

Annual Implementation Plan 2026-2027

Excellence and Achievement

MANSFIELD
STATE HIGH SCHOOL



BRIGHTER FUTURES

We strive to further develop Precision, Mastery and Agility in student learning with an emphasis on our Improvement Priorities of ENGAGEMENT and BELONGING.

Priority: **LEARNING AND TEACHING**

Link to SLR improvement strategy: * D8 – Effective Pedagogical Practices. * D1 – An Explicit Improvement Agenda. * D5 – An Expert Teaching Team.

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

Actions

- 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 and Belonging.
- 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.
- Continue to embed *Review, Edit, Proofread (REP)* the whole school *Write-It-Up* strategy through sustained writing practices, to equip students with a range of practical writing strategies so they can become more effective, self-regulated writers.
- Invest in learning needs of First Nation students to support their increased attendance, engagement and learning outcomes.

Targets / Measurable outcomes

- 100% staff access whole school professional development opportunities aligned with improvement priorities.
- 100% teachers include school learning priorities in pedagogical practice.
- 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 and Science (Yr 7 – 9).
- Achievement data indicates rigorous quality assurance process across school.
- Improved QCE and QCIA achievement data.
- Subject unit plans include references to explicit use of *Review, Edit, Proofread (REP)* strategy. One *Write-It-Up* per unit/per subject/every year level.
- 100% First Nation students achieve C or better in all subjects.

Responsible officers: Leadership team

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

- Continue to review and align curriculum programs to ensure clear development of key learning through all areas.
- Ensure strategies aligned with strategic priorities are sign-posted through all curriculum planning and evidenced in classrooms.

Targets / Measurable outcomes

- 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.

Responsible officers: Leadership team

Priority: **STUDENTS AND PERFORMANCE**

Link to SLR improvement strategy: * D3 – A culture that promotes learning

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


Actions

- Build a culture of Belonging at Mansfield for Students and Staff with additional focus on diversity and inclusiveness.
- Whole school focus on improving student attendance and maximising learning days.
- Continue focus on student wellbeing by embedding Positive Education concepts in learning and teaching programs including brain breaks and character strengths.
- Build staff capacity to *Know Your Learner* through targeted programs of class meetings, student performance data, investigations, interventions and support.
- Build capacity of students/teachers to understand the explicit connection between engagement and learning, using the engagement continuum, engaging in regular *Review, Reflect, Recharge* cycles and continued implementation of *MyPath*.

Targets / Measurable outcomes

- 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 and valued.
- Mansfield State High Student Charter on Diversity and Inclusion is developed.
- Improve and increase student agency linked to belonging at Mansfield.
- Evidence of engagement – less school Disciplinary Absences for EALD/First Nations and Students with Disabilities.

Responsible officers: Leadership team


Karen Tanks
Executive Principal


Professor Kate Williams
P and C President

Racquel Gibbons
Regional Director – Metropolitan South Region

Belonging at Mansfield