

2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	<i>Leading and Learning</i> To maintain trajectory of improvement in English LOA data across all year level teams.	Phase	Embedding	School priority 2	<i>Engagement</i> 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>) Case Management. (<i>Leadership and Teaching Teams</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>) HPT meetings for teaching teams to meet fortnightly alongside the Leadership Team focussing on teaching, learning and students. (<i>Leadership and Teaching Teams</i>) Moderation (<i>Leadership and Teaching Teams</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>) Local high school partnerships. (<i>Principal, HOSES, DP, GO, CEC</i>) Local community partnerships including Mununjali Housing Corporation, BeauCare, Beaudesert Interagency and Greater Beaudesert Region Mental Health Network, Beaudesert Education and Community Integration Collective (BECIC) and Active PBL Team. Intensive Family Support Team Prep Transition Plan		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			
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. 		

