



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.

2024 Annual Implementation Plan

'Equity & Excellence' – Realising the potential of every student

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.

Executive Principal

16/02/2024

P&C President

16/02/2024

FOCUS AREA	SCHOOL PRIORITIES 2024	STRATEGIES AND ACTIONS 2024	WHO
Educational Achievement	<ul style="list-style-type: none"> Knowing the students Meeting the Learners Needs <p>Generating evidence of student learning by learning together to measure, understand and strengthen the impact of actions.</p> <p>Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve.</p> <ul style="list-style-type: none"> Develop Professional Knowledge Develop Professional Practice Develop Professional Engagement <p>Focusing on systematic curriculum delivery, effective pedagogical practices and expert teaching teams to inform next steps for students and teachers.</p>	<p><u>'The new standard' – Every student Succeeding through 'Equity & Excellence'</u></p> <ul style="list-style-type: none"> Implement strategies to cater for students' academic, social and emotional needs Years 7-10. Participate in National & International Research projects with University of Queensland & 'The Learner First' (Joanne McEachen) to understand and measure impact on achievement and other key indicators for 'Deep Learning' & 21st Century Learning Competencies. <p><u>Every Student Attending – 'Every Day Counts'</u></p> <ul style="list-style-type: none"> Analyse trends in student attendance and implement strategies to ensure every student every day is attending or non-attendance is accounted for. Implement strategies to increase student attendance for all students with a target of 99% Continue to communicate and promote student attendance in the wider community. <p><u>Explicit Achievement Agenda</u></p> <ul style="list-style-type: none"> Articulate the college achievement agenda that is shared and known by all in the school community and overtly and rigorously enacted. "Literacy, Numeracy, Enrichment and Attendance within whole school pedagogical framework including Deep Learning" <p><u>Analyse and Reflecting on Student Data</u></p> <ul style="list-style-type: none"> Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention (as per school data plan). Further develop teacher expertise in data analysis to inform effective teaching and learning. Including the use of 'The learner First' student & parent profiles. <p><u>ACARA / CARF Priorities</u></p> <ul style="list-style-type: none"> Align and embed Australian Curriculum in all Learning Areas (Version 9)– including creating a roadmap 7- 10 and future pathways ATAR/IB/VET. Continue to provide STEM(M) curriculum and opportunities for all students – including opportunities for primary feeder students Cross-curricula priorities embedded. Ensure systematic curriculum delivery and whole school curriculum plan continues to be comprehensively planned (meeting DoE requirements) and enacted by all teachers. <p>➤ At Brisbane South State Secondary College we have a 100% A to C achievement target for all students, for all subjects.</p> <p><u>Literacy (Reading & Writing) Priority</u></p> <ul style="list-style-type: none"> Develop Reading & Writing action plan and professional development plan for all teachers to ensure focused literacy strategies are taught consistently across all classes and KLAs (Use of the Inquiry Cycle to inform 2024 planning and strategies). <p><u>Numeracy Priority</u></p> <ul style="list-style-type: none"> 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 (Use of the Inquiry Cycle to inform 2024 planning and strategies – including imbedding key actions from independent coach Rob Proffit-White). Implement strategies and resourcing to support Numeracy focus in all classes and faculties. <p><u>Pedagogical Framework including (Deep Learning)</u></p> <ul style="list-style-type: none"> Embed an overarching Curriculum Framework & Instructional Framework. 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 (Use of the Inquiry Cycle to inform 2024 planning and strategies). Deep Learning team to drive strategic whole school Deep learning agenda & Professional learning. 	<p>Executive Leadership Team</p> <p>Junior Secondary / Senior Secondary Teams</p> <p>Leadership Team</p> <p>Leadership Team</p> <p>Deputy Principal (RJ) Deputy Principal (ME)</p> <p>Literacy Committee</p> <p>Numeracy Committee</p> <p>Deputy Principal (KL)</p> <p>Deep Learning Committee</p>

		<ul style="list-style-type: none"> • Implement and embed Deep Learning as framework to ensure 'deep learning / higher order thinking' across all faculties. • Continue to use the 'Collaborative Inquiry Cycle' within the Deep learning framework as a tool to support collaborative planning, moderation and review. • Strategic Leadership plans detailing use of the Learning Design Rubrics in all faculty areas – including classroom observations, feedback & coaching (Engaging 'The new standard'). <p><u>Moderation</u></p> <ul style="list-style-type: none"> • Continue to implement key strategies to ensure success for all students using moderation as a tool to reflect, adjust and refine teaching and learning. • Continue to implement & explore additional opportunities for inter and intra-school moderation processes ensuring sound assessment practice. <p><u>Highly Able /G&T students</u></p> <ul style="list-style-type: none"> • Ensure a variety of processes are in place for the identification of possible U2B students / including G&T students identified. • Implement whole school strategies and programs –including professional learning & development of teacher capabilities to cater for the ability levels and optimal learning for these students (differentiated teaching, Selective entry programs & Deep Learning). • Continue to explore additional selective programs and opportunities with key partners including The University of Qld. • Embed differentiation strategies across years 7-10 using diagnostic assessment processes, inquiry and ACARA recommendations – including acceleration possibilities. <p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> • Complete a thorough interrogation of students previous NAPLAN data -in preparation for 2024 NAPLAN. • Continue to implement NAPLAN (online)action strategy with a focus on improving Reading, Numeracy and U2B where required - and setting high performance targets for entire cohort. • Target 100% of students at NMS in all three NAPLAN areas. <p><u>Global Schools Strategy</u></p> <ul style="list-style-type: none"> • Ongoing development and implementation of languages Chinese & Spanish (LOTE) Junior Secondary. • Imbed intercultural opportunities both in curricula & extra-curricular activities school wide – possible virtual connections with key educational/ international agencies to value add and further develop languages @ BSSSC. • Continue to engage EQi DoE accreditation processes including school networks. • Continue to create opportunities for both Educational leader & Student Study Tours. • Continue to prepare for opportunities for BSSSC students to engage in study tours abroad. <p><u>Curriculum Teaching and Learning/Education Improvement Unit</u></p> <ul style="list-style-type: none"> • Continue to review whole school strategies to ensure key indicators from the Education Improvement unit are met and exceeded (Utilising the National School Improvement Tool & School Improvement Hierarchy). 	<p>Heads of Department Curriculum</p> <p>Head of Department (Inclusive Practices)</p> <p>Deputy Principal (RJ)</p> <p>Deputy Principal (ME)</p> <p>Executive Leadership Team</p>
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Wellbeing & Engagement	<p>Supporting Student & Staff wellbeing</p> <p>Creating proactive and deliberately planned responses to individual and whole of school support needs.</p> <p>Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes.</p> <p>Partnerships</p> <p>Creating partnerships between students, parents, schools and communities to enhance student learning and wellbeing.</p>	<p><u>Best Practice, including Alignment and Consistency</u></p> <ul style="list-style-type: none"> • Whole school approach to Positive Behaviour for Learning (PBL –students) and staff well-being. • Continue to develop unique well-being opportunities – including implement processes to support and monitor staff and personal wellbeing. • Continue to develop opportunities to work with regional support staff and services. • Develop opportunities for schools to work together to share knowledge and resources. • Implement the recommendations from the Education Improvement Branch as required. <p><u>Transition</u></p> <ul style="list-style-type: none"> • Develop mutually satisfying partnerships with local primary schools. • Create unique ‘The Learner First’ approaches to student transition. • Develop a range of locally pertinent communication strategies that enable the sharing of information. <p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Develop partnerships within and beyond the school that support student learning. • Continue to implement and promote the GP in schools initiative as per Government guidelines. • Continue to develop and implement the full service school model with UQ Health. • Embrace opportunities to collaborate with local communities. • Work with regional support services to support and sustain school improvement. <p><u>Parent and Community Engagement Strategy</u></p> <ul style="list-style-type: none"> • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement. • Use multiple communication channels to communicate with parents eg email, Student Management System (DayMap), Facebook, Twitter, telephone, web portal and letter. • 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. • Actively seek and develop a wide range of community partnerships through PACE strategies. <p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> • Use the opinion survey key indicators to ensure outcomes for all students, Parents & staff. 	<p>Deputy Principal (KL) & PBL Committee</p> <p>Deputy Principal (RJ) & Head of Department Junior Secondary</p> <p>Deputy Principal (KL) & Guidance Officer</p> <p>Executive Leadership Team</p>