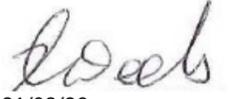


## Albany Creek State High School 2026 Annual Implementation Plan *Connected Community, Inclusive Culture, Outstanding Futures*

|   |    |  |    |  |    |    |    |    |
|---|----|--|----|--|----|----|----|----|
| Albany Creek State High School provides outstanding opportunities for young people to achieve their personal best across academic, sporting and cultural endeavours. The 2025 – 2028 Strategic Plan outlines the direction for school improvement titled <b>Connected Community, Inclusive Culture, Outstanding Futures</b> through the focus areas of Responsive Teaching & Learning, Strengthened Identity & Belonging, Enhanced Engagement & Wellbeing and Achieving Personal Best. In 2026, we will build upon positive and productive relationships to support our students to reach their potential with an emphasis on <b>Pedagogy, Vision &amp; Values, Pastoral Care and Wellbeing, and, Differentiated Programs.</b>  |    |  |    |  |    |    |    |    |
| <b>Focus Area 1: Responsive Teaching &amp; Learning</b><br>Our approaches to teaching and learning are responsive to the needs of individual students. We <i>know</i> our students, <i>understand</i> curriculum intent and <i>vary</i> our practices to ensure that every young person achieves at least one year's worth of learning growth each school year.   |    | <b>AIP measurable outcomes:</b><br>S1 E&M LOA A-C 7-9 from 95% to 96%<br>S1 E LOA A-B 7-9 from 62% to 65%<br>S1 M LOA A-B 7-9 from 69% to 70%<br>S1 All LOA A-B 7-12 from 62.9% to 64%<br>S1 All LOA A-C 7-12 from 94.4% to 96%<br>ATAR >95 from 2.5% to 6%<br>ATAR >90 from 12.65% to 17%<br>ATAR >85 from 31.6% to 34%   |    |  |    |    |    |    |
| <b>Strategy One:</b> Implement our shared language about pedagogy that enables a school-wide, holistic student-centred approach to teaching and learning. The priority for 2026 will be the embedding of Growth Mindset, actionable feedback and the teaching of reading and comprehension.   |    | <b>Monitoring</b><br><table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px;">T1</td> <td style="width: 20px;">T2</td> <td style="width: 20px;">T3</td> <td style="width: 20px;">T4</td> </tr> </table>   |    |  | T1 | T2 | T3 | T4 |
| T1  | T2 | T3   | T4 |  |    |    |    |    |
| <b>Actions: S1</b> <ul style="list-style-type: none"> <li>Provide professional development to support the implementation of the ACSHS Whole School Approach to Pedagogy and phase 1 of the Reading and Comprehension strategy</li> <li>Review and refine the Assessment Policy and Whole School Curriculum Plan to embed effective AI use and assessment practices, and provide professional development for staff</li> <li>Review and update the HOD Observation and Learning Walks and Talks processes to embed the focus on Growth Mindset and actionable feedback</li> <li>Enact the Collegial Engagement Strategy with updated Pedagogy Scanning process that provides targeted feedback on Whole School Approach to Pedagogy</li> <li>Implement the "Lighthouse" mentoring program for early career teachers overseen by the Pedagogy Mentor to ensure regular feedback to beginning teachers is a part of the support cycle</li> </ul> |    |  |    |  |    |    |    |    |
| <b>Focus Area 2: Strengthened Identity &amp; Belonging</b><br>We are focussed on enhancing our collective identity and building positive, productive relationships that strengthen a sense of belonging for students, families and staff. We understand that a positive sense of belonging shapes a young person's cognitive, behavioural and emotional engagement with school and influences their learning outcomes.  |    | <b>AIP measurable outcomes:</b><br>Reviewed and implemented vision, values and visual design suite<br>SOSP 'this is a good school' from 88.9% to 92%<br>SOSP 'strong sense of community' from 82.3% to 87%<br>SOSS 'this is a good school' from 61.4% to 66%   |    |  |    |    |    |    |
| <b>Strategy Two:</b> Implement and embed the vision and values and promote the school's compelling narrative within the school and wider community  |    | <b>Monitoring</b><br><table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px;">T1</td> <td style="width: 20px;">T2</td> <td style="width: 20px;">T3</td> <td style="width: 20px;">T4</td> </tr> </table>   |    |  | T1 | T2 | T3 | T4 |
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| <b>Actions: S2</b> <ul style="list-style-type: none"> <li>Engage students, parents and staff in reviewing and shaping the school's plans to strengthen the school's compelling narrative within the school and wider community</li> <li>Develop and commence implementation of a revised Visual Style Guide and communications approach that promotes the significant strengths of the school and its community</li> <li>Embed the values in classrooms, assemblies and pastoral care programs and refer to them explicitly in all policies and practices</li> <li>Increase the use of strategies to celebrate, acknowledge and communicate student and staff success</li> </ul>  |    |  |    |  |    |    |    |    |
| <b>Focus Area 3: Enhanced Engagement &amp; Wellbeing</b><br>Our school supports students to deal with the normal stressors of life and to work productively and with purpose to realise their potential as effective contributors to our community. We value diversity and promote positive and productive relationships inside and outside classrooms to foster quality engagement and academic progress.  |    | <b>AIP measurable outcomes:</b><br>SOSS 'My teachers are interested in my wellbeing' 73% to 75%<br>SOSP 'Teachers interested in my child's wellbeing' 90% to 92%<br>SOSS 'This school fosters respectful relationships' 97% to 99%<br>Data analysis and evaluation of TORCH and POEs in T1 26.<br>Enrolment of students in 2027 academic excellence program<br>SOSP – My child's learning needs are being met 83.8% to 88%<br>Decrease in SDA and behaviour data for students engaged in intervention programs<br>R&R documents available on sharepoint by T1<br>Consistent case management reviews embedded in meetings |    |  |    |    |    |    |
| <b>Strategy Three:</b> Develop and implement a responsive, year level specific pastoral care program (TEAM) that establishes and drives the school's approach to wellbeing and engagement<br><b>Strategy Four:</b> Review and refine Student Services roles and processes to enhance support and maximize student academic success, engagement and well-being.  |    | <b>Monitoring</b><br><table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px;">T1</td> <td style="width: 20px;">T2</td> <td style="width: 20px;">T3</td> <td style="width: 20px;">T4</td> </tr> </table>   |    |  | T1 | T2 | T3 | T4 |
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| <b>Actions: S3</b> <ul style="list-style-type: none"> <li>Implement responsive year level specific programs for TEAM and Essential Skills (Years 7 to 12) and backward map content</li> <li>Support the delivery of the TEAM/TRP classroom program with comprehensive staff professional development that embeds and aligns with the GEM + EL pillars, Intentional Practices and Growth Mindset</li> <li>Analyse and evaluate engagement data, QEW, SOS, Resilient Youth Survey (TRP) to inform the ongoing responsive design of year level specific programs for TEAM and Essential Skills</li> <li>Deliver a communication strategy for students, staff and families with a wellbeing focus aligned to TEAM/TRP that includes key events</li> <li>Support staff delivery of the TEAM/TRP program through HOSS &amp; YC in-classroom support and once-a-term year level teacher meetings</li> </ul>  |    |  |    |  |    |    |    |    |
| <b>Actions: S4</b> <ul style="list-style-type: none"> <li>Clarify roles and responsibilities and data use within the ACCESS, Year Level and Learning Connections Teams to ensure consistent, coordinated approaches to case management that maximise student engagement and wellbeing</li> <li>Strengthen the use of engagement and wellbeing data by the Year Level, ACCESS and Learning Connections Teams to plan, monitor and adjust supports that enhance student success</li> <li>Build meaningful connections with students and families to increase engagement in initiatives and intervention programs that drive academic success, wellbeing, and overall school engagement</li> </ul>   |    |  |    |  |    |    |    |    |
| <b>Focus Area 4: Achieving Personal Best</b><br>As staff and students, we approach our work with a growth mindset and aim to achieve our personal best. We embrace challenge, practice perseverance, apply feedback, learn from the success of others and see effort as the key to success.   |    | <b>AIP measurable outcomes:</b><br>Data analysis and evaluation of TORCH and POEs in T1 26.<br>Enrolment of students in 2027 academic excellence program<br>95% Academic Conference Attendance Years 9-12<br>100% QCE & QTAC offers, & ATAR % as per S1<br>100% Year 12 students receiving a VET certificate<br>LOA % as per S1  |    |  |    |    |    |    |
| <b>Strategy Five:</b> Review and strengthen Programs of Excellence (PoE), extension and enrichment programs to ensure they meet the needs of the school community and enhance engagement and achievement<br><b>Strategy Six:</b> Enhance Academic Conferencing from Years 9 to 12 to allow students and parents a greater understanding of progress   |    | <b>Monitoring</b><br><table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px;">T1</td> <td style="width: 20px;">T2</td> <td style="width: 20px;">T3</td> <td style="width: 20px;">T4</td> </tr> </table>   |    |  | T1 | T2 | T3 | T4 |
| T1  | T2 | T3   | T4 |  |    |    |    |    |
| <b>Actions: S5</b> <ul style="list-style-type: none"> <li>Systematically review and evaluate existing PoE, extension and enrichment programs using student achievement data, participation trends, equity of access, and resource allocation to determine effectiveness</li> <li>Use evaluation findings to refine and improve program provision, ensuring clarity of purpose, curriculum alignment, sustainable resourcing, and consistent monitoring of student outcomes</li> <li>Strengthen and formalise partnerships with community, industry and higher education providers to enhance program quality, authenticity of learning, and post-school pathways</li> <li>Design, approve and implement a Year 7 Academic Acceleration program, informed by data and community need, with the first cohort enrolled for commencement in 2027</li> </ul>   |    |  |    |  |    |    |    |    |
| <b>Actions: S6</b> <ul style="list-style-type: none"> <li>Design and deliver an academic conferencing calendar for Years 9 – 12</li> <li>Implement a comprehensive staff professional development program for academic conferencing that develops a growth mindset with both staff and students with a focus on student progress</li> <li>Review Academic Review processes in Years 7 and 8</li> </ul>  |    |  |    |  |    |    |    |    |
| <b>Responsible Officers &amp; Resources:</b><br>Shaun Cathro & Bharati Singh<br>Staff Meeting Time, Collegial observation and feedback time<br>PD funds for early career teachers, Ped scanning and Profiling   |    |  |    |  |    |    |    |    |
| <b>Responsible Officers &amp; Resources:</b><br>Derek Weeks<br>Budget allocation for communication strategy and the production of digital and physical resources<br>Time for parent and student consultation forums   |    |  |    |  |    |    |    |    |
| <b>Responsible Officers &amp; Resources:</b><br>Tanya Grant<br>TRP funding through SRS, 2 x half day working groups, PD time and resourcing   |    |  |    |  |    |    |    |    |
| <b>Responsible Officers &amp; Resources:</b><br>Jay Collins<br>2 x half day working groups  |    |  |    |  |    |    |    |    |
| <b>Responsible Officers &amp; Resources:</b><br>Bharati Singh<br>TRS for program design   |    |  |    |  |    |    |    |    |
| <b>Responsible Officer &amp; Resources:</b><br>Sandy Kane<br>TRS for PD for staff in Years 9-12<br>TRS for staff in Years 7-8 for Academic Reviews  |    |  |    |  |    |    |    |    |

**Approvals**

| <b><i>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</i></b> |   |                      |  |                   |   |
|---|---|----------------------|--|-------------------|---|
| PRINCIPAL   | Derek Weeks   | SCHOOL COUNCIL CHAIR | Matthew Gausden  | SCHOOL SUPERVISOR | Paul Pengelly   |
| Sign and date   | <br>21/02/26 | Sign and date        | <br>26/02/26 | Sign and date     | <br>05.03.2026 |