

# Victoria Point State High School

## Annual Implementation Plan 2025



*Learn, Think, Perform, Belong*

	<b>Actions</b>	<b>Student</b>	<b>Teacher</b>	<b>Leadership</b>
<p><b>Improvement Strategy 1:</b></p> <p>Improve student engagement through a whole school approach to belonging in school</p>	<ol style="list-style-type: none"> <li>1. Embed the use of the student engagement continuum in each classroom as a tool to promote student agency.</li> <li>2. Enact the 'welcoming' element of the Belonging in Schools framework for each classroom.</li> <li>3. Build teacher capacity to identify and select engaging pedagogical strategies for their classroom context.</li> </ol>	<ul style="list-style-type: none"> <li>• Set goals for social and academic success</li> <li>• Demonstrate respect and support to peers and staff through my words and actions</li> <li>• Arrive on time and ready to learn</li> <li>• Make choices to demonstrate active engagement along the engagement continuum</li> </ul>	<ul style="list-style-type: none"> <li>• Enact visibility of the student engagement continuum with classes across 2025</li> <li>• Use the student engagement continuum to promote self- reflection and self-motivation in students to move up the engagement continuum.</li> <li>• Enact the VPSHS critical routines for each class.</li> <li>• Create and maintain a welcoming and positive environment for students to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Build teacher understanding of disengagement in students through trauma informed practices.</li> <li>• Build teacher knowledge and understanding of the student engagement continuum.</li> <li>• Establish walk throughs that focus on student reflections on the continuum.</li> <li>• Track out of class behaviour (disengagement) at key junctures across the year.</li> <li>• Track the enactment of critical routines mapped against behaviour referrals</li> </ul>
<p><b>Improvement Strategy 2:</b></p> <p>Strengthen the culture of intentional pedagogical selection to lift A + B results across the school</p>	<ol style="list-style-type: none"> <li>1. Develop a whole school framework that identifies, discusses and reflects on pedagogies used within the classroom.</li> <li>2. Build teacher capacity to identify and select higher yield pedagogical strategies targeting higher order thinking for their classroom context.</li> </ol>	<ul style="list-style-type: none"> <li>• Regularly reflect on my learning to set goals for the next step</li> <li>• Ask questions and seek help when I do not understand</li> <li>• Determine what strategies help me learn best</li> </ul>	<ul style="list-style-type: none"> <li>• Create target goals for each class that aim to lift A and B results incorporating student voice.</li> <li>• Through coaching groups - Identify, implement and reflect on the pedagogical approaches used to elicit improvement in A and B results.</li> <li>• Report learnings and improvements to coaching group in Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an annual cycle of professional discussion focused on intentional selection of pedagogical strategy (meeting structures)</li> <li>• Support the HR capacity to 'watch others work' as part of the PLT cycle.</li> <li>• Establish data capture tools and data sets to track improvement across the year.</li> </ul>

School Performance Indicators		Responsible Officers	Support
<b>Improvement Strategy 1:</b>	2% improvement in whole student attendance 5% reduction in short term SDA's (1-10days) 10% reduction in minor behaviour referrals Improved attendance for students in the flexible learning space by 5% Improvement in student responses in SOS, specifically	Principal DP – Y7 DP – Y9 DP – Y10 HOD – Engagement	YLL PB4L Lead HOSE GO's
<b>Improvement Strategy 2:</b>	5% improvement in A-B achievement results across the school. 5% improvement in U2B Naplan achievement (2025 – 2027) in reading, writing and numeracy 5% reduction in 'D-E' results across the school. Embedded culture of professional dialogue (goals, actions, reflection) linked to student improvement case studies.	Principal DP – Year 8 DP – Year11/12 HOD – Teaching and Learning	HOD Curriculums



Date: 11/2/25

**Susan Taylor**  
Principal



Date: 11/2/25

**Madonna Boon**  
P&C President



Date: 19/02/2025

**Blair Hanna**  
School Supervisor