



# MANSFIELD STATE SCHOOL

**Loyalty and Truth**

**Annual Implementation Plan - 2022**



# Mansfield State School Annual Implementation Plan – 2022

## School Motto

*Loyalty and truth*

## Our Vision

*Curious, engaged learners  
Creative, critical thinkers  
Caring, active citizens*

## Our Values

*Engaging in lifelong learning  
Creating safe and inclusive workplaces  
and communities  
Every person succeeding  
Authentic Collaboration that is purposeful*

## Why?

*We believe every person should have the opportunity every day to strive to achieve their personal best.*

## Our School Values

*Be Safe  
Be Respectful  
Be a Learner*

Mansfield State School was established in 1970. The current enrolment is 1163 students in 47 classrooms. Mansfield State School has strong community support and a positive reputation. Students believe they are learners and along with their families have high expectations of success. Our focus mantra is Clarity, Consistency and Cohesion.

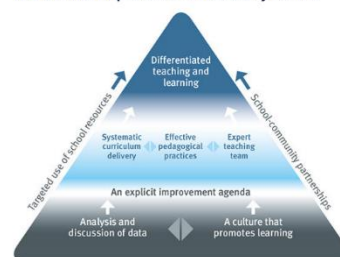
## Guiding Principles:

**Alignment:** to the Australian Curriculum

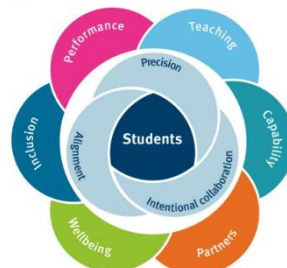
**Precision:** use of evidence in guiding the work to promote every student succeeding

**Intentional Collaboration:** actions taken that are deliberate to enact the vision, values and strategic direction of the school for every child to succeed

The School Improvement Hierarchy model



Improvement focus



## Focus Areas for EIA

**School Focus:** Commitment to building high performing teams across the school by the implementation of High Performing Teams practices.

**School Focus:** Alignment and commitment to the full implementation of the Australian Curriculum by continuing with Year Level Teams and Whole Day Curriculum Planning.

**School Focus:** Whole school approach to Pedagogy through the implementation of High Yield Strategies of the Learning Wall supported by planned check-in points for staff to reflect upon knowing their learners and varying the pathways.

**School Focus:** Redesign of Whole School Support through the implementation of the LEAPS Program and embedding of the POWER Program.

**School Focus:** Value and continue to maintain and grow community engagement and partnerships with the school.

<p><i>State school improvement strategy</i> School Improvement Hierarchy</p>	<p><b>School Focus and Strategy</b></p>	<p><b>Leader</b></p>	<p><b>Phase</b></p>	<p><b>Target Performance Indicator 2022</b></p>
<p><i>Partners</i>  Expert Teaching Team</p>	<p><b>School Focus:</b> Commitment to building high performing teams across the school by the implementation of High Performing Teams practices <b>Strategy:</b> Continue to engage with HPT systems and process</p> <ul style="list-style-type: none"> <li>• High Performing Teams process applied in SLT and ELT meetings</li> <li>• High Performing Teams identified system areas rolled out across the school</li> </ul>	<p>P</p>	<p>I</p>	<ul style="list-style-type: none"> <li>• SOS</li> <li>• The school keeps me informed about things that are important in my work : Target: 90%</li> <li>• Staff moral is positive. Target:80%</li> </ul>
<p><i>Teaching</i>  Explicit Improvement Agenda Systematic Delivery of the Australian Curriculum</p>	<p><b>School Focus:</b> Alignment and commitment to the full implementation of the Australian Curriculum by continuing with Year Level Teams and Whole Day Curriculum Planning <b>Strategy</b></p> <ol style="list-style-type: none"> <li>1. Ensuring clarity, consistency, and cohesion, focus sharply on the alignment and implementation of the Australian Curriculum <ol style="list-style-type: none"> <li>a. Continue to have Curriculum Planning Days</li> <li>b. Build Year Level Leader Capability</li> <li>c. Planned Moderation</li> </ol> </li> <li>2. Utilise the Digital Technologies Leader to further lead and implement strategies for ICT capability and professionally empower teaching staff to continue to implement the AC.</li> <li>3. Strengthen teacher knowledge and capacity to implement the cross-curricula capability of Indigenous Perspective</li> <li>4. Work with intentional collaboration with the Southside Large Schools Cluster focusing on curriculum precision, alignment and moderation.</li> </ol>	<p>DP's TaLT YLL</p>	<p>EM</p>	<ul style="list-style-type: none"> <li>• SOS</li> <li>• Staff confidence in using AC Target: 100%</li> <li>• Staff confidence of embedding indigenous perspectives Target 85%</li> <li>• Moderation timetabled</li> <li>• A – C data</li> <li>• Targets: <ul style="list-style-type: none"> <li>P – 2 <ul style="list-style-type: none"> <li>• A-C – 91%</li> <li>• A-B – 55%</li> </ul> </li> <li>3 – 6 <ul style="list-style-type: none"> <li>• A-C – 90%</li> <li>• A-B – 55%</li> </ul> </li> </ul> </li> </ul>
<p><i>Performance</i>  Analysis and Discussion on Data Differentiated Teaching and Learning</p>	<p><b>School Focus:</b> Whole school approach to Pedagogy through the implementation of High Yield Strategies of the Learning Wall supported by planned check-in points for staff to reflect upon knowing their learners and varying the pathway. <b>Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Build upon data literacy capabilities through implementation of the school data plan and 'check in' points planned for staff to reflect upon the impact of teaching and learning.</li> <li>2. Early Start data gathered to inform teaching and Learning</li> </ol>	<p>DP's TaLT YLL</p>	<p>I</p>	<ul style="list-style-type: none"> <li>• SOS: Parent: My Childs learning needs are being met at this school. Target: 92%</li> <li>• Child: My teachers provide me with useful feedback about my work. Target: 92%</li> <li>• Staff: I modify my teaching practice after reviewing student assessment data: Target: 100%</li> </ul>

<p><i>Capability</i></p> <p>Expert Teaching Team Effective Pedagogical Practices</p>	<p><b>School Focus:</b> Whole school approach to Pedagogy through the implementation of High Yield Strategies of the Learning Wall supported by planned check-in points for staff to reflect upon knowing their learners and varying the pathway.</p> <p><b>Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Re-invigorate and implement Learning Walls in all classroom with Clarity, Consistency and Cohesion</li> <li>2. Re-invigorate and implement a process for building staff capability with Learning Walls through a range of strategies: Staff working party, Observation, WOW, coaching, feedback</li> <li>3. Explore and begin implementation of Age Appropriate Pedagogies, Cognitive verbs, Evergreen Learning Intentions and Success Criteria.</li> <li>4. Continue to embed Heggerty's Phonemic awareness program in the Early Years.</li> </ol>	<p>DP's TaLT</p>	<p>I</p>	<ul style="list-style-type: none"> <li>• SOS: Parent: My child is interested in their school work Target: 94%</li> <li>• Child: I am interested in my school work. Target: 85%</li> <li>• Staff: I have access to relevant PD Target: 80%</li> </ul>
<p><i>Inclusion</i></p> <p>Differentiated Teaching and Learning Expert Teaching Team Effective Pedagogical Practices Culture That Promotes Learning</p>	<p><b>School Focus:</b> Redesign of Whole School Support through the implementation of the LEAPS program and embedding of the POWER program</p> <p><b>Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Embed the whole school Inclusion Framework to closely monitor the progress of identified students with disabilities and learning differences, and further support teachers to enact differentiated learning experiences for all students.</li> <li>2. Enact the Whole School Approach to Pedagogy Australian Curriculum</li> <li>3. TaLT – High Capability Facilitator support teachers to identify and differentiate for High Capability Learners.</li> <li>4. Embed the student well-being program POWER</li> </ol>	<p>P DP HOSES TaLT</p>	<p>I</p>	<ul style="list-style-type: none"> <li>• SOS: Parents: The school works with me to support my child's learning needs. Target: 95%</li> <li>• Student: My teachers help me with my school work when I need it. Target:94%</li> </ul>
<p><i>Partners</i></p> <p>School Community Partnerships</p>	<p><b>School Focus:</b> Value and continue to maintain and grow community engagement and partnerships with the school</p> <p><b>Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Continue to build community and parent partnerships by developing the Community Engagement Framework.</li> <li>2. Work closely with the P and C, Chaplaincy</li> <li>3. Grow links with Mansfield State High</li> </ol>	<p>DP</p>	<p>I</p>	<ul style="list-style-type: none"> <li>• SOS: Parents: The school keeps me well informed. Target: 97%</li> <li>• The school has a strong sense of community. Target: 96%</li> </ul>
<p>Ongoing: <i>Partners Well-Being</i></p> <p>Culture that Promotes Learning</p>	<p><b>Early Phase of Learning – P - 2</b></p> <ol style="list-style-type: none"> <li>1. Continued implementation of Mansfield Minis Program.</li> <li>2. Create sustainable connections with Early Education Providers that feed into our school.</li> </ol> <p><b>Staff well-being</b></p> <ol style="list-style-type: none"> <li>1. Continue to implement through development the Staff well-being framework</li> </ol> <p><b>Creating safe and fair workplaces and communities</b></p> <ol style="list-style-type: none"> <li>1. Ensure effective health and safety management processes.</li> <li>2. Effective, responsive, and timely dispute resolution.</li> <li>3. Effectively manage and respond to WHS issues to ensure a safe and healthy workplace</li> </ol> <p>Promote a sustainable natural environment that inspires an active lifestyle, good choices and supports a healthy community.</p>	<p>DP GO  DP GO</p>	<p>E</p>	<ul style="list-style-type: none"> <li>• SOS Staff: This school appropriately supports staff following occupational violence/aggressive incident. Target: 91%</li> <li>• There is adequate focus on Workplace and Health and Safety. Target: 97%</li> <li>• Staff Well-being. Target : 84%</li> <li>• School Culture : Target Parents 95%, Students 90%, Staff 95%</li> </ul>

Majella Frith (Principal)

Emily Fidge (P and C President)

Tony Maksoud (Assistant Regional Director)