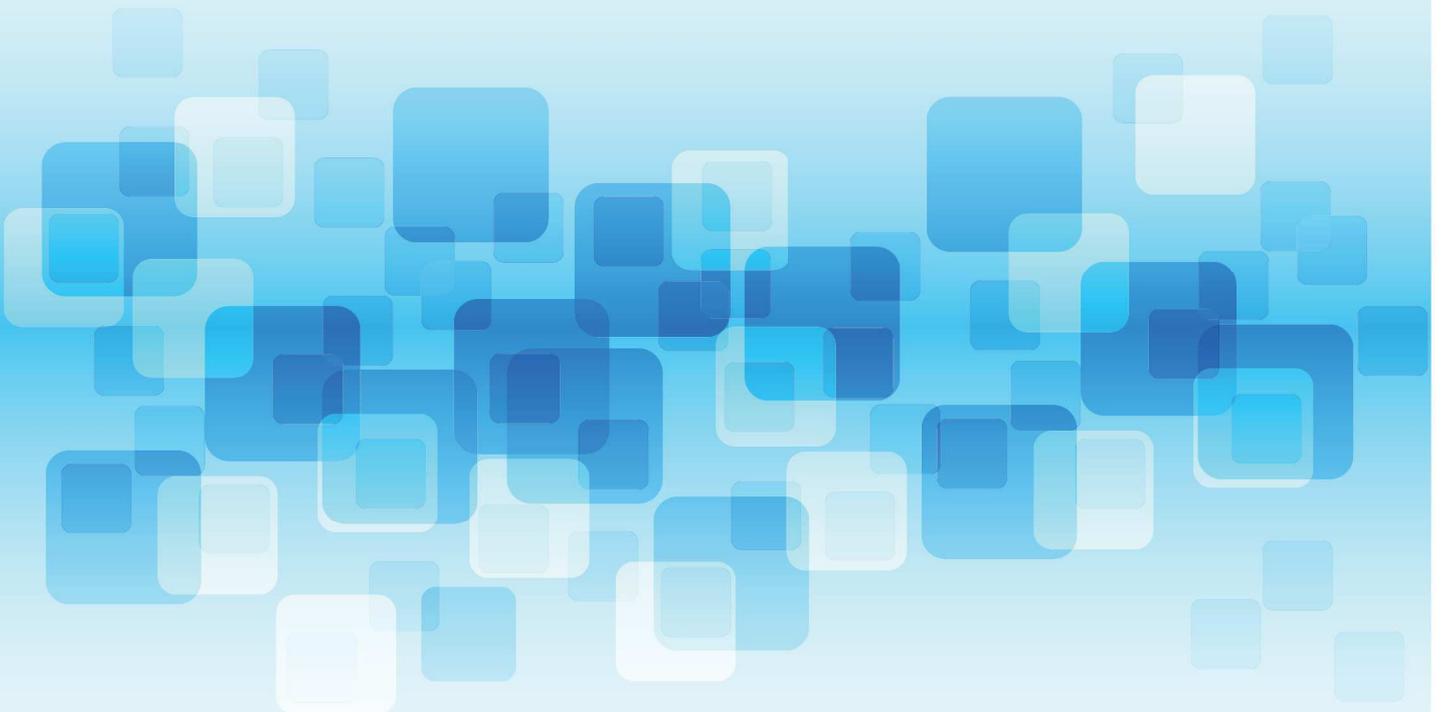




School Improvement Unit Report

Mansfield State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Mansfield State School from 11 to 15 February 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	174 Ham Road, Mansfield
Education region:	Metropolitan Region
The school opened in:	1970
Year levels:	Prep to Year 6
Current school enrolment:	936
Indigenous enrolments:	0.7 per cent
Students with disability enrolments:	2.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1096
Year principal appointed:	2014
Number of teachers:	36 (full-time equivalent)
Nearby schools:	Mansfield State High School, Mount Gravatt East State School, Wishart State School.
Significant community partnerships:	Stephanie Alexander Kitchen Garden (SAKG), Bunnings, Grand Friends, Mansfield State High School, Mothers In Touch, Kids Hope, Helping Hands (Out of Hours School Care), Southside Bingo.
Unique school programs:	SAKG, Mansfield Arts and Drama (MAD's), Makerspace.



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principals
 - Head of Curriculum (HOC) and master teacher
 - Reading, writing and numeracy coaches and guidance officer
 - Support Teacher Literacy and Numeracy (STLaN) and the Languages other than English (LOTE) teacher
 - 32 classroom teachers
 - Special Education Program (SEP) teacher and teacher aides
 - Teacher librarian and health and physical education teacher
 - Business Services Manager (BSM) and administration officers
 - Four student leaders and 30 students
 - Parents and Citizens' Association (P&C) president and 10 other parents
 - Member of the Legislative Assembly, Mr Ian Walker
 - Brisbane City Councillor, Ms Krista Adams
 - Deputy principal from Mansfield State High School
 - Teacher aides, tuckshop convenor, parent volunteers, school facility officer and school cleaners
 - Director, St Catherine's Community Kindergarten and Director, Camp Australia Outside School Hours Care



1.4 Review team

Lee Gerchow

Internal reviewer, SIU (review chair)

John Enright

Internal reviewer

Rod Kettle

Internal reviewer



2. Executive summary

2.1 Key findings

- Members of the school community, parents, staff members and students talk of their pride in the school and parents express strong satisfaction with the education their child receives at the school.

The school has developed a number of partnerships with community organisations in response to identified needs within the school. These partnerships have been developed over time to support improved outcomes for students. These include Grand Friends, Outside School Hours Care, Gateway Baptist Church, *Stephanie Alexander Kitchen Garden* and Bunnings.

- The school leadership team has developed and is driving an explicit and detailed local school improvement agenda.

The agenda includes the priorities of reading, writing and numeracy with a narrow and sharp focus on problem solving. Leadership team roles and responsibilities are not yet documented. Program leadership structure and consultative processes are unclear.

- The leadership team has established a systemic plan for the collection, analysis and use of a wide range of student achievement data including academic and attendance.

Moderation is systematically undertaken in reading, writing and maths and is coordinated by members of the leadership team. Moderation occurs within the school and plans exist for moderation to be extended to include neighbouring schools. Data is maintained centrally and shared between year levels. Some members of the leadership team participate actively in the moderation process.

- The tone of the school reflects a school-wide commitment to purposeful, successful learning and excellence.

There is an expectation that every child will learn and achieve positive outcomes. The school has high rates of student attendance and engagement. Staff morale has recently declined.

- Sound budgetary processes have been established for identifying and addressing specific student needs.

Sound budgetary processes have been established for identifying and addressing specific student needs. This process includes the rigorous testing to establish learning gaps and special needs. The school currently has a significant number of students identified as English as an Additional Language or Dialect (EAL/D).



- All teachers are aware of the school improvement agenda and are committed to achieving improved learning outcomes for students.

The school has an induction policy and teachers indicated that the staff are collegial and that they receive consistent support from their teaching colleagues.

- A whole-school curriculum plan aligned with the Australian Curriculum informs planning throughout the school.

Curriculum into the Classroom (C2C) assessments are applied in many learning areas. C2C units are modified by teachers, the Head of Curriculum (HOC) and other school leaders to achieve school outcomes. School documents indicate vertical curriculum alignment.

- The school has a detailed differentiation policy.

The school utilises a range of differentiation strategies to engage students including many EAL/D students. Individual learning targets are in place for some students in the school.

- All students are engaged, challenged, feel safe to take risks and are supported by their teachers to learn. Classrooms are orderly and inviting learning environments.

There is a particular focus on improved teaching methods in reading, writing and problem solving in numeracy.



2.2 Key improvement strategies

- Foster a united and cohesive staff team that is founded on genuine consultative processes and a commitment to staff members wellbeing.
- Collaboratively establish roles and responsibilities and accountabilities for the leadership team, program and year level leaders.
- Collaboratively develop school governance structures and communicate these to all stakeholders.
- Ensure the observation of, and feedback to, teachers by the leadership team occurs systematically.
- Ensure current EAL/D provisions are adequately resourced in line with enrolment trends.
- Review school communication and decision making processes to ensure that all stakeholders are collaboratively involved in setting the ongoing direction of the school.