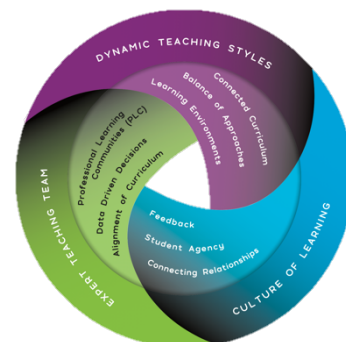




# Mayfield State School Annual Implementation Plan 2022



## School Improvement Priorities 2022

### Dynamic Teaching Styles

#### Strategy – Implement a range of teaching approaches to engage all students in authentic learning

Actions	Targets	Timelines	Responsible Officer/s
Draw from a range of teaching approaches to develop contextualised and engaging learning experiences/units of work that considers the nature of the learner	Increase in student participation in learning experiences Decrease in negative behaviour in classrooms	Sem 2	Alicia and Year levels teams
Regular opportunities for all staff to Watch Others Work (WOW)	100% of staff are observed and given the opportunity to self reflect on their own practice	Ongoing	All staff
Teachers understand the purpose of explicit instruction, inquiry based, investigative and project based learning across different learning areas.	100% staff apply knowledge and record during CCIP	Term 1 onwards	Year level teams
Co-teaching models are driven by curriculum conversations and chosen to match teaching approaches	100% of teachers engage in co-teaching models	Ongoing	PRIDE team
Upskilling and developing knowledge on the approaches to teaching spelling through the reading writing connection	Increase in spelling data (WTW)	Ongoing	Alicia and Katharine
Develop the school's pedagogical plan which outlines a range and balance of teaching approaches.	Completed by the end of the year	Ongoing	Alicia and teaching team

### Expert Teaching Teams

#### Strategy – Purposefully use data to deeply understand our range of learners for differentiated teaching, removing barriers to learning

Actions	Targets	Timelines	Responsible Officer/s
Teachers investigate a range of data (social/emotional, behaviour, academic) to make reasonable adjustments for all students to access the curriculum	All teaching teams collaborate weekly to analyse A-E English and work samples 100% of students improve in A-E English data	ongoing	PRIDE Team
All teachers to engage with the Whole School Inclusive Education Process to provide quality differentiation in classrooms	100% of teaching staff	Term 1 onwards	PRIDE Team
Digital Data walls are analysed as teams (during CCIP time) to determine growth and next steps for all students in English (reading and writing)	Improvement in English A-C % of achievement	Term 2 onwards	Andrew and year level teaching teams
Before and after moderation processes are used to determine student learning and teaching choices for all students – in year levels, across year levels and externally	100% of teaching staff participate in moderation Consistent judgements made against Australian Curriculum	Ongoing	Andrew, Alicia and year level teams
Engage in a case management process twice per term in CCIP meetings focussing on students who are above level	Increase in student engagement Increase in A-B English data	Term 2 onwards	Belinda and all year level teaching team
Targeting G & T students to provide extension and enrichment opportunities in and out of classrooms through more student agency	Increase in student engagement Decrease in students under achieving Increase in A-B English data	Term 2 Onwards	Belinda and Yr 6 teachers



## Culture of Learning

### Strategy – Utilise the feedback process for visible and self-regulated learning

Actions	Targets	Timelines	Responsible Officer/s
Students use co-operative structures (KAGAN) to engage each other in the feedback process	100% of students receive feedback from their peers	Sem 2	Alicia and teaching staff
Provide regular professional learning opportunities for teachers to develop skills to embed feedback for students.	100% of students receive feedback on their work and provide feedback to teachers	Ongoing	Alicia and teaching staff
Teachers co construct <i>bump it up walls</i> with students using clear student friendly success criteria	100% of class teachers displaying bump it up walls	Term 1 onwards	All classroom teachers
WOW and debrief conversations allows for self reflection on a targeted area of practice	100% of teaching staff to be involved in WOW and debrief conversations	Term 2 onwards	Andrew

## Endorsement

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



Principal

Andrew Male



P and C President

Pamela Stewart



Assistant Regional Director (ARD)

Hugh Goodfellow

