

Beerwah SHS 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	Academic Case management - Embed processes for formative assessment and moderation across all learning areas to support consistency and precision in tracking and driving student progress.	Phase	Embedding -- E	School priority 2	Engagement of students - Create an agreed understanding of an engaged learner, and implement pedagogies and other strategies that foster high expectations and a growth mindset amongst all students.	Phase	Developing – D and Implementing - I		
Link to school review improvement strategy:	Domain 6: Systematic curriculum delivery Embed processes for formative assessment and moderation across all learning areas in Years 7 to 10, to support consistency and precision in tracking and driving student progress.			Link to school review improvement strategy:	Domain 3: A culture that promotes learning Create a multi-faceted approach to generate an agreed understanding of an engaged learner, and implement pedagogies and other strategies that foster high expectations and a growth mindset amongst all students.				
Strategies	<ol style="list-style-type: none"> Embed consistent processes in academic case management to address alignment, moderation, differentiation and engaging curriculum and assessment accessible to all students (7-12). Develop a shared understanding of digital teaching and learning and an approach to build staff capability to implement appropriate, engaging and future focused digital teaching and learning strategies. 			Strategies	<ol style="list-style-type: none"> Research, develop and implement an evidenced based approach to improve students cognitive, behavioural and emotional engagement. Ensuring this is aligned with the Student Learning and Wellbeing Framework, whole school approach to inclusion, whole school approach to pedagogy and PBL Framework. Enhance positive student culture by ensuring multiple avenues for authentic student voice. 				
Actions		Staff responsible / Resources / Timelines		Actions		Staff responsible / Resources			
<ol style="list-style-type: none"> Align curriculum and embed relevant and engaging curriculum with whole school approach to pedagogy including High Impact Teaching strategies. (End of Semester 1.) Align curriculum through effective moderation processes. (Case Management meeting occur fortnightly, 16 meetings per year.) Further embed effective teaching and learning through academic case management across all year levels and faculties. (Case Management meeting occur fortnightly, 16 meetings per year.) Support faculties in familiarisation and implementation phases of the Australian Curriculum v9. (Regular time for faculty planning – each faculty is provided 2 days per unit of work.) Develop and implement a rigorous quality assurance process for AC v9 which focuses on assessment accessibility, vocabulary and digital teaching and learning strategies. (Fortnightly and line management meetings.) Refer to document titled Supporting Teams to Develop Quality Assessment. 		Exec, Leadership, Teachers		<ol style="list-style-type: none"> Enhance positive student culture by communicating and expecting high expectations through a whole school focus on growth mindset and personal goal setting supported by feedback and reflection. (Fortnightly programs being delivered weekly in year level parades and form classes). Implementing research driven High Impact Teaching Strategies as part of our pedagogical framework to improve student’s engagement as evidenced by improvements in academic achievement, attendance and behaviour. (Case Management meeting occur fortnightly, 16 meetings per year, monthly professional development.) Enhance positive student culture through consistent implementation of the next tier of the Positive Behaviour for Learning Strategy with a focus on Year 8 & 9. (PBL focus 20 mins per fortnight, PBL meetings 8 per year, PBL regional meetings 1 per term.) Implement, review and quality assure the student learning and wellbeing framework to focus on growth mindset, engagement, peer relationships and creating a sense of belonging for all students, including indigenous students, children in care and students with a disability. Implement a diverse student leadership development program across Yr 7-12 to enhance positive student culture and student voice. (End of Semester 1.) 		Exec, Leadership, Wellbeing staff, HOYs, Teachers, Support staff			
Ongoing	Measurable outcomes	<ul style="list-style-type: none"> 100% of teachers engaged in professional development of Australian v9 / QCAA curriculum. 100% of teachers engaged in case management processes. Students use of digital learning is linked to an improvement in academic outcomes and engagement as measured by an increase in the use of learning management systems and other digital tools. Students educational achievements A–C 90%-95% and A–B 46–50%. <p>Precise outcomes</p> <ul style="list-style-type: none"> Students Level of achievements whole school Yr 7-10 A-C 92%. Students Level of achievements whole school Yr 7-10 A-B 50%. QCE 100%, QCIA 100%. English – whole school 2023 results Yr 7 (89%), Yr 8 (91%), Yr 9 (88%), 2024 target 92%. English – First Nations 2023 results Yr 7 (79%), Yr 8 (75%), Yr 9 (79%), 2024 Improvement to 85%. 			End Term 4	Measurable outcomes	<ul style="list-style-type: none"> Student engagement. (LOA, Attendance, Surveys, QEWS survey, PBL Tier 1 – 3, QCE data, Wellbeing referrals, Flexispace, Co-teaching results.) School opinion survey. (Students’ engagement in classwork, with feedback, behaviour data, students treated fairly etc.) Next step data, transitions to career, industry partnerships. Increase in student’s leadership aspirations and participation. <p>Precise outcomes</p> <ul style="list-style-type: none"> Attendance: Measured improvement by 2% to 88%. First Nations students to 84%. School opinion survey: I am interested in my schoolwork – improvement by 10% to 60%. Qld Engagement and Wellbeing Survey: School climate, students feeling safe – improvement by 10% to 75%. (246 students responded in 2023 and only 65% responded that they felt safe.) Behaviour: PBL Tier 1 80%, SDA rate lower than 10% whole school, SDA rate for students with disabilities reduction by 10%. 		
	Success criteria	<p>Behaviourally:</p> <ul style="list-style-type: none"> Students can/will: Demonstrate academic improvement and growth relevant to their learning needs and capability. Teachers can/will: Engage in the academic case management process and implement collaboratively developed assessment to ensure individual student success. All teachers in academic case management identify and track marker students to improve academic performance. Demonstrate an improved level of capability and confidence in the use of digital teaching and learning strategies. Leadership team can/will: Monitor and guide the development of teacher’s capability to ensure consistency of implementation. 				Success criteria	<p>Behaviourally:</p> <ul style="list-style-type: none"> Students can/will: Engage in lesson, show an improvement in academic outcomes, submission of assessment, attendance, wellbeing and enjoyment at school. Teachers can/will: Observe and experience an increase in students’ cognitive engagement, motivation, submission of assessment. and attendance. Staff will model growth mindset by taking appropriate risks, embracing innovative pedagogical practices, accepting feedback and reflecting on own development. Leadership team can/will: Inspire others to adopt a growth mindset by role modelling engagement strategies. Review and analyse initial progress to track student’s engagement and the impact on student culture and academic outcomes. 		
	Artefacts	Academic case management planning documents, SharePoint Curriculum HUB, 3 levels of planning, assessment tasks, academic results levels of achievement, Australian Curriculum v9 audit, Track Ed classmats, quality assurance checklists for assessment and Qlearn, Qlearn dashboard, Revised 2024 Data Plan.				Artefacts	BSHS Strategic Plan, Vision Statement and Values, Student and Learning Wellbeing Framework, Grow Program aligned to Australian curriculum Personal and Social capability, PBL Framework and Action Plan, the Emerging Leadership Program, whole school approach to Inclusion Policy, Gender Diversity Policy, supporting students in Indigenous programs, whole school approach to pedagogy, Beerwah Basics.		
Approvals									
This plan was developed in consultation with the school community and meets school needs and systemic requirements.									
Principal		P&C/School Council		School Supervisor					