



Atherton State High School

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

Belonging and engagement

School priority 1	Refine systematic curriculum implementation prioritising three levels of planning and the development of task-specific marking guides.	Monitoring				School priority 2	Systematically enact universal engagement strategies in Year 7	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Systematically enact 3 levels of planning to ensure alignment of curriculum, teaching and assessment with K-12 curriculum, assessment and reporting framework (K-12 framework)					Link to school improvement strategy:	Strengthening teachers' use of evidence-based practices and student data in planning and implementing teaching and learning to ensure teaching practices responsively meet students' needs.				
Strategy/ies	<i>Prioritise systematic curriculum implementation, building expert teaching teams to align curriculum, moderation, pedagogy, assessment and reporting. Implement universal reading strategies aligned to Australian Curriculum version 9.</i>					Strategy/ies	Broaden the use of evidence-based practices to foster a culture that prioritises student agency, connection and belonging through innovative and responsive learning experiences.				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
Develop and implement quality marking guides aligned to ACv9 Year 8 core subjects <ul style="list-style-type: none"> Develop ACv9 year/band plans and unit plans for Year 8 – DPMS, HODs Build capability of teaching teams in developing quality marking guides – P, DPMS, HODs Develop and implement marking guides for ACv9 for year 8 – P, DPMS, HODs Refine and implement a three-phase moderation process (before; after; end) - DPMS Create and implement learning walls in year 8 – P, DPMS, HODs Implement universal reading strategies aligned to Australian Curriculum v9 <ul style="list-style-type: none"> Build staff capability in the explicit teaching of universal reading strategies (word study, fluency, comprehension) – DPES, Reading Coach, HODs Create a shared understanding of reading as a complex skill – DPES, Reading Coach, HODs Formalise the DIBELS benchmark testing and progress monitoring for students in year 7 & 8 – DPES, HODs 		ASHS Curriculum Implementation Plan ASHS Reading Implementation Plan QCAA Moderation trial – Maths and English SEOC Lauren Scott DIBELS universal screener Reading Portal TAKE 5 one page snapshots Instructional rounds template Year level/band and unit plan templates Teaching and learning HUB Curriculum gateway Whole school curriculum plan (QLearn)				Develop and implement universal engagement strategies in Year 7 <ul style="list-style-type: none"> Lead teachers in data analysis and establish common language – P, DPJS, HODJS, HODs Build capability of Year 7 teachers in understanding and implementing the engagement continuum – DPJS, HODJS, HODs Build staff capability in the explicit teaching of universal engagement strategies (relationships and challenge) – P, DPJS, HODJS, HODs Develop and implement a marker student process for tracking impact of engagement strategies in Year 7 – DPJS, HODJS, HODs 		ASHS Junior Engagement Implementation Plan <i>Engagement by Design: creating learning environments where students thrive</i> (Fisher, Frey) <i>Reimagining Student Engagement: from disrupting to driving</i> (Berry) <i>Belonging in school</i> (Smith, Fisher, Frey, Pompei, Stewart) Junior school reflection tool			
End of Year Success Criteria	Measures	Performance: Positive gain (based on Year 7 term 3 2025): <ul style="list-style-type: none"> 14 students from D to A-C (Year 8 English) (A-C 88%) 16 students from C to AB (Year 8 English) (AB 50%) 10 students from D to A-C (Year 8 Mathematics) (A-C 88%) 21 students from C to AB (Year 8 Mathematics) (AB 50%) 20 students in agreement to SOS "I understand how I am assessed in my school" (90% agreement) 10% in DIBELS composite scores across Years 7 and 8 Students receiving targeted reading intervention have a 10% increase as measured by DIBELS screener					Performance: Baseline date - Year 7 term 1 2026: <ul style="list-style-type: none"> 50% reduction of D,E or N results for effort in Year 7 50% increase from C to AB for effort in Year 7 10% reduction in classroom major behaviour incidents Year 7 25% increase in self-reported confidence for year 7 students 5% increase Year 7 Pulse survey agreement "I am interested in my schoolwork" Behaviour Students will: Accurately identify their level of engagement on the continuum Identify and implement strategies to increase engagement. Teachers will: Accurately identify students' level of engagement on the continuum Identify and implement strategies to increase engagement Know students and how they learn Design and teach engaging lessons that challenge students. Leaders will: Observe use of reading strategies being used by Year 7 teachers during instructional teaching rounds. Understand what engagement means as per the Engagement Continuum Monitor students at risk of not being engaged in learning.				
	Artefacts	Performance dashboard (executive leadership) Faculty data deep dive Three levels of planning documents TTT schedule PD log SPG Walkthrough templates – curriculum and reading Learning walls									
Reduction of red tape in day-to-day work, planning and processes include: Standards of practice – clear workflow, succinct, accessible; QLearn – Central repository for curriculum, policies and procedures, strategic priorities, meetings etc; Time for teachers – collaborative planning and resourcing; Student support systems; Digital technology – systems, curriculum planning and delivery, student access to devices											

Approvals
 This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal P&C/School Council School Supervisor