

BEERWAH SHS 2026 ANNUAL IMPLEMENTATION PLAN

School priority 1	Engagement of students – Continue developing a positive school culture by implementing evidence-based strategies that foster belonging, high expectations and a growth mindset among everyone at BSHS. <i>This is aligned with the Education Strategy focus of Belonging and Engagement.</i>	Phase	Developing – D and Implementing I	School priority 2	Teaching and Learning - Embed processes for curriculum alignment, formative assessment and moderation across all learning areas to support consistency in implementation and precision in tracking and driving student progress. <i>This is aligned with the Education Strategy focus of Educational achievement.</i>	Phase	Embedding – E
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.			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.		
Strategy/ies	<ol style="list-style-type: none"> Continue to develop and implement an evidence based approach, aligned with EQ Junior Secondary Engagement conceptual framework, to improve students’ cognitive, behavioural and emotional engagement. Ensuring approaches are aligned with the Student Learning and Wellbeing Framework, Whole school approach to Inclusion, Whole school approach to Pedagogy, including HITS, PBL framework and PD for staff. Enhance positive student culture and a sense of belonging by ensuring multiple avenues for authentic student voice. 			Strategy/ies	<ol style="list-style-type: none"> Embed consistent processes (with planned outcomes and goals, whilst allowing for differentiation in faculties) in teaching and learning planning, implementation and academic case management to address alignment, moderation, differentiation and engaging curriculum and assessment that is accessible to all students (7-12). Implement the digital teaching and learning strategy considering the staff capability to collaboratively implement appropriate, engaging and future focused digital teaching and learning. 		
Actions		Staff responsible / Resources		Actions		Staff responsible / Resources / Timelines	
	<ol style="list-style-type: none"> Continue to strengthen positive student culture by promoting high expectations through a whole-school focus on growth mindset, goal setting (personal and cognitive), feedback, and reflection. <i>(delivered in year level parades and form classes, GROW program, Wellbeing and Resilience diaries)</i> Enhance positive student culture through consistent implementation of the Positive Behaviour for Learning Strategy with a focus in the classroom. <i>(PBL focus 20 mins per fortnight, PBL meetings 8 per year, PBL regional 1 per term, VIVI screens, Yr level parades)</i> Develop capability of staff to further implement High Impact Teaching Strategies as part of the BSHS pedagogical approach to improve student engagement, as evidenced by improvements in academic achievement, attendance, and behaviour. (Case Management meetings occur during term, 8 meetings per year, Monthly Professional development, FlexiSpace program) 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. <i>(Special events, wellbeing space, Indigenous spaces)</i> Implement a diverse student leadership development program across Yr 7 – 12 to enhance positive student culture, student voice and allow opportunities for year level leadership. (Including student leadership, student council, class ambassadors, celebration days, student forums, robust feedback systems) 	Exec, Leadership, Wellbeing staff, HOYs, Teachers, Support staff		<ol style="list-style-type: none"> Deliver relevant, engaging, aligned and future focused curriculum and learning opportunities that are underpinned by the whole school approach to pedagogy. e.g. High Impact Teaching Strategies, Learning walls, Vocabulary lists and FlexiSpace. <i>(Planning time, Glossaries, Class activities on vocabulary)</i> Further embed aligned curriculum through effective moderation and teaching and learning through academic case management across all year levels and faculties <i>(Case Management meetings occur fortnightly, 8 meetings per year)</i> Support faculties in implementation phase of the Australian Curriculum v9 <i>(Regular time for faculty planning – each subject is provided 2 days per unit of work)</i> Implement a quality assurance process for AC v9, which focuses on assessment accessibility, differentiation, vocabulary and digital teaching and learning strategies. <i>(Audits on units by T&L leadership team)</i> Implement a digital teaching and learning strategy that aligns with the whole school approach to pedagogy <i>(Qlearn use across all levels of school (including Exec/Leadership to show consistent use of platform, professional development and AI policies).</i> Increase awareness, strengthen attitude and build knowledge of reading through the Australian curriculum to improve accessibility and opportunity for students to engage in higher-order thinking. 	Exec, Leadership, Teachers		
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 students’ leadership aspirations and participation Precise outcomes <ul style="list-style-type: none"> Attendance 2025 84%: Increased analysis of disaggregated attendance data to identify patterns, disengaged cohorts and groups. Measured Improvement in attendance rates, up by 3.5% to regional comparison of 87.5% School opinion survey: I am interested in my schoolwork. Parents 75.8%, Students 61.7%. <i>Continued improvement in student engagement up by 13.7% in 2025.</i> Qld Engagement and wellbeing survey: School Climate, Students feeling safe 65% High and Medium safety, 35% Low safety. Improve by 5%. School opinion survey about Safety: Parents 81.8%, Staff 92.9%, Students 77.1%. <i>Continued improvement in student response up by 8.3% in 2025.</i> Behaviour: PBL Tier 1 70%, SDA rate 2025 Actual 7-9 is 10.7%, Relative is 8.8% with an improvement Reduction by 5%. Student behaviour is well managed: Parents 76.8%, Staff 84.8%, Students 43.2%. Improvement by 10%. 			Measurable outcomes	<ul style="list-style-type: none"> All teachers engaged in professional development of Australian v9 / QCAA curriculum 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% (2025 Sem 1 90.5%) Students Level of achievements whole school Yr 7 – 10 A – B 50% (2025 Sem 1 49.3%) QCE 100%, QCIA 100% English – 2025 results Yr 7 (94%), Yr 8 (84%), Yr 9 (85%), 2025 target 92%, Maths – 2025 results Yr 7 (98%), Yr 8 (92%), Yr 9 (94%), 2025 target 95% Science – 2025 results Yr 7 (98%), Yr 8 (87%), Yr 9 (92%), 2025 target 92% First Nations Yr 7 – 10 (n70 approx) 2025 results all subjects A – B 34.8%, A – C 79.6%. Increase results in comparison to whole school. DDA/NCCD Yr 7 – 10 (n203 approx) 2025 results all subjects A – B 29.4%, A – C 83.2%. Increase results in comparison to whole school. Senior Schooling results – 100% pass rate on Yr 12 exit for all subjects. 2025 results A – B 44.6%, A – C 88% 		
Success criteria	Behaviourally: <ul style="list-style-type: none"> Students can/will: Engage in their learning, increase their effort, demonstrate learning behaviours, seek and apply meaningful feedback resulting in submission of full assessment. Maintain their attendance rates throughout the week. Set goals with a focus on incremental, regular improvement building healthy habits. Contribute meaningful feedback and actions through the Student Leadership Program to create a safe, inclusive and supportive environment. Teachers can/will: Staff 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 Belonging Journey. Explicitly teach desired and corrective behaviours in the classroom using PBL and ESCM’s. Support student leadership endeavours across whole school. Support Staff can/will: Support students by positively interacting with students in a variety of settings and modelling a growth mindset. Actively support teaching staff in their implementation of PBL and ESCMs to create effective learning environments. Actively engage in their own professional development and learning. Leadership team can/will: Inspire others to adopt a growth mindset by role modelling engagement strategies to reach a wider audience including parents and carers. Review and analyse student progress to track students’ engagement through a success coaching framework to review impact on student culture and academic outcomes. Lead interrogation of appropriate data sets such as PBL, SOS, QEWS, Forms 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. 			Success criteria	Behaviourally: <ul style="list-style-type: none"> Students can/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 digital platforms, including QLearn to be an active participant in learning activities and assessment submission. Teachers can/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 High Impact Teaching Strategies (HITS), learning walls, teaching tier 1, 2 & 3 vocabulary and digital teaching platforms including QLearn. Support Staff can/will: Assist and support teachers in the preparation of quality and effective teaching and learning programs, support provisions and adjustments. Demonstrate capability in the use of digital platforms to support student learning outcomes. Leadership team can/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 V9.0/QCAA/VET curriculum to model best practice for teachers in HITS, learning walls and vocabulary lists. Take the lead in understanding digital platforms, such as QLearn and model/support the development of digital teaching and learning strategies. 		
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 Student Leadership Program, Whole School Approach to Inclusion policy, Gender Diversity policy, Supporting students in Indigenous programs, Whole School Approach to Pedagogy, Beerwah Basics.			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		
Approvals							
This plan was developed in consultation with the school community and meets school needs and systemic requirements.							
Principal 	P&C 	School Supervisor					