



# Helidon State School

## 2025 - 2028 SCHOOL STRATEGIC PLAN

### School profile

Helidon State School provides an inclusive small school environment staffed by caring people who are responsive to the needs of all students. We provide high quality education that makes a positive difference to the lives of our students. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

Helidon State School is a co-educational state school situated between Gatton and Toowoomba (about a 20-minute drive to each). There are about 110 students currently at the school from Prep to year 6.

The school has most of the services of a 'big school' such as access to a Learning Support Teacher, Music Teacher, PE Teacher, Guidance Officer as well as visiting teachers. An Instrumental Music Program operates for students in Years 4 - 6. We offer a Breaky Club twice a week before school.

The school is growing production partnerships with a range of community organisations and individuals.

### Vision and values

*Developing responsible, respectful and safe learners.*

- High expectations for every student's learning.
- Delivering inclusive and engaging curriculum.
- Embracing diversity and a commitment to engage with our community.
- Priority on 'starting strong' (P-3) and 'building on foundations' (3-6).



### School review key improvement strategies

#### Domain 6: Leading systematic curriculum implementation

- Review the 3 levels of planning, with regional support, to ensure vertical alignment and implement the Australian Curriculum (AC) with integrity, aligned to the P-12 curriculum, assessment and reporting framework (P-12 Framework).
- Formalise processes for moderating at multiple junctures, including the planning stage, to enhance teachers' knowledge of the AC and consistency of teacher judgement.

#### Domain 1: Driving an explicit improvement agenda

- Collaboratively review and broadly communicate strategic and annual plans, including measurable targets, timelines and accountabilities, to foster shared ownership and clarity for enacting school priorities.

#### Domain 5: Building an expert teaching team

- Collaboratively establish capability development practices, including processes for Setting Professional Goals (SPG), to enhance collective capability of staff.

#### Domain 3: Promoting a culture of learning

- Prioritise building of a shared understanding of a high expectation culture that promotes intellectual rigour to ensure students are challenged in their learning.

### School priorities

#### School priority 1

*Australian Curriculum is systematically designed and implemented with alignment to the K-12 curriculum, assessment and reporting framework (K-12 Framework).*

#### School priority 2

*Moderation processes are implemented at multiple junctures to enhance teacher knowledge of the AC and consistent teacher judgement, and to promote intellectual rigour and high expectations in student learning.*

#### School priority 3

*The collective capability and wellbeing of all staff is prioritised by setting professional goals (SPG) annually in line with school improvement priorities.*

#### School priority 4

*Clear communication of school improvement priorities and goals, timelines, targets and accountabilities with the school and broader community.*

### School priority 1

*Curriculum is systematically designed, aligned, and implemented with the Australian Curriculum, the K-12 Curriculum and reporting framework (K-12 Framework).*

### Strategies

- Develop an implementation schedule for the Australian Curriculum V9 towards full implementation in 2027 that is aligned to the *K-12 curriculum, assessment and reporting framework (K-12 Framework)*.
- Teachers release for collaborative planning for 1 or 2 days each term.
- Induction and orientation for Teacher Aides and other support staff regarding curriculum plans.
- Access to relevant professional learning opportunities for all staff in line with curriculum priorities (Eg EFI and QCAA).
- Access relevant regional support staff to build capability in quality assuring systematic curriculum delivery (planning processes, documentation).
- Establish a cycle for regular engagement with student data to inform curriculum planning, differentiation, and intervention.


### Measurable/desired outcomes

- Full implementation of the ACv9 as per the school's 'Prep to Year 6 Implementation Schedule'.
- Documents showing three levels of systematic curriculum planning is developed each year and stored in an agreed location (Eg G-Drive, Sharepoint, One Drive).
- Annual budget allocation to support curriculum priorities.
- All teachers engaged in relevant PD opportunities to develop capability in systematic curriculum design and implementation.
- All teacher aide engaged in relevant PD opportunities in curriculum related support and intervention.
- A-E data achievement in English and Maths 80%+ C and above, and 50%+ B and above for English and Maths.

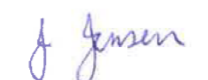
| Phase   | 2025 | 2026 | 2027 | 2028 |
|---|------|------|------|------|
| <i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i> | DI   | IE   | IE   | R    |

|   |                    |                    |                    |                  |   |  |  |  |  |   |  |  |  |  |
|---|--------------------|--------------------|--------------------|------------------|---|--|--|--|--|---|--|--|--|--|
| <p><b>School priority 2</b><br/>Moderation processes are implemented at multiple junctures to enhance teacher knowledge of the AC and consistent teacher judgement, and to promote intellectual rigour and high expectations in student learning.</p> |                    |                    |                    |                  | <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Staged introduction of moderation practices over the span of the Strategic Plan, aligned with systematic curriculum delivery developed collaboratively by the Principal and teachers.</li> <li>Draw on evidence to collaboratively develop whole school moderation practices. Eg School and Regional Review (SRR) <i>Insights</i> and <i>Spotlight</i> papers and case studies, and the <i>Assessment and Moderation Hub</i>.</li> <li>Principal to engage cluster colleagues to develop a cross-school approach to develop collegial engagement and capability development.</li> <li>The Principal to lead in developing data literacy capability for staff.</li> <li>Designated staff meetings each term to interrogate student data sets to inform next-steps in planning (curriculum, behaviour, engagement, wellbeing).</li> </ul> |  |  |  |  | <p><b>Measurable/desired outcomes</b></p> <ul style="list-style-type: none"> <li>Documented processes and timelines for moderation, reviewed annually.</li> <li>Staff agree on one moderation juncture to develop and implement in 2025 as per the 'Before After After End Model'.</li> <li>Documented whole school data plan with measurable outcomes and achievable goals for student achievement.</li> <li>Moderation discussions using student work samples at a variety of junctures that include collaborative planning days, mid-unit monitoring, at after end of unit assessment.</li> <li>Opportunities for teachers to meet with colleagues from neighbouring/cluster schools to engage in moderation tasks and professional discussion.</li> </ul> |  |  |  |  |
| <p><b>Phase</b><br/><i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i></p>   | 2025<br><b>D I</b> | 2026<br><b>R E</b> | 2027<br><b>R E</b> | 2028<br><b>R</b> |   |  |  |  |  |   |  |  |  |  |
| <p><b>School priority 3</b><br/>The collective capability and wellbeing of all staff is prioritised by setting professional goals (SPG) annually in line with school improvement priorities.</p>  |                    |                    |                    |                  | <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Collaborative development and annual review of a 'Collegial engagement and wellbeing framework' aligned to school priorities. (EG. based on SRR Insights Paper, 'Learning together to build teaching mastery', 2021)</li> <li>Annual development and review of professional learning plans all staff.</li> <li>Regular whole-school staff meetings (2 per term) designated to discuss whole school improvement priorities and assign actions.</li> <li>Budget allocations for staff to attend PD aligned with school priorities.</li> </ul>   |  |  |  |  | <p><b>Measurable/desired outcomes</b></p> <ul style="list-style-type: none"> <li>Collegial engagement and wellbeing framework documented and reviewed annually.</li> <li>Individual professional development plans that are reviewed annually.</li> <li>Evidence of professional learning recorded in One School.</li> <li>Minutes of whole-school staff meetings with follow-up actions.</li> <li>Allocations for PD and release staff evident in school budgets.</li> </ul>   |  |  |  |  |
| <p><b>Phase</b><br/><i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i></p>   | 2025<br><b>D I</b> | 2026<br><b>E R</b> | 2027<br><b>R</b>   | 2028<br><b>R</b> |   |  |  |  |  |   |  |  |  |  |
| <p><b>School priority 4</b><br/>Clear communication of school improvement priorities and goals, timelines, targets and accountabilities with the school and broader community.</p>  |                    |                    |                    |                  | <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Regular 'plain language' communication of school priorities and progress on initiatives with the school and broader community.</li> <li>Seek annual feedback from staff, students, parents and the P&amp;C to improve communication processes used by the school.</li> <li>Improve parent and community understanding about how assessment is designed and used to measure student achievement.</li> </ul>  |  |  |  |  | <p><b>Measurable/desired outcomes</b></p> <ul style="list-style-type: none"> <li>Communication with the school community in line with strategy that includes regular school newsletter updates, start of year/term special newsletters, and use of electronic media for regular updates and reminders.</li> <li>Feedback from the community applied to improve internal and external communication processes.</li> <li>School Opinion Survey (SOS) responses to 'Partnerships' and 'Teaching and Learning' statements to be 90%+ annually.</li> </ul>   |  |  |  |  |
| <p><b>Phase</b><br/><i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i></p>   | 2025<br><b>D I</b> | 2026<br><b>E R</b> | 2027<br><b>R</b>   | 2028<br><b>R</b> |   |  |  |  |  |   |  |  |  |  |

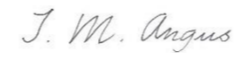
**Approvals**  
This plan was developed in consultation with the school community and meets school needs and systemic requirements.



**Mark Robertson**  
Principal



**Jamie Jensen**  
P&C President



**Tania Angus**  
School Supervisor