



MABEL PARK STATE HIGH SCHOOL

2026 ANNUAL IMPLEMENTATION PLAN



At MP State we belong and together, we are inspired to reach excellence



We create a safe and supportive place to learn, grow and succeed. Through high expectations and unique opportunities, every student is empowered to be their best.



Resilience
Responsibility
Respect
Reach

At MP State we prioritise The Learner, The Learning and The Curriculum

	Strategies	Leaders can/will	Teachers can/will	Measures
Priority 1: Excellence in teaching and learning	<p>Systematically enact quality curriculum across all learning areas to ensure teachers use data and moderation to inform teaching, and target the individual learning needs of every student</p> <p>In 2026, Establish quality assessment and moderation processes and practices across all learning areas</p>	<p>Develop a consistent approach to designing quality assessment and marking guides</p> <p>Prioritise the “before assessment takes to place’ phase of moderation to strengthen curriculum alignment and build staff capability in applying consistent judgements</p>	<p>Identify elements of quality assessment and marking guides</p> <p>Implement phases of moderation, to prioritise the development of a shared understanding of curriculum alignment, quality assessment and marking guide application.</p>	<ul style="list-style-type: none"> • 4% increase in A-C data across all learning areas • 4% increase in A-B data across all learning areas • Increase in inter-assessment agreement for Reading, Years 7 and 9 – NAPLAN • Quality assessment and marking guide practices standardised across all learning areas • Before moderation processes and practices embedded in all learning areas • Increase Mean Scale Score in Years 7 and 9 NAPLAN – Reading • Text selection practices embedded across all learning areas • Reading routines evident in all learning area unit planning • Teachers implementing an ESDL in every lesson • Teachers embedding explicit instruction pedagogies in every lesson in all learning areas • 75% whole school BYOD • 10% increase in SOS “I am interested in my school work”
	<p>Implement the Simple View of Reading across all learning areas to establish consistent vocabulary development, word study and language comprehension through the Australian Curriculum.</p> <p>In 2026, Develop consistent, whole school routines to build language comprehension through strategic text-based discussions</p>	<p>Prioritise the relationship between reading, motivation and engagement</p> <p>Communicate the Simple View of Reading and its application in all learning areas</p> <p>Build staff capability to identify texts aligned to the Achievement Standard and establish routines to build language comprehension</p>	<p>Develop an understanding of the relationship between reading and engagement</p> <p>Identify and select appropriate texts to develop language comprehension across all learning areas</p> <p>Enact whole school reading routines aligned to the simple view of reading</p>	<ul style="list-style-type: none"> • 4% increase in A-C data across all learning areas • 4% increase in A-B data across all learning areas • Increase in inter-assessment agreement for Reading, Years 7 and 9 – NAPLAN • Quality assessment and marking guide practices standardised across all learning areas • Before moderation processes and practices embedded in all learning areas • Increase Mean Scale Score in Years 7 and 9 NAPLAN – Reading • Text selection practices embedded across all learning areas • Reading routines evident in all learning area unit planning • Teachers implementing an ESDL in every lesson • Teachers embedding explicit instruction pedagogies in every lesson in all learning areas • 75% whole school BYOD • 10% increase in SOS “I am interested in my school work”
	<p>Further refine the <i>Mabel Model for Learning</i> and prioritisation of digital pedagogies to strengthen teacher capability and student achievement.</p> <p>In 2026 Prioritise the consistent implementation of the <i>Mabel Model for Learning</i>, integrating digital pedagogies to enhance teacher capability and student achievement.</p>	<p>Strengthen and support the consistent use of the <i>Mabel Model for Learning</i> through walkthroughs, resource development and professional dialogue.</p> <p>Build staff capability in using Mabel’s essential skills for digital learning through targeted professional learning, consistent expectations, resource development and support.</p> <p>Prioritise and promote the upskilling of staff in assistive technologies to support the inclusion of all.</p>	<p>Embed the explicit instruction, cognition & application phases of the <i>Mabel Model for Learning</i> consistently in lesson design and delivery to ensure high-quality, engaging learning experiences.</p> <p>Implement Mabel’s essential skills for digital learning to support student engagement and achievement.</p>	<ul style="list-style-type: none"> • 4% increase in A-C data across all learning areas • 4% increase in A-B data across all learning areas • Increase in inter-assessment agreement for Reading, Years 7 and 9 – NAPLAN • Quality assessment and marking guide practices standardised across all learning areas • Before moderation processes and practices embedded in all learning areas • Increase Mean Scale Score in Years 7 and 9 NAPLAN – Reading • Text selection practices embedded across all learning areas • Reading routines evident in all learning area unit planning • Teachers implementing an ESDL in every lesson • Teachers embedding explicit instruction pedagogies in every lesson in all learning areas • 75% whole school BYOD • 10% increase in SOS “I am interested in my school work”
Priority 2: Belonging through culture and connection	<p>Consolidate the consistency and impact of MTSS practices to improve student belonging and attendance outcomes across all tiers of support.</p> <p>In 2026, Identify and communicate the MTSS framework across the whole school community</p> <p>Establish schoolwide practices and processes, with a focus on Tier 1 Attendance.</p>	<p>Develop clear, explicit expectations for tier 1 attendance and engagement aligned to the <i>Mabel Model for Learning</i>.</p> <p>Prioritise feedback through data driven conversations to drive consistency and improvement regarding attendance and engagement.</p> <p>Establish processes, clear roles and responsibilities for teachers, leaders, students, and the wider community regarding positive school attendance, belonging and success.</p>	<p>Establish universal tier 1 expectations to create safe, supportive classrooms focused on belonging, engagement, and attendance.</p> <p>Investigate attendance data to identify and enact appropriate MTSS strategies.</p> <p>Implement accurate roll marking and consistent follow-up processes as part of their Tier 1 responsibility.</p>	<ul style="list-style-type: none"> • 4% increase in whole school attendance • Teachers implementing universal tier 1 attendance strategies identified through walkthroughs • 8% increase in SOS “I like being at my school” • 100% increase in semester 2 positive behaviour records • 4% increase in A-C data across all learning areas • 3% increase in SOS “student behaviour is well managed at this school” • 10% reduction in major behaviours • 10% reduction in minor behaviours • 90% of students in FT employment, training or further education
	<p>Refine and maintain <i>REACH days</i> across all year levels to facilitate pathway education to enable and equip students to be ready for the future.</p> <p>In 2026, Establish and enact <i>REACH days</i>, a whole-school pathway and self-development framework to improve student engagement, sense of purpose and preparedness for their post school pathway</p>	<p>Develop and communicate a whole-school vision for <i>REACH days</i> that ensures clear expectations for implementation across all year levels.</p> <p>Build staff capability in delivering future-focused learning experiences to strengthen students’ connection between self, school and success.</p>	<p>Enact engaging and purposeful <i>REACH days</i> that provide students with targeted experiences to explore self, pathways and develop career skills.</p> <p>Identify future-focused learning opportunities within curriculum areas to help students connect classroom learning with personal goals, pathways, and post-school options.</p>	<ul style="list-style-type: none"> • 4% increase in whole school attendance • Teachers implementing universal tier 1 attendance strategies identified through walkthroughs • 8% increase in SOS “I like being at my school” • 100% increase in semester 2 positive behaviour records • 4% increase in A-C data across all learning areas • 3% increase in SOS “student behaviour is well managed at this school” • 10% reduction in major behaviours • 10% reduction in minor behaviours • 90% of students in FT employment, training or further education

Approvals

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

Principal – Trent Cowley

P&C President – Ailaoa Chong-Nee

School Supervisor – Joel Buchholz

04/03/2026



Educational achievement



Belonging and engagement