





# ALEXANDRA HILLS STATE HIGH SCHOOL

## Annual Implementation Plan 2025

*Creating Pathways,  
Inspiring Success*

Priority	Strategies	Actions	Desired Outcomes / Measures			
HIGH QUALITY TEACHING	'Engagement Essentials'	<ul style="list-style-type: none"><li>Implement the AHSHS Pedagogical Approach (<i>The Learner</i> principle) to ensure teachers and support staff are using strategies that maximise the engagement, wellbeing and achievement of all students:<ul style="list-style-type: none"><li>» <i>Connections ; Learning Design ; Maximising Motivation</i></li></ul></li><li>Staff will be supported in this work through professional development Explicitly teaching the 'Engagement Continuum' and regularly using it with students and families as common language about student learning and to support goal setting</li><li>Provide Classroom Profiling to teachers wanting feedback on their classroom management and student engagement strategies</li></ul>	70+% A-B results for 'Effort' on Term 1 and Semester report cards (demonstrating active engagement) <i>Students will:</i> <ul style="list-style-type: none"><li>Be able to self-rate using the engagement continuum to support personal goal setting</li></ul> <i>Teachers will:</i> <ul style="list-style-type: none"><li>Familiarise themselves with the strategies of The Learner First and Fisher, Frey &amp; Smith's <i>Belonging and Engagement</i></li><li>Select a single 'lead learner' each, who will engage in The Learner First approaches, including the use goal setting rubrics, to improve staff-student connections and support differentiation</li></ul> <i>Leaders (HODs, DPs, P) will:</i> <ul style="list-style-type: none"><li>Develop an 'Engagement Essentials' implementation plan to embed pedagogical practices and underpin faculty discussion</li><li>Develop and deliver professional development to increase understanding and confidence of staff to implement the Engagement Essentials</li></ul>			
	Evidence-Based Instructional Strategies	<ul style="list-style-type: none"><li>Implement the AHSHS Pedagogical Approach (<i>The Learning</i> and <i>The Curriculum</i> principles) to ensure a range of effective instructional strategies are used:<ul style="list-style-type: none"><li>» High-Impact Teaching Strategies and Subject-specific pedagogies for Australian Curriculum Version 9</li></ul></li><li>Teachers will be supported in this work through professional development and online DOE resources</li><li>Teachers regularly using a range of data (including class summary profiles and Class Dashboard) to know their students, identify individual needs and inform differentiation</li><li>Continue developing Professional Learning Teams (PLTs) with a focus on: student data, formative assessment and links to curriculum planning</li></ul>	80+% A-C reporting results in Year 9 English and Mathematics <i>Teachers will:</i> <ul style="list-style-type: none"><li>Engage with and use <i>Developing Language</i> pedagogies for schoolwide literacy improvement</li></ul> <i>Leaders (HODs, DPs, P) will:</i> <ul style="list-style-type: none"><li>Strengthen professional development and processes around PLTs to support collaborative conversations and curriculum alignment</li></ul>			
	Inclusive practices	<ul style="list-style-type: none"><li>Implement the AHSHS Pedagogical Approach (<i>The Curriculum</i> and <i>The Learner</i> principles) to ensure that Inclusion legislation and policies are enacted for Students with Disability (SWD). Teachers will be supported in this work through professional development</li><li>Refine the process for assigning and reviewing Individual Curriculum Plans (ICPs)</li><li>Developing a whole-school inclusion policy, including an opt-in co-teaching model</li><li>Implement a multi-tier support system and case management process to ensure – Universal supports (for all students) for strong attendance and engagement; Case management to provide supports and interventions that are Focused (for some students) or Intensive (for few students) to address engagement and/or attendance concerns</li><li>Enhance opportunities for students, staff and family voice for collaboration in developing a collective understanding and ownership of school policies</li></ul>	<i>Students will:</i> <ul style="list-style-type: none"><li>Be given opportunities for voice on how to improve the school, through surveys and school leader forums</li></ul> <i>Teachers will:</i> <ul style="list-style-type: none"><li>Know their student learning needs through analysis of academic, attendance and behaviour data, to guide teaching and differentiation</li></ul> <i>Leaders (HODs, DPs, P) will:</i> <ul style="list-style-type: none"><li>Provide professional development on inclusive practices</li><li>Decrease behaviour incidents and/or increase attendance for students being supported through the Case Management process</li></ul>			
	POSITIVE SCHOOL CULTURE	Instructional leadership	<ul style="list-style-type: none"><li>Continue development of instructional leadership by the Senior Leadership Team including through visible leadership, instructional walkthroughs, intentional collaboration and class observations and feedback</li><li>Quality Assurance – leaders to observe and discuss curriculum delivery to monitor that the intended curriculum and pedagogy is enacted with fidelity</li></ul>	<i>Leaders (HODs, DPs, P) will:</i> <ul style="list-style-type: none"><li>Regularly visit classes for instructional walkthroughs</li><li>Provide feedback to teachers through pre-arranged class observations and feedback</li><li>Continue to implement and monitor moderation processes</li></ul>		
Endorsed by:	Linda Peterson Principal		Cate Sieber P&C President		Blair Hanna School Supervisor	