



# Mabel Park State School Annual Implementation Plan 2019

## School Improvement Priorities 2019

### Improvement priority

To implement programs to improve student Reading capability.			
Actions	Targets	Timelines	Responsible Officer/s
Continue to implement and monitor a consistent whole school approach to classroom reading practices.	100% of teachers	2019	Principal / DPs / HOC
Identify through data and extend high performing students to engage in high-yield reading strategies through the IMPACT Centre Comprehend IT Program.	25% (28 students) per cohort Year 3 2019 Year 5 2019	Round 1 – Term 1/2 2019	Principal / DPs / HOC  Year 3 teachers Year 5 teachers
	25% (28 students) per cohort Year 2 2019 Year 4 2019	Round 2 & 3 – Term 2/3/4 2019	Year 2 teachers Year 4 teachers
Continue tracking student progress through the utilisation of the Literacy Continuum, Australian Curriculum and Diagnostic Testing.	95% of <b>ALL</b> students achieving school benchmarks in Reading (as per attached) <b>ALL</b> students represented on data walls. Collaborative cohort data conversations regarding student progress.	Week 9 Term 1, 2, 3, 4 2019	Principal / DPs / HOC  All teachers
Implement targeted intervention in Prep and the Early Years through the LLI Program.	LLI Coordinator (2groups) + 4 Prep Aides with 3 students in each group, three times per day, 5 times per week. (42 students per semester)	2019	Principal / DPs / HOC LLI Co & Prep T/As
Implement targeted intervention in Year 4 - 6 through the LLI Program.	3 TAs working with 3 groups, 4 times per week. (9 students per semester)	2019	LLI Co & Int. T/As

To implement targeted intervention strategies for inclusive practices.			
Actions	Targets	Timelines	Responsible Officer/s
To implement a streamlined SSS ( <i>Student Support Services</i> ) process to clearly identify and support students educationally at risk.	100% of staff familiar with and enacting SSS Process.	Process presented to staff in Week 2, Term 1.	Principal / DP / GO / HOSES
Implement <i>data conversations</i> and <i>data meetings</i> for students academically at risk.	100% of teachers present a student <i>educationally at risk</i> based on data for analysis and strategies for improvement with leadership team.	Week 3 Term 1, 2, 3, 4	DPs / HOC / HOSES
	100% of teachers attend data meetings to analyse student work samples.	Week 9 Term 1, 2, 3, 4	All teachers
To implement a streamlined transition process for all students from Early Childhood and Care settings, from junior to middle campus and from primary school to high school and students entering from other learning environments.	To obtain transition statements for all students attending ECECs. To issue exit statements for all graduating students. To implement entry engagement processes for <b>ALL</b> new students.	Ongoing  Term 4	Principal / DPs / HOSES / HOC SS



### To deepen teacher knowledge and expertise by building capability aligned to the Australian Professional Standards for Teachers.

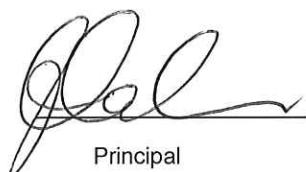
Actions	Targets	Timelines	Responsible Officer/s
Design and implement Digital Technology/STEM lessons and an entrepreneurial class across P – 6.	All classes will engage in a weekly STEM/Coding lesson	Weekly	Digital Tech / STEM teachers
Effectively implement the APR process to inform the whole school PD Plan in building workforce capability.	Provide opportunity for HAT and LT candidates to implement action research projects and lead whole of school initiatives.	2019	Principal / DPs / HOC
	100% Staff	Phase 1 – Wk 7, Term 1 Phase 2 - Wk 5, Term 3 Phase 3 - Wk 5, Term 4	HOC SS / HOSES All staff
	Check-ins, Walkthroughs, Observations and Feedback.	2019	Principal / DPs / HOC
Continue to implement the Australian Curriculum by adopting and adapting C2C Units to meet the context and cultural diversity of students.	Ensure planning time is provided for teachers to collaboratively reflect and design curriculum.	Term 1, 2, 3, 4 2019	Principal / DPs / HOC

### To implement targeted classroom school practices to improve staff and student wellbeing and engagement.

Actions	Targets	Timelines	Responsible Officer/s
Continue to implement targeted classroom strategies by building teacher capability in ESCMs through Classroom Profiling and the implementation of Trauma Informed Practices.	100% Teachers to attend Module 3, 4, 5 of the BSEM Training	24, 25 Jan 2019	All Teaching Staff / GO / CEC / MPIO
	100% of classroom teachers implementing a range of explicit situational BSEM strategies.	Daily	All teachers
	100% of teachers engaged in two cycles of Classroom Profiling.	2019	All teachers
	To build the Classroom Profiling Team to Level 2 Profilers and induction of new Level 1 Profilers.		Classroom Profilers
Continue to embed and strengthen the whole school PBL Framework.	To implement the PBL Action Plan to improve Engagement data ( <b>ALL</b> student Attendance 95% and <b>ALL</b> student SDA data decreased). 90% Implementation SET Data.	2019	Principal / DPs / HOC / HOSES / HOC SS

## Endorsement

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



Principal



P and C / School Council



Assistant Regional Director