



1. Public section

1.1 SCHOOL CONTEXT

Location and history	Mansfield Secondary College is located in the Shire of Mansfield, approximately 190 kilometres from the Melbourne Central Business District. The school was founded in 1962.
School facilities	<p>The school facilities consist of three main blocks; An Administration building, a STEAM Centre, and a Senior School classroom block, all arranged around a central courtyard. There are three smaller blocks catering for music, hospitality and materials technology (wood). There are also two shared community/school facilities; a Performing Arts Centre and a newly constructed Sports Stadium.</p> <p>Construction of the stadium and surrounding areas was still in progress at the time of the review. The natural setting has trees and gardens surrounding the buildings.</p>
Enrolments	Enrolments at the time of the review were approximately 437 students. Over the past four years, enrolments increased by 19 students.
SFO and SFOE	In 2019 the Student Family Occupation (SFO) category was 0.4329 and the Student Family Occupation Education (SFOE) index was 0.3946.
Staff profile	<p>The staffing profile of Mansfield Secondary College includes a principal, and two assistant principals who also teach.</p> <p>With respect to teaching staff; 31.61 full time equivalent teachers, representing 41 staff members.</p> <p>With respect to Education Support Staff; 17.25 full time equivalent staff (24 staff). The Education Support staff work across; Student Wellbeing, Careers, Science, Resource Centre (ICT and Library) and General Office. There is a team of seven Support Staff working under the Program for Students with a Disability (PSD).</p>
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs. The curriculum is based on the Victorian Curriculum from Years 7-10. Year 11-12 programs are offered in VCE and VCAL.
Additional information	<p>School-based apprenticeships are available to students in Years 10-12, usually at certificate 3 level. The college maintains a high proportion of the school based apprentices, with approximately 50 students involved in 2021.</p> <p>Other vocational programs offered include:</p> <ul style="list-style-type: none"> • First Aid delivered as a year 9/10 elective • Certificate 3 in Agribusiness, delivered as a year 9/10 elective • VET Business

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: Student Wellbeing & Engagement

FISO dimension: Setting expectations and promoting inclusion

The Panel found that a key school community highlight was Student Wellbeing & Engagement:

- Mansfield Secondary College significantly redeveloped the student wellbeing support structures in the college over the review period.
- A second Assistant Principal position was implemented with a specific role in with student engagement and wellbeing
- A new wellbeing coordinator was engaged to manage the work of the student wellbeing team.
- A psychologist worked within the college to provide support for students and staff.
- The Hands on Learning program was introduced and established as a new engagement tool for junior students and was also used with grade 5/6 primary school students from feeder schools.
- In 2020, a significant re-focus of the student wellbeing program occurred, in the context of COVID-19 and the impact on students. This included support for students in remote learning.

The Panel validated this highlight through evidence from student forums, parent forums and staff interviews.

Highlight 2

Title: Teacher Collaboration

FISO dimension: Building practice excellence

The Panel found that a key school community highlight was the implementation of a collaborative approach to professional learning and planning. This was a significant shift in the way staff worked together.

The school implemented strategies to:

- Shift from a 'vertical modular' to a 'core and elective' curriculum structure to enable teams of staff to work together on common learning units
- Build expectation of staff to engage in planning, assessment and moderation of student work with their colleagues.
- Build staff skill through joint curriculum planning
- Develop common assessment tasks and rubrics in teaching teams
- Train leaders in the Professional Learning Community (PLC) approach to invest in, and build capacity of, middle level leaders to lead PLC enquiry cycles
- Invest in, and build capacity of, all staff to engage with PLC enquiry cycles
- Build capacity of staff to engage with High Impact Teaching Strategies (HITS)

The Panel validated this highlight through evidence from staff interviews.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals and targets

SSP Goal 1:

The 2017–20 School Strategic Plan for Mansfield set a goal to build excellence in teaching and learning. The Panel found that the school partially met this goal, with two targets met, one target partially met, and two targets not met.

SSP Goal 2:

The second goal was to build excellence in curriculum planning and assessment. The Panel found that the school partially met this goal, with two targets met, one target partially met and two targets not met.

SSP Goal 3:

The third goal was to improve community engagement with learning, with parents, carers and students as partners. The Panel found that the school partially met this goal, with one target met and three targets not met.

Findings against the Terms of Reference Focus Questions

Focus question 1: To what extent does curriculum planning and assessment lead to improved student learning outcomes?

The Panel found that the school had an instructional framework that was displayed in most classrooms. The model was developed over the review period and sets out clear expectations for students and staff. The differentiation of lessons was variable in the classes observed by the panel.

The Panel found that there was effective use of assessment and feedback using rubrics, through the progressive reporting approach the school adopted since 2018.

Focus question 2: To what extent is there effective communication and feedback within the school and community?

The panel found that progressive reporting processes, with monthly progress updates were feature of teacher communication to parents and students.

The Panel found through Parent Forums that parents had not been actively encouraged to be involved in the school over the past two years.

Focus question 3: To what extent is student voice and agency in learning and wellbeing developed within the school?

The Panel found that student leadership had a clear structure in the school. The student leadership group was a proud advocate for the school and student wellbeing was an area students felt supported in by the school. The school was still developing student awareness of their own learning levels.

Focus question 4: To what extent does the school's senior secondary program lead to positive outcomes for students?

The Panel found that the school had strong links to local industries and provided clear pathways for students to pursue school-based apprenticeships locally.

Students, parents and staff wanted to ensure that the school had a culture of high expectations for all students.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- Improve student learning outcomes, with an emphasis on numeracy and literacy
- Improve student voice and agency in their learning
- Build student engagement and school pride