

MABEL PARK STATE SCHOOL 2026-2029 STRATEGIC PLAN

<p>School profile Mabel Park State School is a dual-campus primary school located in Slacks Creek, serving approximately 700 students from a highly multicultural community with around 80 nationalities and ethnicities represented. We maintain strong partnerships with our local community and Mabel Park State High School to support strong connections, continuity of learning, and successful student transitions. Guided by our values of Trust, Courage and Respect, we are committed to inclusive practice, strong relationships, and high-quality teaching so every learner can thrive.</p>	<p>Vision and values At Mabel Park State School, we are committed to ensuring every student experiences success in learning and a strong sense of belonging. Through high-quality, evidence-based literacy teaching aligned to the Australian Curriculum, we focus on building strong foundations in reading and writing for all learners. Guided by our values of Trust, Courage and Respect, we work in partnership with families and our community to create inclusive, supportive learning environments where students and staff can thrive.</p>
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Educational achievement

Belonging and engagement


<p>School improvement strategies</p> <ul style="list-style-type: none"> • Driving an explicit improvement agenda: Strengthen leaders' practices for supportively supervising curriculum delivery and behaviour support to enhance consistency and line of sight in monitoring and evaluating school improvement progress. • Building an expert teaching team: Systematically enact structured and timely induction processes for all new staff, aligned to school and system priorities, to support successful transitions into expected ways of working. • Analysing and discussing data: Broaden opportunities for collaboratively analysing a range of student monitoring and assessment data to enhance teachers' capability in using data to inform next steps in teaching. • Leading systematic curriculum implementation: Strengthen processes for planning, teaching, moderating and assessing reading in all learning areas to build teachers' knowledge and skills in effectively teaching reading through the Australian Curriculum (AC), • Formalise internal moderation processes to inform next steps in teaching, deepen teachers' knowledge and understanding of the achievement • standards and support consistent judgements of student work. 	<p>Reduction of red tape in day-to-day work, planning and processes include: Mabel Park State School will reduce unnecessary administrative workload by clarifying expectations, streamlining processes, and prioritising teacher time for teaching, learning and student wellbeing. This aligns with Queensland Government red tape reduction priorities.</p> <p>Measures of success;</p> <ul style="list-style-type: none"> • Staff report reduced administrative burden and improved wellbeing over the life of the plan, as evidenced through School Opinion Survey data and local staff feedback • Whole-school expectations for planning, assessment and reporting are clearly defined and consistently enacted, reducing duplication and over-compliance • Digital systems are used more efficiently, with reduced duplication of data entry and increased use of shared platforms to support planning and reporting • School leaders actively review, streamline and cease low-value practices, ensuring time and effort are focused on high-impact teaching and learning • Teachers report increased time to focus on core teaching work, including planning quality lessons, working with students, and engaging in professional collaboration
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<p>School priority 1: Excellence in Literacy.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Embed a consistent whole-school approach to reading (Prep–Year 6) aligned to the Australian Curriculum. • Strengthen evidence-based literacy instruction through explicit teaching and structured lesson design. • Implement a school-wide reading assessment and monitoring cycle to inform teaching and intervention. • Deliver targeted, evidence-based reading interventions for identified students. • Build collective teacher efficacy in literacy through professional learning, coaching and moderation. <p>Measures Performance</p> <ul style="list-style-type: none"> • A consistent whole-school approach to reading is implemented from Prep to Year 6, aligned to the Australian Curriculum. • High-quality, evidence-based literacy teaching is consistently used in classrooms across the school. • At least 85% of students achieve a C or above in English, with steady improvement in Levels of Achievement across all year levels. 	<p>School priority 2: Connection and Belonging.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Embed a consistent whole-school approach to positive behaviour through Positive Behaviour for Learning (PBL). • Implement targeted attendance strategies that strengthen student engagement and partnerships with families. • Strengthen student and staff wellbeing through a whole-school approach using the Resilience Project. • Strengthen community connections and family engagement, including re-establishing an active P&C and improving school–family communication. • Embed inclusive cultural programs and celebrations that reflect and value the diversity of our school community. <p>Measures Performance</p> <ul style="list-style-type: none"> • Whole-school attendance reaches and is sustained at 85% or higher through improved student engagement and family partnerships. • At least 90% of students are consistently in the PBL Green Zone, reflecting positive behaviour, engagement, and shared expectations across the school. 	<p>School priority 3: Quality Teaching in Every Classroom.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Embed a consistent whole-school lesson structure to support high-quality, explicit teaching in every classroom. • Strengthen teaching practice through agreed evidence-informed strategies, including Teach Like a Champion. • Provide ongoing professional learning to build and sustain effective pedagogy across the school. • Use Q Learn consistently to support curriculum planning, assessment, and professional collaboration. • Strengthen digital literacy and learning through effective use of 1:1 devices. • Use Student Improvement Teams to support collaborative planning, moderation, data analysis, and instructional improvement. • Support consistent practice through instructional leadership and collegial engagement, including coaching and feedback. <p>Measures Performance</p> <ul style="list-style-type: none"> • 100% of teachers consistently use the Mabel Park State School Lesson Structure, as evidenced through planning, walkthroughs and shared instructional language. 	<p>School priority 4: Strong Instructional Leadership.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Use Student Improvement Teams to lead ongoing analysis of student data, instructional planning, moderation and evaluation of teaching impact. • Embed scheduled Learning Walks and Data Conversations to strengthen shared understanding of effective practice and inform next steps in teaching and learning. • Implement consistent, comprehensive, and scheduled moderation cycles to ensure alignment of curriculum, assessment, and achievement standards. • Establish and protect a structured coaching and mentoring program to support continuous improvement in teacher practice across all career stages. • Provide a high-quality induction program for new staff to ensure clarity of expectations, pedagogy, and school processes. • Develop aspiring leaders through clear leadership pathways, opportunities, and roles that build instructional leadership capacity across the school. <p>Measures Performance</p> <ul style="list-style-type: none"> • 100% of school leaders are actively engaged in Instructional Leadership cycles, including Learning
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