



## Mansfield State High School State School Annual Implementation Plan 2019



### 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 2019:** Our priorities for 2019 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 2019

*In 2019 we will strive to develop **PRECISION**, **MASTERY** and **AGILITY** in student learning with an emphasis on **Engagement**, **Writing and Feedback**.*



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

**Strategy: Provide teachers with research validated 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
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.	100% of staff access whole school professional development opportunities aligned with improvement priorities.	2019	Associate Principal – Learning and Teaching, Head of Department – Pedagogy and Student Engagement and targeted staff
Facilitate opportunities for teachers to reflect on their professional practice, further develop capacity and use student data to monitor improvement.	100% of staff will engage in reflection programs including PLCs and data placemats Evidence of strategic learning priorities embedded in all classrooms.	2019	Associate Principals, Deputy Principal School Improvement, Head of Department – Pedagogy and Student Engagement and targeted staff

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

Actions	Targets	Timelines	Responsible Officer/s
Embed the use 'Write It Up'/'Self Edit' strategy across school.	100% of staff will have access to whole school professional development. One lesson per unit per subject every year level.	End of 2019	All staff supported by Literacy Team & HOD (Learning Performance) & line DP
Continue to use <b>whole school</b> writing resources including: MSHS <i>Writing Guide</i> , <i>Writing Flow Charts</i> , Pat Hipwell <i>How to write</i> , QCAA <i>Feedback on Writing</i> resources, Marzano <i>Vocabulary for the Common Core</i> .	100% of staff will have access to whole school professional development. Embedded in units as resources to support units/ TLAPs	End of 2019	All staff supported by Literacy Team & HOD (Learning & Performance) and line DP
Continue to use <b>targeted</b> writing strategies to improve cohort-writing including: <i>Know Me Better</i> , <i>Writing Excellence</i> & <i>Writing Masterclass</i> .	KMB – targeted students in yr 7 – 10 – C into B LOA Excellence & Writing Masterclass – Yr 7, 9 & 12	End of 2019	Identified staff including HOD (Learning & Performance) Literacy Team and line DP and HOD (Senior Schooling)

**Strategy: Provide students and staff with increased knowledge, skills and confidence to ensure a successful and seamless implementation of New QCE.**

Actions	Targets	Timelines	Responsible Officer/s
Further build the capacity of students as active and accountable learners by ensuring students understand changing curriculum and assessment expectations. Skill students in learning and retrieval strategies to support them to achieve to their potential.	100% of year 11 students be engaged in learning that supports their understanding of the New QCE curriculum and assessment expectations and develops their confidence and skills as learners.	2019 onwards	Associate Principals, Deputy Principals, Heads of Department, targeted staff and classroom teachers
Continue to engage teachers in professional learning to further build expertise required for the ongoing New QCE implementation – syllabus content, assessment and appropriate pedagogies. Leadership walk-throughs and feedback on strategic learning priorities	100% of staff will have access to whole school professional development opportunities focused on high quality program implementation and excellence in teaching.	2019 onwards	Associate Principals, Deputy Principals, Heads of Department, targeted staff and classroom teachers

**Strategy: Build capacity of students to be reflective learners, able to articulate their goals and learning strategies and strive to reach their potential**

Actions	Targets	Timelines	Responsible Officer/s
Continue to build the capacity of students as accountable agents in their learning by means of MY PATH Conversations and 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.	100% of Year 11 and 12 students have at least two My PATH Conversations. 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.	2019 and beyond	Associate Principal – Students and Performance, Head of Department - Pedagogy and student Engagement, Faculty Heads of Department and faculty staff

## Endorsement

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



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