

MABEL PARK STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Excellence in Literacy.</p>	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	✓	✓	✓	✓	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 85% of students achieve an A–C standard in English across all year levels. Year-on-year improvement in NAPLAN Reading and Language Conventions, with results at or above like-school means. Increased proportion of students meeting or exceeding expected benchmarks in phonics, decoding, fluency and comprehension across Prep–Year 6. 100% of teachers consistently implement an effective Literacy Block, aligned to the whole-school Reading Framework and agreed non-negotiables. Improved outcomes for at-risk readers, with an increased proportion of students requiring reading intervention making expected or accelerated progress in reading. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> An increased proportion of students achieve an A–C standard in English across all year levels, compared to the previous year. Demonstrated measurable improvement in reading achievement across cohorts, evidenced through school-based reading assessments and moderation processes. Evidence of improved student performance in NAPLAN Reading and Language Conventions, including positive year-on-year growth. An increased percentage of students in Prep–Year 3 meet or exceed expected phonics and decoding benchmarks, as measured through agreed diagnostic assessment tools. Improved teacher confidence and capability in structured literacy and explicit reading instruction, evidenced through observation data, coaching feedback and professional learning participation. MacqLit and MiniLit implemented as targeted reading interventions for identified at-risk students, with evidence of measurable improvement in reading outcomes as tracked through intervention data and school-based assessments.
Term 1	Term 2	Term 3	Term 4								
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<p>Strategies:</p> <ol style="list-style-type: none"> Implement a consistent, evidence-based whole school reading model aligned to the Australian Curriculum. Implement a systematic synthetic phonics and language program across Prep–Year 6. Strengthen teacher capability and consistency in reading instruction through coaching, Student Improvement Teams (SITs) and data-informed practice. Implement a structured, evidence-based reading intervention approach using MacqLit and MiniLit to provide targeted support for students identified as at risk in reading. Strengthen early identification and targeted support for students in the Early Years who may be at risk of language and literacy difficulties. Strengthen data-driven monitoring systems to evaluate the impact of whole-school reading practices, ensuring instructional approaches and interventions are producing measurable improvement in student literacy outcomes. 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> HOD–Curriculum x 2 Reading Team MacqLit & MiniLit: HOSE, IE team Prep Footprint Protocol – HOSES, SLP 	<p>Resources:</p> <ul style="list-style-type: none"> Additional HOD–Curriculum allocation Teacher release time to support SITs Professional learning funding for structured literacy, explicit instruction and phonics program implementation. Whole school phonics and language program resources, including teaching materials, assessment tools and licences. Targeted teacher aide support to deliver reading intervention and differentiation. Resourcing to provide additional SLP hours 								
<p>Actions:</p> <ol style="list-style-type: none"> Develop and implement a whole school Reading Framework aligned to the Australian Curriculum, including agreed evidence-based reading practices and instructional expectations. Implement a daily whole-school Structured Literacy Block and a systematic synthetic phonics and language program from Prep to Year 6, including aligned scope and sequence. Provide professional learning, coaching and collaborative planning structures (including SITs) to build teacher capability in structured literacy and effective reading instruction. Implement a whole-school reading intervention program using MacqLit and MiniLit, supported by consistent identification processes, trained staff and ongoing monitoring of student progress. Implement the Prep Footprint Protocol to enable early identification of Prep and Year 1 students at risk of language disorder, differentiate from standard Australian English learners, and provide targeted intervention to strengthen oral language outcomes. Implement a structured Literacy monitoring cycle involving scheduled data reviews, moderation, and instructional response at classroom, cohort and whole-school levels. 		<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Whole-school student attendance is at or above 85%, demonstrating sustained improvement in student engagement. Year-on-year reduction in Student Disciplinary Absences, indicating improved behaviour, engagement and inclusive school practices. Improved Parent and Staff School Opinion Survey results for the statement: <i>“Behaviour is well managed at this school.”</i> Improved Staff and Student School Opinion Survey results for wellbeing indicators, demonstrating a positive school culture that supports resilience and emotional regulation. Yugambeh language taught as a formal subject, strengthening student cultural identity, connection and respect for First Nations knowledge and culture. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> An increase in whole-school attendance compared to the previous year, demonstrating progress toward the long-term target of 85% or above. A reduction in Student Disciplinary Absences compared to the previous year, supported by consistent PBL implementation and targeted behaviour supports. Improved Parent and Staff School Opinion Survey results for the statement: <i>“Behaviour is well managed at this school.”</i> Improved Staff and Student School Opinion Survey data related to wellbeing, resilience and sense of belonging. Yugambeh language learning implemented through curriculum programs and cultural learning opportunities, establishing foundations for long-term subject delivery. 								
<p>School priority Connection and Belonging.</p>	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	✓	✓	✓	✓	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Whole-school student attendance is at or above 85%, demonstrating sustained improvement in student engagement. Year-on-year reduction in Student Disciplinary Absences, indicating improved behaviour, engagement and inclusive school practices. Improved Parent and Staff School Opinion Survey results for the statement: <i>“Behaviour is well managed at this school.”</i> Improved Staff and Student School Opinion Survey results for wellbeing indicators, demonstrating a positive school culture that supports resilience and emotional regulation. Yugambeh language taught as a formal subject, strengthening student cultural identity, connection and respect for First Nations knowledge and culture. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> An increase in whole-school attendance compared to the previous year, demonstrating progress toward the long-term target of 85% or above. A reduction in Student Disciplinary Absences compared to the previous year, supported by consistent PBL implementation and targeted behaviour supports. Improved Parent and Staff School Opinion Survey results for the statement: <i>“Behaviour is well managed at this school.”</i> Improved Staff and Student School Opinion Survey data related to wellbeing, resilience and sense of belonging. Yugambeh language learning implemented through curriculum programs and cultural learning opportunities, establishing foundations for long-term subject delivery.
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<p>Strategies:</p> <ol style="list-style-type: none"> Strengthen student and staff wellbeing through implementation of The Resilience Project. Strengthen positive behaviour and engagement through consistent implementation of Positive Behaviour for Learning (PBL). Improve student attendance through implementation of an Attendance Incentivisation and Engagement Framework. Strengthen cultural identity and connection through First Nations Language Revitalisation. Develop a culturally responsive, multi-tiered, whole-school approach to hearing to improve access and outcomes for diverse learners, particularly our First Nations students. Implement a systematic, data-informed student engagement approach that uses attendance, behaviour, and wellbeing data to identify trends, target supports, and evaluate impact on belonging outcomes. 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> Resilience Project – Wellbeing Committee, HOD–Student Services, GO PBL – PBL Committee, HOD–Student Services Language Revitalisation: CEC, Deputy Principal Attendance Incentivisation – Deputy Principal Hearing - HOSES 	<p>Resources:</p> <ul style="list-style-type: none"> Professional learning and program resources to support The Resilience Project implementation across all year levels. Resourcing to support PBL systems, including prizes, behaviour tracking tools, acknowledgement resources and targeted intervention supports. Staffing time and resources to support the Attendance Incentivisation and Engagement Framework, including prizes, data monitoring and family engagement. 								
<p>Actions:</p> <ol style="list-style-type: none"> Implement The Resilience Project across all year levels, including explicit teaching of gratitude, empathy and emotional literacy, supported by staff capability development. Strengthen and embed whole school PBL systems including behaviour expectations, acknowledgement processes, consistent behaviour responses and targeted behaviour support and data monitoring processes. Develop and implement a whole school Attendance Incentivisation and Engagement Framework including monitoring processes, celebration strategies, early intervention supports and strengthened family and community engagement. Develop and implement a First Nations Language Revitalisation program in partnership with local community representatives and cultural advisors to strengthen student cultural identity and belonging. 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> Resilience Project – Wellbeing Committee, HOD–Student Services, GO PBL – PBL Committee, HOD–Student Services Language Revitalisation: CEC, Deputy Principal Attendance Incentivisation – Deputy Principal Hearing - HOSES 	<p>Resources:</p> <ul style="list-style-type: none"> Professional learning and program resources to support The Resilience Project implementation across all year levels. Resourcing to support PBL systems, including prizes, behaviour tracking tools, acknowledgement resources and targeted intervention supports. Staffing time and resources to support the Attendance Incentivisation and Engagement Framework, including prizes, data monitoring and family engagement. 								

<p>5. Implement early screening, coordinated family support, and targeted professional learning through the Hearing Pathways pilot to strengthen hearing-informed practice and improve access and outcomes for diverse learners, particularly our First Nations students.</p> <p>6. Establish a termly Engagement Data Review cycle led by leadership teams to analyse attendance, school disciplinary absences, and survey data, set targeted responses for identified students or cohorts, and monitor improvement against school targets.</p>		<ul style="list-style-type: none"> Community and cultural resourcing to support First Nations language and cultural programs, including consultation and program delivery. Professional learning to develop teacher capability in evidence-based practises to support students with hearing impairment, drawing on the expertise of AVT-DHH and the Hearing Pathways team. 													
<p>School priority 3: Quality Teaching in Every Classroom.</p>	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4	✓	✓	✓	✓	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Instructional Consistency: 100% of teachers consistently implement The Mabel Park Lesson Structure, incorporating Explicit Instruction and agreed TLAC strategies, across all classrooms. Teacher Capability: Sustained improvement in teacher capability and confidence in Explicit Instruction and Teach Like a Champion instructional and engagement strategies, evidenced through observation and coaching data. Student Engagement and Behaviour: Improved student engagement and on-task behaviour as a result of consistent use of Explicit Instruction and Teach Like a Champion classroom practices. Digital Pedagogy and Literacy: Progressive whole-school implementation of QLearn to support high-quality teaching, assessment and student digital literacy across year levels. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Professional Learning and Capability: 100% of teachers participate in professional learning focused on Explicit Instruction, The Mabel Park Lesson Structure and agreed TLAC strategies. Classroom Practice Implementation: The Mabel Park Lesson Structure, including Explicit Instruction and TLAC practices, is evident in classroom teaching as confirmed through learning walks and observation processes. QLearn Rollout: QLearn implemented in Year 6, with clear planning and preparation for staged implementation in additional year levels. Digital Pedagogy Capability: Teachers in participating year levels receive targeted professional learning and demonstrate increased confidence and consistency in the use of QLearn to support teaching, assessment and student engagement.
Monitoring															
Term 1	Term 2	Term 3	Term 4												
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<p>Strategies:</p> <ol style="list-style-type: none"> Embed The Mabel Park Lesson Structure to ensure consistent implementation of Explicit Instruction across all classrooms. Strengthen classroom instructional practices through implementation of Teach Like a Champion (TLAC) strategies. Strengthen digital pedagogy and student digital literacy through effective use of QLearn. Reduce barriers to learning by strengthening teacher capability in the use of assistive technology and accessibility features of devices and QLearn. 															
<p>Actions:</p> <ol style="list-style-type: none"> Develop, document and implement The Mabel Park Lesson Structure including agreed explicit teaching practices and instructional non-negotiables across the school. Provide professional learning, modelling and coaching to build teacher capability in Explicit Instruction and delivery of The Mabel Park Lesson Structure. Provide targeted professional learning and embed Teach Like a Champion strategies to strengthen classroom engagement, behaviour and instructional clarity. Strengthen teacher capability and consistency in the use of QLearn to support curriculum delivery, assessment and differentiation, supported by observation, feedback and coaching processes to monitor fidelity of evidence-informed pedagogical practices. 	<p>Responsible officer(s):</p> <ul style="list-style-type: none"> Lesson Structure & Explicit Instruction: HOD-Curriculum TLAC: TLAC committee Q Learn: Q Learn committee, IT Officer 	<p>Resources:</p> <ul style="list-style-type: none"> Professional learning funding for TLAC including TRS. Coaching and release time to support observation, feedback and consistency of classroom practice. Digital resources and licences to support QLearn rollout, curriculum delivery and assessment. Funding for ICT resources to support 1:1 device pilot program. Staff professional learning time and TRS to build capability in digital pedagogy and QLearn resources. 													
<p>School priority 4: Strong Instructional Leadership.</p>	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4	✓	✓	✓	✓	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Collaborative Instructional Leadership: Sustained implementation of SITs resulting in consistent collaborative planning, moderation and improved teaching quality. Instructional Consistency: High consistency in classroom practice across the school, evidenced through Learning Walk data aligned to whole-school pedagogical expectations. Data-Informed Practice: Teaching and learning decisions across the school are consistently informed by student achievement data, leading to improved instructional responsiveness and student outcomes. Teacher Capability and Retention: Improved capability, confidence and retention of new and early-career teachers as a result of a structured mentoring framework embedded within the school. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> SIT Implementation: Fortnightly SIT meetings are implemented across all year levels, with documented evidence of collaborative planning, moderation and data-informed instructional decisions. Learning Walks: A consistent Learning Walk schedule is implemented by school leaders, providing regular feedback on instructional practice and student engagement. Data Conversations: All teachers participate in at least one structured Data Conversation with the Principal per term, focused on student achievement data and instructional improvement planning. Mentoring PLC Establishment: A Mentoring PLC is established and operational, with new and early-career teachers participating in regular mentoring sessions focused on instructional practice and whole-school expectations.
Monitoring															
Term 1	Term 2	Term 3	Term 4												
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<p>Strategies:</p> <ol style="list-style-type: none"> Strengthen collaborative instructional leadership through the implementation of Student Improvement Teams (SITs). Strengthen leadership clarity and consistency through structured Learning Walk processes. Strengthen data-informed instructional decision-making through structured Data Conversations. Establish a whole-school mentoring framework that supports new and early-career teachers through targeted coaching, induction, instructional guidance and wellbeing support, ensuring consistent implementation of whole-school pedagogical practices. 															
<p>Actions:</p> <ol style="list-style-type: none"> Student Improvement Teams (SITs): SITs meetings at year-level to support collaborative planning, moderation of student achievement data and shared accountability for teaching and learning improvement. Learning Walks: Implement a structured Learning Walk process for school leaders to monitor consistency of whole-school instructional practices, student engagement and agreed pedagogical expectations. Data Conversations: Implement regular, structured individual Data Conversations between teachers and the Principal to reflect on student data, evaluate teaching effectiveness and plan targeted next steps for instruction. Mentoring PLC: Establish a Mentoring Professional Learning Community (PLC) to support new and early-career teachers through induction, coaching and instructional guidance, ensuring consistent implementation of whole-school pedagogical practices. 	<p>Responsible officer(s):</p> <ul style="list-style-type: none"> SITs: HOD-Curriculum x 2 Learning Walks: Deputy Principal x 2 Data Conversations: Principal Mentoring framework: Mentoring PLC 	<p>Resources:</p> <ul style="list-style-type: none"> Allocated leadership and teacher release time to support Student Improvement Teams (SITs), collaborative planning and moderation. Leadership time to conduct Learning Walks and provide targeted instructional feedback. Time allocation for Data Conversations between leaders and teachers to support reflective, data-informed practice. Resourcing to establish and sustain a Mentoring PLC, including mentor training, release time and induction support for new teachers. 													

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

Principal *In Laureato* P&C/School Council School Supervisor *A.O. Black*

