Biloela State High School Annual Implementation Plan 2025

Improvement Priority #1: *Culture for Learning*

TARGETS
At 12 months (end of Term 4)
- **5% Reduction in minor behaviours, in classrooms, across all year levels**
- **>92% whole school attendance**
- **>70% Indigenous attendance**
- **>80% Students with a disability attendance**
- **<15% student absences unexplained**
- *5% increase in SOS…Student Behaviour is well managed at my school*
- *5% increase in SOS…I like being at my school* (student)

Strategy – Implement Positive Behaviour Framework			
Actions	**Timeline**	**Responsible Officer/s**	**Checkpoints/Milestones**
Continuous review and implementation of Buddy Class process	Ongoing	Principal, Deputy Principals, Head of Department, Teachers	**At 3 months (end Term 1)** - - Principal has sought feedback from all students on SOS questions specific to AIP - ELT Collect baseline behaviour data - Gather feedback on use of Buddy Class - Review Indigenous / SWD / KIC attendance data to begin targeted intervention of those students below 85% -
Investigate emerging research-based strategies to support engagement of Tier 2 and 3 student behaviours	Ongoing	Principal, Deputy Principals, HOD Engagement, GO	**At 6 months (end of Term 2)** - Principal has sought feedback from all students on SOS questions specific to AIP - 100% line management meetings between ELT & HODs includes data discussions around school targets, and how those conversations might look at a faculty level. - Attendance monitoring completed by Admin, Deputy Principals and HOD Engagement, shared with Line Managers, and processes followed (contact home, enforcement of attendance process) - ELT Review behaviour data throughout line management meetings - Gather feedback on use of Buddy Class - A Framework for Instructional Leadership has been created - Begin research on behaviour / engagement strategies to support students at Tier 2 & 3 level behaviours
Strategy – Establish a whole school approach to Instructional Leadership			
Actions	**Timeline**	**Responsible Officer/s**	
Create a framework for developing instructional leadership at Biloela SHS	Semester 2	Leadership Team	**At 9 months (end of Term 3)** - Principal has sought feedback from all students on SOS questions specific to AIP - 100% line management meetings between ELT & HODs includes data discussions around school targets, and how those conversations might look at a faculty level. - Attendance monitoring completed by Admin, Deputy Principals and HOD Engagement, shared with Line Managers, and processes followed (contact home, enforcement of attendance process) - ELT Review behaviour data throughout line management meetings - Gather feedback on use of Buddy Class and what needs to change for 2026
Engage Leadership Team in relevant professional development – Instructional Coaching, SEL Development, Data Interrogation	Ongoing	Principal + Deputy Principals	

Improvement Priority #2: Engagement in Curriculum

TARGETS
At 12 months (end of Term 4)
- **100% of teaching staff will participate in Faculty Moderation**
- **85% students achieving A-C across all curriculum areas in years 7-10**
- **100% students achieving A-C across all curriculum areas in years 11-12**
- **40% students achieving an A or B across all curriculum area in years 7-10**
- **50% students achieving A or B across all curriculum areas in years 11-12**
- **100% Curriculum faculties will familiarise themselves with the changes in V9 of Australian Curriculum and QCAA Senior Syllabi, and implement changes as per Biloela SHS rollout timelines**
- *5% increase in SOS…I am interested in my schoolwork*
- *5% increase in SOS…I understand how I am assessed at my school*
- *5% increase in SOS…my teachers help me with my schoolwork when I need it*

Strategy – Update and align school documents in line with the K-12 CARF, Australian Curriculum V9 and QCAA Curriculum			
Actions	**Timeline**	**Responsible Officer/s**	**Checkpoints/Milestones**
Familiarise and implement V9 Australian Curriculum and Senior Syllabi as per the Biloela SHS rollout plan	Ongoing	Curriculum HODs	**At 3 months (end Term 1)** - Principal has sought feedback from all students on SOS questions specific to AIP - HODs to review and amend ACV9 rollout - HODs will be able to articulate achievement on targeted data sets of students, and supports to be enacted - Gauge teacher support required to implement differentiation in the classroom
Monitor, review and respond to student achievement data – including targeted data sets – FN, SWD	Ongoing	All Teaching Staff	**At 6 months (end of Term 2)** - Principal has sought feedback from all students on SOS questions specific to AIP - HODs to review ACV9 rollout, and enact necessary changes - HODs will be able to articulate achievement on targeted data sets of students, and supports to be enacted - Have begun additional support based off gathered Term 1 data around differentiation support
Strategy – Build teacher capability in Differentiation through data informed practice			
Actions	**Timeline**	**Responsible Officer/s**	
Within the Level 3 planner, each teacher differentiates to ensure every student is engaged, challenged and supported to access the learning	Ongoing	Classroom Teachers	- Audit how staff are currently differentiating for students. Identify what they need moving forward.
Identify current knowledge of differentiation, and what staff are currently using as strategies within the classroom	Ongoing	All Teaching Staff	**At 9 months (end of Term 3)** - Principal has sought feedback from all students on SOS questions specific to AIP - Review SGM goals - HODs to review ACV9 rollout, and enact necessary changes ready for 2026 - HODs will be able to articulate achievement on targeted data sets of students, and supports to be enacted
Strategy – Develop whole school approach to accessing and interrogating classroom data			
Actions	**Timeline**	**Responsible Officer/s**	
Begin data conversations, within faculties, around what data is being used, and for what purpose	Ongoing	Leadership Teams	

			- Identify opportunities for relevant differentiation PD.

Improvement Priority #3: *Pedagogy*

TARGETS
At 12 months (end of Term 4)
- **90% staff have been classroom profiled at least twice in a school year**
- **30% staff have engaged in voluntary peer observations**
- **50% new teaching staff trained as Level One 4D Observer**
- **35% increase in the use of Explicit Instruction non-negotiables across teaching classrooms**
- **5% increase in SOS…My teachers provide me with useful feedback about my school work (student)**

Strategy – Support staff classroom practice and management of the learning environment through the use of 4Dimensions			
Actions	**Timeline**	**Responsible Officer/s**	**Checkpoints/Milestones**
Ongoing external sweeps by Caroline Blackley + 4D observers Terms 1 & 3	Ongoing	HODs and Teaching Staff	**At 3 months (end Term 1)** - Principal has sought feedback from all students on SOS questions specific to AIP - Each member of the Leadership Team will have completed 3 walkthroughs a term, with specific focus – Foci table to be created at LT meetings - 100% staff have had 4D Observer in their classrooms - Opportunities for EI PD established and shared with staff - Register identified teaching staff for Online PD as a Level 1 4D Observer - 100% Beginning Teachers have visited at least two different classrooms to observe teaching practice of other practitioners
Further enhance staff knowledge through 4Dimensions professional development	From Term 1	HODs and Faculty Staff	
Introduction to 4Dimensions Fit Program for TAs	From Term 2	ROEGTA + BUNNNA	
Strategy – Utilise evidence-based, and high-yield pedagogies to support staff practice in the classroom			
Actions	**Timeline**	**Responsible Officer/s**	
Develop staff knowledge and implementation of Explicit Instruction	Ongoing	Leadership Team	**At 6 months (end of Term 2)** - Principal has sought feedback from all students on SOS questions specific to AIP - Each member of the Leadership Team will have completed 3 walkthroughs a term, with specific focus – Review and amend foci table - Year 11 Transition planning has begun – SET Plans - 100% Beginning Teachers have visited at two-to-five different classrooms to observe teaching practice of other practitioners
Review and Implement Biloela SHS's policy on Collegial Engagement	Term 1/2	Leadership, Teaching Staff	
Develop whole school approach around ways to provide student feedback	Semester 1 Semester 2	ELT HODs	
Strategy – Strengthen the link between 4Dimensions and classroom pedagogy			
Actions	**Timeline**	**Responsible Officer/s**	
Through professional discussions and development, staff will have clarity around the links between pedagogy and 4Dimensions	Ongoing	All teaching staff	**At 9 months (end of Term 3)** - Principal has sought feedback from all students on SOS questions specific to AIP - Each member of the Leadership Team will have completed 3 walkthroughs a term, with specific focus – Review and amend foci table - 90% staff have had 4D Observer in their classrooms at least twice - 100% teaching staff have completed a refresher or introduction to 4D PD - TAs have completed 4D Fit Program - Survey staff to determine number of peer observations completed