



Mansfield State High School State School Annual Implementation Plan 2017



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 2017: Our priorities for 2017 are to continue to deliver on the school vision by achieving our four objectives from the School Strategic Plan 2016-2019.

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 2017

- **Reading and Writing**
- **Strong focus on the *engagement* of all students in challenging and meaningful learning.**



READING AND WRITING

Strategy – Promote, embed and expand the use of existing strategies/ resources across all faculties. (Teel paragraph, Fishbone essay, Eagle & Wolf, Word of the Week, Vocab, Kahoot and Literacy Hub, Student handbook, Know me better, faculty specific word lists)

Actions	Targets	Timelines	Responsible Officer/s
Revise strategies at Twilight Professional Development.	All staff aware	Term 1 (Twilight PD)	Literacy team
Work with faculties to embed <i>Eagle & Wolf</i> reading guides into unit and lesson plans and unit/faculty specific word lists, that is, both cognitive and subject vocabulary.	One lesson per unit per subject for Yr 7, 8 & 9	End of 2017	Literacy team and HOD's
Facilitate new teacher observation of a lesson using <i>Eagle & Wolf</i> .	New staff	End of 2017	Literacy team and HOD's
<i>Word of the Week</i> and other strategies on staff weekly news sheet & student sign.	All staff and students	Each week	Literacy team and Deputy Principal
Reinforce reading and writing strategies through literacy posters.	Every classroom	End of term 1	Literacy team
Revise the literacy skills and achievement resources section of the student handbook. p. 162 – essay, p. 163 – writing, p. 168 spelling.	Staff and students	End of term 2	Literacy team, HOD's and SDP teachers.
Encourage and support the use of the Literacy Hub by staff & students.	All staff and students	End of 2017	Literacy team, HOD's and all teachers
Expand the Literacy Hub to include writing resources, including QCAA Principles of Good writing & Expressive Literacy.	All staff and students	End of 2017	Literacy team. and Literacy Festival Co-ordinator
Continue to refine <i>Know Me Better</i> process and update data and key steps for teacher intervention / differentiation.	All staff Year 7 and 9 students	Semester 1 2017	HOD – Learning and Performance

Strategy - Continue to develop and embed targeted teaching strategies. (Excellence writing, Recovery writing and recovery reading)

Actions	Targets	Timelines	Responsible Officer/s
Regular Excellence writing workshops organised.	Year 9 U2B	Semester 1	HOD – Learning and Performance
Regular Recovery writing workshops organised.	Year 9 L2B	Semester 1	HOD – Learning and Performance
Continue to identify students for RAMP. (Reading Recovery Program)	Mostly Junior school	Continuous	RAMP Co-ordinator

Strategy – Adopt the principles of the gradual release of responsibility document across the school.

Actions	Targets	Timelines	Responsible Officer/s
Familiarise the staff with the <i>Reading and Writing Gradual Release of Responsibility</i> document.	All staff	Term 1 (Twilight PD)	Literacy team
Support staff with implementation.	All staff	During 2017	Literacy team

STRONG FOCUS ON THE ENGAGEMENT OF ALL STUDENTS IN CHALLENGING AND MEANINGFUL LEARNING.

Strategy: Provide teachers with (a) increased knowledge of deliberate pedagogical practices that engage students in learning, and (b) skills to implement these practices

Actions	Targets	Timelines	Responsible Officer/s
Provide whole school professional development opportunities to enhance teachers' knowledge of engagement strategies.	100% of staff will have access to whole school professional development opportunities and implement an increased range of pedagogical practices designed to engage all students.	2017	Deputy Principal, Head of Department – Pedagogy and Student Engagement and targeted staff
Provide faculty based opportunities for professional collaboration on engagement strategies.	100% of staff will have opportunities to collaborate on faculty focussed engagement strategies.	2017	Faculty Heads of Department and teachers within faculties

Strategy: Provide students and staff with increased knowledge, skills and confidence to ensure a successful and seamless transition to Senior Schooling 2019 and beyond.

Actions	Targets	Timelines	Responsible Officer/s
Delivery of a lecture series and complimentary SDP lessons to each year level providing students with experience in research and brain based practices to maximise learning.	All students will learn about brain based learning and retention strategies and have the skill to apply to their learning.	2017 onwards	Deputy Principal, Heads of Department, targeted staff and classroom teachers
Facilitate teachers' skill development for the changing curriculum and assessment demands in 2019 – content changes, external assessment and appropriate pedagogies.	100% of staff will have access to whole school professional development opportunities to build confidence in their skills to prepare students for changed content, new assessment processes and associated pedagogical practices.	2017 onwards	Deputy Principal, Heads of Department, targeted staff
Re-design Year 10 curriculum structure to align with 2019 Senior Program ensuring seamless transitions from junior secondary to senior schooling.	Year 10 curriculum builds capacity in students to be successful learners in senior schooling.	2017	Deputy Principal, Heads of Department

Develop a guaranteed and viable junior school curriculum that is focused enough that it can be adequately addressed in the time available and provides students with the opportunity to learn the critical content.	Science and The Arts teams will work in PLCs to ensure consistent, balanced and challenging curriculum, teaching and learning in the target year levels.	2017 and beyond	Deputy Principal, Heads of Department, targeted staff and classroom teachers.
Strategy: <i>Equip teachers with the knowledge and skills to make effective use of digital technology to engage students and improve learning outcomes</i>			
Actions	Targets	Timelines	Responsible Officer/s
Provide staff with whole school professional development to improve knowledge of the effective use of 1:1 devices to enhance student learning and student outcomes, particularly content management systems and pedagogical practices.	100% of staff will have access to professional development and in-school support to (a) implement content management systems and (b) implement effective digital pedagogical practices to enhance student engagement and learning.	2017 and beyond	Head of Department – IT, Head of Department - Pedagogy and student Engagement, targeted staff, Deputy Principal, Faculty Heads of Department and faculty staff
Lead development of whole school routines to manage student laptops for maximum learning time.	100% of staff will have access to faculty based collaboration regarding the implementation of effective digital pedagogical practices to enhance student engagement and learning.	2017 and beyond	Deputy Principal, Head of Department –Pedagogy and student Engagement, Head of Department – IT, targeted staff
Use SDP as an avenue to develop confidence in students when using laptops to improve student learning.	Students involved in the laptop program have opportunity to use and practice appropriate IT learning strategies in SDP.	2017 and beyond	Head of Department Pedagogy and student Engagement, Year Coordinators, SDP teachers

Endorsement

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



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Ray Johnston / Russell Pollock
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