



# Helidon State School Annual Implementation Plan 2024

Respectful | Responsible | Safe | Learners



## 2021-2024 Strategic Plan

### Improvement Strategy 1

**Respond to data and implement 'next steps' teaching practice**

Actions to address improvement strategy	Budget alignment with priority area	Equity and Excellence Alignment	Responsible officers	2024 Strategies to Achieve Success		
				Timelines	Evidence of Impact	Artefacts & Resources
Continue to implement Read Write Inc (RWI) as the signature pedagogical practice to teach synthetic phonics and decoding to year Prep-3. <ul style="list-style-type: none"> <li>Twice/term assessment and data collection that tracks and documents achievement of each student.</li> <li>Differentiated groups to target support for next steps on learning and/or 'backfill' gaps in learning.</li> </ul>	SBS staffing credit to continue 0.2 Literacy Coach position.  Teacher Aide (TA) off-class to test twice/term.  Purchase physical and online teaching resources and relevant staff PD.	Educational achievement  <i>Starting Strong</i>	Principal Business Manager (BM) Literacy Coach	Ongoing	All staff trained in delivering RWI, including ongoing targeted refresher PD.  Whole school implementation with student achievement data collected at about week 5 and 10 – collaborative data analysis informs next steps and student groupings.  Consolidation of Term 1 work leading to improved student outcomes that translate in 80%+ of all students achieving C equivalent or better in English.	RWI resources – physical and online
Consistent delivery of RWI to grades Prep – 3 and targeted students in grades 3 – 6, and Spelling Mastery (SM) and CARS & STARS for grades 3 - 6. <ul style="list-style-type: none"> <li>Ongoing PD for all staff,</li> <li>Coaching and mentoring,</li> <li>Regular discussion at staff meetings to address implementation and delivery issues</li> </ul>	SBS staffing credit to continue 0.2 Literacy Coach position.  Release time for staff (teachers and Tas) for PD and coaching conversations.	Educational achievement  <i>Starting Strong</i>  <i>Building on foundations</i>	Principal Literacy Coach	Ongoing	Ongoing and timely SM PD for staff when required.  Improvement in consistent practices evidenced by students moving to different groups and staff experiencing minimal disruption to learning.	Report cards data showing 80%+ achieving C equivalent or better in English form all year levels.

### Improvement Strategy 2

**Build on collaborative planning processes to ensure that curriculum units have a strong focus on the rigor and intent of all learning areas of the Australian Curriculum (AC)**

Actions to address improvement strategy	Budget alignment with priority area	Equity and Excellence Alignment	Responsible officers	2024 Strategies to Achieve Success		
				Timelines	Evidence of Impact	Artefacts & Resources
Continued implementation of all Australian Curriculum Learning Areas in terms of the P-12 Curriculum and Reporting Framework (CARF). <ul style="list-style-type: none"> <li>Access to quality resources starting with QCAA and Curriculum Hub</li> <li>Access to targeted and timely PD</li> <li>Align RWI and SM approaches with the English curriculum requirements</li> </ul>	Prioritise the purchase of evidence based resources and PD opportunities.  Engage school-funded curriculum leadership support from DDSWR.	Educational achievement  <i>Starting Strong</i>  <i>Building on foundations</i>	Principal Teachers	Term 1  Each term  Ongoing	<i>Whole School Provision of Curriculum</i> , Data Plan, Differentiation Plan produced (Principal) and published on school website.  <i>Band/Year Level Plans</i> produced. By the end of each term, updated <i>Unit plans</i> uploaded to SharePoint.  Staff engaged in targeted and timely PD to address individual professional learning goals, and job specific and whole school capability priorities.	Three levels of planning documents  Education Future Institute (EFI) modules

Implement AC version 9 (AC9) English in 2024 in terms of the P-12 Framework  Familiarization and preparation to implement AC9 Maths in 2025 <ul style="list-style-type: none"> <li>Staff meetings</li> <li>Engage in QCAA and DDSWR PD</li> <li>Planning days</li> </ul>	Curriculum & PD budgets	Educational achievement Wellbeing & engagement Culture & Inclusion  <i>Starting Strong Building on foundations</i>	Principal Teachers	Ongoing (English)  Term 3-4 (Maths)	English planning documents aligned with AC9 English. Planning day (or half-days) at the end of each term  Active engagement at staff meeting evident in meeting notes. Staff engaging in PD – certificates of attendance, etc. Draft overview planning documents at the end of T3 Inclusion in 2025 provision of whole school curriculum & year level/band plans completed (end of T4).	Three levels of planning documents  P-12 Framework
Begin to develop school-wide moderation and quality assurance processes in the planning stages of units. <ul style="list-style-type: none"> <li>School-based processes</li> <li>Cluster-wide moderation events (to be discussed with principal colleagues)</li> </ul>	Release time for teachers – PD cost centre  Discuss use of cluster funds with colleagues	Educational achievement Culture & Inclusion  <i>Starting Strong Building on foundations</i>	Principal Teachers	Terms 2 and 4	Aligned curriculum documents  Reflection notes leading to improved professional capability	P-12 Framework P-12 CARF  Moderation Hub (One Portal)
Differentiated teaching and learning that addresses the diverse learning needs of all students is embedded in practice across all domains including academic, behavioral, and wellbeing.	Curriculum & PD cost centre  SBS staff credits	Educational achievement Culture & Inclusion  <i>Starting Strong Building on foundations</i>	All staff led by Principal Support from GO, SLP and visiting specialists	Ongoing	Differentiated planning expressly evident in planning documents	Curriculum Gateway

### Improvement Strategy 3

**Collaboratively establish, develop and implement processes and protocols to analyse and respond to student data and track and monitor improvement.**

Actions to address improvement strategy	Budget alignment with priority area	Equity and Excellence Alignment	Responsible officers	2024 Strategies to Achieve Success		
				Timelines	Evidence of Impact	Artefacts & Resources
Develop a clear line-of-sight between the Australian Curriculum, teaching and learning, and assessment and reporting.	Curriculum & PD cost centres.	Educational achievement Wellbeing & engagement  <i>Starting Strong Building on foundations</i>	Principal Teachers Regional support if needed	Ongoing	Development and completion of Whole school provision of curriculum & Year level/band plans by early T1. Conceptual development of Unit plans for each Learning Area (LA) by the start of each term Ongoing development of Unit plans for each LA – teachers progressively annotate and modify due a term (or unit)	Curriculum Gateway
Twice each term diagnostic assessment for RWI (predominantly P-3) and CARS & STARS (3-6): <ul style="list-style-type: none"> <li>Track student progress and triangulate with other data sets such as A-E and NAPLAN.</li> <li>Use data to differentiate students into groups for next-steps learning and targeted support/intervention</li> </ul>	Teacher Aide allocation and periodical timetable realignment	Educational achievement  <i>Starting Strong Building on foundations</i>	Principal Literacy Coach Key Teacher Aide	Twice per term	Students progressing against RWI and CARS & STARS markers. Improved A-E achievement against AC reading standards (decoding, comprehension, fluency) Anecdotal and observational data showing improved student engagement as readers for fun and learning. Regular discussions with staff re- student achievement and next steps in learning.	Data sets for RWI and CARS & STARS

**NOTE:** The 4<sup>th</sup> AIP goal for 2024 as per the *Strategic Plan 2021-2024*, *Collaboratively develop and document within the curriculum plan a whole-school approach to quality differentiation*, is embedded in Improvement Strategies 1-3.

## Improvement Strategy 4 (not aligned to 2021-2024 Strategic Plan)

### Prioritise staff wellbeing and capability development

Actions to address improvement strategy	Budget alignment with priority area	Equity and Excellence Alignment	Responsible officers	2024 Strategies to Achieve Success		
				Timelines	Evidence of Impact	Artefacts & Resources
Manage/balance staff workloads to reasonable levels while maintaining high standards and improved student outcomes. <ul style="list-style-type: none"> <li>• Documentation for curriculum planning to be minimal with a focus on function over form (teachers).</li> <li>• Sufficient resource preparation time for TAs</li> <li>• Release days/times for planning and core PD (teachers, Tas, admin, cleaners, grounds).</li> <li>• Where possible, provide additional non-contact time for teachers.</li> <li>• No expectation that staff will respond to communications out of rostered hours, unless in an emergency situation.</li> <li>• Professional learning goals developed for <b>all</b> staff in line with school priorities and core role description tasks.</li> </ul>	PD and Locally funded salaries & wages cost centres	Wellbeing & engagement	Principal	All year	High level of satisfaction recorded in School Opinion Survey response re- wellbeing.  Curriculum planning documents to meet minimum requirements as per the P-12 CARF and P-12 Framework.  All staff with a professional development plan with 2 or 3 goals that align with school improvement priorities. Principal to monitor this.	Staff wellbeing framework  EFI catalogue of courses and programs  Departmental and external providers

#### Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in One School.



Mark Robertson  
Principal



Tania Angus  
School Supervisor, DDSWR

Endorsed by the Helidon State School P&C at its General Meeting on March 20<sup>th</sup> 2024.

# School Data Profile – 2024 Summary



The following **critical school data sets** will be tracked and monitored for **impact** in terms of AIP goals in 2024. See **2024 School Data Plan** for more detailed information.

Measurable outcomes	Baseline – End of 2023	2024 Goal – End of Semester 1	2024 Goal – End of Semester 2
<b>English A-E</b>			
<b>Levels of Achievement (LOAs)</b>			
Whole school			
➤ C or above	80.4%	80.0%	82.5%
➤ B or above	41.4%	50.0%	55.0%
First nations students			
➤ C or above	66.6%	75.0%	80.0%
➤ B or above	44.4%	45.0%	50.0%
Students with Disabilities (SWD)			
➤ C or above	60.0%	60.0%	70.0%
➤ B or above	0.0%	15.0%	20.0%
<b>Engagement – whole school</b>			
Average attendance	90.1%	90.0%	92.0%
Attendance less than 85%	25.4%	20.0%	15.0%
Unexplained absences	11.3%	0.0%	0.0%
School disciplinary absences	0	0	0
<b>Engagement – First Nations Students</b>			
Average Attendance	85.8%	85.0%	90.0%
Attendance less than 85%	50.0%	30.0%	25.0%
Unexplained absences	3.6%	0.0%	0.0%
School disciplinary absences	0	0	0
<b>Engagement – SWD</b>			
Average Attendance	89.9%	85.0%	90.0%
Attendance less than 85%	21.1%	20.0%	20.0%
Unexplained absences	2.9%	0.0%	0.0%
School disciplinary absences	0	0	0
<b>NAPLAN – National Minimum Standard (NMS)</b>			
Year 3 Reading			
➤ At or above NMS	81.3%	90.0%	
Year 5 Reading – NMS			
➤ At or above NMS	100%	100%	
<b>School Opinion Survey – Least positive items 2023</b>			
❖ <i>Parents and Caregivers:</i>			
<i>This school asks for my input</i>	85.7%	90.0%	
<i>My child is making good progress</i>	89.5%	95.0%	
❖ <i>Students:</i>			
Behaviour is well managed	81.8%	90.0%	
I get help with homework	81.8%	90.0%	
❖ <i>Staff:</i>			
School is well maintained	78.6%	90.0%	
Poor performance is addressed	86.7%	95.0%	
<i>Employee WELLBEING is a priority:</i>			
• Somewhat disagree	93.3% (overall) 6.7%	100.0%	0.0%
• Agree	26.7%	20.0%	
• Strongly agree	66.7%	80.0%	

- ❖ All data expressed as percentages (%) unless otherwise specified.
- ❖ Data sets highlighted in RED are priorities of critical importance.



# SCHOOL IMPROVEMENT PLACEMAT 2024

## Equity and Excellence in action at Helidon State School

Based in the *Helidon State School Annual Implementation Plan (AIP) 2024*

<b><i>Educational Achievement</i></b>	<b><i>Wellbeing and Engagement</i></b>	<b><i>Culture and Inclusion</i></b>
<ul style="list-style-type: none"> <li>✓ <i>Continue to implement Read Write Inc, Spelling Mastery and CARS &amp; STARS as signature approaches to teaching and learning.</i></li> <li>✓ <i>Implement Australian Curriculum Version 9 (AC9) English and familiarize with and prepare for AC9 Maths in 2025.</i></li> <li>✓ <i>Document a clear line of sight connecting the Australian Curriculum, teaching, learning, assessing and reporting.</i></li> <li>✓ <i>A shared understanding and documentation of processes to identify, support and monitor students with diverse learning needs.</i></li> <li>✓ <i>Collect and analyse a range of student achievement data to inform differentiation practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Staff wellbeing prioritised</i></li> <li>✓ <i>Continual refinement of Positive Behaviour for Learning expectations and routines, and rewards and consequences.</i></li> <li>✓ <i>Ensure successful and smooth transitions into Prep and onto high school.</i></li> <li>✓ <i>Refine effective communication pathways between the school and families.</i></li> <li>✓ <i>Increase attendance and reduce unexplained absences through active engagement with parents/carers.</i></li> <li>✓ <i>Strengthen strategic partnerships and regular communication with local kindergartens and state high schools in Gatton and Toowoomba.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Differentiated teaching and learning addresses the diverse learning needs of students – academic, behavioural, wellbeing.</i></li> <li>✓ <i>All staff engaged in professional learning aligned with AIP goals and individual professional learning goals.</i></li> <li>✓ <i>Develop a shared understanding of inclusive practices – focus on students with disabilities, diverse learning needs, and first nations students.</i></li> <li>✓ <i>Recognition and respect for the growing number of cultures and nationalities represented at our school.</i></li> </ul>

**Equity and Excellence – realising the potential of every student**

<https://intranet.ged.qld.gov.au/about/PrioritiesandInitiatives/Pages/equity-and-excellence.aspx>