# MANSFIELD
## STATE HIGH SCHOOL

## STRATEGIC PLAN 2016-2019

## 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 | LITERACY AND NUMERACY | STUDENT DEVELOPMENT | PERFORMANCE |
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| **PRIORITY** | Deliver the highest quality curriculum, teaching, learning and assessment practices. | Provide a whole school approach to achieve high standards in literacy and numeracy for all students. | Provide a safe and caring environment in which all students and staff learn about and value the "culture of care" within the school. | Maintain a school climate where high standards of behaviour, performance and participation are the foundation for students to achieve their potential. |
| **SCHOOL IMPROVEMENT RECOMMENDATIONS** | • **Provide focused professional development to ensure consistency of effective pedagogical practice across faculties, including**:<br>  o 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<br>  o quality feedback to improve learning<br>  o 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.<br>  o all teachers maintaining a focus on the engagement of every student in challenging and meaningful learning.<br>• **Provide structures in which pedagogical growth is enabled through:**<br>  o Continuing to foster a professional learning community among staff through continued professional development.<br>  o Formalised instructional leadership by school leaders in coaching, modelling, observation and feedback to drive full implementation and consistency of effective pedagogical practices.<br>  o Strengthening and embedding a feedback culture – teachers to students, students to teachers, teacher to teacher and student to student.<br>  o | • Formalise instructional leadership by school leaders in coaching, modelling, observation and feedback to drive full implementation and consistency of effective pedagogical practices.<br>• Strengthen and embed a feedback culture – teachers to students, students to teachers, teacher to teacher and student to student.<br>• Further develop and provide relevant professional development to staff to ensure consistency of practice across faculties. | • 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.<br>• Strengthen and embed a feedback culture – teachers to students, students to teachers, teacher to teacher and student to student.<br>• Further develop and provide relevant professional development to staff to ensure consistency of practice across faculties. | • Review and refine school-wide achievement and progress against targets in the improvement agenda to track improvement over time to consolidate and embed practices. |
| | • 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.<br>• 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.<br>• 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".<br>• Develop a workforce plan to sustain signature programs and to maximise personnel allocated and funded by the school to deliver on the improvement agenda.<br>• 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. Use a range of data sources and monitoring tools to regularly evaluate the effectiveness of prime school improvement strategies and programs. Communicate the progress and outcomes with the school community. | | | |
| **STRATEGIES** | • Continue to implement the ASOT Pedagogical Framework which articulates the school's approach to teaching.<br>• Lead colleagues to develop teams to foster a cluster based pedagogical approach across the school in curriculum and non-curriculum groups.<br>• Continue to use the Developing Performance Framework as a tool which aligns teacher capability development with school priorities.<br>• Refine approaches to monitor teacher practice and provide developmental feedback to reinforce professional growth and improvement.<br>• Review, analyse and apply data analysis processes which provide feedback on teaching practices.<br>• 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<br>  o Targeted program of literacy and numeracy intervention for students identified as below benchmarks<br>  o OneSchool data dashboard that indicates student progress in literacy and numeracy from Year 7-10<br>  o Explicit statement of literacy and numeracy components in assessment tasks across subject areas.<br>• Research approaches to teaching reading, writing, speaking, listening and numeracy.<br>• Implement Whole School Knowledge Frameworks concerning Reading, Writing, Visual, Speaking and Listening Literacies and Numeracies.<br>• Review and refine the teaching of the RAMP program.<br>• Adopt consistent language for school-wide assessment strategies including task, feedback and criteria sheets.<br>• Implement a consistent and embedded process for professional discussion and moderation of student writing.<br>• Maintain and align moderation processes to ensure that standards are consistent internally and externally.<br>• Develop a school approach to the explicit teaching of Numeracy.<br>• Research and identify appropriate literacy and numeracy diagnostic tools to support intervention.<br>• 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.<br>• Monitor and address student data to confirm the literacy and numeracy eligibility components for the QCE.<br>• 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.<br>• Further develop systematic and explicit pedagogies in teaching students positive behaviours.<br>• Continue to develop and implement programs and actions that enhance professional teacher-student relationships, promoting a culture of care within the school.<br>• Implement processes and actions that provide opportunities and encouragement for each and every student to be confident, informed and well-balanced.<br>• Ensure student wellbeing processes appropriate to the age and needs of the students are incorporated into school life.<br>• Implement processes to maximise attendance, retention and transition, and achievement of all students.<br>• Continue to support the maintenance and development of appropriate behaviour management strategies.<br>• Develop a school plan for celebration of individual and group student achievement success.<br>• Further enhance student leadership and personal development opportunities from Year 7 onwards, including the various sub-groups eg males, middle group of students in the school. | • Teachers routinely use a range of data to inform their teaching practice. They collect, interrogate, infer from and verify the data to help set goals and targets for their classes and individuals within their classes.<br>• Build into the curriculum planning process, a focus on student data and links to our pedagogical framework.<br>• Continue processes of reviewing and monitoring assessment, minimum standards and individual targets.<br>• Review, evaluate and respond to student progress towards benchmarks/goals and targets.<br>• Implementation of TrackEd software data package to be used for collation of data to facilitate analysis for improved performance in curriculum, achievement and systemic performance measures.<br>• Targeted use of TrackEd software in the senior phase of learning to collate data and identify students at risk, eg. non-completion.<br>• Maintain and align moderation processes to ensure that standards are consistent both internally and externally.<br>• Provide students with access to their data so that they can identify successes, deficiencies and areas for improvement. |

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| **ACTIONS** | • Provide professional development and feedback to staff about explicit teaching practices within the ASOT framework, including the development of engagement practices and the use of personal learning goals to encourage student ownership of their learning.<br>• Provide professional development on the skills of coaching, feedback and mentoring.<br>• Provide opportunities for teachers to visit and observe classrooms and other schools with similar contexts.<br>• Continue to implement the Developing Performance Framework with clear links to school priorities through the use of coaching, mentoring, classroom observations and feedback.<br>• Facilitate quarterly meetings focusing on data analysis to inform teaching practice.<br>• Facilitate collaborative planning each term.<br>• Build a professional development program and a learning community by facilitating and implementing a Beginning Teachers Induction Program, New Teachers Induction Program, Mentoring Program and Aspiring Leaders Program.<br>• Ensure extension programs and opportunities are available for all gifted and talented students.<br>• Ensure programs are in place for EALD, Indigenous and students with learning needs.<br>• Use coaching to improve the quality of teacher-student, student-student and student-teacher feedback. | • Provide professional development to support consistent practices in the teaching of reading, writing, spelling, speaking, listening and numeracy.<br>• Work collaboratively with teachers about processes to provide regular feedback to students.<br>• Deliver and demonstrate best practice teaching models for literacy and numeracy.<br>• Model how to teach note-taking, drafting, editing, annotating and proof-reading skills.<br>• Collate and archive task exemplars at A standards.<br>• Audit teaching strategies for numeracy across the school.<br>• Literacy and Numeracy Co-ordinators to model lesson segments throughout the whole school including what to try, how to deliver and student learning reflections.<br>• Collect data from students on efficacy of numeracy and literacy strategies.<br>• Create school-wide literacy and numeracy strategies. | • Continue to refine the Student Development Program, both specific lessons within the program and student development generally.<br>• Build consistent processes to track and support individual student engagement and achievement for students.<br>• Build quality processes to track and support individual students both in their learning and in their professional growth.<br>• Monitor, review and implement the School's Responsible Behaviour Plan.<br>• Develop planned and coordinated school celebrations and events across the school year incorporating all year levels.<br>• Investigate opportunities to introduce and increase student leadership and personal development opportunities across the whole school. | • Provide professional development in understanding, collection and analysis of data from Growth Mind Set.<br>• Work collaboratively with teachers regarding processes to provide regular feedback to students.<br>• Implement data placement and/or TrackEd to regularly monitor individual achievement and success.<br>• Regularly celebrate success of student achievement through assemblies, Presentation Evening, performances and special events and certificates.<br>• Implement processes of data collection and analysis to inform teaching practices (data booklets, dashboard, OneSchool).<br>• Facilitate collaborative planning that addresses student achievement data.<br>• Schedule moderation meetings within and across year levels each semester. |
| **PERFORMANCE INDICATORS** | • Every staff member has a PDP.<br>• Collaborative groups operate for Mentoring, Aspiring Leaders and curriculum and non-curriculum areas.<br>• Professional Development opportunities are offered to staff – internally and externally.<br>• Students are engaged in Gifted and Talented programs across the school.<br>• Programs for EALD, Indigenous students and students with learning needs are published.<br>• All staff use data systems to inform teaching practices. | • Literacy and numeracy evident in all subject areas.<br>• Literacy and numeracy strategies are listed to accommodate students who need EALD support.<br>• NAPLAN – 95% of eligible students at or above National Minimum Standard in all 5 domains.<br>• NAPLAN – Increase in percentage of students in upper two bands in all 5 domains.<br>• NAPLAN Relative Gain students to be at or above like school average<br>• 99% of QCE eligible students have achieved literacy and numeracy component. | • A current and updated Student Development Program is in place.<br>• Students are feeling engaged in all aspects of school as reflected in data collection.<br>• The School's Responsible Behaviour Plan is current.<br>• Students are engaged in appropriate school celebrations throughout the year.<br>• New leadership positions and personal development programs are developed and introduced. | • Personal Performance Plans for all staff.<br>• Every student completing Year 12 achieves at least one or two of:<br>  ○ Queensland Certificate of Education;<br>  ○ Overall Position;<br>  ○ Queensland Certificate of Individual Achievement; or<br>  ○ Vocational Education Certificate, or<br>  ○ Undertaking a school based traineeship.<br>• Increase percentage of students who achieve an Overall Position in the range 1-15.<br>• Evidence of data mapping student performance specifically measuring the difference and value added component in student progress (OP Analyser and GPA common scale per subject per student).<br>• Satisfaction Measures:<br>  ○ Percentage of students satisfied that they are getting a good education at school;<br>  ○ Percentage of parents/caregivers satisfied that their child is getting a good education at school;<br>  ○ Percentage of parents/caregivers satisfied with their child's school;<br>  ○ Percentage of school workforce satisfaction with access to PD opportunities;<br>  ○ Percentage of staff members satisfied with morale in the 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.
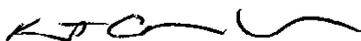
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