

Helensvale State High School Annual Implementation Plan 2022

Improvement Priority Spotlight: Vale IMPACT

Actions	Targets	Timelines	Responsible Officer/s*
Implement Vale IMPACT with integrity: <ul style="list-style-type: none"> Communicate school wide expectations of Vale IMPACT implementation. Deepen understanding of how to use strategies within each of the six elements intentionally. 	<ul style="list-style-type: none"> 100% of teachers can articulate how to implement Vale IMPACT elements 50% A-B LOA 100% A-B LOA Excite and Honours 93% A-C LOA 100% QCE/QCIA 100% VET completion 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Deputy Principal Junior Secondary and Senior Secondary Head of Department Teaching and Learning
Systematically interrogate a range of data sets to: <ul style="list-style-type: none"> measure progress of all students inform teacher selection of Vale IMPACT strategies to differentiate for all students evaluate impact on student outcomes. 		<ul style="list-style-type: none"> Monday collaboration Sightlines (termly) Strategic Planning (at least twice per term) Intervention team meetings (regularly throughout the term) 	<ul style="list-style-type: none"> SLT
Enact the Collegial Engagement Framework where knowledgeable others work with teachers in classrooms by observing, modelling, coaching and/or giving feedback on quality classroom practices.	<ul style="list-style-type: none"> 100% school leaders engaged in learning walks every day. SOS I receive useful feedback about my work in this school from 62.8% to 80% 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Head of School

* The AIP actions are the responsibility of all leaders within the school as reflected in their Instructional Leadership Precision Plans.

Improvement Priority Spotlight: POSITIVE RELATIONSHIPS

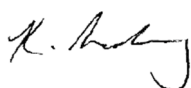
Actions	Targets	Timelines	Responsible Officer/s
Embed the PBL framework in all aspects of the school's improvement agenda and ensure consistent delivery at a whole school level: <ul style="list-style-type: none"> • Drive the explicit teaching of the Universal Expectations of Students in every day classroom practice. • Implement a whole school attendance policy. 	<ul style="list-style-type: none"> • Tiered Fidelity Inventory (TFI) >70% • Effective Behaviour Support (EBS) survey results >80% • Increase in SOS data behaviour is well managed at this school: <ul style="list-style-type: none"> Student – from 49.2% to 60% Staff – 60.3% to 80% Parent – 77.9% to 80% • 93% attendance <20% students attend <85% 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • DP Student Engagement and Wellbeing • HOD Positive Behaviour
Prioritising staff wellbeing: <ul style="list-style-type: none"> • Co-construct and commence implementation of a Staff Wellbeing Framework • Co-construct and embed universal expectations of staff 	<ul style="list-style-type: none"> • SOS I feel that staff morale is positive at this school <ul style="list-style-type: none"> Staff – 56.6% to 70% • SOS The wellbeing of employees is a priority at this school <ul style="list-style-type: none"> Staff – 63.4% to 80% 	<ul style="list-style-type: none"> • Term 1 	<ul style="list-style-type: none"> • DP Culture and Community

Improvement Priority Spotlight: QUALITY ASSURANCE AND ACCOUNTABILITY

Actions	Targets	Timelines	Responsible Officer/s
Develop and implement a Quality Assurance and Accountability Framework providing a clear line of sight from the school's improvement agenda to the student desk.	As per the Vale IMPACT and Positive Relationships targets and timelines		<ul style="list-style-type: none"> • Principal • Head of School

Endorsement

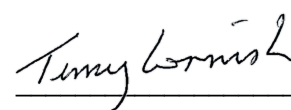
This plan was developed in consultation with the school community and meets identified school needs and systematic requirements.



Karen Lindsay
Executive Principal



Nerise Moore
School Council Chair



Terry Cornish (ARD)
Department of Education

