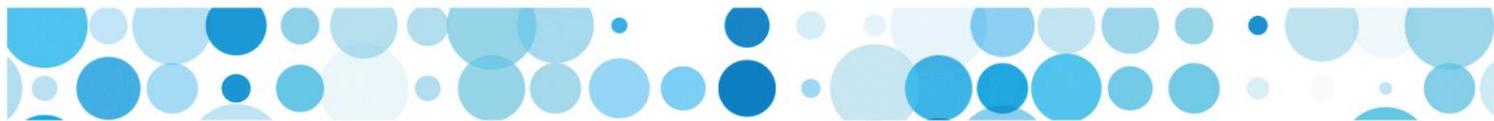


# Mansfield State High School

## Executive Summary



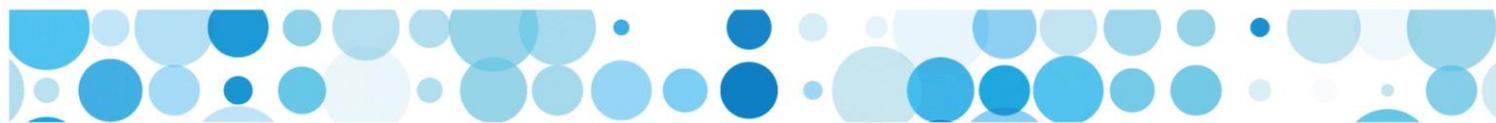


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

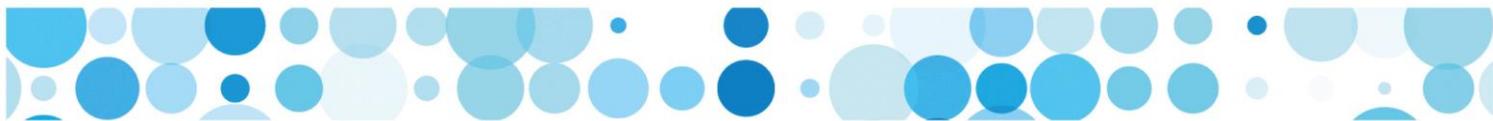
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) **Mansfield State High School** from **29 July** to **1 August 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

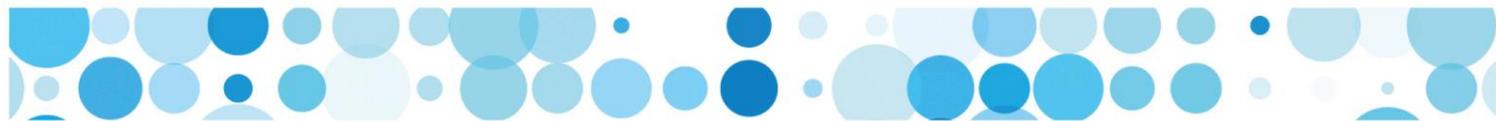
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

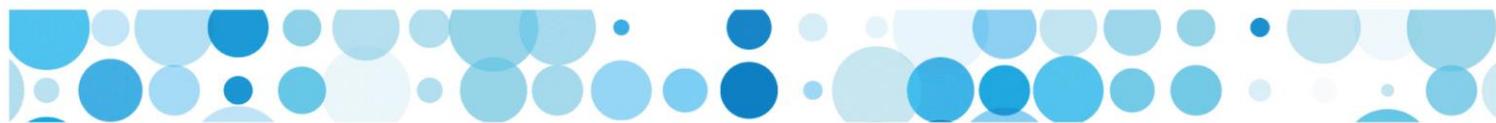
### 1.1 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Steven Miskin	Peer reviewer
Blair Hanna	Peer reviewer
Valerie Hadgelias	External reviewer
Raelene Fysh	External reviewer



## 1.2 School context

<b>Location:</b>	Corner Broadwater and Ham Road, Mansfield
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1974
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	2814
<b>Indigenous enrolment percentage:</b>	1 per cent
<b>Students with disability enrolment percentage:</b>	1.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1107
<b>Year principal appointed:</b>	2015
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	186.21
<b>Significant partner schools:</b>	Mansfield State School, Brisbane State High School, Cavendish Road State High School, The Gap State High School, Kenmore State High School
<b>Significant community partnerships:</b>	Volleyball Queensland, Queensland Pops Orchestra, Creative Generation – State Schools Onstage (CGEN), Technical and Further Education (TAFE) at School program
<b>Significant school programs:</b>	French Immersion excellence program, Technological Integrated Curriculum (TIC), Instrumental Music, Music Accelerando



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, two associate principals, four deputy principals, 20 Heads of Department (HOD), Business Manager (BM), Head of Special Education Services (HOSES), six year level coordinators, 116 teachers, nine teacher aides, three guidance officers, two schools officers, four cleaners, 10 administration officers, student engagement officer, transitions officer, two science operations officers, School Based Youth Health Nurse (SBYHN), chaplain, 153 students, 24 parents, four Information and Communication Technology (ICT) technicians, Youth Support Coordinator (YSC) and three preservice teachers.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives, school council chair and five community partners.

Partner schools and other educational providers:

- Two primary partner school principals.

Government and departmental representatives:

- State Member for Mansfield, Federal Member for Bonner and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Language of Learning MSHS
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School Opinion Survey	
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**School leaders have established and are driving a strong improvement agenda, grounded in evidence from research and practice, and expressed in terms of improvements in measurable student outcomes.**

Leaders describe a strong and united commitment to the development of precision, mastery and agility of learning, and engagement of all students in challenging and meaningful learning, as the foundation for future improvement. There is a clear sense of alignment and commitment to delivering the agenda.

**The school's vision is a cornerstone and powerful cultural driver that is enacted across the school.**

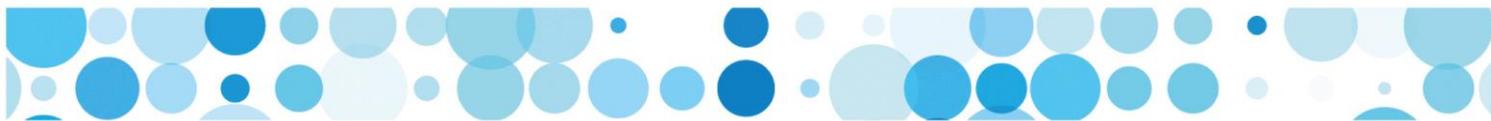
The school has a rich and authentic learning culture built on a supportive, caring and student-focused learning environment. Students, staff members and parents speak with pride in the school and openly acknowledge the passionate and committed school staff and the role they play in delivering the school vision. The school's vision, '*Quality Learning in a Caring Environment*', is well understood and consistently communicated by students and staff. All sectors of the school community express a strong affinity with the school vision and its role in driving a positive and caring school learning environment.

**Students, parents and community members acknowledge that teachers provide a caring, supportive and inclusive learning environment as a foundation for quality learning.**

The school has experienced considerable growth over previous years, with a current student population of over 2 800. School enrolments are expected to continue to grow, exceeding 3 000 in 2020, and approximately 3 300 within the next three years. This rapid and sustained growth places significant pressure on the school learning culture, systems and processes. Staff and leaders identify the need for an increased vigilance on 'getting the little things right' to ensure the vibrant school culture is refreshed and continues to flourish as the foundation for positive engagement.

**School leaders place a very high priority on ongoing professional learning.**

They are committed to the development of a school-wide culture focused on further improving classroom teaching. Teachers describe an unprecedented level of curriculum renewal and development, with review and development of programs, assessment and processes across the entire scope of secondary schooling. They identify a strong need for instructional leadership and a collaborative commitment to a guaranteed and viable curriculum (GVC). Some staff indicate that curriculum leaders and teachers value clear direction and ongoing access to quality development opportunities as a vehicle to re-establish curriculum expertise and to optimise school-wide engagement.



**The school leadership team recognises that highly effective teaching is the key to improving student learning.**

Significant resources have been allocated to build staff capability through modelling and support from the leadership team. Teachers indicate they would welcome further opportunities to receive feedback from school leaders and peers, to further improve their practice. A comprehensive program of observation, feedback, coaching and mentoring is in place to support the development of new and beginning teacher capabilities. A systematic approach to quality assure the implementation of the school's pedagogical framework, through lesson observation and feedback for all teachers, by school leaders, is yet to fully emerge.

**Teachers and curriculum leaders speak of a high level of staff engagement with the process of preparation for transition to new senior subjects.**

Year 10 curriculum design reflects a focus on transition to and some alignment with senior phase curriculum. A coherent articulation of the Year 10 curriculum is yet to emerge, with differing approaches being adopted by faculties. Some teachers discuss an alignment process to ensure effective coverage of the Year 10 Australian Curriculum (AC) requirements, whilst providing a focus on increasing rigour and a springboard into Unit 1 requirements for the new Queensland Certificate of Education (QCE). Curriculum planning processes and documentation reflect some variation in component, formatting, and rigour across and within faculties. Some teachers and leaders speak of the need to capitalise on current momentum with curriculum development to establish common agreed practices and documentation across the school.

**Teachers work hard to ensure that all students, including high achieving students are appropriately engaged, challenged and extended in their learning.**

The degree to which highly capable students are challenged in their learning on a daily basis in their regular classrooms is a topic that ignites teacher interest. A commitment to doing so is readily apparent. Some teachers indicate that they find devising appropriate strategies to 'stretch' highly capable students to be challenging, and identify that they would appreciate Professional Development (PD) in this area.

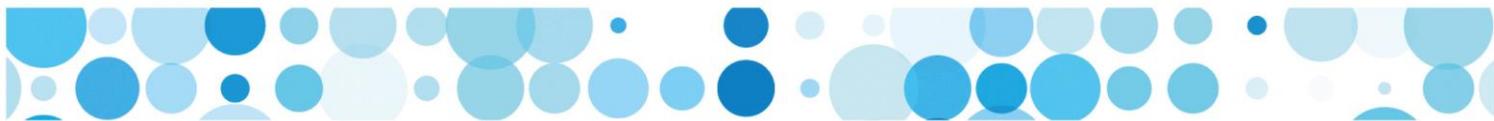
**The school has developed connections with a wide range of community partners aimed at enhancing student learning opportunities and experiences.**

Parents of the school overwhelmingly communicate positive support for the school, staff and leadership. They acknowledge the high level of care and support afforded their child in relation to their learning and wellbeing needs. They articulate their support of the school's high expectations for student conduct and learning and are appreciative of the educational opportunities and wide range of experiences for their child. Members of the community and partnership organisations speak positively of the school's standing and status within the local and wider community.



**The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.**

Students universally articulate that the teaching and support staff members care about them and are responsive to their learning needs. All teachers identify the depth of collaboration and collegial support within their faculties and across the school as signature attributes. Teachers possess considerable experience and a range of expertise in the fields in which they teach. The school has a blend of early career teachers and experienced teaching staff members.



## 2.2 Key improvement strategies

Identify, adapt and deploy the current key strategic levers that drive school culture and identity, in order to optimise future student learning and wellbeing in the context of continued enrolment growth.

Build the capability of the leadership team as instructional leaders to drive development and enactment of a GVC.

Collaboratively develop and implement whole-school processes for observation and feedback, mentoring and coaching to support implementation of specific pedagogical practices across the school.

Quality assure the intended curriculum to guarantee provision of the current AC across Years 7 to 10, in alignment with the P-12 curriculum, assessment and reporting framework (P-12 CARF).

Develop evidence-based strategies to improve classroom teacher capability to adjust the learning program to provide challenge and engagement for high performing students in line with the school's stated targets.