MANSFIELD STATE HIGH SCHOOL
STRATEGIC PLAN 2012-2015

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 fact that we are:

• A school focussed on academic excellence
• French Immersion School
• Technology In Classroom (TIC) programs
• Highly acclaimed and awarded School of Music Excellence with over five hundred students presently enrolled in the music programme.
• State winners in various academic and cultural competitions
• School of individual and team sport champions
• Excellent NAPLAN and OP results.

The school community embraces and celebrates a wide range of socio-economic, ethnic and cultural backgrounds. Students are well motivated and take active participation and leadership in service, environmental and cultural activities and have a very positive attitude towards education.

The school provides a wide range subjects to assist students in pursuing their ambitions and post school pathways.

VISION:

“Quality Learning in a Caring Environment”

Mansfield SHS 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 in ways that responds to student’s learning needs and is academically rigorous.

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

3. Provide a safe and caring environment where 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 high 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 where 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 experience.
## SCHOOL SYSTEM TARGETS

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>ANNUAL TARGET INCREASE FOR STATE SCHOOLS</th>
<th>YEAR LEVEL AND NAPLAN DOMAINS</th>
<th>TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>NAPLAN – PERCENTAGE OF STUDENTS AT OR ABOVE NATIONAL MINIMUM STANDARD</strong></td>
<td><strong>Reading</strong></td>
<td><strong>2012</strong></td>
</tr>
<tr>
<td></td>
<td>100% of eligible students at or above NMS</td>
<td><strong>Numeracy</strong></td>
<td>100%</td>
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<tr>
<td></td>
<td></td>
<td><strong>Writing</strong></td>
<td>100%</td>
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<tr>
<td></td>
<td></td>
<td><strong>Year 9</strong></td>
<td><strong>NAPLAN – PERCENTAGE OF STUDENTS IN THE UPPER TWO BANDS OF EACH DOMAIN</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Numeracy</strong></td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writing</strong></td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td><strong>Year 9</strong></td>
<td></td>
<td><strong>2012</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NAPLAN – PERCENTAGE OF STUDENTS AT OR ABOVE NATIONAL MINIMUM STANDARD</strong></td>
<td><strong>Reading</strong></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td><strong>Year 9</strong></td>
<td></td>
<td><strong>Numeracy</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong></td>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NAPLAN – PERCENTAGE OF STUDENTS IN THE UPPER TWO BANDS OF EACH DOMAIN</strong></td>
<td><strong>Reading</strong></td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Increase % students in Upper Two Bands – focus on Reading and Numeracy</td>
<td><strong>Numeracy</strong></td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td><strong>Year 9</strong></td>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>YEAR 12 OUTCOMES</strong></td>
<td><strong>An increase of at least 1% pa.</strong></td>
<td>Percentage of students awarded a QCE by the end of Year 12</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of Year 12 OP/IBD-eligible students with OP 1–15 or an IBD</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of Year 12 students awarded a Senior Statement and awarded a VET qual</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of Year 12 students who are completing/completed a SAT or awarded — QCE, IBD, VET qual.</td>
<td>95%</td>
</tr>
<tr>
<td><strong>INDIGENOUS EDUCATION</strong></td>
<td><strong>Close the gap in student attendance by 2013</strong></td>
<td>The gap between Indigenous and non-Indigenous attendance rates.</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td><strong>Close the gap in Year 12 retention by 2013</strong></td>
<td>The gap between Indigenous and non-Indigenous apparent retention 10 to 12</td>
<td>15%</td>
</tr>
<tr>
<td><strong>ATTENDANCE AND RETENTION</strong></td>
<td><strong>An increase of 1% pa.</strong></td>
<td>Average attendance rate for students</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>Apparent retention of students from Years 10 to 12</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>MEASURE</td>
<td>ANNUAL TARGET INCREASE FOR STATE SCHOOLS</td>
<td>DIMENSIONS OF MEASURE</td>
<td>TARGETS</td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>SATISFACTION MEASURES</td>
<td>An increase of 1% pa.</td>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>90% 91% 92% 93%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of parents/caregivers satisfied that they are getting a good education at school</td>
<td>93% 94% 95% 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of parents/caregivers satisfied with their child’s school.</td>
<td>93% 94% 95% 96%</td>
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<tr>
<td></td>
<td></td>
<td>Percentage of school workforce satisfaction with access to PD opportunities</td>
<td>82% 83% 84% 85%</td>
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<tr>
<td></td>
<td></td>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>94% 95% 96% 97%</td>
</tr>
</tbody>
</table>
## OBJECTIVES

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.

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<th>RATIONALE</th>
<th>STRATEGIES</th>
<th>SUCCESS INDICATORS</th>
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| 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 in ways that responds to student learning needs and is academically rigorous. | • Establish a Whole School Curriculum Framework.  
• Establish a Pedagogical Framework for teaching and incorporate this into induction programs for staff.  
• Implement the Australian Curriculum as per roll out schedule.  
• Finalise and embed criteria-based assessment across all subject areas ensuring students are actively part of the process incorporating feedback on drafting, front ended assessment and standards descriptors.  
• Develop a comprehensive range of E-learning opportunities for students through the library, school network and classroom initiatives for students and teachers to ensure optimum access to E-Learning opportunities for students, classes and teachers.  
• Build a professional development program that focuses on differentiated teaching strategies that cater for the full range of students evidenced in adjustment templates across all subject areas.  
• Further develop extension opportunities, which may include extension subjects, across a variety of subject areas and year levels.  
• Formalise programs that focus on students with diverse learning needs, including gifted and talented students, ESL, indigenous students, students with learning needs. | • Curriculum framework with identified cross curricula connections, horizontal and vertical articulations, scope and sequencing across year levels.  
• Pedagogical Framework for teaching with a focus on academic rigour, student engagement, problem solving, critical thinking and inferential comprehension.  
• Front ended assessment with criteria based feedback processes between student and teacher.  
• Introduction of common assessment task template.  
• Wide range of teaching and learning strategies including differentiation and the routine adjustments to pedagogy evident in teacher work.  
• School Opinion Survey annual school mean is comparable to or above the Like Schools mean for student and parent data in the Performance Areas of Student Outcomes, Curriculum and Pedagogy.  
• Comprehensive range of curriculum resources to support E-learning.  
• Academic results for indigenous students meet school set targets and are comparable to like-schools.  
• Indigenous retention and attendance rates are comparable to like-schools.  
• Diagnostic testing in subject areas to inform curriculum and pedagogies evident across all subject areas. |
| Provide a whole school approach to achieve high standards in literacy and numeracy for all students. | It is every student’s right to be literate and numerate in order to be fully functioning citizens who can participate in and contribute to an increasingly globalised and disconnected world. | • Further develop and implement a whole-school Literacy Plan. This will include:  
  o Exemplar ‘A’ and ‘front-ended’ assessment items.  
  o Linkage with the whole-school Professional Development Plan.  
  o Targeted program of literacy and numeracy intervention for students identified as below benchmarks.  
  o Tracking tool that maps student progress in literacy and numeracy from years 8 to 10.  
  o Variety in assessment genres across subject areas.  
• Further implement the whole-school Numeracy Plan.  
• Implement strategies in Senior maths and English subjects to ensure that students achieve the literacy and numeracy component to be eligible for the Queensland Certificate of Education | • Literacy and numeracy evident in all subject areas with a specific focus on inferential comprehension.  
• Literacy and numeracy strategies to accommodate students who need ESL support.  
• NAPLAN – 100% of eligible students at or above National Minimum Standard in all 5 domains.  
• NAPLAN – Increase in percentage of students in upper two bands in all 5 domains.  
• 99% of QCE eligible students have achieved literacy and numeracy component. |
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| Provide a safe and caring environment where 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 high 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. | • Develop a school CARE Plan that provides a framework for the academic enablers of student motivation, interpersonal skills, engagement and study skills.  
• Further enhance student leadership and personal development opportunities through Essential Learning Program (ELP)  
• Further develop systematic and explicit pedagogies in teaching students positive behaviours.  
• CARE Action Plan to systematically articulate curriculum and extra-curricular learning opportunities, including appropriate support strategies and support staff. | • Average attendance rate for students and apparent retention of students from years 10 to 12  
• Decrease in the rate of student absence over time.  
• Decrease in the rate of negative student behaviour recorded over time.  
• Increase in the rate of positive student behaviour recorded over time.  
• Level of student involvement in extra-curricular activities.  
• Evidence of a quantitative measure of academic engagement such as or similar to DiPerna and Elliott's Academic Competence Evaluation Scale (ACES).  
• The annual school mean is comparable to or above the Like Schools mean for student and parent data in the Performance Area of School Climate and School-Community Relations in the School Opinion Survey. |
| Maintain a school climate where 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 experience. | • Develop a school wide coaching program as part of Personal Performance Plans for all staff.  
• Formalised and systematic whole school Professional Development Plan for all staff.  
• Implement processes in senior phase of learning to identify students at risk of non-completion. This includes relevant intervention to ensure certification on graduation for all students.  
• Develop a school wide strategy for collating, analysing and using data to inform teacher planning.  
• Implementation of sophisticated data analysis techniques, including professional development for improved performance, curriculum improvements and systemic performance measures.  
• Implementation of and training for appropriate diagnostic testing and data use and informed teaching and assessment.  
• Roll out the school Facilities Plan with a focus on creating bright and engaging classrooms, well maintained buildings and pleasant grounds. | • Personal Performance Plans for all staff by end of 2012.  
• Every student completing Year 12 achieves at least one of:  
  o Queensland Certificate of Education;  
  o Overall Position;  
  o Queensland Certificate of Individual Achievement; or  
  o Vocational Education Certificate, or  
  o Undertaking a school based traineeship  
• Percentage of students who achieve an Overall Position in the range 1-15  
• Evidence of data mapping student performance. Specifically measuring the difference and value addedness in student progress. (OP Analyser and GPA common scale per subject per student)  
• Satisfaction Measures  
  o Percentage of students satisfied that they are getting a good education at school  
  o Percentage of parents/caregivers satisfied that they are getting a good education at school  
  o Percentage of parents/caregivers satisfied with their child’s school.  
  o Percentage of school workforce satisfaction with access to PD opportunities  
  o Percentage of staff members satisfied with morale in the school |