

Beerwah State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	<i>Deliver an engaging English curriculum aligned to the AC achievement standards through expert pedagogical practices and whole school frameworks to 'Open up 'A' level thinking'.</i>	Phase	<i>Developing - D Implementing - I Embedding - E Reviewing - R</i>	School priority 2	<i>Review, refine whole school processes to support social and emotional wellbeing of students and staff</i>	Phase	<i>Developing - D Implementing - I Embedding - E Reviewing - R</i>
Link to school review improvement strategy:	Use clear and explicit whole school frameworks for teaching priority areas to build expert pedagogical practice in Literacy.			Link to school review improvement strategy:	Create welcoming, inclusive and accessible educational settings for students and staff through Positive Behaviour for Learning (PBL), Reboot, high performing teams and well-being team initiatives, engaging in collaborative and responsive partnerships to support student and staff needs.		
Strategy/ies	<i>Strengthen Collaborative practices to embed consistent pedagogy regarding Visible Learning and structured Literacy. Create a structure to build staff capability regarding data literacy including moderation processes which informs enhanced staff collaboration.</i>			Strategy/ies	<i>Continue the Culture Committee to proactively implement strategies for staff and student wellbeing. Review and refine consistency of Teir 1 PBL practices including – Morning Circle, Movement Breaks, PBL Social Skill lessons and, classroom rewards system Create Community partnerships to improve staff and student wellbeing Develop and implemnt consistent Teir 2 & 3 PBL processes</i>		
Actions including Responsible officer(s)		Resources		Actions including Responsible officer(s)		Resources	
<i>Teachers deliver engaging lessons aligned to the AC which include a consistent approach to a range of explicit feedback. The Leadership Team and teachers engage in collaborative practices to identify, implement and review differentiated support. The Leadership Team interrogate whole school data to identify, implement and review strategies to address areas of need. The Leadership Team revies and refine targeted and differentiated professional learning through staff meetings, SFDs and coaching.</i>		Leadership Team meetings Staff meetings Walk throughs with Leadership Team Scheduled staff release model		PBL Team develop whole school guidelines for Tier 1 PBL practices. Teachers are consistently applying whole school Tier 1 PBL practices. PBL Team provide professional development to staff regarding developed Tier 2 & 3 PBL processes. Culture Team analyses whole school data and creates a well-being action plan for staff. Leadership team investigates and establishes links with relevant community to create effective partnerships.		PBL Meetings Culture Teams meetings PBL knowledge bank Reboot online resources Rock & Water resources Staff meetings	
End Term 4	Measurable outcomes	90% of students achieve C+ in English 60% of students achieve A or B in English 85% of staff, students and parents agree that students are interested in their schoolwork 95% of staff, students and parents agree that they receive useful feedback about their work 100% of teachers can identify the impact of 3 collaborative practices 100% of students can respond to 5 clarity questions and articulate their next steps		End Term 4	Measurable outcomes	<i>100% of classroom teachers embed PBL focus into their daily practice 100% of specialist teachers are referring to fortnightly behaviour focus and expectations Classroom minor incidents are reduced to 9 per week (2024 – 13 per week) Classroom major incidents are reduced to 4 per week (2024 - 8 per week) Pulse survey collective team efficacy score 85%+ 80% of teachers and parents agree that 'The school has a strong sense of community' 80% of teachers, parents and students agree that 'Student behaviour is managed well'</i>	
	Success criteria	Behaviourally: Students can/will: Show evidence of enacted feedback and be able to explain the effectiveness related to the task Be able to interact autonomously with learning walls. Teachers can/will: Regularly give a range of feedback to inform next steps in student learning Choose the most effective pedagogy for curriculum content and students Leadership team can/will: <i>Conduct regular learning walks in all classes. Model consistent pedagogy when delivering feedback when co-teaching, coaching and class visits.</i>			Success criteria	Behaviourally: Students can/will: Be able to effectively use a range of PBL/Reboot strategies to regulate their behaviour. Be able to use a range of social skills that foster positive relationships. Teachers can/will: Implement expected PBL processes. Be pro-active in identified strategies to improve staff well-being. Explicitly teach and model PBL and social skills lessons and expectations. Leadership team can/will: Explicitly teach and model PBL and social skills lessons and expectations. Be pro-active in identified strategies to improve staff well-being. Establish and review effectiveness of partnerships.	

		<i>Highlight student work that show enactment of effective feedback.</i>							
Artefacts		'A' exemplar linked to unpacked GTMJ and success criteria Feedback strips Coaching Control forms Sound Walls - Orthography and morphology Walls		Artefacts		PBL/Reboot tools and resources PBL Handbook including Tier 2 & 3 processes Partnership agreements Culture Team Action Plan PBL action plan			
Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring		
End Term 1	100% of teacher are engage in collaborative practices at times 100% of students can respond to 5 clarity questions and articulate their next steps	Behaviourally: Students can/will: Understand feedback they have been given Be able to interact with learning walls at times Teachers can/will: Regularly give a range of feedback to inform next steps in student learning Differentiate pedagogical practices for curriculum content and students Leadership team can/will: <i>Conduct regular learning walks in all classes.</i> <i>Model consistent pedagogy when delivering feedback when co-teaching, coaching and class visits.</i> <i>Highlight student work that show enactment of effective feedback..</i>	'A' exemplar linked to unpacked GTMJ and success criteria Feedback strips Coaching Control forms Sound Walls - Orthography and morphology Walls	Green –on track Yellow – underway Magenta – yet to commence	End Term 1	100% of classroom teachers are regularly teaching explicit PBL lessons 100% of specialist teachers are referring to fortnightly behaviour focus and expectations Classroom minor incidents are reduced to 12 per week Classroom major incidents are reduced to 7 per week Pulse survey collective team efficacy score 85%+ 100% classroom are embedding Tier 1 PBL strategies	Behaviourally: Students can/will: Be able to effectively use PBL strategies to regulate their behaviour. Be able to use social skills that foster positive relationships. Teachers can/will: Implement expected PBL processes. Be pro-active in identified strategies to improve staff well-being. Explicitly teach and model PBL and social skills lessons and expectations. Leadership team can/will: Explicitly teach and model PBL and social skills lessons and expectations. Be pro-active in identified strategies to improve staff well-being. Establish and review effectiveness of partnerships.	PBL/Reboot tools and resources PBL Handbook including Tier 2 & 3 processes Partnership agreements Culture Team Action Plan PBL action plan	Green –on track Yellow – underway Magenta – yet to commence Complete end of each term
End Term 2	80% of students achieve C+ in English 45% of students achieve A or B in English 100% of teacher are actively engaged in collaborative practices 100% of students can respond to 5 clarity questions and articulate their next steps	Behaviourally: Students can/will: Show evidence of enacted feedback Be able to interact autonomously with learning walls at times. Teachers can/will: Regularly give a range of feedback to inform next steps in student learning Differentiate pedagogical practices for curriculum content and students Leadership team can/will: <i>Conduct regular learning walks in all classes.</i> <i>Model consistent pedagogy when delivering feedback when co-teaching, coaching and class visits.</i> <i>Highlight student work that show enactment of effective feedback.</i>	'A' exemplar linked to unpacked GTMJ and success criteria Feedback strips Coaching Control forms Sound Walls - Orthography and morphology Walls	Shade cell at the end of each term after reflection based on progress.	End Term 2	100% of classroom teachers are regularly teaching explicit PBL lessons and reviewing daily 100% of specialist teachers are referring to fortnightly behaviour focus and expectations Classroom minor incidents are reduced to 11 per week Classroom major incidents are reduced to 6 per week Pulse survey collective team efficacy score 85%+ 100% classroom are embedding Tier 1 PBL strategies	Behaviourally: Students can/will: Be able to effectively use PBL strategies to regulate their behaviour. Be able to use social skills that foster positive relationships. Teachers can/will: Implement expected PBL processes. Be pro-active in identified strategies to improve staff well-being. Explicitly teach and model PBL and social skills lessons and expectations. Leadership team can/will: Explicitly teach and model PBL and social skills lessons and expectations. Be pro-active in identified strategies to improve staff well-being. Establish and review effectiveness of partnerships.	PBL/Reboot tools and resources PBL Handbook including Tier 2 & 3 processes Partnership agreements Culture Team Action Plan PBL action plan	Shade cell at the end of each term after reflection based on progress.

End Term 3	<p>75% of teachers can identify the impact on a particular collaborative practice</p> <p>100% of students can respond to 5 clarity questions and articulate their next steps</p>	<p>Behaviourally: Students can/will: Show evidence of enacted feedback Be able to interact autonomously with learning walls most of the time.</p> <p>Teachers can/will: Regularly give a range of feedback to inform next steps in student learning Choose the most effective pedagogy for curriculum content and students Leadership team can/will: <i>Conduct regular learning walks in all classes.</i> <i>Model consistent pedagogy when delivering feedback when co-teaching, coaching and class visits.</i> <i>Highlight student work that show enactment of effective feedback..</i></p>	<p>'A' exemplar linked to unpacked GTMJ and success criteria</p> <p>Feedback strips</p> <p>Coaching Control forms</p> <p>Sound Walls</p> <p>-</p> <p>Orthography and morphology Walls</p>	End Term 3	<p><i>100% of classroom teachers regularly refer to the PBL lessons weekly focus</i></p> <p><i>100% of specialist teachers are referring to fortnightly behaviour focus and expectations</i></p> <p><i>Classroom minor incidents are reduced to 10 per week</i></p> <p><i>Classroom major incidents are reduced to 5 per week</i></p> <p><i>Pulse survey collective team efficacy score 85%+</i></p> <p><i>100% classroom are embedding Tier 1 PBL strategies</i></p>	<p>Behaviourally: Students can/will: Be able to effectively use a range of PBL/Reboot strategies to regulate their behaviour. Be able to use a range of social skills that foster positive relationships.</p> <p>Teachers can/will: Implement expected PBL processes. Be pro-active in identified strategies to improve staff well-being. Explicitly teach and model PBL and social skills lessons and expectations.</p> <p>Leadership team can/will: Explicitly teach and model PBL and social skills lessons and expectations. Be pro-active in identified strategies to improve staff well-being. Establish and review effectiveness of partnerships.</p>	<p>PBL/Reboot tools and resources</p> <p>PBL Handbook including Tier 2 & 3 processes</p> <p>Partnership agreements</p> <p>Culture Team Action Plan</p> <p>PBL action plan</p>
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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 