



Annual Implementation Plan

School Priorities

DATA INFORMED PRACTICE			
ACTIONS	TIMELINES	TARGET	RESPONSIBLE OFFICER/S
<ul style="list-style-type: none"> continue purposefully engage with data to identify student need implement targeted support to improve student performance 	Ongoing	Student's data is mapped against the skills identified at junctures in the Literacy Continuum for students participating in interventions <i>LOA Data</i>	Principal/Deputy Principal/ HOD Student Services
<ul style="list-style-type: none"> purposefully engage with data to identify the needs of Aboriginal and Torres Strait Islander students and offer targeted support through the employment of a full-time CEC 	Ongoing	80% of P-6 students achieving A-C in English % A or B in English and Maths at 40% in Years P-6 <i>NAPLAN</i>	
<ul style="list-style-type: none"> purposefully engage with data to identify the needs of Pacifica students and offer targeted support through the employment of a full-time CLO (I4S - \$50000) 	Ongoing	Reduce the MSS gap by half in Year 3 and 5 in Reading and Numeracy Decrease % students achieving below NMS in comparison with that of the nation School Opinion Survey <i>Teacher</i>	
<ul style="list-style-type: none"> extend high performing students across curriculum areas through interrogation of data 	Ongoing	100% of staff modify their teaching practice after reviewing student assessment data <i>Parent</i>	
<ul style="list-style-type: none"> meaningfully engage with data to improve student behaviour through the school's PBL approach and Reboot initiative (I4S – HOD SS - \$191612) 	Ongoing	95% of parents believe teachers provide their child with useful feedback about his or her school work <i>Student</i> 98% of students believe teachers help them with school work when needed 96% of student believe teachers provide them with useful feedback about their school work. <i>Behaviour</i> Continue to maintain high expectations, whilst maintaining short, long and exclusion data in the highest category.	
PEGAGOGY			
ACTIONS	TIMELINES	TARGET	RESPONSIBLE OFFICER/S
<ul style="list-style-type: none"> reflect, review and refine classroom practice to align with Mabel Park State School's whole-school pedagogical approaches 	Ongoing	Instructional leader learning walks articulate use of the school's signature reading strategy in the classroom <i>LOA Data</i>	Principal/Deputy Principal/HOD - Curriculum
<ul style="list-style-type: none"> use Mabel Park State School's signature practices to explicitly teach reading. That is the effective teaching of reading (ETOR). 	Ongoing	80% of P-6 students achieving A-C in English % A or B in English and Maths at 40% in Years P-6 <i>NAPLAN</i>	
<ul style="list-style-type: none"> Reflect, review and refine approaches that support student phonics skills and word knowledge (P-6) 	Term 1/Ongoing	Reduce the MSS gap by half in Year 3 and 5 in Reading and Numeracy Decrease % students achieving below NMS in comparison with that of the nation School Opinion Survey <i>Teacher</i>	
<ul style="list-style-type: none"> Develop Mabel Park State School's signature practice for the explicit teacher of writing. 	Term 1	90% of teachers believe students with a disability are well supported at this school. 75% of staff perceived they have been encouraged to engage in coaching and mentoring activities. <i>Parent</i>	
<ul style="list-style-type: none"> continue to grow, develop and build teacher capability in pedagogical knowledge and practices so ALL students receive tailored support to achieve positive learning outcomes as outlined in the Mabel Park State School Inclusion overview 	Ongoing	100% of parents perceive teachers at the school expect my child to do his or her best. 100% of parents perceive their child's learning needs are being met at this school.	
CURRICULUM			
ACTIONS	TIMELINES	TARGET	RESPONSIBLE OFFICER/S

<ul style="list-style-type: none"> reflect, review and refine teaching and learning programs using student assessment data and professional judgements to inform future planning and purchase of resources to support student achievement 	Ongoing	<i>LOA Data</i> 80% of P-6 students achieving A-C in English % A or B in English and Maths at 40% in Years P-6 <i>School Opinion Survey</i> <i>Parent</i> 98% of parents perceive their child is interested in their school work. 95% of parents understand how their child is assessed at this school. <i>Student</i> 85% of students are interested in their school work 95% of students perceive the work challenges them to think 90% of students understand how they are being assessed at the school <i>Teacher</i> 80% of staff perceive they have access to relevant professional development. <i>Teachers</i> 100% of teachers modify my teaching practice after reviewing student assessment data. 100% of teachers use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment	Deputy Principal/HOD - Curriculum
<ul style="list-style-type: none"> continue to build capability in understanding the Australian Curriculum, including current and future versions (I4S – HOD-C funding - \$191612) 	Ongoing		
<ul style="list-style-type: none"> continue to build assessment literacy practices in teachers to produce quality assessment, validly and reliably assess student learning 	Ongoing		
<ul style="list-style-type: none"> co-construct with students Bump it up Walls (English only) and Learning Walls and regularly engage students in substantive conversation to support student learning outcomes 	Ongoing		

WELLBEING


ACTIONS	TIMELINES	TARGET	RESPONSIBLE OFFICER/S
<ul style="list-style-type: none"> collectively commit to collaborative approaches used to co-construct Mabel Park State School's staff wellbeing strategy 	Term 1	School Opinion Survey <i>Teacher</i> 75% of staff perceive that wellbeing is a priority for this school 70% of staff feel that staff morale is positive at the school 75% of staff feel well supported at the school <i>Students</i> 95% of students feel their teachers are interested in their wellbeing. 90% of students perceive teachers treat students fairly. 95% of students feel they are encouraged to respect one another >90% of students like being at the school.	Deputy Principal/HOD Student Services
<ul style="list-style-type: none"> take collective action to support the achievement of the Mabel Park State School's staff wellbeing strategy 	Ongoing	<i>LOA Data</i> 85% of Prep student achieving A-C in English % A or B in English and Maths at 45% % A or C in English and Maths at 80% <i>Attendance Data</i> Improve attendance to a minimum 90% target for every student Reduce student <85% attendance to below 20% moving the school into the middle category <i>Student Disciplinary Absence</i> Continue to maintain short SDA in the highest category whilst maintaining high expectations Continue to maintain long SDA in the highest category whilst maintaining high expectations Continue to maintain exclusion% in the highest category whilst maintaining high expectations	
<ul style="list-style-type: none"> consistently deliver in classrooms the Reboot Program to help students at Mabel Park State School to become more self-aware, self-responsible and empowered as learners 	Ongoing		
<ul style="list-style-type: none"> Deliver an integrated school-based wellbeing hub that provide a full range of services to support students and families through the provision of a full time Guidance Officer and part-time school psychologist (I4S - \$45000) 	Term 1		
<ul style="list-style-type: none"> meaningfully engage with data to maximise learning days for all students (HOD SS - \$191612) 	Term 1		

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.


Principal


P and C / School Council


Assistant Regional Director