



School Motto

Loyalty and truth

Clever – Skilled – Creative

Our Vision

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

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, creative and caring citizens.

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

Our Values

- Be Safe
- Be Respectful
- Be a Learner

Mansfield State School was established in 1970. It has grown rapidly over the past 5 years. The current enrolment is 1150 students in 46 classrooms. Mansfield State School has strong community support and a positive reputation. Students believe they are learners and along with their families have high expectations of success. The school has undergone significant leadership changes in the preceding 5 years and this has impacted upon the management and direction of the school. The school now has a stable, permanent leadership team. As a school our focus mantra is Clarity, Consistency and Cohesion

Strategic focus areas:

A great start for all children



Every student succeeding



Capable and confident people
delivering responsive services



Safe and fair workplaces and
communities



Explicit Improvement Priorities

Australian Curriculum – Implementation that is systematic and reflects the planning, enacting, assessing and moderating of the curriculum

Improving reading outcomes for all students

Indicators/Measures

A – E plus N data, Diagnostic Reading Data, School Opinion Surveys, NAPLAN, Attendance, SIU feedback, observations, and recommendations

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, TaLT – Teaching and Learning Team, HOSSES Head of Special Education Services, GO Guidance Officer, YLL Year Level Leader, SLP -Speech Language Pathologist, BM-Business Manager

Priorities	Strategies	EIA	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. Continue with Prep information session and workshops. Create sustainable connections with Early Education Providers that feed into our school. Review, Investigate Age Appropriate Pedagogies. Early Start data implemented and along with observation to inform teaching and Learning. Investigate and commence implementation of an Early Years approach to phonics/phonemic awareness. 	9 SCP 9 SCP 9 SCP 8 EPP 2 ADD 3 EPP	DP DP TaLT YLL DP DP SLP DP YLL P, TaLT, DP, YLL	<ol style="list-style-type: none"> Sustaining Sustaining Implementing Investigating Implementing Investigating/Planning
Every student succeeding	IMPROVE SCHOOL PERFORMANCE <ol style="list-style-type: none"> Ensuring clarity, focus sharply on an effective and consistent implementation of the Australian Curriculum (AC) – Planning, Enacting, Assessing and Moderating. Regularly monitor the implementation of the explicit improvement agenda to ensure consistent practices are occurring in all classrooms and evidence of planning processes are clear. Reinvigorate rigorous processes to discuss student achievement data and strengthen teachers' data literacy to inform quality teaching and learning. 	1 EIA, 6 SCD 5 ETT 6 SCD 2 ADD	DP TaLT P DP DP TaLT	<ol style="list-style-type: none"> Implementing Implementing Implementing
	BUILD TEACHING QUALITY THROUGH COLLABORATIVE EMPOWERMENT <ol style="list-style-type: none"> Investigate and review the Pedagogical Framework, to clearly define and implement agreed and effective evidence-based pedagogies that inform quality teaching and learning across all classrooms to improve student achievement. Plan and implement a range of practices to allow for sharing and accountability of quality teaching. 	8 EPP 5 ETT 5 ETT	DP & TaLT DP & TaLT	<ol style="list-style-type: none"> Planning/Creating Implementing
	<ol style="list-style-type: none"> 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. Implement strategies utilising the Australian Curriculum and TaLT – High Capability Facilitator to plan for identification and differentiation of High Capacity Learners Utilise the STEM Leader to further lead and implement strategies and professionally empower teaching staff to continue to implement the AC. 	5 ETT 7 DTL 8 EPP 5 ETT 7 DTL 8 EPP 5 ETT, 8 EPP	P DP HOSES DP, TaLT DP, TaLT	<ol style="list-style-type: none"> Implementing Implementing
	IMPROVE READING OUTCOMES FOR ALL <ol style="list-style-type: none"> Revisit and re-energise the implementation of shared, clear and consistent reading practices across the school Provide differentiation strategies across the school with a focus on early years to improve the reading outcomes for all students. 	6 SCD 8 EPP 2 ADD 8 EPP 5 ETT 4 TSR	DP TaLT DP TaLT	<ol style="list-style-type: none"> Implementing Implementing

	PARENT SATISFACTION AND ENGAGEMENT <ol style="list-style-type: none"> 1. Ensure the delivery of the \$8 million General Learning Building to provide 21st Century learning opportunities. 2. Continue to build community and parent partnerships. E.g. (Business, Schools, Chaplaincy, Mansfield Minis, P&C, Stephanie Alexander Kitchen Garden Program, Mt Gravatt Show) 	9SCP 4 TSR 9 SCP	P DP P DP	<ol style="list-style-type: none"> 1. Implementing 2. Sustaining
Capable and Confident people delivering responsive services	POSITIVE BEHAVIOUR AND WELL-BEING FOR ALL <ol style="list-style-type: none"> 1. Share and implement the Student Code of Conduct. 2. Implement with rigour and surety the Student well-being program- 'Power' to complement and strengthen school wide expectations 3. Investigate, develop and commence implementation of the Staff well-being framework 	3 CPL 3 CPL 3 CPL	DP GO DP GO	<ol style="list-style-type: none"> 1. Implementing 2. Implementing 3. Developing
	SUPPORT AND DEVELOPMENT OF LEADERSHIP <ol style="list-style-type: none"> 1. Ensure school leadership team continues to drive a culture of high expectations for student achievement across the school, aligned to the explicit improvement agenda. 	3 CPL 1EIA	P	<ol style="list-style-type: none"> 1. Sustaining 2. Implementing
Safe and fair workplaces and communities	CREATING SAFE AND FAIR WORKPLACES AND COMMUNITIES <ol style="list-style-type: none"> 1. Ensure effective health and safety management processes. 2. Effective, responsive, and timely dispute resolution. 3. Effectively manage and respond to WHS issues to ensure a safe and healthy workplace 4. Promote a sustainable natural environment that inspires an active lifestyle, good choices and supports a healthy community. 	3 CPL 9 SCP 4 TSR 3 CPL 4 TSR	P DP BM P DP P DP BM P DP BM	<ol style="list-style-type: none"> 1. Sustaining 2. Implementing 3. Implementing 4. Implementing


 Majella Frith, Principal


 Emily Fidge, &C President

John Faragher, Assistant Regional Director