

## Helensvale State High School Annual Implementation Plan 2021



### Improvement Priority Spotlight: Vale IMPACT

Actions	Targets	Timelines	Responsible Officer/s
Continue to build a deep knowledge of Vale IMPACT strategies and how to implement with intent.	<ul style="list-style-type: none"> <li>5% improvement in SOS: This school looks for ways to improve (S2013)</li> <li>2% improvement in SOS: My teachers challenge me to think (S2058)</li> <li>25% A LOA</li> <li>93% A-C LOA, or 100% A or B LOA in EXCITE and Honours</li> <li>100% qualification guarantee</li> <li>100% of teachers articulating reading strategies they use for intent</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>DPs</li> <li>HODs</li> </ul>
Introduce and build understanding of the learning behaviours evident in a thinking classroom.		Term 1	<ul style="list-style-type: none"> <li>Head of School</li> </ul>
Drive the 'Thinking Through Reading' framework in everyday classroom practice.		Ongoing	<ul style="list-style-type: none"> <li>DP</li> <li>HODs</li> </ul>
Develop and commence implementation of a writing framework that builds on the relationships between reading, thinking and writing.		Ongoing	<ul style="list-style-type: none"> <li>DP</li> <li>Writing Lead Team</li> <li>Literacy Key Teacher</li> </ul>
Introduce and trial elements of learning walls so learning and thinking are visible.		Ongoing	<ul style="list-style-type: none"> <li>DP</li> <li>T&amp;L HOD</li> </ul>
Simplify the GVC template and modify unit plans to promote teacher pedagogical expertise and autonomy.		Ongoing	<ul style="list-style-type: none"> <li>T &amp; L HOD</li> <li>Curriculum HODs</li> </ul>
Revise the learning values matrix to include both social/emotional and learning behaviours.		Ongoing	<ul style="list-style-type: none"> <li>HOS</li> </ul>

### Improvement Priority Spotlight: **STUDENT ENGAGEMENT**

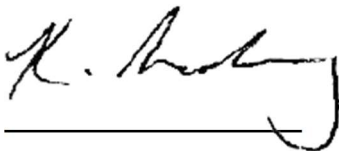
Actions	Targets	Timelines	Responsible Officer/s
Develop a whole school Response To Intervention (RTI) framework that unites learning and behaviour interventions.	<ul style="list-style-type: none"> <li>Comprehensive RTI Framework</li> </ul>	Semester 1	<ul style="list-style-type: none"> <li>DPs</li> </ul>
Trial a proactive program to re-engage tier 3 behaviour students in collaboration with the region and Pacific Pines SHS	<ul style="list-style-type: none"> <li>93% Attendance</li> <li>5% reduction in school disciplinary absences (SDAs)</li> <li>25% A LOA</li> <li>93% A-C LOA</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>DP Wellbeing</li> <li>HOD Positive Behaviour</li> </ul>
Review school processes, policies and practices to reflect PB4L language.	<ul style="list-style-type: none"> <li>Gain PB4L Demonstration School status</li> <li>5% improvement in SOS: Student behaviour is well-managed (S2044, S2012, S2074)</li> <li>5% reduction in school disciplinary absences</li> </ul>	All year	<ul style="list-style-type: none"> <li>DP Wellbeing</li> <li>HOD Positive Behaviour</li> </ul>

**Improvement Priority Spotlight: BUILDING CAPABILITY**

Actions	Targets	Timelines	Responsible Officer/s
Implement a Professional Learning Plan that: <ul style="list-style-type: none"> <li>• Aligns with the AIP strategies and actions</li> <li>• Differentiates</li> <li>• Scales up 'Learning Together' sessions</li> <li>• Reflects APDP goals</li> </ul>	<ul style="list-style-type: none"> <li>• 5% improvement in SOS: I have access to quality professional development (S2086)</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• DP</li> <li>• HODs</li> </ul>
Develop and commence implementation of a comprehensive collegial engagement framework inclusive of: <ul style="list-style-type: none"> <li>• Professional Learning Teams</li> <li>• Learning Walks</li> <li>• Coaching / Mentoring</li> <li>• Observation and Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of Collegial Engagement Framework</li> <li>• Refined PLTs and Learning Walks</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• DP</li> <li>• HOD T &amp; L</li> </ul>

**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)  
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