiate teaching for the range of learners	Significant success. Further goals to be set in 2015.
Ensure a safe, supportive school environment	Achieved.

**Future outlook**

Key priorities identified in the school's 2015 explicit improvement agenda include:

- Improve 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.
- Improve numeracy outcomes by focusing on higher order thinking to ensure students apply basic skills to more complex mathematical tasks.



Other priorities identified include

- Develop, implement and embed consistent and effective teaching and learning practices.
- Implement the Australian curriculum and ensure consistent understandings of standards.
- Enhance students' digital capability
- Improve outcomes through analysis of student data to inform improvement strategies.
- Provide meaningful feedback on performance.
- Differentiate for the range of learners.
- Develop partnerships with parents and the community to support improved learning opportunities.
- Ensure a safe, supportive, engaging and disciplined school environment.



## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	244	118	126	94%
2013	401	196	205	96%
2014	538	267	271	96%

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

### Characteristics of the student body:

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 both 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. There is a growing population of students with other backgrounds including Indian, Asian and South African students. Almost 10% of students have English as an additional language. There are a very small percentage of indigenous students.

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 programs. There were 21 classes for students from Prep to Year 7 in 2014. Classes consisted mostly of 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	21	22
Year 4 – Year 7 Primary	21	26	26

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	17	4	24
Long Suspensions - 6 to 20 days	2	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

### Curriculum offerings

#### Our distinctive curriculum offerings

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, Geography, 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, and drama), instrumental music, excellence classes, Intervention and Special Education.
- ◆ The school has a Program of Excellence for students with academic talent. This program utilises a range of strategies including Reach classes, web conferencing with Distance Education, programs with local secondary schools and regional consultants and in-house extension opportunities.
- ◆ Mango Hill State School embraces information technology throughout the school with ICTs embedded across the curriculum utilising a wide variety of devices. In 2014 students in Year 1 and 2 were invited to participate in 1:1 program with iPads.
- ◆ 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 – Year 6. The emphasis is on cultural understanding and awareness and grows towards speaking and writing in Italian as students' progress through the program.
- ◆ Artist in Residence Program for students in Year 3-7;
- ◆ Swimming lessons. Prep – Year 3 students participate in swimming lessons, which include a focus on technique in swimming and on water safety in Term 4.



### Extra curricula activities

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

These include:

- Excellence program in Mathematics, English and Science through face to face sessions or web conferencing through Distance Education;
- Participation in National Wakakirri Dance and Drama Competition (State Finalist);
- Elective program for Year 4-7 students with weekly opportunities to participate in areas of interest including visual arts, robotics, sport, gardening and animation;
- School choir performing at a range of events;
- Instrumental music program and Concert Band;
- String Ensemble;
- Chess club;
- Interschool sport competitions;
- Leadership programs and Student council;
- Lunch time interest clubs (iPad, 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 2014 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 lunchtime robotics club, animations, Claymation and web conferencing.

In 2014 Year 1 and 2 students were invited to participate in a 1:1 iPad program named ePAL (Electronic, Portable, Anytime Learning). Eight classes were formed. This program was very successful in educating and engaging students.



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, reporting and student management;
- ◆ Computers for Teachers- all curriculum programs, inductions packages, behaviour and student support resources are accessed through OneNote.
- ◆ School Website- established and maintained through Website for School Program.

## Social Climate

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 mission is Every Student Succeeding and we utilize five core values as we work toward this mission.

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 School Wide Positive Behaviour Program.



## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	92%	100%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school* (S2001)	96%	96%	99%
their child feels safe at this school* (S2002)	100%	96%	97%
their child's learning needs are being met at this school* (S2003)	100%	92%	94%



Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is making good progress at this school* (S2004)	96%	88%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	96%	94%
teachers at this school motivate their child to learn* (S2007)	96%	92%	96%
teachers at this school treat students fairly* (S2008)	100%	96%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	99%
this school works with them to support their child's learning* (S2010)	96%	96%	97%
this school takes parents' opinions seriously* (S2011)	100%	92%	93%
student behaviour is well managed at this school* (S2012)	100%	88%	94%
this school looks for ways to improve* (S2013)	100%	96%	94%
this school is well maintained* (S2014)	100%	96%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	99%	96%
they like being at their school* (S2036)	92%	96%	99%
they feel safe at their school* (S2037)	98%	97%	98%
their teachers motivate them to learn* (S2038)	98%	97%	99%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	100%
teachers treat students fairly at their school* (S2041)	98%	95%	97%
they can talk to their teachers about their concerns* (S2042)	97%	96%	99%
their school takes students' opinions seriously* (S2043)	100%	98%	98%
student behaviour is well managed at their school* (S2044)	93%	89%	98%
their school looks for ways to improve* (S2045)	98%	100%	97%
their school is well maintained* (S2046)	100%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	97%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	95%
their school takes staff opinions seriously (S2076)		100%	98%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		98%	98%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

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:

- ◆ A School Council is established and manages the governance of the school.
- ◆ 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.



## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	0	0
2012-2013	88,440	1,035
2013-2014	85,516	620

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.

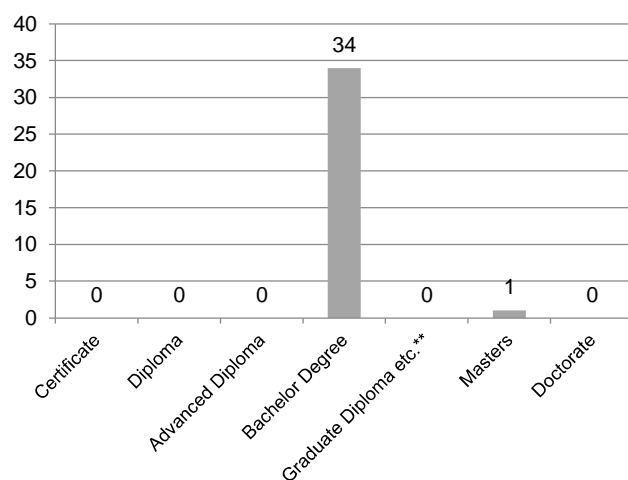
## Our staff profile

### Staff composition, including Indigenous staff

Headcounts	35	26	<5
Full-time equivalents	31	16	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
<b>Total</b>	<b>35</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 46,923.

The major professional development initiatives are as follows:

Teaching literacy and numeracy, implementing the Australian Curriculum, eLearning pedagogies, data analysis, effective pedagogy and school-wide positive support program. This professional development was delivered through workshops, face to face and online modules, coaching, mentoring, observation and feedback.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 81% of staff was retained by the school for the entire 2014 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

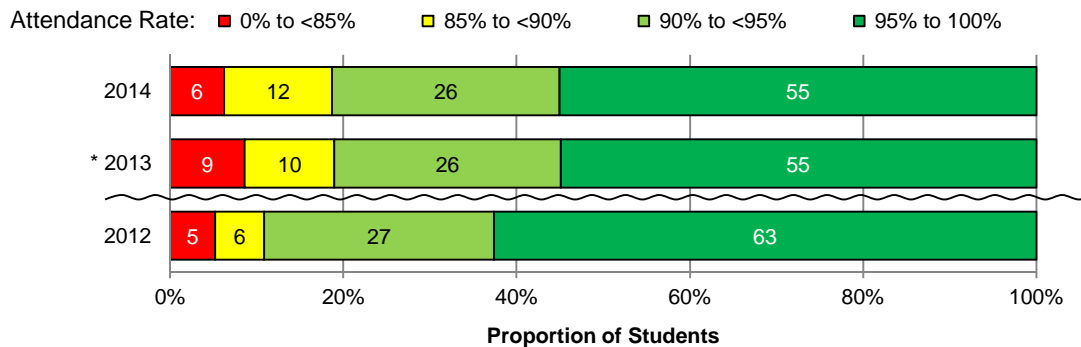
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	96%	95%	95%	96%	94%	94%	95%					
2013	94%	95%	95%	92%	95%	92%	94%					
2014	94%	95%	94%	94%	94%	95%	93%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 this accounts 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.

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.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Mango Hill State School has a very small percentage of indigenous students. 2014 results indicate indigenous students are achieving comparable results to non-indigenous students. We are committed to ensuring there is no gap between indigenous and non-indigenous student outcomes. We will continue to monitor the results of students to ensure this remains the case.

