



Atherton State High School

2026-2029 SCHOOL STRATEGIC PLAN

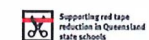
<p>School profile Our school is blessed with great students, committed staff and deeply supportive parents and community members. Our family centred ethos frames our relationships with students and parents underpinning our strong achievement focus.</p> <p>The school offers an extensive range of curricular and extra-curricular offerings allowing students to broker unique learning pathways that establish the foundations for their future career pathways. The experience for students at Atherton State High School is rich with opportunity, one which supports their aspirations and builds belief in themselves and their future. Beyond traditional learning, our leadership and personal development programs aim at building personal capability and agency and enhancing the learning experience.</p>	<p>Vision and values <i>Vision</i> – To foster a culture of belonging and engagement that drives success for every learner. <i>Motto</i> – On Eagle's wings Making the difference <i>Purpose</i> – With our community we prepare young people for bright and successful futures by providing high-quality teaching, supportive pathways and equitable opportunities.</p>
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Educational achievement

Belonging and engagement

<p>School improvement strategies</p> <ul style="list-style-type: none"> Domain 1 – Prioritise building all leaders' capability in leading curriculum design, moderation and pedagogy to effectively support teachers' work and foster shared accountability for improving student outcomes. Domain 6 – Systematically enact 3 levels of planning to ensure alignment of curriculum, teaching and assessment with K-12 curriculum, assessment and reporting framework. Domain 8 – Build the teaching team's knowledge of evidence informed strategies for teaching reading. Domain 5 – Systematically enact collegial learning opportunities to support teachers and leaders in reflecting on learning from each other's practices. 	<p>Reduction of red tape in day-to-day work, planning and processes include:</p> <ul style="list-style-type: none"> 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.
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<p>School priority 1: Instructional leadership Formalise instructional leadership for school leaders to establish collective efficacy and ownership to guide and enhance curriculum and engagement for students.</p> <p>Strategies Developing</p> <ul style="list-style-type: none"> Develop a shared definition and understanding of instructional leadership across the leadership team based on "How Leadership Works" (HLW) Fisher and Frey 2024 Co-create role statements, expectations and schedules for leaders Coach school leaders in instructional leadership including targeted professional development Co-construct implementation plan <p>Implementing</p> <ul style="list-style-type: none"> Collaborate with teachers, students and families regarding instructional leadership practices Create schoolwide coaching protocols Create artifacts including instructional leadership standard of practice Create peer coaching opportunities for leaders in collegial engagement Schedule instructional coaching rounds (ICR) <p>Embedding</p> <ul style="list-style-type: none"> Peer review instructional coaching rounds Collect feedback from staff on instructional leadership practices <p>Reviewing</p> <ul style="list-style-type: none"> Systematically enact feedback applying the questions for school improvement: Where are we going, how are we doing and where to next? Capability building of aspirant leaders to participate in ICR <p>Measures/Performance</p> <ul style="list-style-type: none"> 5% annual increase in SOS response from staff: <ul style="list-style-type: none"> I receive useful feedback about my work at school (72.82% 2025 baseline) Staff are well supported at this school (64.2% 2025 baseline) 	<p>School priority 2: Systematic Curriculum implementation Prioritise systematic curriculum implementation, building expert teaching teams to align curriculum, moderation, pedagogy, assessment and reporting. Implement universal reading strategies aligned to Australian Curriculum v9.</p> <p>Strategies Developing</p> <ul style="list-style-type: none"> Build capability of teaching teams in developing quality marking guides (QMG) Develop QMG for ACv9 as per schedule Refine and implement a three-phase moderation process (before, after, end) Create learning walls as per schedule Develop standard of practice for QMG, reading and learning walls Co-construct implementation plan for curriculum and reading Co-construct marker student process (engagement/curriculum) Develop understanding of the science of reading Establish shared understanding of tier 1 reading strategies Build data literacy within staff around reading Establish tiered reading intervention Formalise the DIBELS benchmark testing and progress monitoring for students in intervention Investigate numeracy intervention including screeners and progress monitoring <p>Implementing</p> <ul style="list-style-type: none"> Build staff capability in the explicit teaching of universal reading strategies Staged implementation of QMG and learning walls for ACv9 for Years 7-10 (all subjects) Enact marker student process Review tiered (MTSS) model of reading intervention Whole school approach to moderation and reading strategies Align ICP SOP with quality assessment and QMG process Implement math intervention based on student data <p>Embedding</p> <ul style="list-style-type: none"> Learning walks focussing on reading strategies implemented in Tier 1 and Tier 2 Use visual tools (e.g. performance dashboards) to track curriculum implementation and engagement metrics Moderation cycles used to audit curriculum alignment <p>Reviewing</p> <ul style="list-style-type: none"> Review of A-E data with focus on marker students 	<p>School priority 3: Pedagogy Prioritise flexible and responsive systematic pedagogical approaches to maximise the achievement, engagement and wellbeing of students.</p> <p>Strategies Developing</p> <ul style="list-style-type: none"> Audit existing evidence-based pedagogies to lift student engagement in learning using the whole school approach to pedagogy Identify pedagogical practices that support First Nations students Sharpen collegial engagement to develop coaching and mentoring for staff to embed signature pedagogical practices Professional development staff in targeted pedagogical practices <p>Implementing</p> <ul style="list-style-type: none"> Systematically enact targeted collegial engagement professional development opportunities to build teacher capability Refine school systems to promote student agency regarding learning Enact pedagogical practices learning walks Review three levels of planning to include ASHS pedagogical approach Measure impact of signature pedagogies on junior secondary engagement Broaden signature pedagogical practices in line with the whole school approach to pedagogy <p>Embedding</p> <ul style="list-style-type: none"> Maintain investment in PD that supports consistency in understanding of high-quality teaching practice Sharpen Quality Teaching (QT) framework to align with whole approach to pedagogy. <p>Reviewing</p> <ul style="list-style-type: none"> Systematically enact feedback applying the questions for school improvement: Where are we going, how are we doing and where to next? <p>Measures/Performance Positive gain (7-12)</p> <ul style="list-style-type: none"> A-C achievement 90% (Baseline 2025 Sem 2 84.1%) A-C First Nations 80% (Baseline 2025 Sem 2 70.1%) 	<p>School priority 4: Junior Secondary Engagement Broaden the use of evidence-based practices to foster a culture that prioritises student agency, connection and belonging through innovative and responsive learning experiences.</p> <p>Strategies Developing</p> <ul style="list-style-type: none"> Strengthen common understanding and language with regards to engagement continuum and dimensions of belonging Co-construct marker student process Develop teacher capability in evidence-based engagement strategies Develop ASHS visual engagement tool, and engagement strategy library Connect with partner schools Establish baseline engagement measures <p>Implementing</p> <ul style="list-style-type: none"> Systematically enact a marker student system to accurately track engagement strategies' impact Systematically implement engagement continuum across faculties Conduct ICRs and share effective engagement practices Engage with tools focussing on building a sense of belonging Refine focus on continuum towards engagement <p>Embedding</p> <ul style="list-style-type: none"> Integrate engagement strategies from library into teaching learning Review engagement strategies implemented in Tier 1 and Tier 2 Use visual tools (e.g. performance dashboards) to track engagement implementation <p>Measures/Performance Positive Gain (7-10)</p> <ul style="list-style-type: none"> 5% yearly increase in pulse survey - "I am interested in my schoolwork" (Baseline 2025 SOS 59.9% agreement) 90% A-C Effort (Baseline 2025 Sem 2 81% - 452 students) 50% reduction in D, E, N for effort (Baseline 2025 Sem 2 19% - 106 students) 5% annual reduction in classroom major behaviour incidents Year 7-10 (565 Classroom Majors 2025 Baseline) <p>Behaviour</p>
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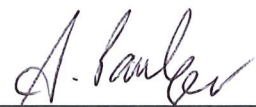




<p>- School leadership team model behaviours expected of all employees (75.6% 2025 baseline)</p> <ul style="list-style-type: none"> 5% annual increase in Years 10-12 retention (59.6% Year 12 outcomes 2025 baseline) Attendance positive gain to >85% attendance per school sector annually (Baseline Term 1 2026 students with chronic absenteeism – Junior sector 27.6%, Middle sector 38.2%, Senior sector 43.2%, SWD 55.3% First Nations 60.1%): <ul style="list-style-type: none"> 5 students from chronic level 1 (75% - 85% attendance) 5 students from chronic level 2 (50 -75% attendance) 5 students from chronic level 3 (<50% attendance) 100% destination to education/training/employment (94.3% 2025 Next Steps baseline) Two Instructional Coaching Rounds (ICR) per year per staff member AIP priority learning walks, twice per term Universal learning walk, once per term <p>Behaviour Students can/will be able to see improved teaching and learning. Teachers can/will improve instruction through engagement with ICR. Teacher aides can/will improve practice through engagement with ICR. Leadership team can/will: Strengthen consistent feedback through systematic ICR and learning walks.</p> <p>Resourcing</p> <ul style="list-style-type: none"> Fisher and Frey, <i>How Leadership Works</i> Suite of artefacts including Standards of Practice (SOP), Implementation Plan, templates, coaching protocols Leadership meetings, Tuesday Teacher Time (TTT), whole school master schedule, faculty meetings, whole staff meetings, Teacher aide PDs, SPGs Leadership Retreat: The Learner First 	<ul style="list-style-type: none"> Student questions based on visible learning questions Seek feedback from staff <p>Measures/Performance Positive gain (7- 10)</p> <ul style="list-style-type: none"> A-C achievement 90% (Baseline 2025 Sem 2 84.1%) AB achievement 55% (Baseline 2025 Sem 2 45.7%) SOS "I understand how I am being assessed in my school" 90% (76.4% SOS 2025) Students receiving targeted reading intervention have a 10% increase as measured by DIBELS screener NAPLAN positive gain from 7 to 9 annually <ul style="list-style-type: none"> 5 students from Strong to Exceeding 4 students from Developing to ≥Strong 5 students from Needs Additional Support to ≥Developing <p>Behaviour Students can/will engage with curriculum content by using learning walls and Learning Intention and Success Criteria (LISC) to understand achievement standards and assessment expectations. Teachers can/will plan and deliver units that implement tier 1 reading strategies that align with ACv9 achievement standards, ensuring clear alignment with content descriptions and assessment requirements, and make learning visible through learning walls. Teacher aides can/will understand and use reading strategies to support student learning of ACv9. Leadership team can/will ensure curriculum planning reflects ACv9 priorities and achievement standards across all learning areas. Monitor and support consistent implementation of reading strategies.</p> <p>Resourcing</p> <ul style="list-style-type: none"> SEOC Lauren Scott DIBELS Universal Screener Reading Portal TAKE 5 one-page snapshots Teaching and Learning HUB Curriculum Gateway Whole school curriculum (QLearn) K-12 CARF Suite of artefacts including SOPs, Implementation Plan, templates, coaching protocols Leadership meetings, Tuesday Teacher Time (TTT), whole school master schedule, faculty meetings, whole staff meetings, Teacher aide PDs, SPGs 	<ul style="list-style-type: none"> A-C Students with Disability 80% (Baseline 2025 Sem 2 71.4%) AB achievement 55% (Baseline 2025 Sem 2 45.7%) AB First Nations 30% (Baseline 2025 Sem 2 23.8%) AB Students with Disability 30% (Baseline 2025 Sem 2 27.7%) 5% annual increase in pulse survey student responses - "I am interested in my schoolwork" (2025 SOS 60%) <p>Behaviour Students can/will demonstrate active engagement, clear understanding of the learning, positive behaviour, and increasing independence when immersed in quality teaching episodes. Teachers can/will deliver quality teaching through application of signature pedagogical practices. Teacher aides can/will: reinforce teacher instruction when applying signature pedagogical practices to support student engagement in learning. Leadership team can/will: Strengthen consistent feedback through systematic instructional and coaching rounds focused on signature pedagogical practices.</p> <p>Resourcing</p> <ul style="list-style-type: none"> QT Tools and resources University of Newcastle Qlearn - Pedagogical toolkit DOE Whole school approach to pedagogy Suite of artefacts including, SOPs, Implementation Plan templates, feedback protocols Leadership meetings, Tuesday Teacher Time, whole school master schedule, faculty meetings, whole staff meetings, Teacher aide PDs, SPGs Collegial Engagement Rounds TTT Jody Davey PD 	<p>Students can/will accurately identify their level of engagement and recognise strategies to improve their engagement. Teachers can/will implement a broad range of research informed engagement strategies and measure their success. Teacher aides can/will support teachers in implementing engagement strategies. Leadership team can/will strengthen consistent feedback through systematic ICRs regarding engagement.</p> <p>Resourcing</p> <ul style="list-style-type: none"> Fisher and Frey, <i>How Leadership Works</i> Suite of artefacts including, SOPs, Implementation Plan, templates Leadership meetings, Tuesday Teacher Time, whole school master schedule, faculty meetings, whole staff meetings, Teacher aide PDs, SPGs Dr Doug Fisher Dr Amy Berry Balmoral SHS
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Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029
Developing	✓				Developing	✓	✓			Developing	✓	✓			Developing	✓			
Implementing	✓	✓			Implementing		✓	✓		Implementing		✓	✓		Implementing	✓	✓		
Embedding		✓	✓	✓	Embedding			✓	✓	Embedding			✓	✓	Embedding		✓	✓	✓
Reviewing				✓	Reviewing		✓		✓	Reviewing				✓	Reviewing				✓

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

Principal  7/5/2026 P&C/School Council  19/05/2026 School Supervisor 