

Beaudesert State School

2025 ANNUAL IMPLEMENTATION PLAN



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

School priority 1			Leading and Learning To maintain trajectory of improvement in English LOA data across all year level teams.		Phase	Embedding	School priority 2			Engagement To uphold strong community partnerships with key stakeholders maximising learning days and student achievement from ECEC to Year 6.		Phase	Embedding		
Link to school review improvement strategy:			Enhance staff capabilities to meet the diverse learning needs of all students including those in priority support groups and high achieving students via visible learning in all classrooms.				Link to school review improvement strategy:			Identify local community collaborations and partnerships that align to school priorities and targets, including a focus on attendance.					
Strategies			<ul style="list-style-type: none">All teaching team members participate in High Performance teams (HPT) meetings to ensure student learning is at the forefront of all teaching and learning conversations.Staff implement Version 9 Australian Curriculum, including the Explicit Teaching of Reading. (PLD)Staff demonstrate collective ownership to support student learning through the use of visible learning structures and moderation that align with the Australian Curriculum, Version 9.Staff use English Assessment Summary graphing and instructional strategies to track and monitor student learning each term.Students are involved in the co-construction of learning walls and confidently answer the 5 learning questions.Staff document and implement quality differentiation strategies.				Strategies			<ul style="list-style-type: none">Staff engage with local ECEC, ECDP and high schools to develop transition programs to best support students entering their first year of primary or secondary schooling.All staff implement PBL practices maximising learning days for all students.All classrooms adopt key components of Zones of Regulation supporting student Social and Emotional learning alongside PBL practices.Staff engage with key family, community and Department of Education stakeholders to maximise learning days for all students.Staff actively engage in strategies to improve whole school attendance.Implement the Beaudesert State School Prep Transition Plan.					
Actions including Responsible officer(s)					Resources			Actions including Responsible officer(s)					Resources		
Weekly Leadership Team Learning Walks and Talks. <i>(Leadership Team)</i>					1.0 FTE HOD-C (as required) \$170 000 1.0FTE classroom teacher \$120 000 HPT school membership \$20 000 0.6 FTE Speech Language Pathologist \$70 000 Curriculum Planning Days \$55 000 Teacher Aides \$120 000 Year level team leaders Beginning Teacher Support \$10 000			Comprehensive ECEC transition plan, including Tailored Transitions <i>(Leadership Team)</i>					Tailored Transition Program 'Step into Prep' and high school partnerships 2025-2026 Prep Transition Plan Beaudesert Early Years Network Southeast Region PBL Network Year level team leaders Early Years Community of Practice Principal PLC Barna Jarjum Champion		
Case Management. <i>(Leadership and Teaching Teams)</i>								Local high school partnerships. <i>(Principal, HOSES, DP, GO, CEC)</i>							
Data Walls – English summative assessment summary graph tracking termly impact on student achievement, instructional strategies and visible learning across the school. <i>(Teaching Team)</i>								Local community partnerships including Mununjali Housing Corporation, BeauCare, Beaudesert Interagency and Greater							
HPT meetings for teaching teams to meet fortnightly alongside the Leadership Team focussing on teaching, learning and students. <i>(Leadership and Teaching Teams)</i>								Beaudesert Region Mental Health Network, Beaudesert Education and Community Integration Collective (BECIC) and							
Moderation <i>(Leadership and Teaching Teams)</i>								Active PBL Team.							
								Intensive Family Support Team							
								Prep Transition Plan							
End Semester One	Measurable outcomes	Improvement of student achievement reflected in Year Level target setting: 75% of students in Prep receive a B or above 90% of students in Prep receive a C or above 70% of students in Year 1 receive a B or above 90% of students in Year 1 receive a C or above 65% of students in Year 2 receive a B or above 90% of students in Year 2 receive a C or above 40% of students in Year 3 receive a B or above 80% of students in Year 3 receive a C or above 50% of students in Year 4 receive a B or above 90% of students in Year 4 receive a C or above 50% of students in Year 5 receive a B or above 90% of students in Year 5 receive a C or above 45% of students in Year 6 receive a B or above 90% of students in Year 6 receive a C or above						End Semester One	Measurable outcomes	Continuous improvement of student attendance reflected in Year Level Target Setting: Above 88% attendance across all year levels by end of 2025. 100% of staff engage with PBL practices. Reduction of N achievement in all subject areas in Semester 1 reporting period.					
	Success criteria	Behaviourally: Students will: <ul style="list-style-type: none">Answer learning questions that support their growth, improvement, and achievement.What am I learning? Why? How are you doing? How do you know? How can you improve? Where can you go for help?Co-construct learning walls. Staff will: <ul style="list-style-type: none">Engage in school and cross school moderation (before, after, after, end) cycles.							Success criteria	Behaviourally: Students will: <ul style="list-style-type: none">Attend school every day.Participate in transition days.Follow the Beaudesert State School Code of Conduct. Staff will: <ul style="list-style-type: none">Build positive relationships with their students and families.Implement proactive strategies to improve classroom attendance.Maximise student engagement through Social/Emotional learning (Zones of Regulation) and PBL.					

		<ul style="list-style-type: none">Engage in curriculum planning days and targeted school based professional learning, including engagement with the SLP team to enhance PLD implementation and English achievement.Use Visible Learning structures, case management and data to positively impact the achievement of all students.Facilitate student voice on learning walls. All team members work alongside each other to further develop collective capability in implementing the Australian Curriculum, Version 9 English and Maths, including collection of assessment strategies to minimise N achievement. Leaders will: <ul style="list-style-type: none">Engage in Learning Walks and Talks tracking and communicating emerging trends across the school.Prioritise conversations, interactions and resourcing around teaching and learning to positively impact the collective improvement of student achievement via the Australian Curriculum.Communicate data trends to staff via regular staff meetings.Extend the HPT school meeting processes to include Triple S and School Committees.Leadership Team members participate as Lead Collaborators across all year levels via HPT meeting structures.				<ul style="list-style-type: none">Actively participate in stakeholder meetings where required. Leaders will: <ul style="list-style-type: none">Lead the Intensive Family Support Team for identified Tier 3 families maximising Learning Days. We will work alongside teaching staff to provide individualised family support where required.Lead transition programs in our community.Partner with community support agencies to maximise student attendance and engagement.Partner with external support agencies where required.			
	Artefacts	<i>Beautesert State School termly pulse survey data.</i> <i>HPT schedules focussing on teaching, learning and students.</i> <i>Learning Walks and Talks emerging trends.</i> <i>Termly English assessment summary graphs via whole school data walls.</i> <i>Curriculum planning agendas.</i> <i>Curriculum planning documentation.</i> <i>Feedback cycle documentation.</i> <i>Staff meeting agendas.</i> <i>Moderation documentation.</i> <i>Beautesert State School Reading Framework.</i> <i>Beautesert State School Teaching and Learning handbook.</i> <i>Beautesert State School Data Plan.</i>			Artefacts	<i>Beautesert Interagency and Greater Beautesert Region Mental Health Network.</i> <i>Beautesert Education and Community Integration Collective (BECIC).</i> <i>Beautesert Early Years Network.</i> <i>Beautesert State School Student Code of Conduct.</i> <i>Beautesert State School PBL team meetings and minutes.</i> <i>Beautesert State School Data Plan.</i>			
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Semester Two	End of Semester Two achievement review (English): <i>92% of students achieve a C or above in English.</i> <i>52% of students achieve a B or above in English.</i>	Behaviourally: Students will: <ul style="list-style-type: none">Answer learning questions that support their growth, improvement, and achievement.What am I learning? Why? How are you doing? How do you know? How can you improve? Where can you go for help?Co-construct learning walls. Staff will: <ul style="list-style-type: none">Engage in school and cross school moderation (before, after, after, end) cycles.Engage in curriculum planning days and targeted school based professional learning, including engagement with the SLP team to enhance PLD implementation and English achievement.Use Visible Learning structures, case management and data to positively impact the achievement of all students.Facilitate student voice on learning walls. All team members work alongside each other to further develop collective capability in implementing the Australian Curriculum, Version 9 English and Maths, including collection of assessment strategies to minimise N achievement. Leaders will: <ul style="list-style-type: none">Engage in Learning Walks and Talks tracking and communicating emerging trends across the school.Prioritise conversations, interactions and resourcing around teaching and learning to positively impact the collective improvement of student achievement via the Australian Curriculum.Communicate data trends to staff via regular staff meetings.Extend the HPT school meeting processes to include Triple S and School Committees.Leadership Team members participate as Lead Collaborators across all year levels via HPT meeting structures.	As above		End Semester Two	<i>Student attendance:</i> <i>86% attendance across all year levels.</i> <i>100% of staff engage with PBL practices.</i> <i>Reduction of N achievement in all subject areas in Semester 2 reporting period.</i> <i>Engagement with local Kindy Centres.</i> <i>2026 Prep student transition success.</i>	Behaviourally: Students will: <ul style="list-style-type: none">Attend school every day.Participate in transition days.Follow the Beautesert State School Code of Conduct. Staff will: <ul style="list-style-type: none">Lead conversations to implement proactive strategies improving classroom attendance within year level teams.Invest in quality partnerships with students and families.Maximise student engagement through Social/Emotional learning (Zones of Regulation) and PBL across all classrooms.Actively participate in stakeholder meetings where required. Leaders will: <ul style="list-style-type: none">Facilitate Attendance: Family Support Team for Tier 3 identified families maximising Learning Days.Facilitate transition programs for students.Partner with community support agencies to maximise student attendance and engagement.Partner with families to maximise attendance, providing individualised support where required.Partner with external support agencies.	<i>Beautesert Interagency and Greater Beautesert Region Mental Health Network.</i> <i>Beautesert Education and Community Integration Collective (BECIC).</i> <i>Beautesert Early Years Network.</i> <i>Beautesert State School Student Code of Conduct.</i> <i>Beautesert State School PBL team meetings and minutes.</i> <i>Beautesert State School Data Plan.</i> <i>Beautesert State School Intensive Family Support Team.</i> <i>SER Community of Practice, Early Years</i>	

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

