



# OUR SCHOOL WIDE PRIORITIES

ANNUAL IMPLEMENTATION PLAN 2026



## READING

Embed explicit, evidence-based reading instruction across all learning areas to strengthen vocabulary, comprehension and CORE achievement.

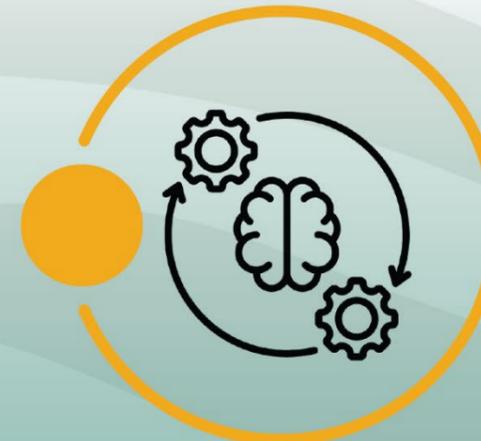
Screening & RTI Model  
Explicit Reading & Vocabulary Instruction



## QUALITY CURRICULUM

Establish QLearn as the consistent curriculum, assessment and engagement platform.

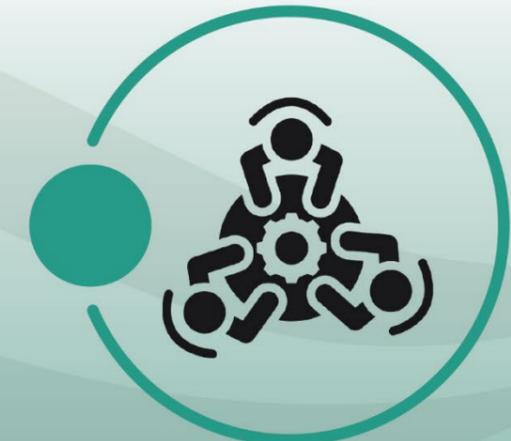
Governance & Leadership  
Course Design, QA & Capability



## BEHAVIOUR

Embed a consistent, high-expectations behaviour culture to ensure safe, orderly and productive learning environments.

Consistent Behaviour Systems  
MTSS Behaviour Supports



## ENGAGEMENT

Improve student attendance through systematic monitoring, proactive engagement and family partnership.

Attendance Monitoring & Early Intervention  
Pathways, Transitions & Belonging



# AIP IN ACTION

## HELENSVALE STATE HIGH SCHOOL

School Priorities		Whole-School Strategy	Actions	Systems, Processes & Resourcing	Measures & Artefacts	Monitoring (Collaboratively review progress – green ontrack, yellow underway, red yet to commence)				Responsible Roles
One Student – Educational Achievement	Reading Embed explicit, evidence-based reading instruction across all learning areas to strengthen vocabulary, comprehension and CORE achievement.	Screening & RTI Model	<ul style="list-style-type: none"> <li>Implement DIBELS screening (Year 7 T1 &amp; T3).</li> <li>Analyse data to identify Tier 2 and Tier 3 students.</li> <li>Design and implement Semester 2 RTI model (within and beyond Futures lesson, weekly).</li> <li>Establish Year 9 Summer School for students failing English.</li> <li>Review English pathway placements in senior schooling.</li> <li>Revisit positioning of Short Course Literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled Futures lesson for intervention.</li> <li>Data tracking dashboard and visible data walls (Jun Sec -LOA and ATT and Snr FLX and ATAR)</li> <li>Summer School for CORE passes</li> </ul>	Measures: <ul style="list-style-type: none"> <li>100% Year 7 screened.</li> <li>Identified RTI students demonstrate measurable growth.</li> <li>Reduction in Year 9 English failures.</li> </ul> Artefacts: <ul style="list-style-type: none"> <li>DIBELS testing available to staff with TrackEd data wall.</li> <li>Intervention lists.</li> <li>Summer School attendance and growth records.</li> </ul>	T1	T2	T3	T4	DP Curriculum HOSES HOD English
		Explicit Reading & Vocabulary Instruction	Strengthen teacher capability in selecting complex texts and explicitly teaching vocabulary and comprehension routines. <ul style="list-style-type: none"> <li>Deploy PPTs aligned to paired faculties focusing on teaching of reading.</li> <li>Establish Reading Focus Team (4-year implementation plan).</li> <li>Embed complex texts and vocabulary deconstruction across all subjects.</li> <li>Audit three levels of planning to ensure reading is evidenced (QCAA app to support.)</li> <li>Embed reading checks within CARB processes.</li> <li>Align walkthrough tools to check reading instruction.</li> <li>Deliver optional PL on explicit reading instruction.</li> <li>Align whole-school SPG goal to reading capability development.</li> <li>Build HOD capacity to lead reading within faculties.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meeting time.</li> <li>Walkthrough schedule.</li> <li>CARB review process.</li> <li>Planning templates updated.</li> <li>SPG alignment.</li> </ul>	Measures: <ul style="list-style-type: none"> <li>Reading evident in all audited unit plans.</li> <li>Walkthrough data shows reading instruction present in majority of lessons.</li> <li>HODs confidently lead reading discussions in faculty meetings.</li> </ul> Artefacts: <ul style="list-style-type: none"> <li>Annotated unit plans.</li> <li>Walkthrough observation data.</li> <li>Faculty PL minutes.</li> </ul>	T1	T2	T3	T4	Head of School DP Curriculum HODs PPTs
Quality Curriculum Establish QLearn as the consistent curriculum, assessment and engagement platform.		Governance & Leadership	<ul style="list-style-type: none"> <li>Appoint QLearn Head of Department.</li> <li>Establish QLearn Focus Team.</li> <li>Define roles and responsibilities (HODs, Course Coordinators, Teachers).</li> <li>Identify Faculty Champions.</li> <li>Develop staged rollout timeline (Y7 &amp; Y10 by 2027; whole school 2028).</li> <li>V9 implemented Eng and Math</li> </ul>	<ul style="list-style-type: none"> <li>AO time for course migration.</li> <li>Leadership allocation.</li> <li>Implementation timeline.</li> </ul>	Measures: <ul style="list-style-type: none"> <li>Leadership structures established.</li> <li>Implementation timeline endorsed.</li> </ul> Artefacts: <ul style="list-style-type: none"> <li>Role descriptions.</li> <li>Focus Team minutes.</li> <li>Rollout schedule.</li> </ul>	T1	T2	T3	T4	Head of School HOD Digital Learning DP Curriculum
		Course Design, QA & Capability	Strengthen consistency, accessibility and quality assurance of curriculum reflected in QLearn courses. <ul style="list-style-type: none"> <li>Agree on whole-school accessibility standards to reduce cognitive load.</li> <li>Define signature practices in QLearn.</li> <li>Embed assessment and Turnitin processes.</li> <li>Build QA checks into line management.</li> <li>Deliver weekly PL on QLearn use.</li> <li>Benchmark against like schools.</li> <li>Collaborate with neighbouring schools for senior resource sharing.</li> <li>Require Faculty Champions to undertake PD.</li> <li>Review pathways for alignment for (opportunity, timetable, outcomes)</li> <li>Review The Vale IMPACT model of pedagogy for accessibility and future proofing</li> <li>Career and Pathway education implemented in Middle Phase</li> </ul>	<ul style="list-style-type: none"> <li>QA audit schedule.</li> <li>Weekly PL schedule.</li> <li>Shared resource repository.</li> <li>Line management review structure.</li> </ul>	Measures: <ul style="list-style-type: none"> <li>100% Year 7 &amp; 9 subjects active on QLearn.</li> <li>All assessment instruments embedded.</li> <li>QA audits completed each semester.</li> </ul> Artefacts: <ul style="list-style-type: none"> <li>QA records.</li> <li>Course exemplars.</li> <li>PL attendance logs.</li> </ul>	T1	T2	T3	T4	HOD Digital Learning DP Curriculum HODs Faculty Course Coordinators



# AIP IN ACTION

## HELENSVALE STATE HIGH SCHOOL

School Priorities		Whole-School Strategy	Actions	Systems, Processes & Resourcing	Measures & Artefacts	Monitoring (Collaboratively review progress – green on track, yellow underway, red yet to commence)				Responsible Roles	
One Community – Belonging and Engagement	Behaviour <small>Embed a consistent, high-expectations behaviour culture to ensure safe, orderly and productive learning environments.</small>	<b>Consistent Behaviour Systems</b>	<i>Strengthen consistency of behaviour expectations and classroom routines through the Helensvale Way.</i>	<ul style="list-style-type: none"> <li>Re-launch Helensvale Way expectations.</li> <li>Embed consistent entry and exit routines across all classrooms.</li> <li>Standardise referral and consequence processes.</li> <li>Align walkthrough tools to monitor behaviour expectations.</li> <li>Conduct weekly behaviour data review meetings.</li> <li>Provide PL on consistent responses and relational practice.</li> <li>Ensure consistent uniform enforcement.</li> <li>Amplify House system to support Culture and sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour dashboards (OneSchool).</li> <li>Weekly Student Support/Data Wall meetings.</li> <li>Behaviour matrix and referral flowchart.</li> <li>Leadership visibility roster.</li> </ul>	Measures: <ul style="list-style-type: none"> <li>Reduction in major behaviour incidents.</li> <li>Increase in positive behaviour records.</li> <li>Consistency evident in walkthrough data.</li> </ul> Artefacts: <ul style="list-style-type: none"> <li>Behaviour dashboards.</li> <li>Walkthrough records.</li> <li>SST minutes.</li> </ul>	T1	T2	T3	T4	Head of School Deputy Principals Deans HOD Engagement
		<b>MTSS Behaviour Supports</b>	<i>Strengthen tiered systems to ensure timely identification and coordinated intervention.</i>	<ul style="list-style-type: none"> <li>Identify Tier 2 &amp; Tier 3 students through weekly data reviews.</li> <li>Implement targeted behaviour support plans.</li> <li>Align HOSES, Guidance and SSTs for coordinated case management.</li> <li>Conduct regular Student Support Team meetings.</li> <li>Build staff capability in early identification and referral processes.</li> <li>Review whole school roles and responsibilities to ensure clear line of sight and articulation to outcomes</li> <li>Sectorizing the school into phases of learning to support distinct identities and goals for each area (Jun, Mid, Snr)</li> </ul>	<ul style="list-style-type: none"> <li>Tiered support tracking system.</li> <li>Case management templates.</li> <li>SST schedule.</li> <li>Clear role descriptions.</li> </ul>	Measures: <ul style="list-style-type: none"> <li>Reduction in repeat incidents for targeted students.</li> <li>Improved behaviour trends in identified cohorts.</li> </ul> Artefacts: <ul style="list-style-type: none"> <li>Behaviour support plans.</li> <li>Case records.</li> <li>Cohort tracking documents.</li> </ul>	T1	T2	T3	T4	Deputy Principals HOSES Deans Guidance Officers
	Engagement <small>Improve student attendance through systematic monitoring, proactive engagement and family partnership.</small>	<b>Attendance Monitoring &amp; Early Intervention</b>	<i>Implement structured attendance monitoring to move whole-school attendance toward 90%.</i>	<ul style="list-style-type: none"> <li>Transition attendance monitoring to Compass.</li> <li>Establish attendance data walls and dashboards.</li> <li>Daily monitoring of students below 85%.</li> <li>Develop attendance action plans.</li> <li>Increase proactive family communication.</li> <li>Provide PL on early indicators of school refusal.</li> </ul>	<ul style="list-style-type: none"> <li>Compass attendance system.</li> <li>Attendance dashboard.</li> <li>Attendance Framework document.</li> <li>Communication templates.</li> </ul>	Measures: <ul style="list-style-type: none"> <li>Whole-school attendance trending toward 90%.</li> <li>Reduction in students below 85%.</li> <li>Reduction in unexplained absences.</li> </ul> Artefacts: <ul style="list-style-type: none"> <li>Attendance dashboards.</li> <li>Case logs.</li> <li>Attendance plans.</li> </ul>	T1	T2	T3	T4	Deputy Principal (Engagement) HOD Engagement SSTs
		<b>Pathways, Transitions &amp; Belonging</b>	<i>Strengthen connection, pride and participation to support improved attendance and behaviour outcomes.</i>	<ul style="list-style-type: none"> <li>Facilitate structured House activities.</li> <li>Recognise attendance growth and positive behaviour.</li> <li>Increase student leadership involvement.</li> <li>Embed relational check-ins within pastoral structures.</li> <li>Align engagement initiatives to attendance improvement.</li> <li>Middle Secondary curriculum and pathway review for outcomes</li> <li>Snr Curriculum options, scope and opportunity to grow pathways</li> <li>Clear identity of school where Community tell 'our' story with confidence and sell our success</li> <li>Amplify genuine opportunities for student voice with an initial focus on regulatory aspects of the school such as uniform and conduct policy, student identity and learning communities, pathways and success</li> </ul>	<ul style="list-style-type: none"> <li>House event calendar.</li> <li>Recognition framework.</li> <li>Review Student leadership structures.</li> <li>Celebrations of success</li> <li>Marketing for Community</li> <li>Rebranding for confidence and identity</li> </ul>	Measures: <ul style="list-style-type: none"> <li>Increased participation in House initiatives.</li> <li>Improved belonging survey data.</li> <li>Improved classroom climate indicators.</li> </ul> Artefacts: <ul style="list-style-type: none"> <li>Participation records.</li> <li>Student voice summaries.</li> <li>Engagement documentation.</li> </ul>	T1	T2	T3	T4	Head of School Deputy Principals HOD Engagement Heads of House

This plan was developed in consultation with the school community and meets school's needs and systemic requirements. Endorsed by:

Rachel Cutajar, Principal:

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