



# MABEL PARK STATE SCHOOL

# Strategic Plan 2022-2025

**Our Vision:** Every Child, Every Day, Learning and Achieving  
**Our Values:** Trust, Courage, Respect

This 2022-2025 strategic plan was developed in consultation with staff members, students and school community stakeholders. It includes improvement strategies from the Education Improvement Branch and reflects key elements of the State Schools Improvement Strategy. It provides an overview of the work to be undertaken over the next four years and will be supported by additional school planning documentation.

## OUR SUCCESSES

- Shared commitment to improved learning and wellbeing outcomes for students.
- Widespread staff commitment to Positive Behaviour for Learning (PBL).
- Relationships between staff, students and parents are positive, caring and respectful.
- Evidence-based research is used to further refine teaching practices.
- Strong collegial trust and respect within teaching teams is clearly apparent.
- The school seeks to foster community connections and a sense of cultural pride.

## STRATEGIES

- Quality Teaching and Learning**
- Implement effective collaborative opportunities to monitor student learning in order to make data-based decisions.
- Inclusive Learning**
- Embed a case management approach to ensure that all students are succeeding.
- Capability**
- Establish a collaborative culture of learning through a systematic approach to develop capacity and celebrate success.
- Wellbeing**
- Embed a whole school approach to improve student and staff wellbeing.
- Community Partnerships**
- Enhance partnerships with stakeholders to improve transitions of students into Prep and high school.

## IMPROVEMENT TARGETS

LOA Data	Current	Target
English A-C%	68%	80%
English A-B%	37%	45%
Maths A-C%	77%	85%
Maths A-B%	45%	50%

### Engagement and Wellbeing

- Student attendance of at least 92%
- Less than 15% of students attending less than 85%
- School Opinion Survey – Staff Responses >90%

### Reading

- 100% of students progressing at least 1 years' growth, every year.

### Transitions

- Improved Prep outcomes: Attendance (92%), SDAs (0) and LOA, English A-C% - 85%, Maths A-C% - 85%
- All Year 6 students participating in transitions.

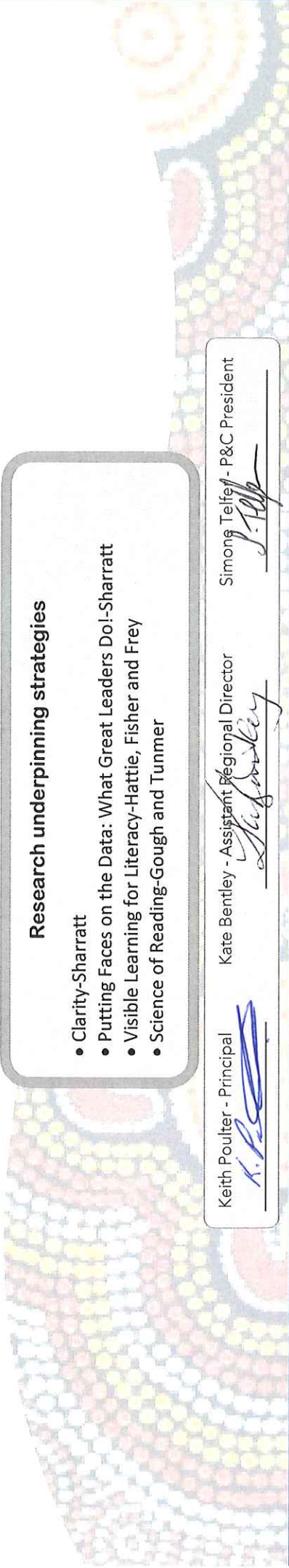
## Research underpinning strategies

- Clarity-Sharratt
- Putting Faces on the Data: What Great Leaders Do!-Sharratt
- Visible Learning for Literacy-Hattie, Fisher and Frey
- Science of Reading-Gough and Tunmer

Keith Poulter - Principal

Kate Bentley - Assistant Regional Director

Simone Telfer - P&C President





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## Inclusion

- Embed Universal Design for Learning within planning and practice.
- Develop a whole school approach to use data to support precision in determining focus areas for continuous improvement in student learning.
- Embed a whole school approach to case management for the diversity of students including students with disabilities, EALD students and Indigenous students.
- Establish tailored supports to ensure that every student is succeeding.

## Wellbeing

- Implement and embed a whole of school approach to improve staff and student wellbeing and resilience with shared language and understanding.
- Prioritise time for intentional collaboration to better our ways of working together, learning together, supporting each other and celebrating success.
- Implement and embed Tier 2 and 3 features of the Positive Behaviour for Learning framework.
- Embed opportunities to celebrate success and share best practice through school learning fairs.
- Embed ongoing opportunities for genuine staff collaboration, consultation and support.

## Performance

- Establish effective collaborative opportunities to monitor student learning utilising a case management approach in order to make data-based decisions.
- Collaboratively develop a sustainable organisational structure with roles, responsibilities and accountabilities for each individual and team to quality assure the implementation of the improvement agenda.
- Utilise inquiry cycles to monitor and measure impact in relation to stated priorities.



## Teaching

- Collaboratively identify and embed agreed high yield research based pedagogical approaches.
- Document a whole school approach to moderation (four stages) in order to ensure consistent judgements aligned to the Australian Curriculum (AC).
- Embed the 5 Questions for Students, Teachers, Parents and Leaders.
- Develop understanding of the AC through prioritising of planning.
- Establish line of sight to ensure that the planned curriculum is the enacted curriculum.
- Review practices aligned to the teaching of reading so that they are research based – Inclusive Teaching of Reading.

## Capability

- Develop and establish a collaborative culture of learning through a systematic and documented approach in order to develop staff capacity and celebrate success.
- Prioritise opportunities for instructional leaders to work collaboratively with staff to deeply embed the key strategies and practices informing school improvement, and teaching and learning.
- Strengthen the reflective, positive and collaborative culture of the school through opportunities for observation and feedback, coaching and mentoring, learning walk and talks and Watching Others Work (WOW.)
- Develop the instructional leadership capacity of leaders and their ability to provide support and effective feedback.

## Partners

- Collaboratively develop and implement a Parent and Community Engagement Framework.
- Establish a playgroup within the school to ensure positive transitions for future students.
- Enhance partnerships with stakeholders to improve transitions of students into Prep and onto high school.
- Invest in collaboration with key Mabel Park SHS personnel to support continuity of learning.
- Enhance partnerships with Indigenous and Pacific Islander communities through our CEC and ILO.