



MABEL PARK STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



School priority 1: Improve schoolwide student achievement in English, with a focus on P-2 achievement.	Monitoring				Long term measurable/desired outcomes: Expected Learning Outcomes	AIP measurable/desired outcomes: Cohort groupings achieve the expected learning outcomes as outlined in the E&E School Summary.
	Term 1	Term 2	Term 3	Term 4		
<p>Strategies:</p> <ol style="list-style-type: none"> Develop and embed Mabel Park State School (MPSS) Literacy Blocks from Prep to Year 6 to support Literacy Development and improve English Achievement. These blocks are evidence based and consistently delivered throughout the school. Build the capability of all staff to use the school's Pedagogical Approach, Explicit Instruction, to support student engagement and improved achievement, through Instructional Coaching cycles. Improve the knowledge and understanding of staff to engage in Before, During and zend moderation through Instructional Coaching. Build the expertise of teachers to use data meaningfully and effectively to improve student achievement. 					<p>A-C English Prep- 80% Year 1: 80% (up from 61.9% in 2023) Year 2: 85% (up from 68.8%) Year 3: 85% (up from 67%) Year 4: 90% (up from 80.6%) Year 5: 90% (up from 79%) Year 6: 95% (up from 85%)</p>	<p>AIP measurable/desired outcomes: Our teachers can:</p> <ul style="list-style-type: none"> articulate the decision-making process and reasons for unit/lesson design, and how this supports students to access learning. identify and articulate what strategies are improving student outcomes in their classroom. articulate the alignment with the Australian Curriculum, decision-making process and reasons for lesson and assessment design, and why this is engaging for students. demonstrate consistent pedagogical practices across the school confidently and effectively use Literacy blocks to improve Literacy outcomes. <p>Leader Behaviour 100% of school leaders are engaged in Instructional Coaching cycles.</p>
<p>Actions:</p> <p>Leaders</p> <ul style="list-style-type: none"> Support teachers to implement Australian Curriculum v9.0 through the provision of intentional collaboration days. Establish quality assurance processes through the 3 levels of planning and before, during and after moderation to ensure alignment with the Australian Curriculum. Continue to build staff capability in the Simple View of Reading across the school and their ability to incorporate this into Literacy blocks. Establish a Collegial Engagement plan to quality assure the consistent: delivery of Literacy Blocks utilisation of Explicit Instruction engagement with data to inform planning and teaching <p>Teachers</p> <ul style="list-style-type: none"> Implement Australian Curriculum v9.0 in English and Maths across all year levels. Plan and deliver evidence based Literacy Blocks to improve student Literacy outcomes. Implement the Simple View of of Reading across the curriculum as part of the school's delivery of the Australian Curriculum general capabilities. Effectively use student data to plan to include the 'access' domain of Universal Design for Learning. Implement the 'Access' domain of Universal Design for Learning across all disciplines to support the participation and engagement of students across the full range of abilities. Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. 					<p>Year-on-year improvement in English A-C and A-B achievement.</p> <p>Responsible officer(s): Principal DP Head of Curriculum Head of Inclusive Education Year Team Leaders</p>	<p>Resources: Professional reading materials Mabel Park State School Term progress reports Text: A Guide to School Data Analysis Beginning Year Data Reflection End Term Data Reflection Mabel Park State School Unit Plans Mabel Park State School Quality Assurance Plan Classroom Walkthrough checklists Purchase additional IT Resources</p>
<p>School priority 2: Improve Wellbeing and Engagement outcomes for students and staff.</p>	Monitoring				<p>Long term measurable/desired outcomes: Whole school attendance > 85% Reduction in SDA's year on year. Student behaviour is well managed at this school - staff SOS- to be at or above "Your School Type" Student behaviour is well managed at this school – parent SOS- to be at or above "Your School Type"</p>	<p>AIP measurable/desired outcomes: Leader behaviour – a school-wide student and staff wellbeing program for 2024 is co-designed and embedded. School leaders are interested in my wellbeing – staff SOS – to be at or above "Your School Type" Staff are interested in my child's wellbeing – parent SOS – to be at or above "Your School Type" The school's events calendar includes evidence of student and staff well-being activities which are published each term.</p>
<p>Strategies:</p> <ol style="list-style-type: none"> Effectively track and review student and staff Wellbeing data. Embed a schoolwide Wellbeing Program to support students, staff and families. 						
<p>Actions:</p> <p>Leaders</p> <ul style="list-style-type: none"> Support the ongoing learning and development of teachers. Work internally and externally to provide a variety of well-being activities for staff. Enhance teacher data literacy to support knowing and understanding the context of each student and how they learn. Collaborate with external partners to enhance student and staff sense of belonging to promote health and wellbeing that support the implementation of the 2024 staff and student wellbeing initiatives. 					<p>Responsible officer(s): Principal DP Head of Department – Student Services Guidance Officer</p>	<p>Resources: DOE Student Learning and Wellbeing Framework DOE Staff Wellbeing Framework Mabel Park State School Collegial Engagement Model Mabel Park State School Recipe for Engagement Mabel Park State School Staff Wellbeing Plan Mabel Park State School Student Wellbeing Plan</p>

<p>Teachers</p> <ul style="list-style-type: none"> Develop safe and supportive learning environments through establishing clear and consistent expectations and processes aligned to Mabel Park State School Recipe for Engagement and Positive Behaviour for Learning Framework. Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. Apply knowledge of teaching strategies, relevant to the curriculum area, to develop engaging teaching activities. 										
<p>School priority 3: Embrace the diversity of our school community through the creation of a welcoming, inclusive and accessible educational setting by valuing and celebrating the achievements of our students.</p>	<p>Monitoring</p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> >75% Students with a disability achieving A-C in English (up from 63% in 2023) >88% of First Nations students achieving A-C in English (up from 82% in 2023) Whole school attendance at or above 85% <35% of students attending school below 85%
Term 1	Term 2	Term 3	Term 4							
<p>Strategies:</p> <ul style="list-style-type: none"> Embrace diversity by creating a welcoming, inclusive and accessible educational setting that values student, parent/carer, community and stakeholder voice in our approach to teaching and learning. Refine and Embed school-wide practices and processes to ensure equity and excellence for all students with additional learning needs. Enhance communication and engagement between the school and the wider community. Enhance communication and engagement between the school and Aboriginal and Torres Strait Islander families. Strengthen and support the school's P&C. Enhance partnerships with stakeholders to improve transition of students into Prep and High School. 	<p>Responsible officer(s): Principal DP</p>	<p>Resources: DoE Parent and Community Engagement Framework Mabel Park State School Parent and Community Engagement Plan. Mabel Park State School Collegial Engagement Model Mabel Park State School Recipe for Engagement</p>								
<p>Actions:</p> <p>Leaders</p> <ul style="list-style-type: none"> Create opportunities for community (students/parents/extended family/community elders) to engage with school – develop a sense of belonging to the school community Build connections to community elders/leaders/agencies and organisations Employ staff to provide targeted support and programs for First Nations (CEC) and Pasifika (CLO) students. <p>Teachers</p> <ul style="list-style-type: none"> Teachers choose from a range of pedagogical approaches in the classroom that meet the specific learning needs of learning needs of students across the full range of abilities and backgrounds. Teachers have high expectations of all students and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement effective teaching strategies that are appropriate to the local community and cultural setting of Aboriginal and Torres Strait Islander students Connect all students to digital learning opportunities to ensure equitable access to education Implement inclusive and positive interactions to engage and support all students in classroom activities. 										
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>										
<p>Principal </p>	<p>P&C/School Council </p>	<p>School Supervisor</p>								