SCHOOL PROFILE

Mansfield State High School is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student. We take pride in the following aspects of our school:

- Focus on academic excellence
- Highly acclaimed and awarded School of Music Excellence with over 750 students presently enrolled in the music program
- French Immersion Program
- Excellence in Mathematics and Science
- State winners in various academic and cultural competitions
- Individual and team sport champions
- Excellent NAPLAN and OP results
- Technologically Integrated Curriculum (TIC) program

The school community embraces and celebrates a wide range of socio-economic, ethnic and cultural backgrounds. Students are well motivated, actively participate and assume leadership in academic, service, environmental, cultural and sporting activities. They have a very positive attitude towards education. The school provides a wide range of subjects to assist students in pursuing their ambitions and post school pathways.

VISION

“Quality Learning in a Caring Environment” - Mansfield State High School is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student.

OBJECTIVES

1. *Deliver the highest quality curriculum, teaching, learning and assessment practices.* - A relevant, challenging and engaging educational experience prepares students for both academic success at school and the best possible pathway to life, study and work after school. This is predicated on teaching knowledge and higher order thinking skills which are academically rigorous in order to respond to students’ learning needs.

2. *Provide a whole school approach to achieve high standards in literacy and numeracy for all students.* - It is every student’s right to have the opportunity to be literate and numerate in order to be a fully functioning citizen who can participate in and contribute to an increasingly globalised and interconnected world.

3. *Provide a safe and caring environment in which all students and staff learn about and value the “culture of care” within the school.* - Understanding what it means to be a caring person who knows how to care for self and others requires a school experience that imbues students with tolerance and an appreciation of difference. This requires a framework for thinking about pedagogies, assessment, intervention, and prevention support so students receive optimal benefit from their educational experience at Mansfield.

4. *Maintain a school climate in which high standards of behaviour, performance and participation are the foundation for students to achieve their potential.* - A school climate that enables students to reach their potential requires a safe and disciplined school environment. This is predicated on the assumption that every child can achieve and that every child should be expected to behave and perform. Every person’s performance is critical in achieving an environment where students are engaged in both the curriculum and extra-curricular experiences.
**STRATEGIC PLAN**

### LEARNING AND TEACHING

- Deliver the highest quality curriculum, teaching, learning, and assessment practices.

### LITERACY AND NUMERACY

- Provide a whole school approach to achieve high standards in literacy and numeracy for all students.

### STUDENT DEVELOPMENT

- Provide a safe and caring environment in which all students and staff learn about and value the "culture of care" within the school.

### PERFORMANCE

- Maintain a school climate where high standards of behaviour, performance, and participation are the foundation for students to achieve their potential.

### SCHOOL IMPROVEMENT RECOMMENDATIONS

- **PRIORITY**
  - **STUDENT DEVELOPMENT (Priority)**
    - Provide focused professional development to ensure consistency of effective pedagogical practice across faculties, including:
      - the establishment of a school-wide approach to the development of clearly defined and targeted personal learning goals to foster student ownership of their learning
      - quality feedback to improve learning
      - the development of evidence-based strategies to improve classroom teachers’ capability to adjust the learning program to provide challenge and engagement for high performing students in line with the school’s stated targets.
    - all teachers maintaining a focus on the engagement of every student in challenging and meaningful learning.
    - Provide structures in which pedagogical growth is enabled through:
      - Continuing to foster a professional learning community among staff through continued professional development.
      - Formalised instructional leadership by school leaders in coaching, modelling, observation, and feedback to drive full implementation and consistency of effective pedagogical practices.
      - Strengthening and embedding a feedback culture – teachers to students, students to teachers, teacher to teacher, and student to student.
      - Further develop and provide relevant professional development to staff to ensure consistency of practice across faculties.
  - **NUMERACY**
    - Formalise instructional leadership by school leaders in coaching, modelling, observation and feedback to drive full implementation and consistency of effective pedagogical practices.
    - Strengthen and embed a feedback culture – teachers to students, students to teachers, teacher to teacher and student to student.
    - Further develop and provide relevant professional development to staff to ensure consistency of practice across faculties.
  - **LITERACY**
    - Foster student ownership of their own learning through the establishment of a school-wide approach to the development of clearly defined and targeted personal learning goals. Provide focused professional development on quality feedback to improve learning.
    - Strengthen and embed a feedback culture – teachers to students, students to teachers, teacher to teacher and student to student.
    - Further develop and provide relevant professional development to staff to ensure consistency of practice across faculties.

### STRATEGIES

- **Continue to foster a professional learning community amongst staff.** Formalise the approach through action research projects focused on student learning outcomes including the excellent practices evident to promote learning and engagement for those students with disabilities and differences.
- **Develop evidence-based strategies to improve classroom teachers’ capabilities to adjust the learning program to provide challenge and engagement for high performing students in line with the school’s stated targets.**
- **Maintain a strong focus on the engagement of all students in challenging and meaningful learning.** Ensure that teachers consistently focus on monitoring the engagement of every student so that none is able to “fly under the radar”.
- **Develop a workforce plan to sustain signature programs and to maximise personnel allocated and funded by the school to deliver on the improvement agenda.**
- **Further develop local accountability measures to ensure that the school is achieving effective return on investment in the way in which it targets key resources.**
- **Continue to implement the ASSET Pedagogical Framework which articulates the school’s approach to teaching.**
- **Lead colleagues to develop the school’s feedback loop within the school.**
- **Continue to use the Developing Performance Framework as a tool which aligns teacher capability development with school priorities.**
- **Refine approaches to monitor teacher practice and provide developmental feedback to reinforce professional growth and improvement.**
- **Review, analyse and apply data analysis processes which provide feedback on teaching practices.**
- **Further develop extension opportunities, and formalise programs that focus on students with diverse learning needs, including gifted and talented students, EALD, Indigenous students and students with learning needs.**
- **Further implement whole-school Literacy and Numeracy Plan - Targeted program of literacy and numeracy intervention for students identified as below benchmarks.**
- **Further implement whole-school Literacy and Numeracy Plan - Targeted program of literacy and numeracy intervention for students identified as below benchmarks.**
- **Further implement whole-school Literacy and Numeracy Plan - Explicit statement of literacy and numeracy components in assessment tasks across subject areas.**
- **Research approaches to teaching reading, writing, speaking, listening and numeracy.**
- **Implement Whole School Knowledge Frameworks concerning Reading, Writing, Visual, Speaking and Listening Literacies and Numeracies.**
- **Review and refine the teaching of the RAMP program.**
- **Adopt consistent language for school-wide assessment strategies including task, feedback and criteria sheets.**
- **Implement a consistent and embedded process for professional discussion and moderation of student writing.**
- **Maintain and align moderation processes to ensure that standards are consistent internally and externally.**
- **Develop a school approach to the explicit teaching of Numeracy.**
- **Research and identify appropriate literacy and numeracy diagnostic tools to support intervention.**
- **Collate, publish and update effective literacy and numeracy strategies to be used across the school in specific target areas e.g. Teaching of Reading and Writing.**
- **Monitor and address student data to confirm the literacy and numeracy eligibility components for the OCE.**
- **Continue to provide staff resources and programs to increase literacy and numeracy standards across the school (e.g. Literacy and Numeracy Coordinators, RAMP Coordinator, Learning Support teachers, additional classroom teachers and teacher aides in English and Mathematics classes).**
- **Continue to implement a Plan that provides a framework for the academic enablers of student motivation, interpersonal skills, engagement and study skills, and also provide extra-curricular learning opportunities.**
- **Further develop systematic and explicit pedagogies in teaching students positive behaviours.**
- **Continue to develop and implement programs and actions that enhance professional teacher-student relationships, promoting a culture of care within the school.**
- **Implement processes and actions that provide opportunities and encouragement for each and every student to be confident, informed and well-balanced.**
- **Ensure student wellbeing processes appropriate to the age and needs of the students are incorporated into school life.**
- **Implement processes to maximise attendance, retention and transition, and achievement of all students.**
- **Continue to support the maintenance and development of appropriate behaviour management strategies.**
- **Develop a school plan for celebration of individual and group student achievement success.**
- **Further enhance student leadership and personal development opportunities from Year 7 onwards, including the various subgroups eg, middle, middle male group of students in the school.**
- **Teachers routinely use a range of data to inform their teaching practice.** They collect, interpret, infer from and verify the data to help set goals and targets for their classes and individuals within their classes.
- **Build into the curriculum planning process, a focus on student data and links to our pedagogical framework.**
- **Continue processes of reviewing and monitoring assessment, minimum standards and individual targets.**
- **Review, evaluate and respond to student progress towards benchmarks/goals and targets.**
- **Implementation of TrackEd software data package to be used for collection of data to facilitate analysis for improved performance in curriculum, achievement and systemic performance measures.**
- **Targeted use of TrackEd software in the senior phase of learning to collate data and identify students at risk, e.g. non-completion.**
- **Maintain and align moderation processes to ensure that standards are consistent both internally and externally.**
- **Provide students with access to their data so that they can identify successes, deficiencies and areas for improvement.**
Mansfield State High School

Mrs Karen Tanks
Principal
Mansfield State High School

Mrs Jodie Mark
President – P&C
Mansfield State High School

Mr Paul Gunther
Chair – School Council
Mansfield State High School

ENDORSEMENT
This Strategic Plan was developed in consultation with the school community and meets school needs, systemic requirements and audit recommendations and improvements on Thursday 26 November 2015.

[Signatures]