

MANSFIELD STATE HIGH SCHOOL – Annual Implementation Plan – 2024-2025

School Improvement Priorities – *creating Equity and Excellence in action*

In 2024 we will strive to further develop **PRECISION, MASTERY** and **AGILITY** in student learning with an emphasis on **Engagement, Writing, Feedback and Retrieval**

Priority: **LEARNING AND TEACHING**

Link to SLR improvement strategy:

- D8 – Effective Pedagogical practices.
- D1 – An explicit improvement agenda.
- D5 – An expert teaching team.

ON TRACK FOR SUCCESS

READY FOR THE FUTURE

- Educational Achievement

Strategy: Provide teachers with research informed learning opportunities to improve student engagement and learning success.

Actions	Targets / Measurable outcomes
<ul style="list-style-type: none"> • Further grow our expert teaching team by providing a range of targeted professional development opportunities to the whole school teaching team to support improved teacher quality with a focus on engagement, writing and feedback. • Target professional development & confidence of early careers teachers through a comprehensive 4 year program. • Continue to invest in the leadership structure and practices aligned with strategic priorities and school growth. • Facilitate opportunities for teachers to reflect on their professional practice, further develop capacity and use student data to monitor improvement and progress. • Facilitate intentional collaboration opportunities for teachers focused on guaranteed and viable curriculum, quality assurance practices and case management. • Prioritise the inclusion of research informed strategies in all classes targeting increased student engagement to minimise learning gaps and improve student learning success. • Invest in learning needs of First Nation students to support their increased attendance, engagement and learning outcomes. 	<ul style="list-style-type: none"> • 100% staff access whole school professional development opportunities aligned with improvement priorities. • 100% teachers include school learning priorities in pedagogical practice. • Achievement data indicates rigorous quality assurance process across whole school. • 100% First Nation students achieve C or better in all subjects. • 100% staff use range of data to support student engagement/learning success. • An upward trend of students achieving C and above and an A or B in Mathematics, English, Humanities, HPE and Science (yr 7 – 9) • Improved QCE and QCIA achievement data. <p>Responsible officers: Leadership team</p>

Strategy: Continue to develop and routinely embed whole school writing priority – REP – into planning and classroom practice.

Actions	Targets / Measurable outcomes
<ul style="list-style-type: none"> • Embed <i>Review, Edit, Proofread (REP)</i> strategy to equip students with a range of practical writing strategies so they can become more effective, self-regulated writers. • Continue to embed sustained writing practice in every unit of work through the whole school <i>Write-It-Up</i> strategy. • Continue to use targeted whole school writing strategies such as TEEL paragraphs. 	<ul style="list-style-type: none"> • 100% of staff have access to whole school professional development. • Subject unit plans include references to the explicit use of <i>Review, Edit, Proofread (REP)</i> strategy. One <i>Write-It-Up</i> per unit/per subject/every year level. <p>Responsible officers: Leadership team supported by Literacy Team</p>

Strategy: Invest in curriculum renewal ensuring systematic curriculum delivery and clear line-of-sight to provide all students with every opportunity to achieve learning success.

Actions	Targets / Measurable outcomes
<ul style="list-style-type: none"> • Continue to review and align curriculum programs to ensure clear development of key learning through subjects and year levels. • Ensure strategies aligned with strategic priorities are sign-posted through all curriculum planning and evidenced in classrooms. 	<ul style="list-style-type: none"> • 100% curriculum programs have clear and stepped progression of curriculum and assessment from year 7 – year 12. • 100% students know and use strategies aligned with learning priorities. <p>Responsible officers: Leadership team</p>

Priority: **STUDENTS AND PERFORMANCE**

Link to SLR improvement strategy:

- D3 – A culture that promotes learning


ON TRACK FOR SUCCESS


READY FOR THE FUTURE

- Wellbeing and Engagement
- Culture and Inclusion

Strategy: Build capacity of students to be owners of their own learning.

Actions	Targets / Measurable outcomes
<ul style="list-style-type: none"> • Build capacity of students and teachers to understand the explicit connection between engagement and learning, using the engagement continuum, engaging in regular <i>Review, Reflect, Recharge</i> cycles and continued implementation of <i>MyPath</i>. • Build staff capacity to <i>Know Your Learner</i> through targeted programs of class meetings, student performance data, investigations, interventions and support. • Continue focus on student wellbeing by embedding of Positive Education concepts in learning and teaching programs including brain breaks and character strengths. • Whole school focus on improving student attendance and maximising learning days. 	<ul style="list-style-type: none"> • Evidence of engagement continuum embedded in 100% of classrooms • Improved student attendance across all year levels – above 95% • 100% students given the opportunity to provide feedback regarding wellbeing. • 100% students feel they are welcomed, loved, present, known, accepted, involved, heard, supported, befriended, needed, loved and valued. • Evidence of engagement – less school Disciplinary Absences <p>Responsible officers: Leadership team</p>


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