



Beerwah SHS – Annual Implementation Plan 2023
Key strategies are based on school vision

- **Together we Learn – Leadership and Community**
- **Individually we grow – Student and Staff Health and Wellbeing**
- **Success for all – Collaborative Teaching and Learning**

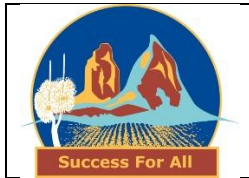
| 2023 Priorities | | | |
|---|-----------------|---|-----------------------------|
| Together we Learn - Develop Leadership capabilities and community engagement to improve outcomes for all students and staff | | | |
| Targets: School Opinion survey, Leadership surveys, Enrolment numbers, PBL Behaviour Data, Attendance School opinion survey, 360 Feedback surveys and other qualitative data. | | | |
| Develop School Leadership through enacting Vision and Values consistently across the school | Timeline | Responsible officers | |
| Explicit use and communication of Vision and Values including the explicit teaching of the values to students in PBL lessons and on assemblies, to parents and community and to staff using a variety of methods, eg verbal, print and visual media, merchandise, style guide | Ongoing | Exec, LEADERSHIP TEAM HOD Student Engagement, HOD Digital Technologies/Humanities, Newsletter TA | Marketing Promotions Budget |
| Explicit teaching of respect and Responsibility to students to address issues of fairness, anti-bullying, gender diversity, sexual harassment and consent or other cultural concerns utilising respectful relationships resources <ul style="list-style-type: none"> • Behaviour in the community • Being safe • Being responsible for own learning with a focus on resilience • Taking responsibility for own choice, own learning etc <i>SOS Respectful student relationships fostered Parents 81% (-7% below region), Students 83% (-7.6% below region)</i> | Ongoing | Exec, DP H&W, GOs, LEADERSHIP TEAM, HOD Student Engagement, Teachers | I4S |
| Develop School Leadership senior team by enhancing Leadership and Capability skills | | | |
| Continue to develop leadership capability by building senior leadership team, skills of positive leadership, trust and instructional leadership and processes of quality assurance. <i>SIU key improvement strategy</i> <i>SOS Staff I am confident that poor performance will be appropriately addressed in this school. 63.4%</i> | Ongoing | Exec LEADERSHIP TEAM | PD Budget |
| Follow effective Human resource governance by embedding clearly defined roles and responsibilities, deliver aspirants program, beginning and pre-service teacher's program and implementing transparent merit processes | Ongoing | Exec | No cost |
| Implement whole school professional development program based on identified areas of need linked to professional development plans (PDPs) | Ongoing | Exec, Leadership Team | PD Budget |
| Promote Parent and Community Engagement to enhance opportunities for students | | | |
| Increase the strategic, positive and inclusive reputation and engagement with parents, community, industry via P & C, Print media, Social media, Newsletters, Community publications and forums, Community facilities (Student Centre, reflection garden), Alumni and seek input from key stakeholders <i>SOS Parents – This school asks for my input 65.1%</i> <i>SOS This is a good school Parents 83.6% (-7% below region), Students 77% (-6% below region)</i> <i>SOS Students like being at school 60.9% (-16.7% below region)</i> <i>SOS Students feel safe at school 76% (-8.9% below region)</i> | Ongoing | Exec, Leadership Team, GOs, HOSES, HOD Digital Technologies/Humanities, ILO, Newsletter TA | Marketing Promotions Budget |
| Continue to implement transitions program in liaison with feeder primary schools to ensure safe, supportive and connected learners | Ongoing | Exec, Leadership Team, HOY Transitions, HODs | HR Staffing |



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| Individually we grow – Improve outcomes for all by prioritising Student and Staff Health and Wellbeing | | | |
|---|-----------------|---|-------------------------|
| Targets: School Opinion survey, PBL Behaviour Data Tier 1 80% and PBL TFI 80% all aspects, Attendance 90%, Enrolments, A – C academic data 90%, QCE data 100%, Learning and wellbeing framework for students and staff, Staff wellbeing needs assessment | | | |
| Enhance positive Student Culture – Set and consistently implement High expectations | Timeline | Responsible officers | |
| Increase positive and high expectations relating to a safe student culture and behaviours in line with school’s vision and values including academic outcomes, behaviour, attendance and compliance with school beliefs and procedures. | Ongoing | Principal, Exec, DPs, HOYs, HODs, Teachers | |
| Consistency, quality assurance, equity and fairness of high expectations with HOY/DP on the implementation of the Student code of conduct <i>SOS Student Behaviour well managed Student 52%, Staff 83%, Parents 78%</i> <i>SOS Students ‘My school treats students equally, regardless of gender’ Students 59.1% (-19% below region), Parents 86%, -4% below region)</i> <i>SOS ‘Students are treated fairly’ Parents 81.6 (-5.2% below region), Students 68% (-12.4% below region)</i> | Ongoing | Principal, Exec, DPs, GOs, HOYs, HODs, HOD Student Engagement, Teachers | |
| Implement processes and procedures in relation to managing students with enhanced functions of the student office and administration office | Term 1 | Exec, BMs, TAs, AOs | Facilities budget |
| Enhance positive Student Culture – Prioritise and improve students attendance | | | |
| Review attendance processes to evaluate clarity of roles, effectiveness, consistency and quality assurance of existing attendance management processes and communication with parents and carers (Track Ed profiles) | Term 1 | Exec, DPs, BMs HOD Student Engagement, TA – Attendance, HOYs | Track Ed I4S |
| Continue positive rewards for attendance and celebrate success – implement day map system in place of VIVO | Ongoing | Exec, DPs, BMs HOD Student Engagement, TA – Attendance, HOYs | I4S |
| Enhance positive Student Culture – Implement next tier of initiative in the Positive behaviour for learning strategy | | | |
| Refresh facilities to ensure positive culture in school gardens, drink taps, B block area, front garden area, removal of old signage, bbq area behind flexispace, murals. Install permanent acknowledgement to country in consultation with CEC and students. Install permanent games areas – 2 ping pong tables, handball and other outdoor games areas | | | |
| Implement and promote PBL action plan consistently, with quality assurance and new technologies to ensure increased involvement from key stakeholders (Digital PBL signs) and to help ensure student behaviour is well managed. <i>SOS Students ‘Student behaviour is well managed at my school’ 52%</i> <i>Parents 78.4% (-1.8% below region)</i> | Ongoing | Exec, BMs HOD Stu Eng, HOD Digital Tech/ Hum, TA – Newsletter, PBL committee, HOYs, Regional PBL Coach | VIVO + sign I4S \$10000 |
| Develop staff capability with understanding and responding to behaviour , eg Trauma based behaviour, Functional behaviour analysis, Restorative practices | Ongoing | Exec, HOD Stu Eng, PBL committee, HOYs, Regional PBL Coach, Teachers | PD Budget |
| Collate and analyse students’ opinions identifying themes/concerns <i>SOS Students ‘My school takes students’ opinions seriously” 41.7% (-31% below region)</i> | Term 1 | Principal, DPs, HOD Stu Eng, PBL committee, HOYs, | |
| Further enhance student’s leadership program through the use of a variety of programs and opportunities eg Yr 11 leadership program, Kokoda, GRIP, Peer mentoring etc | Ongoing | Exec, Leadership Team, School Nurse | \$ Student leadership |
| Prioritise Student Engagement and Wellbeing initiatives to improve outcomes for students | | | |
| Implement, review and quality assure the student learning and wellbeing framework to improve student learning and wellbeing and to improve outcomes for indigenous, children in care and students with disability <i>2022 NCR regional leadership challenge</i> | Ongoing | Exec, Leadership Team, HOSES, GOs, HOD Stu Eng, CEC, School Nurse, Wellbeing team | I4S |
| Review wellbeing system, staff and services available for students. Keep priority is to implement a program of proactive programs based on identified need. | | | |
| Implement FlexiSpace and alternative program options reviewing their success and quality assuring outcomes. | Ongoing | Exec, DP H & W, GOs, HOD Stu Eng, HOD T & L, Wellbeing team | I4S HR .8 Tchr |
| Deliver focused proactive support in relation to students Health and Wellbeing as identified by data | Ongoing | DP H & W GOs, Wellbeing team | I4S |
| Prioritise Staff wellbeing to ensure staff are supported | | | |
| Support staff wellbeing committee initiative for leaders, liaise with regional support, implement staff negotiated areas of concern, develop leadership teams H & W and support existing initiatives and employee recognition programs | Ongoing | Principal/Exec, DP H&W, BMs, GOs, H&W Committee, Regional support staff, Staff wellbeing coordinator | Staff wellbeing CC |
| Establish staff learning and wellbeing space as a purpose-based facility | Term 4 | Principal /BM/ Regional Infrastructure | SSIP |
| Prioritise the focus on the wellbeing of support staff, staff morale and seek input from support staff and regional staff to address the gap. <i>SOS data 2022 – Support staff 20% on average below teaching staff</i> | Term 1 | Leadership team Regional support staff wellbeing coordinator | Staff wellbeing CC |



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| Success for all – Improving student academic outcomes through implementing Collaborative Teaching and Learning | | | |
|--|----------|--|------------------------------|
| Targets: 100% staff engaged in PD for Australian Curriculum and school wide moderation processes; A-C data: A - 10%, A-C 90% | | | |
| Strategies | | | |
| Align Curriculum through development and implementation Curriculum, Assessment, Reporting Framework/plan | | | |
| | Timeline | Responsible officers | |
| Ensure thorough planning and implementation of the Curriculum, assessment and reporting plan through the three levels of curriculum planning, including whole school curriculum map, year and band plans and unit plans which are fully aligned across all year levels, with achievement standards, literacy and numeracy needs identified and catered. | Ongoing | Exec, DP T & L Leadership Team, Teachers, Learning Support Teachers Knowledgeable others from region | I4S HR |
| ACARA v9 review current curriculum changes in line with v9, phased planning and implementation. | | | |
| Focus on fully aligned curriculum, supporting and differentiated for diversity, in particular First Nations people constructed in collaboration with local indigenous elders and junior boys with cognitive disability as identified in NCCD and suspension data. | | | |
| | | | |
| Align Curriculum and implement relevant and Engaging curriculum with whole school approach to pedagogy | | | |
| Implement a differentiated and inclusive curriculum in a consistent manner with engaging pedagogies and digital innovations to ensure students are motivated and interested in what they are learning resulting in high expectations for academic achievement for all students. <i>SOS "Students are interested in their school work" Parents 77.4% (-17% below region) Students 49.6% (-11% below region), Staff 70% (-8.4% below region)</i> <i>SIU Key improvement strategy</i> <i>2022 NCR regional leadership challenge</i> <i>SOS Parents "Teachers at this school motivate my child to learn" 81%</i> | Ongoing | Exec, DP T & L HOD T & L, HOD Stu Eng, Leadership Team, Teachers | HR PD budget VR budget |
| | | | |
| Align Curriculum through effective Moderation Processes | | | |
| Providing teachers with the opportunity in faculty and staff meetings to moderate in at least one unit per following school wide internal moderation process (SWIM). HODs to lead the four stages of moderation. <i>SIU key improvement strategy</i> <i>2022 NCR regional leadership challenge</i> | Ongoing | Exec, DP T & L HOD T & L, HOD Stu Eng, Leadership Team, Teachers | HR FTE/ I4S |
| | | | |
| Align Curriculum pathways into Senior Curriculum | | | |
| Review senior curriculum offerings , both ATAR, VET and Yr 10 work experience to ensure successful pathways and transitions from Yr 7 and beyond which are linked to local industry needs and employment or further training options eg Bright future career plan, Skilling Queenslanders for work. | Term 2 | Exec, GOs, Leadership Team, HODs | VET programs/ ILO I4S |
| Ongoing effective implementation of QCAA and SATE processes including submission of internal assessments and external examination requirements | Ongoing | HOD Senior Schooling, HODs | |
| Investigate Coalition, gateway schools and industry partnerships in line with the proposed state and regional investment in sustainable energies, renewables and hydrogen industry. Refer QLD government workforce plan and investment. | | | |
| Implement Effective Teaching and Learning through Case Management | | | |
| Every faculty has developed and implemented a student case management process, which is consistent across all faculties , incorporating principles of co-planning, that leads to improved student learning. | Ongoing | Exec, DP T & L HOD T & L, HOD Stu Eng, Leadership Team, Teachers | I4S |
| Quality assure student's academic achievement in all year levels using consistent tracking methods including Track Ed, Digital screens, Data walls and success coaching principles <i>SOS Students: Students value feedback about their school work 70.4%</i> | Ongoing | Exec, DP T & L, Leadership Team, HOD T & L, HOYs, Teachers, Teacher Aides | I4S |