



2026 – A Year of Connection

Supporting belonging and engagement for all students and staff at Urangan SHS through...

Connection within and across teams

In order to...

Establish "strong leadership that is shared" (Zbar et al, 2008):

Clear, collaborative leadership processes, practices and cultures.

- **Link to SRR 2023:** Further develop the capabilities of all members of the leadership team to affect coordinated, consistent, consultative and precise actions to realise the attainment of published school targets (Domain 1 KIS).
- **Link to Strategic Plan:** This priority furthers the *Connected humans* pillar of our strategic plan by creating opportunities for genuine staff consultation and ensuring all teams affect coordinated, consistent, consultative, and precise actions in support of student and staff belonging, and engagement.
- **Link to Brighter Futures:** This priority contributes to the focus of *Belonging and engagement* through supporting a positive teaching environment where all staff feel confident, resilient, and supported to thrive.
- **Link to AITSL Standards:** This priority supports teachers in their *Professional engagement* domain (Standards 6 and 7) by building strong professional learning cultures grounded in relational trust, in order to collaboratively address student learning and behavioural needs.

We will...

Enact the structural changes to our leadership team:

- Implement the revised leadership team structure, establishing distinct Junior and Senior juncture identities, to enact support for staff and students by enabling proactive cultural norms for engagement and belonging.
- Define and document universal expectations, supports, and operating practices within each juncture to ensure consistency of student experience.
- Design and implement clear, connected, and collaborative leadership processes (e.g. decision-making and review cycles) to align people, practice, and purpose.
- Clarify and document the purpose, roles, responsibilities, and accountabilities of all school teams (e.g. Junior, Senior, Curriculum, PBL, HSR), including how each contributes to instructional leadership & improved student outcomes.
- Review non-classified leadership roles (e.g. YLMs) and redesign role functions to proactively support student engagement, connection, and belonging, aligned to the revised leadership structure.

Enable every member of staff to be a leader:

- Develop school-wide processes that support consistency, clarity, and transparency within and across teams
- Provide opportunities to build the capacity of all staff to drive connection, engagement, and belonging as the foundational elements of our work.

Leaders will:

- Reinforce clarity and consistency of leadership practices to enable alignment of people, practice, and purpose; driving school-wide alignment and improvement through the establishment of strong cultural identities.
- Lead collaboration in connection, belonging, curriculum, and pedagogy to build consistency and capability in learning; collaboratively and proactively case managing student needs within Junior/Senior juncture teams.

Teachers will:

- Demonstrate agency in, and connection with, school identities and improvement strategies by consistently enacting agreed universal practices and supports.

As measured by:

- **Effective distribution of students across MTSS tiers of behaviour – Target:** 80% Tier 1, 15% Tier 2, 5% Tier 3.

Delivering Brighter Futures

The three pillars of our work – empowering a community of *Curious learners*, *Creative thinkers*, & *Connected humans* – deliver on the overlapping focus areas of the Department's [Brighter Futures strategy](#). *Belonging and engagement* is central to our work in 2026, with the three distinct connections building the team, structures, and culture that supports belonging and engagement at Urangan SHS for all students and staff.

Connection with students

In order to...

Drive engagement through pedagogy and case management.

- **Link to SRR 2023:** Collaboratively establish agreed, discipline-specific, evidence-informed pedagogical practices to support student engagement and optimal learning outcomes (Domain 8 KIS).
- **Link to Strategic Plan:** This priority furthers the *Curious learners* pillar of our strategic plan through establishing consistent understandings of "how we teach" at Urangan SHS and creating the conditions for learners to be curious.
- **Link to Brighter Futures:** This priority contributes to the focus of *Educational Achievement* by supporting staff to know and respond to each student's learning needs, ensuring they are on track to achieve their educational goals.
- **Link to AITSL Standards:** This priority supports teachers in their *Professional Practice* (Standard 3) by ensuring appropriate resources are available (Focus area 3.4), and that teachers are supported to use teaching strategies (Focus area 3.3) and evaluate and improve teaching programs (Focus area 3.6).

We will...

Establish the pedagogy of connection:

- Develop the capacity of all staff to respond to the changing needs of our community and student body, led through engagement with – and structural response to – the Junior Secondary Engagement Framework & Pathways work.
- Consolidate existing work on pedagogical approaches that prioritise connection and engagement (e.g. Berry St, Fisher et al.) and develop a whole-school implementation action plan.
- Refine, document, and scale effective practices trialled in the Flexispace, embedding them into broader classroom practice.
- Investigate a whole-school approach to reading, and the enabling conditions which will support such an approach being a strategic priority in 2027.

Embed and refine case management practices:

- Continue to clarify the case management & case work roles required of all staff.
- Embed and refine the use of the "case management radar" as a consistent decision making tool that supports evidence-informed case management.
- Strengthen information sharing processes across classes and faculties to improve communication and awareness of student needs
- Embed clear and consistent practices supporting ATAR and pathway mentoring for Senior students.

Staff will:

- Have clarity of learning expectations appropriate to the junior/senior junctures, and support to enact them

Leaders will:

- Collaboratively engage with staff to support students across MTSS spheres and through the establishment of strong junior/senior cultural identities

Students will:

- Understand learning expectations across all settings and be appropriately supported to engage in the learning

As measured by:

- **A-C English/Maths 7-9** (84.6% baseline) - **Target 87.5% Disaggregated datasets** (SWD 64.1% baseline; Indigenous 72.1% baseline) – **Target <10% gap**
- **QCE/QCIA** (98.4% baseline) – **Target 100%**

Acknowledgement of Country

Galangoor djali! Galangoor. Good day. Welcome!

We acknowledge the Butchulla people as the traditional owners of the lands on which we learn, work, and live across our community; and pay respects to their Elders past, present, and emerging.

We also acknowledge the ongoing support and input of our community to the development and implementation of the strategies in this plan – in partnership, *working together to learn*.

Students connecting with us

In order to...

Foster belonging within a cultural "village", where every student is "our student".

- **Link to SRR 2023:** Refine communication strategies so that all staff and students receive consistent messages regarding operational and strategic issues, including Positive Behaviour for Learning (PBL), structural changes, and school improvement priorities (Domain 3 KIS).
- **Link to Strategic Plan:** This priority furthers the *Connected humans* pillar of our strategic plan by seeking to maximise learning time through the consistent implementation of PBL and agreed student behaviour processes to ensure clarity of behaviour expectations for staff and students.
- **Link to Brighter Futures:** This priority contributes to the focus of *Belonging and engagement* by welcoming every student, promoting a sense of belonging, and focusing on wellbeing and safety to support engagement.
- **Link to AITSL Standards:** This priority supports teachers in their *Professional practice* domain (Standard 4) by creating a supporting and safe learning environment that enables inclusive and respectful interactions, consistent behaviour expectations, and student participation.

We will...

Enact universal expectations and supports:

- Refine and embed the *Good Day Guidelines* as consistent universal expectations for all staff, enabling students to experience consistently high standards of connection from staff.
- Embed the recontextualised PBL practices within curriculum delivery to support a culture of connection
- Launch and embed a positive acknowledgement system for students.

Prioritise student voice and agency:

- Identify and implement structured opportunities to strengthen student voice and agency in school decision-making.
- Further refine ULead student leadership framework to promote leadership development and mentoring opportunities for students

Refine and strengthen communication:

- Finalise and implement clear communication guidelines outlining the purpose and use of each communication channel
- Strengthen whole-school communication to ensure parents, students, and staff receive regular, timely, and consistent updates
- Engage community partners to support clear and consistent messaging, reinforcing strong P-12 state schooling narratives

Staff will:

- Use consistent language and support consistent, universal expectations of behaviour and support.

Students will:

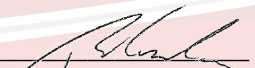
- Demonstrate agency in, and connection with, their school and junior/ senior identities by attending regularly & enacting the relevant universal expectations.

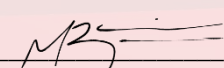
As measured by:

- **Attendance 7-12** (79.5% baseline; NCR 7-12 83.9%) – **Target 83% Disaggregated datasets** (SWD 72.8% baseline; Indigenous 70.7% baseline) – **Target <3% gap**
- **School Opinion Survey (Students)** – School culture items **Target: 75%** (69.9% 2025)

Approvals

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


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