



Integrity
Creativity
Courage
Contribution

Strategic Plan

2025 - 2028



Albany Creek State High School

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Connected Community, Inclusive Culture, Outstanding Futures

Leadership Team Introduction

Established in 1982, Albany Creek State High Schools is a co-educational public school that has grown alongside its community. Today, we are proud to be a leading Independent Public School with a strong tradition of student success across academic, cultural and sporting achievements. Throughout our history, we have empowered students and enriched lives through meaningful learning experiences.

In our 2025 – 2028 Strategic Plan, Connected Community, Inclusive Culture, Outstanding Futures, we will build on this legacy. We will strengthen a culture of belonging and connection where every young person is supported and inspired to reach their personal best in an inclusive and future-focused learning environment.

The 2025 – 2028 Strategic Plan places strong emphasis on building positive and productive relationships. We recognise these relationships as central to our shared success as a school community. Our plan emphasises the focus areas of responsive teaching and learning, strengthened identity and belonging, enhanced engagement and wellbeing, and providing an environment where students, staff and community members can achieve their personal best. This new plan builds on the success of our 2021-2024 Strategic Plan which focused on curriculum and pathways, data and performance, community and culture, and high-quality teaching and learning.

Derek Weeks
Principal



From the School Council

The School Council provides a vital link between Albany Creek State High School and its wider community, ensuring that the voices of parents, staff, students and community members are represented in shaping the school's strategic direction. As a governance body, the Council works in partnership with the school leadership team to guide planning, endorse priorities and support initiatives that enhance teaching, learning and student wellbeing.

Our role is one of stewardship and collaboration. We provide oversight and guidance that strengthens accountability and transparency, while always keeping student success and inclusion at the centre of decision-making. Through this partnership, the School Council helps ensure that the aspirations of the school community are realised in meaningful and sustainable ways.

The 2025–2028 Strategic Plan reflects our collective commitment to excellence in learning, diversity, belonging and community connection. By endorsing this vision, the School Council supports the growth of Albany Creek State High School as a place where every student can achieve their personal best and be prepared for a future of opportunity. Together, we will continue to build on the strong foundation of integrity, creativity, courage and contribution that defines our school and its community.

Matthew Gausden
School Council Chair



Parents' and Citizens' Introduction

Albany Creek State High School plays an important role in shaping the future of its students and strengthening the local community. Through its diverse academic and co-curricular programs, the school empowers students to excel in areas such as the arts, sport, STEM, and leadership. Its commitment to wellbeing, inclusive education, and strengthening student identity ensures that every individual is supported both personally and academically. By actively engaging with families, local organizations, and service initiatives, Albany Creek SHS fosters a connected and resilient community. Supporting the school means investing in a future where young people are confident, capable, and inspired to make a positive impact.

When a high school is deeply connected to its community, everyone benefits. Partnerships with local businesses, community organizations, and alumni networks create real-world learning opportunities—such as internships, mentorships, and service projects—that enrich students' education while building civic responsibility and pride. These connections help students see the relevance of their learning, strengthen local ties, and contribute to a more engaged, forward-thinking community.

Students who feel connected to their school and community are more likely to give back, stay local, or build businesses and careers that support the local economy. In this way, supporting our high school today fuels the long-term well-being and prosperity of the entire community.

Shantelle Harridge
P&C President



Student Leaders' Introduction

The student body has played an integral role in the creation of the 2025-2028 Strategic Plan and in the school's reinvigorated values of Integrity, Creativity, Courage and Contribution. Student voice featured prominently through the Student Representative Council and across student forums, student leadership surveys and collaborative discussions with teaching and support staff. This consultive process ensured that the experiences, aspirations and needs of the students were central to the development of this strategic plan and the school's vision for its future.

We're excited to start to implement the four values of Integrity, Creativity, Courage and Contribution and believe that these shared values will guide the way students engage with their learning, interact with others and grow as individuals. We believe that fostering a culture where every student strives to achieve their best prepares young people not only for success in their education but for the world beyond it too.

As student leaders of Albany Creek State High School, we take pride in knowing that we have contributed towards the future success of our school and its graduates. Our hope is that every student can feel a sense of connection and belonging through the relationships they form inside classrooms and across cultural, sporting and social pursuits. We trust that this plan will help every young person to be prepared for the bright future ahead.

Kaitlin Davern
Kimora Randall
Ella White

At Albany Creek State High, we are guided by the following values:

Integrity

We build trust through responsible actions and compassion for others.
We act with respect for ourselves, others and our environment.
We are authentic, fair and honest. We ensure our actions reflect our words.

Creativity

We encourage innovation by creating environments where students and staff can explore, experiment and think differently.
We value fresh ideas that improve our world and support considered risk-taking and problem solving.

Courage

We choose to do what is right, even when it is hard.
We face challenges with resilience and understand that growth often happens outside our comfort zone.
We take appropriate risks and learn from setbacks as part of striving for our best.

Contribution

We build a strong community through service, connection and belonging.
We understand the importance of contributing to our own learning and supporting others to achieve their potential.
We value initiative, teamwork and leadership, knowing we achieve more when we work together.



Responsive Teaching + Learning



Integrity
Creativity
Courage
Contribution

Our teaching and learning practices are guided by evidence and tailored to meet the needs of every student. Our whole-school approach to teaching and learning is grounded in the following five principles:

- We build inclusive and collaborative environments so all students feel welcome and safe
- We prioritise positive relationships that engage learners and support wellbeing
- We use relevant and reliable student data to inform our teaching and differentiate for individuals
- We utilise evidence-based practices to design lessons which maximise learning
- We create a culture of achievement, where high expectations drive success.

We are committed to knowing our students well, understanding curriculum intent and adapting our practices to ensure that every young person achieves at least one year's growth in learning each school year.

We will:

- 1 Establish and embed a shared language for teaching practice that supports a consistent school-wide approach to high quality learning.
- 2 Prioritise time for staff to engage in professional learning and collaborative planning, using data to reflect, plan and adjust teaching to meet the diverse needs of all learners.
- 3 Strengthen our classroom observation and feedback practices to reflect on teaching impact, celebrate effective practice and support areas for development.
- 4 Review staffing roles and responsibilities to ensure alignment with our improvement goals and support long-term sustainability.

Our Measures of Success

Our students value their learning and their relationships with teachers. Students can speak confidently about their progress and recognise the high impact teaching strategies that support their success.

- Levels of Achievement A-B, A-C;
- ATAR >95, >90, >85
- Year 12 VET, QTAC & QCE Outcomes
- School Opinion Survey



Strengthened Identity + Belonging



Integrity
Creativity
Courage
Contribution

We are committed to building a strong, shared identity and fostering positive, respectful relationships that create a sense of belonging for students, families and staff. We recognise that when young people feel connected to their school, they are more engaged in learning and are more likely to succeed.

We will:

- 1 Embed the school's reviewed vision and values to strengthen our shared identity and communicate a clear, compelling school narrative within and beyond our community.
- 2 Actively engage students, parents and staff in shaping and reviewing school plans to strengthen community connection and promote a positive, aspirational culture of learning.
- 3 Provide meaningful opportunities for student leaders to develop capability and lead initiatives that promote school pride, spirit, inclusivity and connection.
- 4 Expand service opportunities for students to build community awareness and encourage participation in school and broader community life.
- 5 Implement the Primary School Engagement Plan, offering authentic high school experiences to primary students to further strengthen partnerships and professional collaboration.
- 6 Enact clear and timely communication strategies to keep families informed and engaged in school events, student learning and school progress.



Our Measures of Success

Our community feels connected to and aligned with the school's purpose. Staff, students and parents can speak about how they are involved in school life and decision-making. They understand how the school's guiding vision and values shape daily practice and future direction.

- School Opinion Survey
- Enrolment Data

Enhanced Engagement + Wellbeing



Integrity
Creativity
Courage
Contribution

We support students to manage everyday challenges, work with purpose and realise their potential as effective contributors to our community. We celebrate diversity and foster strong, respectful relationships inside and outside classrooms to support meaningful engagement and academic progress.

We will:

- 1 Review and refine the delivery of student services including the Access Hub, attendance systems and the Learning Engagement Centre to enhance support and maximize positive outcomes for student engagement and well-being.
- 2 Strengthen the collection, analysis and use of student engagement and wellbeing data to guide planning and improvement.
- 3 Embed Intentional Practices with explicit roles and responsibilities, to ensure consistent approaches and build positive teacher-student relationships.
- 4 Improve communication about partnerships and programs that enhance student wellbeing, learning and engagement, encouraging greater involvement from students and families.

Our Measures of Success

Students, staff and families understand the importance of health and well-being. Students can confidently speak about the support available to them and how to access programs and support services and the opportunities to link with partners inside and outside the school community.

- School Opinion Survey
- QEW Survey
- Attendance and Behaviour Data



Achieving Personal Best



Integrity
Creativity
Courage
Contribution

We are committed to a culture of growth where both staff and students strive to achieve their personal best. We embrace challenge, value persistence and apply feedback to improve. We learn from others and see effort (from students, staff and community) as the key to success.

We will:

- 1 Implement Academic Conferencing to support students and their families in setting meaningful learning and wellbeing goals and planning for future pathways.
- 2 Review the scope and implementation of Programs of Excellence, extension and enrichment programs to ensure they meet the diverse needs of students.
- 3 Review budgeting processes to ensure resources are allocated effectively and aligned with school priorities.
- 4 Establish a clear process for collecting and reviewing data on post-school pathways to guide the development of senior curriculum and future planning.
- 5 Expand the induction and mentoring program to support all new staff, helping them understand school-specific practices and processes.
- 6 Refine the Professional Development Plan to align -school initiatives with staff learning needs, building capacity to further engage students in their learning.

Our Measures of Success

Students and staff explore possibilities, set meaningful goals and support one another to grow and succeed. Students can speak about their learning journey and how it connects to their future. Staff can reflect on their own professional growth and progress towards achieving their goals.

- Academic Conference attendance and perception surveys
- Levels of Achievement A-B, A-C;
- QTAC and Next Steps data
- Year 12 Credentials
- ATAR >95, >90, >85
- School Opinion Survey
- External Partnerships



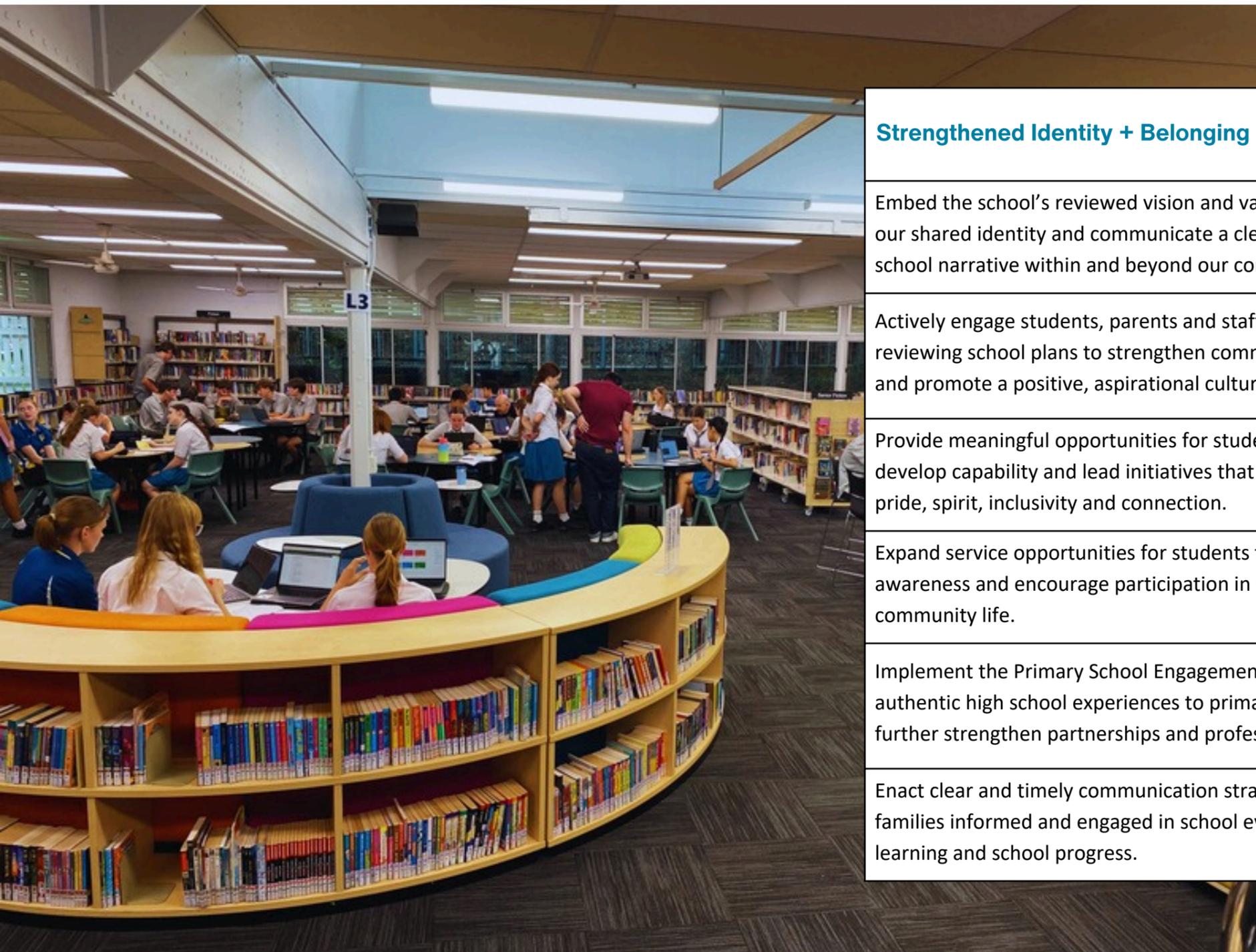


Implementation Phases

Responsive Teaching + Learning 	2025	2026	2027	2028
Establish and embed a shared language for teaching practice that supports a consistent school-wide approach to high quality learning.	D/I	I	I	E
Prioritise time for staff to engage in professional learning and collaborative planning, using data to reflect, plan and adjust teaching to meet the diverse needs of all learners.		D	I	E
Strengthen our classroom observation and feedback practices to reflect on teaching impact, celebrate effective practice and support areas for development.	D/I	I	E	R
Review staffing roles and responsibilities to ensure alignment with our improvement goals and support long-term sustainability.	R	D/I	I	E

Developing (D), Implementing (I), Embedding (E), Reviewing (R)

Implementation Phases



Strengthened Identity + Belonging 	2025	2026	2027	2028
Embed the school's reviewed vision and values to strengthen our shared identity and communicate a clear, compelling school narrative within and beyond our community.	D/I	I/E	E	R
Actively engage students, parents and staff in shaping and reviewing school plans to strengthen community connection and promote a positive, aspirational culture of learning.	D/I	E	E	R
Provide meaningful opportunities for student leaders to develop capability and lead initiatives that promote school pride, spirit, inclusivity and connection.		D	I	E
Expand service opportunities for students to build community awareness and encourage participation in school and broader community life.		D	I	E
Implement the Primary School Engagement Plan, offering authentic high school experiences to primary students to further strengthen partnerships and professional collaboration.	D	I	E	R
Enact clear and timely communication strategies to keep families informed and engaged in school events, student learning and school progress.	D	D/I	I	E

Developing (D), Implementing (I), Embedding (E), Reviewing (R)



Implementation Phases

Enhanced Engagement & Wellbeing 	2025	2026	2027	2028
Review and refine the delivery of student services including the Access Hub, attendance systems and the Learning Engagement Centre to enhance support and maximize positive outcomes for student engagement and well-being.	D	D/I	I	E
Strengthen the collection, analysis and use of student engagement and wellbeing data to guide planning and improvement.	D	I	E	R
Embed Intentional Practices with explicit roles and responsibilities, to ensure consistent approaches and build positive teacher-student relationships.	D/I	I	E	R
Improve communication about partnerships and programs that enhance student wellbeing, learning and engagement, encouraging greater involvement from students and families.		D/I	E	R

Developing (D), Implementing (I), Embedding (E), Reviewing (R)



Implementation Phases

Achieving Personal Best 	2025	2026	2027	2028
Implement Academic Conferencing to support students and their families in setting meaningful learning and wellbeing goals and planning for future pathways.	D/I (Yrs 10&12)	D/I (Yrs 9,10, 11, 12)	D/I (Yrs 7,8,9, 10,11,12)	E
Review the scope and implementation of Programs of Excellence, extension and enrichment programs to ensure they meet the diverse needs of students.		D	I	E
Review budgeting processes to ensure resources are allocated effectively and aligned with school priorities.	D	I	E	R
Establish a clear process for collecting and reviewing data on post-school pathways to guide the development of senior curriculum and future planning.		D	I	E
Expand the induction and mentoring program to support all new staff, helping them understand school-specific practices and processes.	D/I	I	E	E
Refine the Professional Development Plan to align school initiatives with staff learning needs, building capacity to further engage students in their learning.		D	I	E

Developing (D), Implementing (I), Embedding (E), Reviewing (R)

Key Performance Measures

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On Track for Success: Years 7-9

Levels of Achievement	2025	2026	2027	2028
A	26%	27%	28%	29%
A-B	65%	66%	67%	68%
A-C	95%	95%	96%	96%
English				
A	25%	28%	29%	30%
A-B	65%	66%	67%	68%
A-C	96%	96%	97%	97%
Mathematics				
A	28%	29%	29%	30%
A-B	65%	66%	67%	68%
A-C	92%	93%	94%	95%
Science				
A	26%	27%	29%	30%
A-B	69%	70%	71%	72%
A-C	95%	96%	97%	97%
Humanities				
A	15%	18%	22%	25%
A-B	60%	62%	65%	68%
A-C	94%	95%	96%	97%

Ready for the Future:

Years 10-12

Levels of Achievement	2025	2026	2027	2028
A	25%	26%	27%	28%
A-B	63%	64%	65%	66%
A-C	93%	94%	95%	95%
Exit Results				
QCE/QCIA	100%	100%	100%	100%
ATAR 95 and above	4%	6%	11%	13%
ATAR 90 and above	15%	17%	23%	25%
ATAR 85 and above	32%	34%	40%	42%
QTAC Offer	100%	100%	100%	100%
QTAC 1st or 2nd Pref	80%	82%	84%	85%

ALBANY CREEK

STATE HIGH



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