

# Mansfield State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mansfield State School** from **25 to 28 May 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Amanda Wicks	Peer reviewer
Ken Swan	External reviewer
John Wessel	External reviewer



## 1.2 School context

<b>Location:</b>	Ham Road, Mansfield	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	1152	
<b>Indigenous enrolment percentage:</b>	1.3 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	1.8 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	20.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1108	
<b>Year principal appointed:</b>	July 2020	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review

School community:

- Principal, five deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), two Heads of Department – Curriculum (HOD-C), Science, Technology, Engineering and Mathematics (STEM) mentor, High Capabilities Facilitator (HCF), guidance officer, 54 teachers, 14 teacher assistants, two cleaners, 152 students, 75 parents and chaplain.

Community and business groups:

- Four Parents and Citizens' Association (P&C) executive team members, Mansfield Arts and Drama (MAD) student support group representative, music support group representative, local chaplaincy committee representative, Indigenous Elder, Holland Park Kindergarten director and Green Eggs Early Childhood Centre representative.

Partner schools and other educational providers:

- Mansfield State High School principal, Warrigal Road State School principal, MacGregor State School principal, regional inclusion capability facilitator, regional capability manager and regional manager–teaching and learning.

Government and departmental representatives:

- State Member for Mansfield and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2021
Student Code of Conduct	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
Reading framework	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School assessment plan	School newsletters and website, Facebook
School Opinion Survey	High Capability documents and data
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

**Staff members are highly committed to the school and their students and articulate a desire to implement quality practice.**

Staff describe an openness to exploring new strategies to improve student learning and wellbeing outcomes and celebrate their strong collegial teams and the positive relationships they build with students and families. The school has a strong reputation in the local and wider community as providing quality education with a focus on excellence. Parents hold high aspirational expectations for their child. There is an expectation that the school will provide opportunities for students to excel academically, creatively and physically. Staff members speak proudly of their work at the school and the contribution they make to students and the school.

**Staff demonstrate an enthusiasm for continuous improvement of their own learning.**

Staff members express a sincere commitment to meeting the wellbeing and academic needs of the students in their care. There is an appreciation expressed by parents that positive outcomes for students result from the efforts of capable teaching and non-teaching staff. Parents acknowledge and appreciate the dedication and expertise of school staff members. Teaching staff acknowledge there is a range of experience, confidence and expertise across the group and appreciate opportunities to further develop and share their knowledge and skills.

**The drive for '*Clarity, Consistency and Cohesion*' is identified by the principal as underpinning the work of the school this year and into the future.**

The principal articulates the importance of building and establishing a strong vision for the school that honours the past and acknowledges the future potential of the school to meet the aspirations of students, their families and the community. The principal further acknowledges the school vision will shape future school Explicit Improvement Agendas (EIA) enabling alignment between community aspirations, student performance, curriculum and pedagogy.

**Staff members speak highly of the professional and collegial support that is shared within teams across the school, including year level teams.**

The current school leadership team is newly formed. A roles and responsibilities document is developed and identifies the work of school leaders and provides all staff with line of sight points of contact. Leaders recognise the need to build high performing teams across the school. Staff share a desire to continue learning from, and about each other, building their levels of collaboration.



**School leaders are committed to supporting teachers to enact high quality curriculum planning and delivery processes for the full range of students.**

Systematic curriculum delivery is a renewed focus and an explicit improvement priority at the school. The leadership team is implementing a 'go slow, go fast' approach to building teacher knowledge and understanding of the Australian Curriculum (AC). Teachers have a tradition of shared collegial planning at the school that is being maintained by the new leadership team. Many teachers have high level curriculum knowledge and skills in various learning areas and subjects aligned to the AC.

**Teachers have developed a repertoire of effective pedagogical practices that they utilise.**

These practices support the implementation of the curriculum and engage students in their learning. Through continuous collaboration, leaders are endeavouring to develop a shared understanding by teaching staff members of the language of pedagogy and pedagogical practices. Staff are reviewing the range of pedagogies apparent in the school for the purpose of the establishment of a Mansfield pedagogical toolkit.

**Staff members recognise the importance of effective differentiation and inclusive practices as essential aspects of planning for teaching and learning.**

Some teachers express the view that the school mantra of '*Clarity, Consistency and Cohesion*' is emerging within inclusion practices across the school. The recent appointment of a Head of Special Education Services (HOSES) as a key full-time leadership role is recognised as a vital structural aspect to building a cohesive and consistent approach to inclusion across the school community. School leaders acknowledge the need for the school to develop agreed approaches to inclusion as a means of progressing the inclusion journey.

**The school actively engages parents and families in its educational and extracurricular programs.**

The Music Support Group and Mansfield Arts and Drama (MAD) Support Group are parent volunteers working alongside staff in the production of the annual school musical and Music Extravaganza performances. The dedicated volunteers are integral to the performing arts productions. The Parents and Citizens' Association (P&C) tuckshop is a hub for welcoming families to the school and is frequently the first place parents volunteer. Volunteers articulate they have developed lifelong friendships with other parents and continue to volunteer in the school after their child has finished primary school.

**The school recognises that students and their families bring a rich and diverse range of cultural backgrounds to the school community.**

Students indicate they value opportunities to engage and inspire each other through the learning experiences they access in different programs. Students comment positively regarding the hands-on learning experiences and the opportunities to develop and demonstrate school values through social skills such as teamwork and cooperation. The school's Harmony Week celebrations provide opportunities for students to learn cultural respect and celebrate the diversity of cultures apparent across the school. Students express



appreciation of the multicultural nature of the school and the opportunities to build strong friendships across a diversity of cultures.





## 2.2 Key improvement strategies

Collaboratively build a strong vision for the school that honours the past and acknowledges the future potential of the school, and meets the aspirations of students, their families and the community, and enables the establishment of clear and precise EIAs.

Maintain a commitment to building high performance collaborative teams across the school, with a specific focus on school leader, year level, sector group and responsibility area.

Maintain the commitment to embedding the full AC across all year levels and align Professional Development (PD) processes to ensure consistency of practice.

Collaboratively develop, implement and embed a shared whole-school understanding of the language of pedagogy, effective pedagogical practices and high impact teaching strategies to engage students in the AC.

Collaboratively develop and implement an agreed school-wide set of inclusive practices and monitor implementation to ensure they meet the range of students' needs.