

# 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** 

**P&C President** 

16/02/2024 16/02/2024

FOCUS AREA	SCHOOL PRIORITIES 2024	STRATEGIES AND ACTIONS 2024	WHO
Educational Achievement	<ul> <li>Knowing the students</li> <li>Meeting the Learners Needs</li> </ul>	<ul> <li>'The new standard' - Every student Succeeding through 'Equity &amp; Excellence</li> <li>Implement strategies to cater for students' academic, social and emotional needs Years 7-10.</li> <li>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.</li> </ul>	Executive Leadership Team
	Generating evidence of student learning by learning together to measure, understand and strengthen the impact of actions.	<ul> <li>Every Student Attending – 'Every Day Counts'</li> <li>Analyse trends in student attendance and implement strategies to ensure every student every day is attending or non-attendance is 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>	Junior Secondary / Senior Secondary Teams
	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.	Explicit Achievement Agenda  • 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"	Leadership Team
		<ul> <li>Analyse and Reflecting on Student Data</li> <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>Further develop teacher expertise in data analysis to inform effective teaching and learning. Including the use of 'The learner First' student &amp; parent profiles.</li> </ul>	Leadership Team
	Develop Professional     Knowledge	ACARA / CARF Priorities  • 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	Deputy Principal (RJ) Deputy Principal (ME)
	Develop Professional Practice	<ul> <li>Continue to provide 31 EN(N) curriculum and opportunities for all students – including opportunities for primary reeder 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>	
	<ul> <li>Develop Professional Engagement</li> </ul>	> At Brisbane South State Secondary College we have a 100% A to C achievement target for all students, for all subjects.	
	Focusing on systematic curriculum delivery, effective pedagogical practices and expert teaching teams to inform next steps for students and teachers.	Literacy (Reading & Writing) Priority  • 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).	Literacy Committee
		<ul> <li>Numeracy Priority</li> <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 (Use of the Inquiry Cycle to inform 2024 planning and strategies – including imbedding key actions from independent coach Rob Proffit-White).</li> </ul>	Numeracy Committee
		Implement strategies and resourcing to support Numeracy focus in all classes and faculties.      Pedagogical Framework including (Deep Learning)	Deputy Principal (KL)
		<ul> <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 (Use of the Inquiry Cycle to inform 2024 planning and strategies).</li> </ul>	Deep Learning Committee
		Deep Learning team to drive strategic whole school Deep learning agenda & Professional learning.	

In Implement and embed Deep Learning as tramework to ensure (deep learning hipper order thinking across all faculties.) Continue to use the 'Collaborative Inquity Opcide' within the Deep learning framework as a tool to support oilaborative planning, moderation and review.  Strategic Leadership plans detailing use of the Learning Design Rubrics in all faculty areas – including classroom observations, feetback & coaching (Engaging The new standard).  Moderation 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.  Highly Able (R&T students 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 levies and optimal learning for these students (differentiated stacking, Selective entry programs & Deep Learning).  Enhanced differentiation strategies across years 7-10 using diagnostic assessment processes, inquiry and ACARA recommendations – including socieleration possibilities.  NAPLAN Strategy Complete a through interrogation of students previous NAPLAN stats –in preparation for 2024 NAPLAN. Complete a through the programs and useness previous NAPLAN stats –in preparation for 2024 NAPLAN. Complete a through the programs of a lausens previous NAPLAN stats –in preparation for 2024 NAPLAN. Complete a through the programs of a lausens previous NAPLAN stats –in preparation for 2024 NAPLAN. Complete a through the programs of a lausens previous NAPLAN stats –in preparation for 2024 NAPLAN. Complete or programs –including acceleration processes including societies of the programs of		
Curriculum  Curri	<ul> <li>Continue to use the 'Collaborative Inquiry Cycle' within the Deep learning framework as a tool to support collaborative planning, moderation and review.</li> <li>Strategic Leadership plans detailing use of the Learning Design Rubrics in all faculty areas – including classroom observations,</li> </ul>	
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.  NAPLAN Strategy  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.  Global Schools Strategy 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 prepare for opportunities for bSSSC students to engage in study tours abroad.  Curriculum Teaching and Learning/Education Improvement Unit Continue to review whole school strategies to ensure key indicators from the Education Improvement unit are met and exceeded	<ul> <li>Continue to implement key strategies to ensure success for all students using moderation as a tool to reflect, adjust and refine teaching and learning.</li> <li>Continue to implement &amp; explore additional opportunities for inter and intra-school moderation processes ensuring sound</li> </ul>	•
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		Developing Performance Framework	
Capability	Employee performance, professional development and recognition  Developing professional practice collaboratively and contributing to the learning of others.	<ul> <li>Embed the APR / 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>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'.</li> <li>Mentor and Coaching Program.</li> <li>Continue to implement processes to support and monitor staff and personal wellbeing.</li> <li>Networks</li> <li>Engage in quality professional development and professional sharing. Foster participation of whole of leadership team in improvement via discussions and participation.</li> </ul>	Executive Leadership Team
		<ul> <li>IB&amp; Senior Schooling Planning and preparation</li> <li>Mapping our curriculum offerings to IB requirements / continuing the IB accreditation process, including the recruitment of key staff to lead.</li> </ul>	Deputy Principal (ME)
Culture & Inclusion	Every student with disability succeeding  Every Aboriginal and Torres Strait	<ul> <li>Transition to Junior Secondary</li> <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> </ul>	Deputy Principal (RJ) & Head of Department Junior Secondary
	Islander student succeeding  Promoting, maintaining, and taking action on the expectation that all students will learn successfully.	<ul> <li>Collaborative Teaching</li> <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>	Head of Department (Inclusive Practices)
	The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school.	Student Advocacy Continue to implement consistent processes to provide, record, monitor and moderate intervention for students within the four categories of NCCD (physical, sensory, cognitive and social/emotional). Utilise One School functionality to ensure data accurately reflects school support provided for NCCD. Implement systems to provide targeted intervention (Student Advocacy Committee). Consult, share and collaborate on student learning and response to intervention (focused and intensive tiered students). Continue to implement "Advocate" structure to support every student succeeding – including indigenous & EALD. Continue to communicate school definition of success to all learning partners.	Student Advocacy Committee
		<ul> <li>Whole School Approach to Differentiated Teaching and Learning</li> <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) – ensuring an explicit focus on 'precise teaching'.</li> <li>Develop capacity of all staff to support specific needs of student cohort through general and targeted PD.</li> </ul>	Head of Department (Inclusive Practices)
		<ul> <li>Inclusive Environment</li> <li>Use and create a space that is reflective of our student diversity.</li> <li>Continue to inform and support staff to use key spaces and resources with accessible tools and resources for student regulation, engagement, access and success.</li> <li>Create &amp; utilise shared safe spaces for students.</li> </ul>	

		Continue to work with regional staff and services in delivering inclusive practices by design.	
		Creating a Unique Culture	
		As an 'Outstanding' school, continue to implement processes of quality assurance whereby we all strive to be a self-confident, self reflective community in which learning is interactive and permanent. 'The new standard'	Executive Leadership Team
	Supporting Student & Staff wellbeing  Creating proactive and deliberately	Best Practice, including Alignment and Consistency  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.	Deputy Principal (KL) & PBL Committee
& Engagement	planned responses to individual and whole of school support needs.  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.	Transition  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.  Partnerships 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.	Deputy Principal (RJ) & Head of Department Junior Secondary  Deputy Principal (KL) & Guidance Officer
Wellbeing &	Partnerships	Parent and Community Engagement Strategy  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.  Opinion Survey Priorities	Executive Leadership Team
	Creating partnerships between students, parents, schools and communities to enhance student learning and wellbeing.	Use the opinion survey key indicators to ensure outcomes for all students, Parents & staff.	