

Beerwah SHS 2025 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. This is aligned with the Equity and Excellence focus of educational achievement as well culture and inclusion.	Phase	Embedding – E	School priority 2	Engagement of students - Implement pedagogies and other strategies that foster high expectations and a growth mindset amongst all students. This is aligned with the Equity and Excellence focus of wellbeing and engagement as well as culture and inclusion.	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. NOTE: This is extended to Years 7 – 12.			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	1. Embed consistent processes in academic case management to address alignment, moderation, differentiation, and engaging curriculum and assessment accessible to all students. (7-12) 2. 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	1. Research, develop and implement an evidenced based approach (trauma informed practices/restorative justice) 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, including HITS, PBL Framework and professional development for staff. 2. Enhance positive student culture by ensuring multiple avenues for authentic student voice.			
Actions		Staff responsible / Resources / Timelines		Actions		Staff responsible / Resources		
1. Embed relevant, engaging and aligned curriculum that is underpinned by the whole school approach to pedagogy. e.g. High Impact Teaching Strategies (HITS), learning walls, vocabulary lists and FlexiSpace. 2. Further embed aligned curriculum through effective moderation, and teaching and learning through academic case management across all year levels and faculties. (Case management meetings occur fortnightly, 16 meetings per year.) 3. Support faculties in implementation phase of the Australian Curriculum v9 (AC v9). (Regular time for faculty planning – each subject is provided 2 days per unit of work.) 4. Implement a rigorous quality assurance process for AC v9 which focuses on assessment accessibility, differentiation, vocabulary and digital teaching and learning strategies. 5. Develop and implement a digital teaching and learning strategy that aligns with the whole school approach to pedagogy.		Exec, Leadership, Teachers		1. Continue to develop 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.) 2. Implementing research driven HITS as part of our pedagogical framework to improve student’s engagement as evidenced by improvements in academic achievement, attendance and behaviour. (Case Management meetings occur fortnightly, 16 meetings per year, monthly professional development, FlexiSpace program) 3. Enhance positive student culture through consistent implementation of the positive behaviour for learning strategy with a focus in the classroom. (PBL focus 20 mins per fortnight, PBL meetings 8 per year, PBL regional 1 per term.) 4. 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. 5. Implement a diverse student leadership development program Yr 7 – 12 to enhance positive student culture and student voice.		Exec, Leadership, Wellbeing staff, HOYS, Teachers, Support staff		
Ongoing	Measurable outcomes	<ul style="list-style-type: none"> All teachers engaged in professional development of AC v9. All 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%. Precise outcomes <ul style="list-style-type: none"> Students Level of achievements whole school Yr 7 – 10 A – C 92%. (2024 Sem 1 91%.) Students Level of achievements whole school Yr 7 – 10 A – B 50%. (2024 Sem 1 48.6%.) QCE 100%, QCIA 100%. English – whole school 2024 results Yr 7 (93%), Yr 8 (86%), Yr 9 (86%), 2025 target 92%. English – First Nations 2024 results Yr 7 (94%), Yr 8 (75%), Yr 9 (70%), 2025 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. Precise outcomes <ul style="list-style-type: none"> Attendance: Measured improvement in end of week attendance rates, up by 5% on Thurs and Fri. School Opinion Survey: I am interested in my schoolwork. Parents 80%, Staff 56.8%, Students 48.6%. Improvement of 10% in student responses. Qld Engagement and Wellbeing Survey: School Climate, students feeling safe. School Opinion Survey: Parents 83.3%, Staff 92.5%, Students 68.8%. Improvement of 10% in student responses. Behaviour: PBL Tier 1 70%, SDA rate 2023 16.3%, 2024 17.9%. Reduction by 5%. Student behaviour is well managed: Parents 76.8%, Staff 84.8%, Students 43.2%. Improvement by 10%. 		
	Success criteria	Behaviourally: <ul style="list-style-type: none"> Students will: Actively engage in their cognitive learning by setting academic learning goals, seeking feedback and challenges, monitor and evaluate their own progress by actively using learning walls, collaborating and participating in regular formative assessment to take ownership of their learning. Have a clear understanding of what a marking guide is and how to effectively use it to improve their learning. Confidently use QLearn to be an active participant in learning activities and assessment submission. Teachers will: Engage in the academic case management process and implement collaboratively developed assessment to ensure individual student success; this includes identifying and tracking marker students to improve academic performance. Demonstrate an improved level of capability and confidence in the use of HITS, learning walls, teaching vocabulary and digital teaching (QLearn). Support staff will: Assist and support teachers in the preparation of quality and effective teaching and learning programs. Demonstrate capability in the use of digital platforms to support student learning outcomes. Leadership team will: Drive and monitor the case management process within their learning area to ensure consistency and quality of implementation. Gain a deep knowledge, understanding and application of the AC v9 to model best practice for teachers in HITS, learning walls and vocabulary lists. Take the lead in understanding of the QLearn platform and model/support the development of digital teaching and learning strategies. 			Success criteria	Behaviourally: <ul style="list-style-type: none"> Students will: Engage in their learning, increase their effort, demonstrate learning behaviours, seek and apply meaningful feedback resulting in submission of full assessment. Increase their attendance at the end of the week. Set goals with a focus on incremental, regular improvement building healthy habits (1% Atomic Habits). Contribute meaningful feedback and actions through student voice to create a safe, inclusive and supportive environment. Teachers will: Model growth mindset by taking appropriate risks, embracing innovative pedagogical practices, accepting feedback and reflecting on own development. Support implementation of GROW program/wellbeing journey. Explicitly teach desired and corrective behaviours in the classroom using PBL and ESCM’s. Support student leadership endeavours across whole school. Support staff will: Support students through interaction in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices using PBL and ESCM’s. Model growth mindset by accepting feedback and reflecting on own development. Leadership team 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. Lead interrogation of SOS, QEWS, form surveys, OS behavioural data, to prioritise areas for improvement and implement strategies which lead to an improvement in data. Ensure efficacy of implementation of Student Leadership Policy. 		
	Artefacts	Academic case management planning documents, SharePoint Curriculum HUB, 3 levels of planning, assessment tasks, academic results levels of achievement, AC v9 audit, Track Ed classmats, quality assurance checklists for assessment and QLearn, QLearn dashboard, 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, Student 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		