



Mansfield State High School Annual Implementation Plan 2016



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 2016: Our priorities for 2016 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 2016

Improvement priority – Learning and Teaching

Strategy: Implement the **Art and Science of Teaching as a whole school teaching model**

Actions	Responsible Officer/s
<ul style="list-style-type: none"> Refine the use of Learning Goals and Feedback strategies that are embedded in teaching practice across the school Further refine and implement strategies encompassing lesson segments addressing content Use language and give feedback that supports the development of a growth mindset for all students. 	Principal Deputy Principals Heads of Department Classroom Teachers

Strategy: Implement the **Whole School Drafting Policy**

Actions	Responsible Officer/s
<ul style="list-style-type: none"> Ensure the consistent implementation of the whole school drafting policy for all assessable assignment work Implement appropriate approaches and strategies that build student independence and personal responsibility for assignment-based assessment. 	Heads of Department Classroom Teachers

Strategy: **Align appropriate curriculum and assessment practices** with the introduction of the new Senior Phase assessment model

Actions	Responsible Officer/s
<ul style="list-style-type: none"> Provide teacher access to a range of professional development opportunities supporting the changes to new senior assessment in 2018 Encourage faculties/teachers to engage in assessment trials Adopt any reasonable and relevant assessment practices in year levels that will support with changed assessment model. Begin to implement a model of assessment design and development 	Principal Deputy Principals Heads of Department Classroom Teachers



Improvement priority – Literacy and Numeracy

Strategy: Implement Whole School Literacy and Numeracy Plans	
Actions	Responsible Officer/s
<ul style="list-style-type: none"> Implement the Whole School Literacy and Numeracy Plan Implement strategies outlined in the I4S. 	Principal Deputy Principals Heads of Department Literacy Coaches Numeracy Coaches STLandN Co-ordinator
Strategy: Implement Writing, Reading and Numeracy strategies	
Actions	Responsible Officer/s
<ul style="list-style-type: none"> Implement TEEL paragraph writing strategy Implement Vocabulary Strategies based on CCEs and Task words. 	Heads of Department Classroom Teachers
<ul style="list-style-type: none"> Implement the whole school reading strategy – <i>Eagle and Wolf</i> Continue the implementation of the Corrective Reading Strategy (RAMP) for all identified students. 	Literacy Co-ordinator RAMP Co-ordinator
<ul style="list-style-type: none"> Explicitly teach and assess at least one numeracy element during the year in Years 7-10 Implement the U2B Numeracy strategies All Mathematics teachers to use the Polya Problem Solving Method. 	U2B Co-ordinator Head of Department: Maths Maths Teachers Classroom Teachers

Improvement priority – Student Development and Wellbeing

Strategy: Implement the Student Development Program including Well-being	
Actions	Responsible Officer/s
<ul style="list-style-type: none"> Implement the Student Development Program as per the SDP Strategic Plan 2016-2019 Encourage students to involve themselves in a range of school opportunities in order to become confident, informed and well-balanced Mansfield State High School graduates. 	Deputy Principal (SDP) Head of Department: SDP Year Co-ordinators SDP Teachers

Improvement priority: Performance

Strategy: Plan and implement Individual Development Plans (IDP) for Staff	
Actions	Responsible Officer/s
<ul style="list-style-type: none"> Each staff member to complete his/her IDP to further his/her professional growth and learning. 	Principal Deputy Principals Heads of Department Classroom Teachers
Strategy: Implement processes for Differentiation and Data	
Actions	Responsible Officer/s
<ul style="list-style-type: none"> Continue to implement the School Data Plan Implement TrackEd – a data repository to track all students but specifically at-risk students Ensure adjustments to teaching and learning in planning, based upon evidence and data are made Ensure that planning is informed by analysis of data; evidence obtained responds to student learning needs Continue the use of Data Placemats throughout the year to track and monitor student performance and outcomes. 	Principal Deputy Principal: Data Deputy Principals Heads of Department Classroom Teachers

Improvement priority – Closing the Gap between attendance and outcomes of Indigenous and Non-Indigenous students

Strategy: Improve attendance and outcomes of Indigenous and Non-Indigenous students

Actions	Responsible Officer/s
<ul style="list-style-type: none"> Employ a Student Engagement Officer to optimise attendance through partnership building with parents and other stakeholders Case manage the engagement in learning and assessment of indigenous students on a one on one basis. 	Head of Department: (Differentiated Learning) Student Engagement Officer

Improvement priority – Retention

Strategy: Improve percentage of students completing Year 7 → 9 and Year 10 → 12

Actions	Responsible Officer/s
<ul style="list-style-type: none"> Establish student monitoring measures to evaluate success Develop individual 'Enrolment Commitment' to encourage successful completion and to increase motivation, confidence and progress Implement early intervention for 'at risk' students Provide targeted personal development and emotional support and ensure an understanding and awareness of available support services. 	Principal Deputy Principals Guidance Officer Attendance Officer Student Engagement Officer SDP Teachers

Improvement priority – Transition

Strategy: Ensure smooth transition from Primary School to Junior Secondary AND Junior Secondary to Senior Secondary

Actions	Responsible Officer/s
<ul style="list-style-type: none"> Implement effective data collection processes that will assist in quality and engaging teaching and learning including the implementation of TrackEd Ensure early intervention to support Literacy and Numeracy Provide whole school approaches to positive relationships to enhance engagement, well-being and learning. (Case Management, mentoring, well-being support, tutoring, homework clubs, SET Plans, Social Skills programs, SDP Programs) Use SET Plans and pathways planning and quality career education for academic and VET students Provide opportunities for ATSI and Students with Disabilities to extend learning beyond the classroom and into the workforce. 	Enrolment Officer Principal Deputy Principal Year Co-ordinators Heads of Department (esp Junior/Senior) STLandN Classroom Teachers SDP Teachers

Improvement priority – Attainment

Strategy: Improve overall student outcomes

Actions	Responsible Officer/s
<ul style="list-style-type: none"> Continue to implement strategies to support effective engagement in a broad range of learning opportunities, including implementing options for disengaged students (SATs, Work experience) Continue to offer professional learning and development for staff to increase the capacity to meet the needs of students of all ability levels, track student progress, provide constructive feedback, and analyse and align teaching and learning strategies. 	Principal Deputy Principals Heads of Department (esp Junior/Senior) Student Engagement Officer Guidance Officer Classroom Teachers

Improvement priority – Attendance

Strategy: Improve overall school attendance of all students	
Actions	Responsible Officer/s
<ul style="list-style-type: none"> Continue to implement high expectations and provide academic support to all students Apply fair and consistent disciplinary policies (through RBP) Create trusting relationships among Students, Teachers, Administration and Families Foster high parental expectations for school performance and school completion Ensure that when a student is absent, contact parents as to why and let the students know we are aware and that we care that they were absent Forge relationships with parents and encourage them to help keep students in school Empower classroom teachers to take action when they believe a student may be truant Encourage SDP teachers in particular to take an active interest in students in their SDP classes. 	Principal Deputy Principals Attendance Officer SDP Teachers Classroom Teachers Guidance Officers Heads of Department
Strategy: Provide a Safe and Supportive Environment for all Students	
Actions	Responsible Officer/s
<ul style="list-style-type: none"> Ensure all students feel welcome – create an environment that enables students to feel successful in something, no matter how small it may seem. Present academic and effort and behaviour awards and send letters for attendance Ensure every student feels close to at least one supportive adult at school Reward and recognise good attendance and improved attendance Ensure school is a place where students feel safe and respected Provide a proactive educational program to promote the anti-bullying culture of the school (whole school approach). 	Principal Deputy Principals SDP Teachers Classroom Teachers Guidance Officers Heads of Department

Endorsement

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



 Mrs Karen Tanks
 Executive Principal



 Jodie Mark
 P and C President

 John Norfolk
 Assistant Regional Director

22 February 2016