



Mansfield State High School

Annual Implementation Plan 2021

School Context

Mansfield State High School is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards cultivates achievement and the development of individual talents for every student.

Priorities for 2021: Our priorities for 2021 are to continue to deliver on the school vision by achieving our priorities from the School Strategic Plan 2020-2023.

Timelines: All strategies and actions will be implemented in an ongoing manner.

Targets: As our strategies and actions are part of our Strategic Plan, all targets include improving student outcomes and performance.

School Improvement Priorities 2021

*In 2021 we will strive to develop **PRECISION, MASTERY and AGILITY** in student learning with an emphasis on **Engagement; Writing; and Feedback and Retrieval.***



STRONG FOCUS PRECISION, MASTERY AND AGILITY OF LEARNING AND ENGAGEMENT OF ALL STUDENTS IN CHALLENGING AND MEANINGFUL LEARNING.

Strategy: Provide teachers with research informed learning opportunities to improve student engagement and a focus on precision, mastery and agility strategies across the whole school.

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Provide a range of professional development opportunities to the whole school teaching team to support improved teacher quality with a focus on engagement, writing and feedback. 	<ul style="list-style-type: none"> 100% of staff access whole school professional development opportunities aligned with improvement priorities. 	2021	Associate Principal – Learning and Teaching, Head of Department – Learning and Teaching and targeted staff
<ul style="list-style-type: none"> Facilitate opportunities for teachers to reflect on their professional practice, further develop capacity and use student data to monitor improvement. 	<ul style="list-style-type: none"> 100% of staff will engage in systematic and ongoing inquiry including class snapshots, CMM and PLCs Evidence of strategic learning priorities embedded in all classrooms. 	2021	Associate Principals Students & Performance, Heads of Department

Strategy – WRITING Continue to develop and embed whole school and targeted teaching strategies to improve student writing.

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Embed the use ‘Write It Up’/‘REP’ strategy across school. Continue to use targeted whole school writing strategies including: TEEL paragraphs, Marzano Six Steps for Vocabulary, Pat Hipwell <i>How to Write</i> 	<ul style="list-style-type: none"> 100% of staff will have access to whole school professional development. One “Write It Up’/‘REP strategy per unit per subject every year level. 	End of 2021	All staff supported by Literacy Team & HOD English

Strategy: Further development and implementation of QCE to provide all students the opportunity to achieve learning success.

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Further build the capacity of students as active and accountable learners by ensuring students understand curriculum and assessment expectations. Skill students in learning and retrieval strategies to support them to achieve to their potential. 	<ul style="list-style-type: none"> 100% of year 11 and 12 students be engaged in learning that supports their understanding of the QCE curriculum and assessment expectations and develops their confidence and skills as learners. 	2021 onwards	Associate Principals, Deputy Principals, Heads of Department, targeted staff and classroom teachers
<ul style="list-style-type: none"> Continue to engage teachers in professional learning to further build expertise required for the ongoing QCE implementation – syllabus content, assessment and appropriate pedagogies. 	<ul style="list-style-type: none"> 100% of staff will have access to whole school professional development opportunities focused on high quality 	2021 onwards	Associate Principals, Deputy Principals, Heads of Department, targeted staff and classroom teachers



<ul style="list-style-type: none"> Leadership walk-throughs and feedback on strategic learning priorities Initiate peer observations and feedback program. 	<p>program implementation contributing to the learning success of our students</p>		
<p>Strategy: <i>Build capacity of students to be reflective learners, able to articulate their goals and learning strategies and strive to reach their potential</i></p>			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Continue to build the capacity of students as accountable agents in their learning by means of MY PATH Conversations in Years 9-12 and 'Review, Reflect and Recharge Goal Setting' in Years 7-10 SDP. Develop teacher's capacity to conduct MY PATH conversations using GROWTH coaching model. Provide a range of Positive Education professional development opportunities that support student wellbeing and engagement in their learning including brain breaks and character strengths. 	<ul style="list-style-type: none"> 100% of Year 11 and 12 students have at least two My PATH Conversations 100% Year 7-10 students participate in 'Review, Reflect and Recharge Goal Setting' reflections Implementation across all year levels. 100% of teachers will use Brain Breaks in all of their classes. Evidence of character strengths building visually across the school. 	<p>2021 and beyond</p>	<p>Associate Principal – Students and Performance, Head of Department – Students and performance, Faculty Heads of Department and faculty staff</p>

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Karen Tanks
Executive Principal

Phil Reeves
P and C President

John Devenish
School Council Chair

Alan Sampson
Lead Principal – Metro Region