



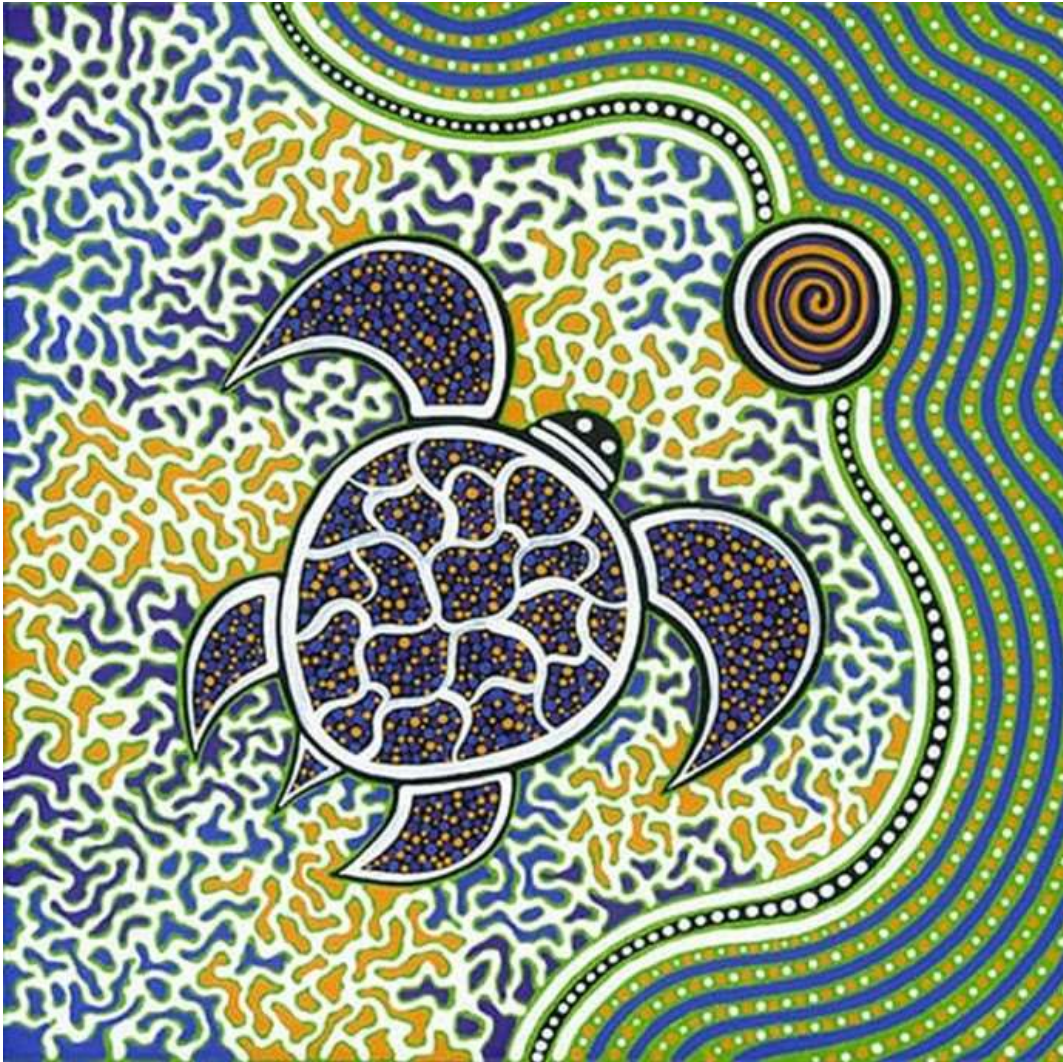
*Atherton State High School*

*On Eagle's Wings*

# *Strategic Plan*

**2022 - 2025**

# *Our school stands on Yidinji land...*



The Atherton State High School community acknowledges the traditional custodians of the land on which we gather together each day to learn and work.

Our school community pays respect to the Yidinji people, who are the traditional owners of our local area on the Atherton Tablelands.

We acknowledge Aboriginal and Torres Strait Islander peoples as the First Nations people of our country and we pay our respects to Elders past, present and emerging.

The artwork on this page was created by Atherton State High School Yidinji student Noni Baird. It represents the many different cultures of our school community coming together to learn and grow before journeying into the world to live out our school vision of "on eagles wings".





# *From the Principal...*

I am pleased to present our school community's vision for our continued work together over the four years from 2022 to 2025. This plan represents the collaborative input of our school community from a rigorous and inclusive process that captured the ideas and aspirations of our staff, students, parents and the wider community.

Representatives from the Queensland Department of Education's Education Improvement Branch highlighted what they saw as the key strengths of our school community:

- A long and proud tradition of providing high quality education.
- Student outcomes data drives whole school improvement
- Comprehensive induction and mentoring processes.
- Productive partnerships across the whole school community

All members of our school community should be justifiably proud of how Atherton High is "making a world of difference" for our students. We are committed to this vision so that, in turn, our students can transition confidently into their future lives and careers, each ready to make a world of difference in their unique way.

To be true to our vision and our mission, we must be prepared to always push ourselves further, striving always to improve how we serve our students and our community and prepare our learners for their future lives.

Together, we are creating bright futures for our students at Atherton State High School by building on its proud educational traditions and successes. At the same time, we are transforming our classrooms and grounds into 21st century learning environments, redefining our learning culture, implementing our curriculum plan and shaping our signature teaching and learning practices. We celebrate the past as we plan for the future: seeing the motto, "On Eagles Wings" come to life for our staff and students. We are measuring our worth as a school based on our ability to inspire students to reach their full potential through: • a narrow and sharp focus on our core business – engaging differentiated pedagogy • a whole school indigenous strategy and • the consistent application of the student code of conduct.

Our *2022-2025 Strategic Plan* outlines how we will continue this work over the next four years. It provides a blueprint for how our community will continue working together to enact their plan for the future of our school. Our plan provides direction and challenge, but it also provides voice and agency for our school community as we work together to continue improving our school.

Michele Kirkland, Principal

# *The development of our Strategic Plan...*

Atherton State High School's 2022-2025 Strategic Plan was developed through extensive input from the school community.

Early in 2021 the school hosted a Visit conducted by Queensland Department of Education's Education Improvement Branch (EIB). Evaluators spent one-week meeting with members of our school community, observing classes and evaluating all aspects of our school's practices and operations. Our peer evaluators provided a comprehensive team evaluation report to guide our school's ongoing improvement efforts.

Term 3 2021, all program leaders, student leaders and the P&C presented an evaluation of their programs and how they aligned to the School Improvement agenda to the Internal School Review. All leaders provided recommendations to the school community as to how they best believe the future focus of the school should develop and how they and their team could work collaboratively to advance the school improvement agenda.

Our School Council played a leading role in coordinating the development of our new Strategic Plan, and its responsiveness to key recommendations from our EIB Executive Summary, Internal School Review and feedback from all stakeholders.

Our 2022-2025 Strategic Plan is structured around six strategic pillars in systems leadership: Leadership, Teaching and Learning, Student Services, Human Resources, Facilities and Community.

Our work in each of these six pillars is supported by the strong foundations provided by two other key areas, Corporate Services and Leadership and Governance. Each of these areas is led by a member of the school's Management Team, ensuring a coordinated and accountable approach to the implementation of the strategies and actions outlined in our plan.

Our school staff will help shape and drive the school's development and implementation of a range of strategies outlined in the plan. Our students will also have continued agency in the future direction of the school through formalised and enhanced opportunities for student voice in Student Council and Committees.

For each year of our Strategic Plan, the school will develop an Explicit Improvement Agenda to provide more specific and targeted guidance for the enactment of our identified strategies which are appropriately planned and resourced.

As the custodians of our Strategic Plan, our School Council will monitor our progress in enacting the strategies and actions outlined in the plan.





# Our Philosophy...

## .....our Values

### *Be Responsible*

- ✓ Take ownership of every behaviour, acknowledging every action has a positive, neutral or negative consequence
- ✓ Model positive behaviours and seek support from staff when needed
- ✓ Aligned to the published dress code, wear the correct uniform with pride every day
- ✓ Use personal and school equipment as intended. Report damaged equipment to staff

### *Be Successful*

- ✓ Observe and model behaviours every lesson that enable exceptional teaching and successful learning
- ✓ Arrive on time with positive attitude, prepared with all necessary equipment
- ✓ Be courageous by attempting all activities and supporting others to be successful
- ✓ Organize your time so that you meet all set timelines

### *Be Respectful*

- ✓ Keep school grounds clean and tidy
- ✓ Keep your hands and feet to yourself
- ✓ Follow staff directions, first time very time
- ✓ Embrace diversity and reject discrimination
- ✓ Speak to and about each other with respect and dignity

## .....our Vision

*Every student succeeding*

## .....our Motto

*Alis Aquilae  
On Eagles Wings*

## .....our Purpose

*With our Atherton High community, we provide exceptional education that enables success for all students*



# Strategic Plan 2022 – 2025...

## Our priorities

1. Clarity

2. Whole School Indigenous Strategy

3. Engaging Pedagogies

4. Multitiered levels of support for wellbeing

5. Building our Future

## Our focus

- 1.1 Clearly communicate to all stakeholders the purpose and impact of all actions and plans
- 1.2 Design role descriptions that clearly define each role in the school and communicate them
- 1.3 Develop collaborative data collection, communication and analysis processes
- 1.4 Improve data literacy of the school community
- 1.5 Analyse and use cohort and individual data to monitor and track student progress.
- 1.6 Implement a Whole School Curriculum Review process
- 1.7 Develop a process to improve transparency and direction in financial decision making

- 2.1 Enhance the cultural capability and confidence of staff
- 2.2 Develop partnerships for promoting the identity, engagement and achievement of First Nations' students
- 2.3 Embed First Nations' pedagogies into all units of work
- 2.4 Curriculum design embeds First Nations' knowledge and understanding where appropriate

- 3.1 Embed a culture of inclusion in which all staff are committed to facilitate the full engagement of all learners
- 3.2 Implement Universal Design for Learning as our signature practice
- 3.3 Develop teacher capability to differentiate teaching practices
- 3.4 Further develop the process for systematic observation, feedback, mentoring and coaching
- 3.5 Ensure the APDP aligns to the strategic plan and the Professional Development Plan
- 3.6 All students identified through the NCCD receive adjustments to meet their individual learning needs

- 4.1 Provide clarity of expectations for behaviour
- 4.2 Rules and consequences presented positively, explicitly taught, consistently applied and regularly reviewed
- 4.3 Ensure efficient and responsive intervention and support at all levels
- 4.4 Student services deliver evidence-based approaches that support student wellbeing
- 4.5 Create alternative pathways for students
- 4.6 Introduce a whole-of school approach to student wellbeing through the House Cup
- 4.7 Enhance strategies for regularly reviewing and supporting student attendance, using a case managed approach that targets specific groups as needed

- 5.1 Develop a facilities masterplan that reflects the future 21st century needs, creating dynamic and modern classrooms and learning spaces across the campus.
- 5.2 Upgrade school facilities and grounds through a systematic maintenance and renewal program
- 5.3 Improve financial systems to facilitate long-term modelling and sustainability around school-created roles and school-funded programs and initiatives.
- 5.4 Develop and implement a strategy that raises the profile of the school with the wider community
- 5.5 Improve transition programs to create strong partnerships with primary feeder schools
- 5.6 Redesign career education programs, including JET and SET planning and subject selection processes, to ensure all students make informed decisions about their educational pathways

## Our measures

- Stakeholder satisfaction
- Aligned curriculum and quality assurance

- Staff survey measure of confidence regarding Indigenous perspectives
- Student Survey measure of increased cultural awareness and understanding
- Impact of cultural activities and groups on curriculum authenticity and student engagement

- Differentiation strategies, UDL implemented
- Staff capacity
- Collective efficacy
- Flexible collegial engagement
- Improvement in progression of signposts in state wide inclusion policy

- Social emotional wellbeing
- Increased acknowledgment of positive behaviours and positive referrals to parents/carers
- Reduced office referrals and school disciplinary absences
- ASHS values are clearly evident in all sectors of the school

- Student transitions and pathways
- School culture and satisfaction

Design Team

- DP Clarity
- HODs Teaching and Learning

Design Team

- Principal
- Trudy Schieb, RAETAP Coordinator
- Rachel Brown, Teacher

Design Team

- DP Pedagogy
- HOSES
- Highly Accomplished Teaching Team

Design Team

- Deputy Principal
- HOD Junior Secondary
- HOD Senior Secondary

Design Team

- Principal
- Margaret Selby, Business Manager
- HOD Junior Secondary
- HOD Middle Secondary

Cost Centre

I4S Whole School Data Systems

Cost Centre

I4S Whole School Indigenous Strategy

Cost Centre

I4S Engaging Pedagogy

Cost Centre

I4S Multitiered levels of support

Cost Centre

Facilities



# Endorsement

This strategic plan has been developed in consultation with the school community and reflects the aspirations of our community while also addressing systemic priorities identified by the Department of Education.



Michele Kirkland  
Acting Principal

David Kilpatrick  
School Council Chair

Jan Carr  
Assistant Regional Director

December 2021

