

BEAUDESERT STATE HIGH SCHOOL

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement



Belonging and engagement



School priority 1	Implement the first phase of the Reading across the Australian Curriculum agenda to improve student access to the curriculum and learning.	Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>				Strengthen student engagement practices across the whole school to promote a sense of belonging.	School priority 2	Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	- Establish a whole school approach to reading to ensure that all students access effective reading instruction and develop literacy skills that support their curriculum access and engagement. - Prioritise professional conversations about effective evidence-informed teaching practices that consider the learner, the learning and curriculum to develop a shared and consistent language						Link to school improvement strategy:				
Strategy/ies	Build capability of leaders and staff in the explicit teaching of vocabulary to support reading across the Australian Curriculum. Formalise a school wide pedagogical approach centered around the science of learning to implement and support effective and consistent teaching practice across all classrooms.						Strategy/ies				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)					
- Formalise meeting, line management and line of sight structures support Executive and Middle Leaders to lead the implementation across the whole school. (Principal) - Develop an understanding for the Science of Learning to ensure teachers consider these elements when planning for student learning across lessons. (All DPs + Middle Leaders) - Establish an understanding of the Simple View of Reading to begin to use a consistent language towards reading instruction across the school. (All DPs + Middle Leaders) - Implement a vocabulary identification and instructional routine to improve student access to units of work. (All DPs + Middle Leaders) - Investigate and implement Rosenshine's Principles beginning with Daily Review to improve student recall and long term memory. (All DPs + Middle Leaders)	Human: <i>Speech and Language Pathologist</i> <i>PEOC</i>	Physical: <i>Reading Across the Australian Curriculum</i> <i>Gateway Readings: Science of Learning – Swain Rosenshine's 10 Principles</i>			- Formalise meeting, line management and line of sight structures support Executive and Middle Leaders to lead the implementation across the whole school. (Principal) - Sharpen student monitoring processes through SST and cohort management to ensure all students are being monitored and intervention occurs. (DPs – Rob Wonson, Damian O'Brien & Kirsty Carey) - Establish genuine opportunities for student voice to promote a sense of belonging, improve wellbeing and increase agency (DP – Norman Gill) - Review and refine whole school processes to improve attendance for all students (DPs – Rob Wonson, Damian O'Brien & Kirsty Carey) - Strengthen student behaviour data analysis processes and responses to ensure a learning culture continues to be promoted (Principal – Damien Burke) - Consolidate existing support structures across the school to develop the Beaudesert SHS Multi-Tiered Systems of Support Model (DP – Todd Winton)	Human: Transitions Pathway Officer Intensive Education Case Manager Financial: I4S PD Budget	Physical: PBL Framework BSHS Routines Education Case Manager Virtual: TrackEd Pulse Surveys				

End of Year Success Criteria	Measures	Performance:
End of Year Success Criteria	Measures	Performance: At the end of 12 months, the following data will be evidenced: - Attendance (7-12): - Yearly Attendance - >85% - Students under 85% attendance - >70% - Student Disciplinary Absences - Reduction in conduct that may result in suspensions, exclusions and cancellations - QEW / SOS Data - The school takes opinions seriously - Behaviour is well managed at this school - Years 10-12 - Destinations & pathways – 100% of students leaving to a viable pathway - University entry – 100% students receiving an offer for a university pathway - Year 13 – Students employed or in full-time study - >85%


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- Universal Screening (7/8) o DIBELS - >80% of students at level	Behaviour Students can / will: - Engage confidently with subject specific texts by using explicit vocabulary strategies taught across learning areas. - Demonstrate improved reading fluency when accessing curriculum materials. - Articulate strategies they use to make meaning from complex texts and unfamiliar vocabulary. - Show increased independence and engagement in learning tasks that require reading. - Engage in daily reviews across all learning areas. Teachers can / will: - Use a shared language aligned to the Science of Learning and the Simple View of Reading when planning and explicitly teaching vocabulary. - Explicitly identify and teach Tier 2 and Tier 3 vocabulary within units of work. - Implement Daily Reviews, to strengthen recall and long-term memory. - Use formative assessment and universal screening data to inform quality differentiated teaching practices (QDTP). Teacher aides can / will: - Reinforce agreed reading and vocabulary routines in classrooms and intervention settings. - Use consistent language and strategies aligned to whole-school approaches. Leadership team can / will: - Clearly communicate the rationale, expectations and non-negotiables for Reading through the Curriculum. - Ensure alignment of curriculum planning and instructional practice. - Model evidence-informed instructional leadership. - Monitor implementation through learning walks and talks, reviews and data conversations. - Ensure professional learning is sequenced, aligned and responsive. - Use data to evaluate impact and inform instructional leadership. - Three levels of planning reflect vocabulary instruction. - Agreed whole-school instructional routines documented through a school wide pedagogical approach.	Behaviour Students can/will: - Experience predictable, orderly learning environments across classrooms. - Demonstrate increased attendance and engagement with learning. - Understand and are supported to meet clear behaviour expectations. - Access leadership opportunities and see their voice reflected in school decision-making. - Identify support and pathways within the school. Teachers can / will: - Consistently apply agreed non-negotiables. - Use behaviour, attendance and engagement data to inform timely responses. - Build positive relationships that promote belonging and high expectations. - Collaborate with year level and support teams to support early intervention. Teacher aides can / will: - Support consistent behaviour expectations and routines across settings. - Assist with monitoring and supporting student engagement and attendance. - Contribute to intervention and support plans for targeted students. Leadership team can / will: - Communicate clear, consistent expectations for behaviour, attendance and engagement. - Lead and monitor SST, cohort management and MTSS processes. - Use data systematically to identify trends, allocate support and evaluate impact. - Actively seek, acknowledge and respond to student voice. - Ensure staff are supported through clear processes, reduced red tape and aligned structures.	Artifacts Refined MTSS frameworks documentation to support a culture of learning. Student voice data and action summaries.
Artifacts	Reduction of red tape in day-to-day work, planning and processes include: - Sharpening of Classroom Non-Negotiables from 15 to 6 - Removal of SCORE reading strategy - Simplifying the referral process (checking with HODs for Major behaviours)	Artifacts	Reduction of red tape in day-to-day work, planning and processes include: - Sharpening of Classroom Non-Negotiables from 15 to 6 - Removal of SCORE reading strategy - Simplifying the referral process (checking with HODs for Major behaviours)
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.		Principal <i>10 Jan 2/3/26</i> P&C/School Council 27.02.2026 <i>02/03/26</i> School Supervisor	

