



# Brisbane South State Secondary College



## 'The New Standard'

### Challenging conventions.

Committed to excellence and open to evolving, we are always looking to the latest to refine our education offer.

### Collaborating with the best.

We are strengthened by those around us — surrounded by the best and most respected research facilities and institutions in Australia, we will leave our mark on the world.

### Thinking globally, acting locally.

We are creating a proud community where our reach extends beyond our postcode to provide real international pathways.

## 2022 Annual Implementation Plan

### ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Kirsten Ferdinands  
Executive Principal

24 / 03 / 2022

Jamie Smith  
P&C President

24 / 03 / 2022

Alan Jones  
Assistant Regional Director

FOCUS AREA	SCHOOL PRIORITIES 2022	STRATEGIES AND ACTIONS 2022
Performance	<ul style="list-style-type: none"> <li>• Knowing the students</li> <li>• Meeting the Learners Needs</li> </ul> <p>Generating evidence of student learning by learning together to measure, understand and strengthen the impact of actions.</p>	<p><b><u>Analyse and Reflecting on Student Data</u></b></p> <ul style="list-style-type: none"> <li>• Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention. (as per school data plan)</li> <li>• <b>Further develop teacher expertise in data analysis to inform effective teaching and learning.</b> Including the use of ‘The learner First’ student &amp; parent profiles</li> </ul> <p><b><u>Every Student Attending – ‘Every Day Counts’</u></b></p> <ul style="list-style-type: none"> <li>• Analyse trends in student attendance and implement strategies to ensure every student every day is attending or non-attendance accounted for</li> <li>• implement strategies to increase student attendance for all students with a target of 99%</li> <li>• Continue to communicate and promote student attendance in the wider community</li> </ul> <p><b><u>I4S – Investing for Success</u></b></p> <ul style="list-style-type: none"> <li>• Provide effective and financial support to enable ‘Every Student Succeeding’</li> <li>• Allocation of Professional development and resources targeted to support the School’s Explicit Achievement Agenda</li> </ul> <p><b><u>‘The new standard’ – Every student Succeeding</u></b></p> <ul style="list-style-type: none"> <li>• Implement strategies to cater for students’ academic, social and emotional needs Years 7 &amp; 8</li> <li>• <b>Participate in National &amp; International Research projects with University of Queensland &amp; ‘The Learner First’ (Joanne McEachen) to understand and measure impact on achievement and other key indicators for ‘Deep Learning’ &amp; 21<sup>st</sup> Century Learning Competencies</b></li> </ul> <p><b><u>Upper 2 Bands Priority/ G&amp;T students</u></b></p> <ul style="list-style-type: none"> <li>• Ensure a variety of processes are in place for the identification of possible U2B students / including G&amp;T students identified</li> <li>• <b>Implement whole school strategies and programs –including professional learning &amp; development of teacher capabilities to cater for the ability levels and optimal learning for these students (differentiated teaching, Selective entry programs &amp; Deep Learning)</b></li> <li>• <b>Continue to explore additional selective programs and opportunities with key partners including The University of Qld</b></li> <li>• Embed <b>differentiation</b> strategies across year 7 &amp; 8 using diagnostic assessment processes, inquiry and ACARA recommendations – including acceleration possibilities</li> </ul> <p><b><u>Global Schools Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing development and implementation of languages Chinese &amp; Spanish (LOTE) Junior Secondary</li> <li>• Explore and imbed intercultural opportunities both in curricula &amp; extra-curricular activities school wide – possible virtual connections with key educational/ international agencies to value add and further develop languages @ BSSSC</li> <li>• Create opportunities for both Educational leader &amp; Student Study Tours (when international travel returns)</li> <li>• Explore opportunities for BSSSC students to engage in study tours abroad (when safe international travel returns)</li> </ul> <p><b><u>NAPLAN Strategy (Ensuring Every Student Succeeds)</u></b></p> <ul style="list-style-type: none"> <li>• Complete a thorough interrogation of students previous NAPLAN data -in preparation for 2022 NAPLAN</li> <li>• Develop a NAPLAN (online)action strategy with a focus on improving Reading, Numeracy and U2B where required - and setting high performance targets for entire cohort</li> <li>• Target 100% of students at NMS in all three NAPLAN areas</li> </ul> <p><b><u>Explicit Achievement Agenda</u></b></p> <ul style="list-style-type: none"> <li>• Articulate a whole college achievement agenda that is shared and known by all in the school community and overtly and rigorously enacted.</li> </ul>

		<p><b><u>Curriculum Teaching and Learning/Education Improvement Unit</u></b></p> <ul style="list-style-type: none"> <li>Implement strategies to ensure key indicators from the Education Improvement unit are met and exceeded (Utilising the National School Improvement Tool &amp; School Improvement Hierarchy)</li> </ul> <p><b><u>Internal Audit</u></b> Implement strategies to fulfil internal audit requirements</p> <p><b><u>Opinion Survey Priorities</u></b> Use the opinion survey key indicators to ensure outcomes for all students, Parents &amp; staff.</p>
Teaching	<p><b><i>Develop Professional Knowledge</i></b></p> <p><b><i>Develop Professional Practice</i></b></p> <p><b><i>Develop Professional Engagement</i></b></p> <p>Focusing on systematic curriculum delivery, effective pedagogical practices and expert teaching teams to inform next steps for students and teachers.</p>	<p><b><u>ACARA / CARF Priorities</u></b></p> <ul style="list-style-type: none"> <li>Align and embed Australian Curriculum in all Learning Areas – including creating a roadmap 7- 10 and future pathways ATAR/IB/VET</li> <li>Continue to provide STEM(M) curriculum and opportunities for all students – including opportunities for primary feeder students</li> <li>Cross-curricula priorities embedded</li> <li>Ensure systematic curriculum delivery and whole school curriculum plan continues to be comprehensively planned (meeting DoE requirements) and enacted by all teachers</li> </ul> <p><b><u>Literacy (Reading &amp; Writing) Priority</u></b></p> <ul style="list-style-type: none"> <li>Develop Reading &amp; Writing action plan and professional development plan for all teachers to ensure focused literacy strategies are taught consistently across all classes and KLAs (<b>Use of the Inquiry Cycle to inform 2022 planning and strategies</b>)</li> </ul> <p><b><u>Numeracy Priority</u></b></p> <ul style="list-style-type: none"> <li>Develop Numeracy action plan and professional development plan for all teachers to ensure focused numeracy strategies and Deep learning reasoning are taught consistently across all classes and KLAs (<b>Use of the Inquiry Cycle to inform 2022 planning and strategies – including imbedding key actions from independent coach Rob Proffit-White</b>)</li> <li>Implement strategies and resourcing to support Numeracy focus in all classes and faculties</li> </ul> <p><b><u>Pedagogical Framework including (Deep Learning)</u></b></p> <ul style="list-style-type: none"> <li>Embed an overarching Curriculum Framework &amp; Instructional Framework</li> <li>Continue to support teacher development and full implementation of whole school pedagogical framework through ongoing coaching and professional learning – including review strategies to ensure whole school implementation (<b>Use of the Inquiry Cycle to inform 2022 planning and strategies</b>)</li> <li>Deep Learning lead team to drive strategic whole school Deep learning agenda &amp; Professional learning</li> <li>Implement and embed Deep Learning as framework to ensure ‘deep learning / higher order thinking’ across all faculties</li> <li>Continue to use the ‘Collaborative Inquiry Cycle’ within the Deep learning framework as a tool to support collaborative planning and review</li> <li>Strategic Leadership plans detailing use of the Learning Design Rubrics in all faculty areas – including classroom observations, feedback &amp; coaching</li> </ul> <p><b><u>Moderation</u></b></p> <ul style="list-style-type: none"> <li>Continue to implement key strategies to ensure success for all students using moderation as a 2S a tool to reflect, adjust and refine teaching and learning</li> <li>Continue to explore opportunities for inter and intra-school moderation processes ensuring sound assessment practice</li> </ul> <p><b><u>Networks</u></b></p> <ul style="list-style-type: none"> <li>Engage in quality professional development and professional sharing. Foster participation of whole of leadership team in improvement via discussions and participation</li> </ul> <p><b><u>Whole School Strategies</u></b></p> <ul style="list-style-type: none"> <li>Utilise regional resources to support key strategies and actions within whole school agenda</li> </ul>

Inclusion	<p><b>Every student with disability succeeding</b></p> <p><b>Every Aboriginal and Torres Strait Islander student succeeding</b></p> <p>Promoting, maintaining, and taking action on the expectation that all students will learn successfully.</p>	<p><b><u>Transition to Junior Secondary</u></b></p> <ul style="list-style-type: none"> <li>• Continue to partner with local primary schools, parents and carers, students and regional team to identify and support those with additional transition needs</li> <li>• Continue to develop consistency in recording and implementing reasonable adjustments and staff development that is responsive to student needs</li> <li>• Continue to develop and polish school additional transition program</li> </ul> <p><b><u>Collaborative Teaching</u></b></p> <ul style="list-style-type: none"> <li>• Build capacity to support the diverse needs of all students</li> <li>• Deliver a consistent and collaborative approach to the professional inquiry of co-teaching</li> <li>• Continue to develop and implement sustainable tools to support implementation of “best practice”</li> </ul> <p><b><u>Student Advocacy</u></b></p> <ul style="list-style-type: none"> <li>• Develop consistent processes to provide, record, monitor and moderate intervention for students within the four categories of NCCD (physical, sensory, cognitive and social/emotional)</li> <li>• Utilise One School functionality to ensure data accurately reflects school support provided for NCCD</li> <li>• Implement systems to provide targeted intervention (Student Advocacy Committee)</li> <li>• Consult, share and collaborate on student learning and response to intervention (focused and intensive tiered students)</li> <li>• Continue to implement “Advocate” structure to support every student succeeding – including indigenous &amp; EALD</li> <li>• Continue to communicate school definition of success to all learning partners</li> </ul> <p><b><u>Whole School Approach to Differentiated Teaching and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Continue to ensure a whole school approach to differentiated teaching and learning that prioritises shared ownership of learning</li> <li>• Continue to implement and action a CARF that reflects our school community, its needs and a flexible definition of success</li> <li>• Continue to embed practices that put “The learner first” in planning, delivering, assessing and reflecting on student learning</li> <li>• Leverage Pedagogical Framework by developing a Differentiated Teaching and Learning Placemat to support building staff capacity to intentionally design experiences that cater to the needs of their students (continue to embed DPF, TLF and UDL) – <b>ensuring an explicit focus on ‘precise teaching’</b></li> <li>• Develop capacity of all staff to support specific needs of student cohort through general and targeted PD</li> </ul> <p><b><u>Inclusive Environment</u></b></p> <ul style="list-style-type: none"> <li>• Use and create a space that is reflective of our student diversity</li> <li>• Develop a space for student and staff use with accessible tools and resources for student regulation, engagement, access and success</li> <li>• Develop shared safe spaces for students</li> <li>• Continue to work with regional staff and services in delivering inclusive practices by design</li> </ul>
Capability	<p><b>Employee performance, professional development and recognition</b></p> <p>Developing professional practice collaboratively and contributing to the learning of others.</p>	<p><b><u>Developing Performance Framework</u></b></p> <ul style="list-style-type: none"> <li>• Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school priorities and individual needs.</li> <li>• Leadership plans clearly identify key strategies and performance indicators from Strategic Leadership Plan and Explicit Achievement Agenda – aligned to AITSL standards for leaders</li> <li>• Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers and School Explicit Achievement Plan</li> <li>• Consultation and feedback structures are in place and occur in a timely manner (As per review process)</li> <li>• <b>Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices – including key strategies to ensure ‘best practice’ sharing amongst faculty &amp; whole staff – ‘Engaging ‘The new standard’</b></li> <li>• Mentor and Coaching Program</li> <li>• Implement processes to monitor staff and personal wellbeing</li> </ul> <p><b><u>Networks</u></b></p> <ul style="list-style-type: none"> <li>• Engage in quality professional development and professional sharing. Foster participation of whole of leadership team in improvement via discussions and participation</li> </ul> <p><b><u>IB Planning and preparation</u></b></p> <ul style="list-style-type: none"> <li>• Mapping our curriculum offerings to IB requirements / Investigating IB opportunities (Diploma &amp; Career pathways)</li> </ul>

<b>Wellbeing</b>	<p><b>Supporting Student &amp; Staff wellbeing</b></p> <p>Creating proactive and deliberately planned responses to individual and whole of school support needs.</p>	<p><b><u>Alignment and Consistency</u></b></p> <ul style="list-style-type: none"> <li>• Whole school approach to Positive Behaviour for Learning (PBL –students) and staff well-being</li> <li>• Continue to develop opportunities to work with regional support staff and services.</li> <li>• Develop opportunities for schools to work together to share knowledge and resources.</li> <li>• Implement the recommendations from the School Improvement Unit as required.</li> </ul> <p><b><u>Transition</u></b></p> <ul style="list-style-type: none"> <li>• Develop mutually satisfying partnerships with local primary schools</li> <li>• Create unique 'The Learner First' approaches to student transition</li> <li>• Develop a range of locally pertinent communication strategies that enable the sharing of information.</li> </ul>
<b>Partners</b>	<p>Creating partnerships between students, parents, schools and communities to enhance student learning and wellbeing.</p>	<p><b><u>Partnerships</u></b></p> <ul style="list-style-type: none"> <li>• Develop partnerships within and beyond the school that support student learning.</li> <li>• Action the GP in schools initiative as per Government guidelines</li> <li>• Embrace opportunities to collaborate with local communities.</li> <li>• Work with regional support services to support and sustain school improvement</li> </ul> <p><b><u>Parent and Community Engagement Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement</li> <li>• Use multiple communication channels to communicate with parents eg email, Student Management System (DayMap), facebook, twitter, telephone, web portal and letter</li> <li>• Provide programs and opportunities for parents to build their capacity to support their child's learning and gain feedback for learning design and ongoing inquiry</li> <li>• Actively seek and develop a wide range of community partnerships through PACE strategies</li> </ul>