

## Helensvale State High School 2025 ANNUAL IMPLEMENTATION PLAN



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

<b>School Priority 1: EDUCATIONAL ACHIEVEMENT (ONE STUDENT)</b> <b>Creating a positive learning culture where each and every student can succeed</b>	Monitoring				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>Students and teachers actively engage in safe, supportive thinking classrooms.</li> <li>Teachers identify and respond to the learning needs of each and every student.</li> <li>Staff take individual and collective responsibility for the success of each student and commit to improvement through professional learning and collegial engagement.</li> <li>Students learn to monitor their own progress and take responsibility for their learning.</li> <li>Alignment of Vale IMPACT with curriculum, learner and learning for selecting practices.</li> <li>Feedback and observation cycles are embedded and are valued opportunities for collaborative capability development.</li> </ul>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>Positive gain in agreement with SOS student items: I am interested in my schoolwork; I understand how I am assessed at my school; My teachers provide me with useful feedback about my schoolwork.</li> <li>Positive gain in agreement with SOS teacher items: Students are interested in their schoolwork; Students value feedback about their schoolwork.</li> <li>5% increase in proportion of students achieving A or B in Years 7 to 9 English and Maths.</li> <li>Every student achieves at least one year of learning growth in Years 7 to 9 English and Maths.</li> <li>Whole school approach to moderation occurs at different junctures of the learning cycle.</li> <li>Adjustments and differentiated practices captured in OneSchool Personalised Learning Plans (PLPs) and teacher planning.</li> <li>All teachers have the opportunity to engage in feedback and observation cycles.</li> </ul>
	Term 1	Term 2	Term 3	Term 4		
<b>Strategy/ies:</b> Develop precision and quality to planning and individual teacher practice so that teaching and learning is differentiated.						
<b>Actions:</b> <ul style="list-style-type: none"> <li>Develop a shared assessment literacy with a focus on:               <ul style="list-style-type: none"> <li>Designing quality assessment and marking guides</li> <li>Pre-moderation</li> <li>Bump-it-up walls that have deconstructed samples for A and C, that allow students to reflect and know their 'next steps' (within the first 3 weeks of the unit)</li> </ul> </li> <li>Build the instructional leadership capability of the Strategic Leadership Team to lead collaboration that:               <ul style="list-style-type: none"> <li>Drives effective lesson design using practices from Vale IMPACT and PBL, ensuring the 'A' is taught</li> <li>Makes engagement and learning visible in classrooms</li> <li>Prioritises data-cycles measuring both engagement and skill</li> </ul> </li> <li>Enact feedback and observation cycles to develop collaborative capability in Vale IMPACT and PBL</li> </ul>					<b>Responsible officer(s):</b> Deputy Principal Pedagogy and Curriculum – Tracey Eaton	<b>Resources:</b> <ul style="list-style-type: none"> <li>Helensvale State High School Professional Learning Plan.</li> <li>Head of Department Precision Plans.</li> <li>Departmental Resources including:               <ul style="list-style-type: none"> <li>Education Futures Institute programs and resources</li> <li>Teaching and Learning Hub – Whole school Approach to Pedagogy and Curriculum</li> <li>Assessment and Moderation Hub</li> <li>Classroom Management Hub</li> </ul> </li> <li>School targeted resourcing of Professional Practice Teachers and Response to Intervention Teachers.</li> <li>Professional readings for Instructional Leaders, including: <i>Clarity – What matters most in Learning, Teaching and Leading</i> (Sharratt, 2019) <i>Reimagining Student Engagement – From Disrupting to Driving</i> (Berry, 2023).</li> </ul>

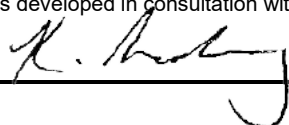
<b>School Priority 2: WELLBEING AND ENGAGEMENT (ONE COMMUNITY)</b> <b>The school community, partnering to maximise wellbeing for learning</b>	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Students and staff thrive in a safe, supportive and caring environment where wellbeing is valued.</li><li>A positive school culture underpinned by a shared identity, purpose and belonging within the school.</li><li>The school's reputation within and beyond the local community positively impacts on student learning and wellbeing outcomes.</li></ul>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>5% improvement in attendance rates between 75-85%.</li><li>10% improvement in attendance at whole school events.</li><li>10% improvement in student opinion survey responses indicating that behaviour is well managed at my school.</li><li>10% improvement in staff opinion survey responses to culture and wellbeing related items.</li></ul>
<b>Strategies:</b> <ul style="list-style-type: none"><li>Strengthen student wellbeing and engagement to drive improved learning outcomes.</li><li>Build a sense of belonging for staff and students.</li><li>Prioritise staff wellbeing for teaching and working.</li></ul>						
<b>Actions:</b> <ul style="list-style-type: none"><li><b>Continue to enhance student wellbeing, engagement and positive behaviour through:</b><ul style="list-style-type: none"><li>Implementing targeted support programs for students with attendance between 75-85%, focusing on individualised strategies that address their specific needs.</li><li>Celebrating high attendance by recognizing students in the "95 Club" across all year levels and promoting participation in whole-school events.</li><li>Improving engagement in student learning through implementation of the Engagement and Support Chart, to drive multi-tiered systems of support.</li></ul></li><li><b>Enhance staff wellbeing and engagement by:</b><ul style="list-style-type: none"><li>Providing definition to school-wide wellbeing issues through diagnosis.</li><li>Identifying key priorities for improvement.</li><li>Developing and implementing a comprehensive action plan.</li><li>Regularly reviewing progress across the school.</li></ul></li></ul>					<b>Responsible officer(s):</b> <ul style="list-style-type: none"><li>Deputy Principal Wellbeing and Engagement – Rebecca Luckett</li><li>Deputy Principal Community – Michael Ogier</li><li>Head of School – Jessica Keavney</li><li>Principal – Karen Lindsay</li></ul>	<b>Resources:</b> <ul style="list-style-type: none"><li>Positive Behaviour for Learning departmental resources.</li><li>HS&amp;W departmental resources.</li><li>Helesvale State High School Professional Learning Plan.</li><li>RTI teachers – targetted and school funded.</li><li>Heads of House – school funded.</li><li>Learning Communitites – school funded to employ Student Success teachers, Professional Practice teachers and RTI teachers (5 FTE).</li></ul>

School priority 3: READY FOR THE FUTURE (ONE STUDENT; MANY FUTURES) Creating independent, future ready, successful lifelong learners	Monitoring				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Students graduate with the skills required to become future knowledge makers and responsible global citizens.</li><li>Students have access to diverse and relevant learning pathways provided by strong community partnerships.</li></ul>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>100% QCE / QCIA attainment.</li><li>10% improvement in retention of students from years 10-12.</li><li>Next Steps survey indicates 100% of students are engaged in further education, training or employment</li></ul>
	Term 1	Term 2	Term 3	Term 4		
<b>Strategy/ies:</b> Devise and implement the Career Education Pathways program across the year 7 to 12 Futures program.						
<b>Actions:</b> <ul style="list-style-type: none"><li>Implement year level specific career education lessons during Futures lessons.</li></ul>			<b>Responsible officer(s):</b> Deputy Principal Many Futures – Nicola Brandis			<b>Resources:</b> <ul style="list-style-type: none"><li>Career Education Pathways Program.</li><li>School purchase Deputy Principal Many Futures.</li><li>Link and Launch Administrator.</li><li>Administration Officer - data tracking.</li><li>Industry Liaison Officer.</li></ul>

**Approvals**

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

Principal



P&amp;C/School Council



School Supervisor: Tracey Cook

