



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	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	Develop a consistent approach to designing quality assessment and marking guides	Identify elements of quality assessment and marking guides	
	In 2026, Establish quality assessment and moderation processes and practices across all learning areas	Prioritise the “before assessment takes place” phase of moderation to strengthen curriculum alignment and build staff capability in applying consistent judgements	Implement phases of moderation, to prioritise the development of a shared understanding of curriculum alignment, quality assessment and marking guide application.	<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”
	Implement the Simple View of Reading across all learning areas to establish consistent vocabulary development, word study and language comprehension through the Australian Curriculum.	Prioritise the relationship between reading, motivation and engagement	Develop an understanding of the relationship between reading and engagement	
	In 2026, Develop consistent, whole school routines to build language comprehension through strategic text-based discussions	Communicate the Simple View of Reading and its application in all learning areas	Identify and select appropriate texts to develop language comprehension across all learning areas	
	Further refine the <i>Mabel Model for Learning</i> and prioritisation of digital pedagogies to strengthen teacher capability and student achievement.	Build staff capability to identify texts aligned to the Achievement Standard and establish routines to build language comprehension	Enact whole school reading routines aligned to the simple view of reading	
	In 2026 Prioritise the consistent implementation of the <i>Mabel Model for Learning</i> , integrating digital pedagogies to enhance teacher capability and student achievement.	Strengthen and support the consistent use of the <i>Mabel Model for Learning</i> through walkthroughs, resource development and professional dialogue.	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.	
Priority 2: Belonging through culture and connection	Consolidate the consistency and impact of MTSS practices to improve student belonging and attendance outcomes across all tiers of support.	Build staff capability in using Mabel’s essential skills for digital learning through targeted professional learning, consistent expectations, resource development and support.	Implement Mabel’s essential skills for digital learning to support student engagement and achievement.	
	In 2026, Identify and communicate the MTSS framework across the whole school community	Prioritise and promote the upskilling of staff in assistive technologies to support the inclusion of all.		
	Establish schoolwide practices and processes , with a focus on Tier 1 Attendance.			<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
	Refine and maintain REACH days across all year levels to facilitate pathway education to enable and equip students to be ready for the future.	Develop and communicate a whole-school vision for REACH days that ensures clear expectations for implementation across all year levels.	Establish universal tier 1 expectations to create safe, supportive classrooms focused on belonging, engagement, and attendance.	
	In 2026, Establish and enact REACH days , a whole-school pathway and self-development framework to improve student engagement, sense of purpose and preparedness for their post school pathway	Build staff capability in delivering future-focused learning experiences to strengthen students’ connection between self, school and success.	Investigate attendance data to identify and enact appropriate MTSS strategies.	
			Implement accurate roll marking and consistent follow-up processes as part of their Tier 1 responsibility.	
Approvals			Enact engaging and purposeful REACH days that provide students with targeted experiences to explore self, pathways and develop career skills.	
			Identify future-focused learning opportunities within curriculum areas to help students connect classroom learning with personal goals, pathways, and post-school options.	

Approvals

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

Principal

P&C/School Council

School Supervisor



Educational achievement



Belonging and engagement