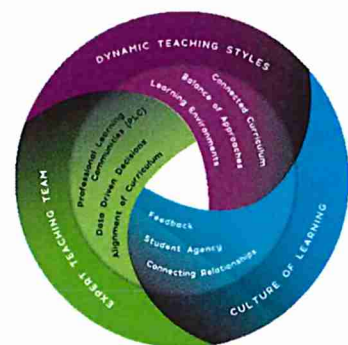




# Mayfield State School Annual Implementation Plan 2021



## School Improvement Priorities 2021

### Dynamic Styles of Teaching

<b>Strategy – Developing rich Learning Environments to enhance high yield pedagogies catering to all students</b>			
Actions	Targets	Timelines	Responsible Officer/s
Whole School research, readings and school visits to view and understand contemporary classroom environments to enhance a range of pedagogies and cater to student needs	100% teachers engaged in research for alternative approaches to teaching	Semester 1	Andrew Male PRIDE Team Inquiry Team
New equipment and furniture purchased specifically to enhance pedagogical approaches or student needs in individual classrooms	All classrooms alter class set up based on student need	Term 2	Andrew Male PRIDE Team Inquiry Team
Implement a range of age appropriate pedagogies to reflect updated classroom environments across all classrooms	100% teachers implement a new approach Lower years – AAP Upper - Inquiry	Semester 2	Andrew Male
Develop contextualised and engaging learning experiences/units of work using an inquiry and student centred approach	100% staff implement learning experiences based on student interest	Term 3 onwards	Alicia Savage All staff
Sharing of practice and spaces through watching others work (WOW) in order to share ideas and collaboratively build capability in environments and age appropriate pedagogies	100% staff have observed and shared learning environment	Semester 2	All staff

### Expert Teams of Teaching

<b>Strategy – Alignment of Curriculum for the teaching of Reading and Writing for our range of learners</b>			
Actions	Targets	Timelines	Responsible Officer/s
Weekly PLC meetings to focus on the teaching and results of reading and writing – through co-planning, co-teaching and sharing of practice	All teaching teams engaged in weekly conversations about student data	Ongoing	PRIDE Team Classroom teachers
Agreed Reading and Writing teaching expectations developed and implemented through a quality standards document following the gradual release model	Increase in students reaching or exceeding reading targets Positive gains in English A-E data	Term 2 (developed) Semester 2 (implemented)	Alicia Savage Reading and Writing Team
Providing opportunities for all staff to watch each other work (WOW) when teaching reading or writing		Term 2 onwards	Andrew Male
Upskilling and developing, writing walls for clear student learning goals connected to key learning in English units of work	100% class teachers displaying success criteria for English	Ongoing	Alicia Savage Reading and Writing Team
Participate in moderation processes with rigour (both within and across schools) at a task and portfolio level	100% staff	Ongoing	Alicia Savage

### A Culture of Learning

<b>Strategy – Connecting Relationships through Powerful Teams</b>			
Actions	Targets	Timelines	Responsible Officer/s
Weekly Collaborative Cycle of Inquiry Planning (CCIP) meetings following meeting protocols	100% staff know, understand and apply meeting protocols	Ongoing	Andrew Male Alicia Savage PRIDE Team
Brain Map tool completed and unpacked to understand ourselves as people and how we can interact with others	100% staff understand how their team	Term 1 onwards	Andrew Male



	preferences in the ways they work		
Brain Map staff profiles used to enhance CCIP conversations, staff meetings and team meetings	Meetings are structured with protocols and based on colours of the brain	Ongoing	All staff
Local organisation connections increased – ECECs, High Schools and community organisations	Regular communication and events developed with local organisations	Term 2	Andrew Male Transition Team

<b>Strategy – Enabling Feedback for visible and self-regulated learning</b>			
Actions	Targets	Timelines	Responsible Officer/s
Teachers develop and share with students clear and student friendly learning intentions and success criteria for reading and writing	100% students know their learning goals and next steps in learning	Semester 2	Reading and Writing Team All staff
Maintaining and effectively using writing walls for clear student learning goals and self reflection	100% of students knowing and achieving their learning goals (based on success criteria)	Ongoing	Class teachers Reading and Writing Team
Provide opportunities for students to reflect on success criteria to create personalised goals in their own learning	100% students are provided the opportunity to reflect on goals (self/peer and teacher)	Semester 2	All staff

## 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

