



Our Focus

Mansfield State School recognises the importance of the partnership between schools and parents to support student learning, engagement and well-being to build a community of active, engaged and caring citizens.

We share a commitment to, and responsibility for, ensuring happy, safe, supportive environments for our students to learn and thrive

Our Vision

Curious, engaged learners.
Creative, critical thinkers.
Caring, active citizens.

Our Values

- Giving every student a good start
- Engaging young people in learning
- Creating safe and inclusive workplaces and communities
- Every child succeeding.

WHY?

We believe every child should have the opportunity every day in every classroom to strive to achieve their personal best.

School Motto

Loyalty and truth (since 1970)

School catch phrase

Clever – Skilled - Creative. (since 2015)

Strategic Priorities – We will:

A great start for all children



- Wellbeing prior to school
- Kindy participation

Every student succeeding



- Student Achievement
- Parent satisfaction
- Attendance and retention
- Engagement in education for future opportunity
- Workplace incidents and injuries

Capable and confident people delivering responsive services



- Client satisfaction
- Well-being of all
- Research based professional learning

Safe and fair workplaces and communities



- Frontline service delivery
- Employee engagement
- Workforce diversity

Improvement Priorities – We will:

Improve Writing outcomes for all

Improve Numeracy outcomes for all

Establish a culture of creative and critical thinking through inquiry learning

NATIONAL SCHOOL IMPROVEMENT TOOL INDEX

- | | |
|---|---------|
| 1. An explicit improvement agenda | (1 EIA) |
| 2. Analysis and discussion of data | (2 AAD) |
| 3. A culture that promotes learning | (3 CPL) |
| 4. Targeted use of school resources | (4 TSR) |
| 5. An expert teaching team | (5 ETT) |
| 6. Systematic curriculum delivery | (6 SCD) |
| 7. Differentiated teaching and learning | (7 DTL) |
| 8. Effective pedagogical practices | (8 EPP) |
| 9. School-community partnerships | (9 SCP) |

PROJECT LEADER

P-Principal, DP-Deputy Principal, HODC-Head of Curriculum, GO Guidance Officer, BM-Business Manager,




Priorities	Strategies	School Improvement Domain	Project Leader/ Team	Phase
Great Start for all	WELL-BEING PRIOR TO SCHOOL & PREP YEAR <ol style="list-style-type: none"> Continued implementation of Mansfield Minis Program. Prep Information sessions and Workshops. Continue connection with Early Education Providers that feed into our school. Continued implementation of the Early Years Oral Language Program. Observational and Academic data used to inform teaching and learning. 	9 SCP 9 SCP 2 ADD 4 TSR 2 ADD	DP DP YLL DP DP HODC SLP DP YLL	<ol style="list-style-type: none"> Sustaining Sustaining Implementing Implementing Planning
Every student succeeding	IMPROVE SCHOOL PERFORMANCE <ol style="list-style-type: none"> Develop a narrow, sharp focus for the school's explicit improvement agenda that supports classroom teachers to embed collaboratively agreed strategies. (Writing & Numeracy) Regularly monitor the implementation of the explicit improvement agenda to ensure consistent practices are occurring in all classrooms and progress towards established targets occurs. Continue to embed rigorous processes to discuss student achievement data and strengthen teachers' data literacy to inform quality teaching and learning. 	1 EIA 8 EPP 2 ADD	P P DP P DP	<ol style="list-style-type: none"> Implementing Implementing Implementing
	ESTABLISH A CULTURE OF CREATIVE AND CRITICAL THINKING <ol style="list-style-type: none"> Continue the implementation of a school wide culture of inquiry and deep learning. Provide mentoring and coaching for staff to implement this culture. Embed a culture of Creative and Critical Thinking within school planning and subjects and learning areas. 	3 CPL 5 ETT 6 SCD	HODC & DP DP & HODC HODC & YLL	<ol style="list-style-type: none"> Implementing Planning Planning
	BUILD TEACHING QUALITY THROUGH COLLABORATIVE EMPOWERMENT <ol style="list-style-type: none"> Revise the pedagogical framework to clearly define and embed the agreed evidence-based pedagogies that inform teaching and learning across all classrooms. Ensure the continuation of a commitment to the practices of Quality Teaching and Learning 	6 SCD, 5 ETT 5 ETT	P DP & HODC P, DP & HODC	<ol style="list-style-type: none"> Planning Sustaining
	PARENT SATISFACTION AND ENGAGEMENT <ol style="list-style-type: none"> Investigate avenues and develop strategies for the management of long-term partnerships to assist in the sustainability of programs and support. Ensure the delivery of the \$7.7 million General Learning Building to provide 21st Century learning opportunities. Continue to build community and parent partnerships. E.g. (Business, Schools, Chaplaincy, Mansfield Minis, P&C, Stephanie Alexander Kitchen Garden Program, Mt Gravatt Show) 	9 SCP 3 CPL 9SCP	P P DP P DP	<ol style="list-style-type: none"> Researching Planning Implementing



Priorities	Strategies	School Improvement Domain	Project Leader/ Team	Phase
Every student succeeding	IMPROVE WRITING OUTCOMES FOR ALL 1. Continue the implementation of "6 + 1 Traits" for writing through professional learning, dialogue and coaching. 2. Embed the use of feedback as a tool to improve writing outcomes for students. 3. Use on demand writing as a source of data to identify improvement strategies.	6 SCD 8 EPP 2 ADD	DP HODC DP HODC YLL HODC YLL	1. Implementing 2. Planning 3. Researching
	IMPROVE NUMERACY OUTCOMES FOR ALL 1. Improve numeracy outcomes for students by developing a positive disposition towards problem solving and investigation of inquiry learning. 2. Creating in staff a positive mindset and confidence in teaching numeracy through professional learning. 3. Implement the MSS Numeracy Framework with rigour through professional learning, dialogue and coaching.	8 EPP 5 ETT 6 SCD	DP P DP HODC LLT	1. Planning 2. Planning 3. Researching
Capable and Confident people delivering responsive services	POSITIVE BEHAVIOUR AND WELL-BEING FOR ALL 1. Complete the review of the school's Responsible Behaviour Plan for Students (RBPS) to inform the implementation of the Student Code of Conduct. 2. Continue to support a school wide Wellbeing framework.	3 CPL 3 CPL	DP GO DP GO	1. Planning 2. Implementing
	SUPPORT AND DEVELOPMENT OF LEADERSHIP 1. Ensure school leadership team continue to drive a culture of high expectations for student achievement across the school aligned to the explicit improvement agenda. 2. Embed the whole school Inclusion Framework to closely monitor the progress of identified students with disabilities and learning differences, and further support teachers to enact differentiated learning experiences for all students, including high achievers. 3. Develop cluster-based initiatives to build collegial connections and collaboration.	2 ADD 7 DTL 9 SCP	P DP P DP HODI P DP	1. Sustaining 2. Implementing 3. Researching
Safe and fair workplaces and communities	CREATING SAFE AND FAIR WORKPLACES AND COMMUNITIES 1. Ensure effective health and safety management processes. 2. Effective, responsive and timely dispute resolution. 3. Embedding in practice the school's staff and student code of conduct. 4. Effectively manage and respond to WHS issues to ensure a safe and healthy workplace 5. Promote a sustainable natural environment that inspires an active lifestyle, good choices and supports a healthy community.	3 CPL 9 SCP 3 CPL 4 TSR 3 CPL 4 TSR	P DP BM P DP P DP GO P DP BM P DP GO BM	1. Sustaining 2. Implementing 3. Implementing 4. Implementing 5. Implementing

Endorsement This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.


Michael Zeuschner, Principal.


Kate Williams, P&C President


John Faragher, ARD