## BEAUDESERT STATE HIGH SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Wellbeing and engagement Culture and inclusion

Vision: Engaged, inspired students ach		•			Staff Values: Respect, Inclusion, Collegiality, Accountable the per year for 4 years.
					attendance, 100% QCE
School priority 1: To set high expectations for the learning of every child by providing clarity on what is to be taught, how we become better teachers and monitor student progress. Strategy: If we continue to leverage the roll out of the new 7-12 curriculum to review our responsive teaching and pedagogical	Green –on trac commence. S rel Term 1 Te	k, Yellow – u Shade cell at flection base erm 2	toring underway, Mage the end of each d on progress. Term 3	term after Term 4	Long term measurable/desired outcomes: 2.5% increase in A-C% and A-B% 100% of teachers use data to inform teaching and learning 100% of planning documents uploaded before each teaching sequence 100% of classrooms have exemplars, marking guides and cognition placema 100% of teachers aware of literacy strategies to improve literacy levels. 100% of students can answer Lyn Sharratt's 5 Learning Questions. 100% of teachers receive feedback from school leaders at least once a sems
our teaching teams to ensure that all students are successful.					via the school's collegial engagement process.
<ul> <li>Actions:         <ul> <li>Review systematic accountability practices to implement existing whole school teaching and learning p</li> <li>Develop a reflective practice culture that focusses on building staff capability and a shared commitmen</li> <li>Implement the collegial engagement framework to support the pedagogy of all teachers, from beginning</li> <li>Support the development of all staff data literacy and use of formative and summative assessment to m</li> </ul> </li> </ul>	t to profession g to experier	onal lea nced	arning	-	<b>Responsible officer(s):</b> Principal Deputy Princpals HODs Curriculum HOD Teaching and Learning HOD Inclusive Practices
School priority 2:	N Green –on track,			nta – vet to	Long term measurable/desired outcomes:
To create a high expectations learning culture where every student and staff member is supported, engaged, valued and heard	commence. Shade	cell at the en based on p erm 2	nd of each term progress. Term 3	Term 4	2.5% increase in A-C% and A-B% 92% attendance 5% increase in SOS results Case management exists in Student Support Teams
Strategy: If we focus on increasing engagement of students in school, we will see students connected to school and learning a maximised.	and a school	where I	earning c	lays are	Increase 10-12 retention Reduction in SDAs
<ul> <li>Actions:         <ul> <li>Implement a high expectations culture by ensuring consistency in the application and communication o</li> <li>Provide genuine opportunities for staff and student voice to promote a sense of belonging, improve wel</li> <li>Review and refine whole school processes to improve attendance for all students</li> <li>Monitor the progress of all students regularly through Student Support Team meetings and provide opp to improve level of achievement and QCE attainment</li> </ul> </li> </ul>	llbeing and ir	ncrease	e agency	,	Responsible officer(s): Principal Deputy Princpals Guidance Officers HOD Teaching and Learning / Senior Schooling HODs Curriculum HODs Student Services and Year Coordinators PBL Coach Student Support Team
School priority 3: To improve communication and transparency to improve culture and provide an inclusive teaching and learning	Green –on track,		Oring nderway, Mager nd of each term	nta – yet to after reflection	Long term measurable/desired outcomes: 100% of students setting holistic goals for improvement.
environment where every learner and staff member is considered.		based on p erm 2	Term 3	Term 4	NCCD data collection is systematic, collated and shared. Increased attendance, decreased SDAs and improved LOAs for students in t groups.
Strategy: If we embrace our diversity and value stakeholder voice, we can drive an inclusive culture where every member of the	e school com	munity	is consid	dered.	HODS Student Services to ensure 100% of Tier 3 students have support plan improvement. 5% increase in SOS results
<ul> <li>Actions:         <ul> <li>Improve communication and collaboration to increase transparency on decision making for all stakehol</li> <li>Implement a professional learning suite for non-teaching staff that supports the learning culture of the s</li> <li>Develop a facilities master plan aimed at improving the physical state of the school to increase a sense</li> <li>Continue to implement inclusive practices across the school to ensure all target groups can be access alongside their year level peers</li> </ul> </li> </ul>	school e of pride	m and	be succe	essful	Responsible officer(s): Principal Business Manager Deputy Princpals HOD Inclusive Practices Guidance Officers HOD Teaching and Learning HODs Curriculum CEC and SSO

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

School Supervisor

Principal

## bility

	AIP measurable/desir Targets: 80% A-C, 50% A-B, 10	
nats		
nseter		
	Resources:	Physical:
	Human:	Teacher Planners
	Teachers Marketing Manager	Professional Learning Plan
	Financial:	Virtual :
	Investing for Success	SORD Reading Through the
	Workforce Plan Facilities Plan & Budget	Australian Curriculum
	AIP measurable/desir	
	Targets: 80% A-C, 50% A-B, 10	00% QCE, 92% Attendance
	Resources:	
	Financial:	Human:
	PD Budget	Course Coordinators
		QTU Representatives
	Physical:	Virtual :
	Curriculum Map Australian Curriculum/QCAA	Performance Dashboard
	Curriculum	
	AIP measurable/desir Targets: 80% A-C, 50% A-B, 10	
target		
ans for		
	Resources:	
	Financial:	Human:
	School Budget	Student Support Team
	Investing for Success	Access Managers
	1	Virtual :
	Physical:	viituai.
	Physical: Inclusion Action Plan	SORD



**Queensland** Government