

2024 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.

School Priorities & Actions	Measurable outcomes	Behaviourally	Monitoring				Sources of Evidence	Resources	Responsible officer			
			Leaders can/will	Teachers can/will	Students can/will	T1				T2	T3	T4
School Priority 1: Equity & Excellence in Teaching & Learning												
<ul style="list-style-type: none"> To improve teaching and learning by.... - developing & implement a four-phase whole-school moderation - strengthening data literacy practices - whole of school approach to inclusive education - Implementing Mabel Ped 101 	<ul style="list-style-type: none"> Implement a common approach to four-phase whole-school moderation 	100% of HODs leading moderation processes 100% of teachers engaged in moderation processes	Lead moderation in faculties	Moderate curriculum & assessment	Understand how to improve?					PLP outlines faculty time provided to moderation process Faculty Action Plan outlines moderation processes. Whole school data plan aligns to assessment moderation cycles.	Human: HOD T&L HOD curriculum, faculty meetings Financial: PD \$5000	Brett Beavan Jess Nicholson
	<ul style="list-style-type: none"> Three level planning (Whole School Curriculum Plan, Year Level Plan and Unit Planning) for V9 Australian English, Maths, Science & HPE Curriculum, cross curriculum priorities and general capabilities roll out 	100% of specified subjects areas have 3 levels of planning by the end of 2024	Aligning curriculum to ACV9	Unit planning for ACV9	Student voice to inform curriculum development					Master Curriculum SharePoint	Human: HOD T&L HOD curriculum faculty & faculty meetings Financial: \$5000	Brett Beavan Jess Nicholson
	<ul style="list-style-type: none"> Enhance data literacy among leaders and teachers, in order to improve decision-making, instructional practices, and overall student outcomes. - Whole school data plan identifies when data is shared at leadership, staff meetings. 	4% improved A-C Years 7-12 Faculty based targets (1 student per class) based on previous year's results. 4% improved A-B Years 7-12 Faculty based targets (1 student per class) based on previous year's results. 4% increase in likely to achieve qualification (VET – 1 student per class based on previous year's results. 90% attendance	Lead data informed discussions	Use data to inform practice	Accesses and participate in differentiated teaching and learning					Achievement (LOA & NAPLAN) Attendance data PLP Data plan TrackEd class bundles	Human: AP, DP, HODs & Teacher Time: whole school, faculty and line meetings Financial: \$2000	Laura Corr-Clements
	<ul style="list-style-type: none"> Enact the whole school approach to inclusive education - Whole School Co-Teaching model (Year 7 & 8 2024) - Class composition via TrackEd (Year 7 & Year 8 2024) - Focused and Intensive Teaching (Macqlit Year 7 & 8) 	4% improved A-C Years 7 & 8 English & Maths based on previous year's results. 100% of class compositions for years 7 & 8 are generated through TrackEd 80% of students enrolled in Macqlit complete the intervention in 2024	Support & guide	Implement inclusive practices	Access and participate in differentiated teaching and learning					Roadmap TrackEd Macqlit pre and post data	Human: DP Inclusion, HOD inclusion, 8FTE co-teach & case management Teacher Aide x Financial: PD \$5000	Sally Goodfellow Claire Caple
	<ul style="list-style-type: none"> Enact Mabel Ped 101 	100% of teachers implementing Mabel Ped101	Build capability + Walk Throughs with feedback loops	Enact Mabel Ped 101	Actively engaging in lessons					SharePoint – Mabel Ped. 101 one pager Walk through data	Human: DP HOD T&L Financial: PD \$2000	Sam Pollack Jess Nicholson
	<ul style="list-style-type: none"> Roll out BYOD according it the 4 year action plan 	80% Year 7, 10, 11 & 12 students using BYOD	Embed digital literacy in curriculum	Enact digital pedagogies	Access digital learning					Four Year plan	Human: DP, HOD Digital Innovation, IT tech x 2 Financial: \$150 000	Susannah McLaughlin Veronica Paznikov
	<ul style="list-style-type: none"> Building the capability of teachers to confidently implement Rigorous Reading and Writing (RRAW) through: - Writer's Toolbox - RRAW playbook for classroom implementation (realignment check with DoE Reading Portal) 	100% of staff engage in Writer's Toolbox Professional Development. 50% of Teachers engage in coaching through Writer's Toolbox. 100% of leaders, teachers and teacher aides engage in professional development in RRAW.	Lead instructional conversations	Embed RRAW into pedagogical practices	Access and participate in digital writing platform and RRAW strategies					Writers Toolbox Master curriculum SharePoint Walkthroughs Line Management Student work samples (moderation)	Time: DP, HOD English Financial: \$180 000	Susannah McLaughlin Leighton Davis
School Priority 2: High Expectations for all												
<ul style="list-style-type: none"> To uphold high expectations for all... - whole school targets for academic achievement for all students, including identified priority groups. - Staff and student non-negotiables - Attendance 	<ul style="list-style-type: none"> Communicate to the school community, whole school targets for academic achievement for all students 	4% improved A-C Years 7-12 Faculty based targets (1 student per class) based on previous year's results. 4% improved A-B Years 7-12 Faculty based targets (1 student per class) based on previous year's results. 4% increase in likely to achieve qualification (VET – 1 student per class based on previous year's results. SOS 94% Agreement with "My teachers expect me to do my best"	Reinforce messaging from whole school targets and articulate strategies to support 1 student p/c	Identify marker student and differentiate accordingly	Engage with differentiated teaching					Academic reporting (Semesterly) School Opinion Survey results	Human: Principal Time: whole school & Faculty meetings	Trent Cowley Laura Corr-Clements
	<ul style="list-style-type: none"> Communicate and quality assure student behaviour management processes and student and staff non-negotiables - Roll out Positive Behaviour Intervention Support (PBIS) - Explicit teaching of behaviour expectations & behaviour response flowchart (students) - School-wide approach to case management and fortnightly tracking & monitoring - Targeted professional development e.g. recording majors & minor, essential skills for classroom management 	SOS 70% Agreement with "Student behaviour is well managed at this school" for students & staff. 100% of case managed students have support/interventions/PLP/support provisions uploaded on OneSchool 10% Reduction in major behaviours. 10% Increase in positive behaviours. 10% of leaders and teachers engage in class profiling	Build capability of teacher to follow correct behaviour management process	Explicitly teach behaviour	Follow the behaviour expectations					School Opinion Survey results Case management audit tool Oneschool behaviour data	Human: Associate Principal, DP Inclusion, HOD SEH x 3, GO x 3, psychologist, Youth Worker x 3, Deans x 3, CEC x 2, Elder in residence, Inc. teachers x 5. Time: whole staff and fac meetings Financial: PD classroom profiling, ESCM, FBA \$10 000	Laura Corr-Clements Judith Fuata Thomas Corr-Clements
	<ul style="list-style-type: none"> Refine and implement whole-school attendance policy with a focus on student engagement in class 	90% Attendance. 10% Decrease chronic non-attendance and below <85%. 100% accuracy in roll marking	Uphold the attendance policy	Enact the attendance policy	Maintain attendance above 90%					Compass SORD Ebook	Time: attendance officer, HOD, Deans & youth worker Financial: compass- \$20 000	Laura Corr-Clements Nerida Ballinger

School Supervisor: Tracy Cook 23/02/2024