

MABEL PARK STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational Achievement: School priority 1: By the end of 2025, 80% of students in Prep-2 and 85% of students from 3-6 will be achieving A-C in English.		Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Strategies & Actions: 1. Literacy Blocks: Embed Literacy Blocks across all Year levels based on the Science of Reading and the Reading Position Statement. 2. Alternative & Augmentative Communication: Develop staff capability to embed the use of augmentative and alternative communication for students with complex communication needs. 3. Learning Walls: Build the capability of teachers to effectively use Learning Walls as Sharratt's 3 rd teacher. 4. First Nations Achievement: Improve First Nations achievement through the introduction of a targeted case management framework. 5. Monitoring student performance: Enhance how we track and monitor student achievement through the effective use of data. Build the capability of teacher to effectively use data to inform future teaching practises.		Term 1	Term 2	Term 3	Term 4	90% of students achieving an A-C in English. 100% of staff and students effectively using Learning Walls to enhance student achievement. 80% of First Nations students achieving an A-C in English. 80% of SWD achieving an A-C in English 100% of teachers are able to effectively use data to monitor student progress and inform teaching practises.	Prep-2: 80% students achieving an A-C in English (71% in 2024). • Years 3-6: 85% of students achieving an A-C in English (76.9% in 2024) • 100% of teachers are using Learning Walls to support assessment literacy. • 70% of First Nations students are achieving an A-C (58.4% in 2024). • 50% of SWD achieving an A-C in English (37% in 2024). • 100% of teachers are effectively using data to monitor and track student achievement.
		✓	✓	✓	✓		
Success Criteria: 100% of classroom teachers from Prep-6 are using Literacy Blocks every day. 100% of teachers are able to utilise augmentative and alternative communication for students with complex communication needs. 100% of teachers are using Learning Walls to develop assessment literate learners. 100% of teachers are using Case Management strategies to track and support First Nations achievement. - Teachers are using data effectively to monitor student achievement and progress.		Monitoring				Responsible officer(s): Literacy Blocks: Alexis Bell and Maree Martin Alternative & Augmentative Communication: Bronwyn McKenzie Wright First Nations Achievement : Sonja Wright Monitoring Student performance: Masina Taule'alo, Maree Martin and Sonja Wright.	Resources: - Mabel Park SS Literacy Blocks program - Reading Position Statement - Literacy Hub - Phonological Awareness Screener - Sharratt, L. (2019). <i>Clarity: What matters most in learning, teaching, and leading.</i> Corwin; Ontario Principals' Council; ACEL Inspiring Educational Leaders. - Sharratt, L., & Fullan, M. (2012). <i>Putting FACES on the data: What great leaders do!</i> Corwin Press. - SORD - OneSchool
Wellbeing & Engagement: School priority 2: By the end of 2025, 90% of students are in the PBL Green Zone and there is a year-on-year reduction in School Disciplinary Absences (SDA's)		Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Strategies & Actions: 1. Teach Like a Champion (TLAC): Build the capability of staff to effectively use TLAC techniques to support student behaviour and engagement. 2. Positive Behaviour for Learning (PBL): The school will continue to refine and improve PBL processes and practises so they are consistently implemented across the school. 3. Q Learn: Teachers are equipped with the knowledge and skills to use Q Learn to engage students, collaborate with their colleagues and create digitally literate learners.		Term 1	Term 2	Term 3	Term 4	95% of students in the PBL Green Zone. 90% of staff agree that 'Behaviour is well managed at this school' – School Opinion Survey (71.4% in 2024) 100% of teaching and planning resources are accessed through Q Learn.	90% of students in PBL Green Zone (82.5% in 2024) • 25% reduction in SDA's year-on-year. • Improvement in % of staff who agree that 'Behaviour is well managed at this school' in the School Opinion Survey (71.4% in 2024). • 100% of teachers are using TLAC techniques to engage students and manage student behaviour • 100% of teachers are using Q Learn to facilitate teaching and learning episodes in all Learning Areas.
		✓	✓		✓		
Success Criteria: 100% of teachers are using TLAC techniques to support student behaviour and engagement. - PBL processes and practises are consistently implemented across the school by 100% of staff. 100% of teachers are using Q Learn to engage students, collaborate with colleagues and create digitally literate learners.		Monitoring				Responsible officer(s): Teach Like a Champion: Masina Taule'alo, Sarah Williamson, Karen Gardyne PBL: Teresa Radicke Q Learn: Masina Taule'alo	Resources: - Lemov, D. (2021). <i>Teach like a champion 3.0: 63 techniques that put students on the path to college.</i> Jossey-Bass. - Q Learn support modules - Mabel Park State School PBL guide - OneSchool
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.		Principal <i>Masina Taule'alo</i>				School Supervisor <i>AD Smith</i>	