

2025 Annual Implementation Plan - Mabel Park State High School (2161)



Key Improvement Strategy: Enact a vision for classroom learning environments, articulating high expectations and the promotion of academic rigor

	Actions	Behaviourally (LEAD DATA)			Measurable Outcomes (LAG DATA)	Monitoring				
		Leaders can/will	Teachers can/will	Students can/will		T1	T2	T3	T4	
PRIORITY #1 EQUITY & EXCELLENCE IN TEACHING AND LEARNING	Enact a consistent, common approach to whole-school moderation	Plan, schedule and facilitate Before, After, After, End moderation within faculties Support teachers to use data collected through moderation to inform next steps in teaching and learning	Engage collaboratively in Before, After, After, End to moderate curriculum Source student feedback and data to inform curriculum decisions	Understand where they are at and what their next steps are Provide feedback to classroom teachers to inform curriculum decisions	<ul style="list-style-type: none"> SOS - I understand how I am assessed at my school – 85% 100% of staff engaged in Before, After, After, End moderation processes 					
	Systematic Curriculum Delivery through three levels of planning	Prioritised through instructional rounds	Facilitate ACV9 capability building to familiarise and align curriculum elements Collaborate with teaching teams to create year/band plans and unit plans appropriate to the cohort and individual class room needs Co-design a common and consistent approach to developing marking guides	Plan and implement, using ACV9 appropriate learning opportunities for ALL students Engage in a common approach to developing marking guides	Access and engage in learning at an appropriate level	<ul style="list-style-type: none"> 2026 Curriculum Provision consulted and created ACV9 Year/band planning and unit planning evident across all LAs SOS – “I am interested in my school work” – 80% Consistent approach to marking guides across all LAs 7-10 				
	Continued Rollout of Mabel Ped 101		Collaborate with Mabel Ped team to build staff capability and a community of practice Collect and utilise data to inform progression of roll-out	Actively seek/provide support and professional learning opportunities to enact Mabel Ped 101 Feedback on implementation and progress of Mabel Ped 101 roll out	Engage in and progress through their learning Reflect on their learning through answering the 5 walkthrough questions	<ul style="list-style-type: none"> 100% of teachers implementing Mabel Ped 101 4% improved A-C 4% improved A-B SOS – “I am interested in my schoolwork” 80% 				
	Implementation of Reading through the AC		Co-design and drive the implementation plan for Reading through the AC Build staff capability regarding the Simple View of Reading and a multi-linguistic word study instructional routine	Engage in professional learning Explicitly plan for and teach identified vocabulary through an instructional routine	Use instructional routine to access learning and assessment	<ul style="list-style-type: none"> Multi-linguistic word study routine evident in unit planning for Years 7-9 Increase in teacher understanding and confidence to implement instructional routine as measured through survey data Increase in student confidence in reading across the curriculum 				
	Implementation of a consistent approach to digital pedagogy		Facilitate capability building to utilise Digital Literacy (GC) and effective pedagogies to engage learners	Actively seek/provide support and professional learning opportunities to implement and embed digital pedagogies	Use their devices in every lesson Engage with digital learning	<ul style="list-style-type: none"> 100% of teachers demonstrating an increase in confidence and use of digital pedagogies 80% of students in all Year levels except Year 9 utilising devices in the classroom Writer’s Toolbox utilised as a starter/settling activity 				
PRIORITY #2 PROMOTING A CULTURE OF LEARNING	Enact MPSHS Multi-Tiered Systems of Support (MTSS) for: <ul style="list-style-type: none"> Attendance Behaviour Academic Wellbeing Engage in feedback cycles (pulse data)	Engage in the co-construction of MTSS including a common understanding and vision Support staff to enact MTSS strategies within Tier 1 and 2 Facilitate the collection of feedback cycles/pulse data for key stakeholders each term	Enact Tier 1 strategies with consistency Enact referral process to access Tier 2 support Provide feedback and encourage students to provide feedback	Self-identify to seek and engage with support where appropriate Adhere to and support others to adhere to 4R behaviour policy Provide feedback within feedback cycle	<ul style="list-style-type: none"> Whole school attendance – 90% 10% decrease in chronic non-attendance 20% decrease in unexplained absences 5% increase SOS - ‘Behaviour is well managed at this school’ 20% reduction in minor behaviours 8% reduction in major behaviours 5% reduction in SDA’s 5% increase SOS – ‘School asks for my input’ (parents) 5% increase SOS – ‘I can talk to teachers about my concerns’ 5% increase SOS – ‘This school takes my opinion seriously’ (parents and students) 					
	Enact a whole of school approach to inclusive education	Engage with class composition process Support and lead co-teaching teachers and students Lead and support teachers to successfully implement ICPs	Contribute to class compositions Demonstrate tailored supports and reasonable adjustments in the classroom Co-design accessible and adjusted assessment	Contribute to a safe and supportive environment for all	<ul style="list-style-type: none"> 100% of core class compositions for years 7-9 generated through TrackEd 80% of students enrolled in Macqlit complete the intervention in 2025 4% improved A-C Years 7 & 8 English & Maths based on previous year’s results for identified students 10% reduction in SDA major behaviour for Students with a Disability 					
Use inclusive language and creating a safe and supportive environment for all										