

# Investing for Success

Under this agreement for 2022  
Helensvale State High School will receive

**\$729,129\***

## This funding will be used to

This funding will be used to attain our medium to long term targets of being a high achieving school with all students succeeding in a range of pathways. This is evidenced by:

- Year 12 students achieving a QCE or QCE equivalent will be  $\geq 99\%$
- Years 7-12 students achieving Level of Achievement of A in subjects will be  $\geq 25\%$
- Years 7-12 students achieving Level of Achievement A-C will be  $\geq 93\%$
- Years 7-12 students achieving 93% attendance with <20% students attend <85%

## Our initiatives include


Initiatives	Evidence-base
<p>Systematically interrogate a range of data sets to:</p> <ul style="list-style-type: none"> <li>• measure progress of all students</li> <li>• inform teacher selection of Vale IMPACT strategies to differentiate for all students</li> <li>• evaluate impact on student outcomes.</li> </ul>	<p>DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria.</p>
<p>Establish school wide expectations of Vale IMPACT implementation and deepen understanding of how to use strategies intentionally.</p>	<p>Frey, N and Fisher, D 2013 <i>Rigorous Reading</i> Sage Publications, London.</p>
<p>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</p>	<p>Ellerton, P. (2019). <i>Teaching for thinking: Explaining pedagogical expertise in the development of the skills, values and virtues of inquiry</i>. The University of Queensland, School of Historical and Philosophical Inquiry.</p>
<p>Provide consistency and clarity of teachers' professional practice and pedagogy supported with ongoing professional learning and support from teaching and learning team with a specific focus on:</p> <ul style="list-style-type: none"> <li>• Developing quality curriculum and assessment</li> <li>• Making learning and thinking clear and visible</li> <li>• Using pedagogical strategies with intent</li> </ul>	<p>Hattie, John. (2008). <i>Visible Learning</i>. Abingdon, Oxon: Routledge.</p> <p>Sharratt, L. (2019) <i>Clarity: What Matters Most in Learning, Teaching and Leading</i>. Corwin</p>



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## Our school will improve student outcomes by

<p>Employ Key Teachers to coordinate and build teacher collaboration and capability in the areas of:</p> <ul style="list-style-type: none"> <li>• <b>Guaranteed and Viable Curriculum (GVC):</b> Support and lead the GVC process by providing ongoing professional development, curriculum support and expertise in GVC design.</li> <li>• <b>'Vale IMPACT':</b> Build capability of staff in implementing the school's pedagogical framework in classroom practice.</li> <li>• <b>EAL/D:</b> Conduct band scaling, determine interventions and build capability of teachers in catering for the needs of EAL/D students.</li> <li>• <b>Levelled Literacy Intervention:</b> Coordinate the Levelled Literacy Intervention program, build capability in staff to deliver the program and monitor the success of the program for current and graduating students.</li> <li>• <b>Learning Support Coordinators:</b> Accelerate outcomes for students achieving below age appropriate standards in literacy, numeracy and level of achievement outcomes in Mathematics, English, Science and History across 7-12.</li> <li>• <b>Academy Director:</b> Coordinate high performance in Excite, Japanese and Education for Entrepreneur Academies.</li> </ul>	\$643 129
<p>Employ a <b>Social Worker</b> to:</p> <ul style="list-style-type: none"> <li>• Identify needs and barriers to improve student engagement</li> <li>• Provide support and intervention to tier 2 and 3 young people and their families in years 7-9</li> <li>• Forge links with external provide to engage students in school.</li> </ul>	\$20 000
<p>Professional Learning to build capability of teachers including:</p> <ul style="list-style-type: none"> <li>• UQ Critical Thinking partnership professional learning opportunities to continue to embed the teaching for thinking agenda.</li> <li>• Observation, feedback and resourcing to further develop teachers ability to teach reading, writing and thinking in their curriculum areas.</li> <li>• Improving the pedagogical practice of teachers and instructional leadership of school leaders.</li> </ul>	\$60 000
Develop the data literacy of school leaders through Track Ed	\$6 000
	<b>\$729 129</b>



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Helensvale State High School



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School Council Chair  
Helensvale State High School



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