

# School Strategic Plan 2020-2024

Mansfield Secondary College (8010)



Submitted for review by Timothy Hall (School Principal) on 02 August, 2021 at 05:24 PM

Endorsed by Albert Freijah (Senior Education Improvement Leader) on 19 January, 2022 at 11:10 AM

Awaiting endorsement by School Council President

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<b>School vision</b>	A dynamic learning environment where the whole community takes responsibility in preparing for the future.
<b>School values</b>	<p>At Mansfield Secondary College we value:</p> <ul style="list-style-type: none"> <li>• Respect: for self, others and the environment</li> <li>• Persistence: doing your best all the time</li> <li>• Curiosity: an interest in the world and our learning</li> </ul>
<b>Context challenges</b>	<p>Context:</p> <p>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.</p> <p>School facilities: 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> <p>Enrolments: Enrolments at the time of the review were approximately 437 students. Over the past four years, enrolments increased by 19 students.</p> <p>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.</p> <p>Staff profile: The staffing profile of Mansfield Secondary College includes a principal, and two assistant principals who also teach. With respect to teaching staff; 31.61 full time equivalent teachers, representing 41 staff members. 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:** 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. Other vocational programs offered include; First Aid (HLTAID004) delivered as a year 9/10 elective, Certificate 3 in Agribusiness delivered as a year 9/10 elective, and VET Business.

**Challenges:**

**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.

	<p>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.</p> <p>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.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Goal 1: To improve student learning outcomes, with an emphasis on numeracy and literacy. This is because; we have commenced our implementation of the literacy strategy in 2019 and, whilst recognising initial success, we have further 'next steps' to complete. However, the teacher judgement data against the Victorian Curriculum is lower in years 9&amp;10 for both literacy AND numeracy, when compared to the year 7&amp;8 data. Therefore, there is further work to do with a re-focus on mathematics and a continued focus on literacy. In order to achieve this we plan to; further develop the mathematics curriculum, embed a school-wide instructional model, and continue to develop the Professional Learning Communities approach to enquiry cycles and staff professional learning.</p> <p>Goal 2: To improve student agency and voice in learning. This is because; the school has a calm and orderly learning environment, supported by strong student wellbeing supports and a developing strength in student feedback using rubrics. Notwithstanding this, there is opportunity to further improve student agency and voice. In order to achieve this we plan to; develop students as self regulated learners, build staff capacity to foster collaboration with students at a number of levels, and create opportunities for student voice to be expressed in their learning and wellbeing.</p> <p>Goal 3: To build students' sense of engagement and school pride. This is because; students, staff and parents all desire a culture of high expectations, where achievement, growth and effort are all recognised and valued. There is opportunity to further develop communication strategies between stakeholders to enable this. In order to achieve this we plan to; redevelop the school's vision and values statements, further improve communication within the school community, and further develop partnerships with the wider school community.</p>



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<b>Goal 1</b>	To improve student learning outcomes, with an emphasis on numeracy and literacy
<b>Target 1.1</b>	<p>Increase the percentage of students assessed Above Level on Teacher Judgements against the Victorian Curriculum in the following areas in Years 7-10</p> <ul style="list-style-type: none"><li>• Measurement &amp; Geometry from 25% in 2020 to 30% in 2024</li><li>• Number &amp; Algebra from 18% in 2020 to 25% in 2024</li><li>• Statistics &amp; Probability from 14% in 2020 to 20% in 2024</li><li>• Reading &amp; Viewing from 24% in 2020 to 30% in 2024</li><li>• Speaking &amp; Listening from 16% in 2020 to 20% in 2024</li><li>• Writing from 24% in 2020 to 30% in 2024</li></ul>
<b>Target 1.2</b>	<p>Improve NAPLAN Above Benchmark Growth from Year 7-9 in the following areas:</p> <ul style="list-style-type: none"><li>• Numeracy from 12% in 2019 to 17% in 2024</li><li>• Reading from 19% in 2019 to 23% in 2024</li><li>• Writing from 24% in 2019 to 28% in 2024</li></ul>
<b>Target 1.3</b>	Increase VCE median study score from 29 in 2020 to 30 or above in 2024

<b>Target 1.4</b>	<p>Improve School Staff Survey (SSS) results in the following areas:</p> <ul style="list-style-type: none"> <li>• Academic Emphasis from 35% positive response in 2020 to 45% in 2024</li> <li>• Collective Efficacy from 51% positive response in 2020 to 57% in 2024</li> <li>• Teaching &amp; Learning – Evaluation from 25% positive response in 2020 to 40% in 2024</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Plan, implement and embed Professional Learning Communities (PLCs) within the school.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Build staff capacity in assessment, data literacy and evaluating impact on learning
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Investigate, plan and implement an agreed and consistent instructional model within the school.
<b>Goal 2</b>	To improve student agency and voice in learning
<b>Target 2.1</b>	<p>Improve Student Attitude to School Survey (SATSS) results in:</p> <ul style="list-style-type: none"> <li>• Student Voice &amp; Agency from 28% positive response in 2019 to 43% in 2024</li> <li>• Self-regulation &amp; Goal Setting from 53% positive response in 2019 to 63% in 2024</li> <li>• Teacher Concern from 34% positive response in 2019 to 40% in 2024.</li> </ul>
<b>Target 2.2</b>	<p>Improve Parent Opinion Survey (POS) results in the following areas:</p> <ul style="list-style-type: none"> <li>• Student Voice &amp; Agency from 57% positive response in 2019 to 70% in 2024</li> <li>• Student Motivation &amp; Support from 47% positive response in 2019 to 55% in 2024</li> </ul>

<b>Target 2.3</b>	<p>Improve School Staff Survey (SSS) results in the following areas:</p> <ul style="list-style-type: none"> <li>• Collective Focus on Student Learning from 65% positive response in 2020 to 70% in 2024</li> </ul>
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Investigate plan and implement strategies to develop students as independent self-regulated learners
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Build staff capacity to foster collaboration between student and teacher in planning student learning goals, curriculum options, future pathways and co-construction of smart goals
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Build opportunities for students to activate voice and agency in their learning and wellbeing
<b>Goal 3</b>	To build students' sense of engagement and school pride.
<b>Target 3.1</b>	<p>Improve Student Attitude to School Survey (SATSS) results in:</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness from 44% positive response in 2019 to 54% in 2024</li> <li>• High Expectations for Success from 65% positive response in 2019 to 72% in 2024</li> </ul>
<b>Target 3.2</b>	<p>Improve Parent Opinion Survey (POS) results in the following areas:</p> <ul style="list-style-type: none"> <li>• Teacher Communication from 57% positive response in 2019 to 70% in 2024</li> </ul>



	<ul style="list-style-type: none"> <li>• School Pride &amp; Confidence from 41% positive response in 2019 to 51% in 2024</li> <li>• Parent Participation &amp; Involvement from 49% positive response in 2019 to 60% in 2024</li> <li>• General School Satisfaction from 45% positive response in 2019 to 55% in 2024</li> </ul>
<b>Target 3.3</b>	<p>Improve School Staff Survey (SSS) results in the following areas:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 41% positive response in 2020 to 50% in 2024</li> <li>• Parent Community Involvement from 41% positive response in 2020 to 50% in 2024</li> </ul>
<b>Key Improvement Strategy 3.a</b> Parents and carers as partners	Investigate, plan and implement strategies to build effective communication within the school community
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Review and redevelop the school's vision and values collaboratively with students, parents, staff and the wider community.
<b>Key Improvement Strategy 3.c</b> Building communities	Develop partnerships in learning with parents, students, staff and the wider community