

Brisbane School of Distance Education Annual Implementation Plan 2024

Each student succeeding through excellence in virtual learning



Educational achievement



Wellbeing and engagement



Culture and inclusion

School Priorities

Priorities	Strategies	Measurable/desired outcomes
<p>Successful Learners</p> <p>Fostering purposeful student engagement</p>	<ul style="list-style-type: none"> Enhance wellbeing across the school community by sharpening the focus on positive relationships and relational pedagogy through: <ul style="list-style-type: none"> promoting role of relational pedagogy through staff and student forums consolidate the Connect program to support age-appropriate student social and emotional growth and wellbeing. Embed in full the inclusive education policy: <ul style="list-style-type: none"> scan and assess current inclusive practices to inform further development review the assessment and reporting data of identified student groups to inform targeted intervention and support through student services use evidence of learning and assessment data to identify groups and individuals who require tailored supports and differentiated teaching and learning (including extension). Refine the use of wellbeing data (student voice, School Opinion Survey (SOS) and external sources) to evaluate student wellness and inform strategy Identify additional opportunities celebrate student success in curricular and extra-curricular settings Enhance differentiated teaching practices to improve teacher understanding of individuals and cohorts through knowing your students: Refine the current student induction program to enhance learning readiness in the online environment Embed the consistent use of data practices to support teachers getting to know their students and create responsive teaching and learning practices. Refine processes around student attendance, tailored supports, class engagement, assessment submission and cocurricular involvement: <ul style="list-style-type: none"> implement agreed attendance and submission of work processes develop explicit focus on evidence of student learning occurring in every lesson. Review case management strategies to identify areas of improvement to enhance student support, the provision of appropriate and timely interventions and feedback to stakeholders 	<ul style="list-style-type: none"> Student attendance above 85% Student Effort Grades A–C above 85% Student Submission of Work above 90% Wellbeing Survey reflects general improvement School Opinion Survey – Student <ul style="list-style-type: none"> All School Culture above SDE and QSS means All Teaching and Learning above SDE and QSS means Students achieving C and Above in English 80% Students achieving C and Above in Mathematics 75% Students achieving A or B in English 50% students achieving A or B in Mathematics 45% Learning Area results A to C >75% Learning Area results A to B > 50% QCE / QCIA 100% Next Step – Proportion of Students NILFET <5% Parity of above outcomes between First Nations and all Students
<p>Innovative Teaching</p> <p>Designing inspiring learning experiences for a virtual environment</p>	<ul style="list-style-type: none"> Consolidate teacher’s understanding and enact the Teaching and Learning at BrisbaneSDE Model with a focus on identification of consistent pedagogical practices in all levels of planning and lesson delivery Sharing of pedagogical practices in professional forums Differentiate pedagogical practices to provide equitable opportunities for all students through: <ul style="list-style-type: none"> planning for learner variability throughout the teaching cycle promote high-impact teaching strategies and pedagogical practices responsive to student needs to enhance engagement Promote opportunities to enable planned collaboration between class teachers, connect and differentiation teachers, GOs and other support staff etc. Refine assessment strategies to ensure equitable access for all students Facilitate appropriate access to technologies and emerging digital opportunities that support all students to achieve Ensure the school’s facility enables excellence in virtual learning 	<ul style="list-style-type: none"> Enactment of the Teaching and Learning model is consistently evident in curriculum planning and lesson observations 100% Teaching staff participate in collaborative curriculum and pedagogy planning 100% Unit plans evidence planning for learner variability including tailored supports School Opinion Survey – Student responses are above SDE and QSS means: <ul style="list-style-type: none"> My teachers help me with my schoolwork when I need it. 94.8% > 93.8% My teachers provide me with useful feedback about my school work. 88.2% > 93% I understand how I am assessed at my school. 89.2% > 94% School Opinion Survey – Teacher responses are above SDE and QSS means: <ul style="list-style-type: none"> I receive useful feedback about my work at this school. 90.2% > 95% I modify my teaching practice after reviewing student assessment data. 100% Students are interested in their schoolwork. 89% > 94% Enactment of differentiated pedagogical practices in planning and lesson observations All adopted technologies demonstrate identifiable benefits to stakeholder groups Staff, Caregivers and Students express satisfaction with the new facility

School Priorities

Priorities	Strategies	Measurable/desired outcomes
Quality Curriculum Delivering inclusive, contextual and future-focused education	<ul style="list-style-type: none"> Consolidate quality assurance and curriculum, aligning to the CARF with a focus on: <ul style="list-style-type: none"> continued implementation of the Australian curriculum v9 alignment of moderation and assessment processes implementation of the revised Senior Syllabi embedding reasonable adjustments through tailored supports and differentiation in all three levels of planning Consolidate the inclusion and resourcing of general capabilities and cross-curricula priorities across all units for subject areas in P–10 Embed literacy practices including use of monitoring tools to support each student's progression in each learning area. Investigate, refine and plan pathway options and transition processes from K–12 	<ul style="list-style-type: none"> Curriculum is aligned with the Queensland Kindergarten Learning Guidelines, the Australian Curriculum and Senior Syllabuses, Australian Qualifications Framework and industry Training Packages P–10 Australian Curriculum v9 is implemented fully by 2027, as intended Applied Syllabi are revised and implemented by 2025 QCAA quality assurance processes validate decision making Intended curriculum is enacted NCCD, diagnostic and PAT data plus evidence of student work triangulated to support reasonable adjustments as evidenced in Personalised Learning Plans Analysis of student responses to differentiated, focused and/or intensive teaching informs ongoing support and is documented in support provisions each term Faculty Action Plans include explicit strategies to improve student literacy QCE attainment indicates the school is offering sufficient and appropriate VET and Applied options
Enhanced Capability Upholding commitment to continuous improvement	<ul style="list-style-type: none"> Consolidate line management practices to facilitate a culture of professional learning through: <ul style="list-style-type: none"> regular review of action plans, APRs and professional development plans data informed decision making. Refine the Professional Learning Plan to build staff capability in: <ul style="list-style-type: none"> planning collaboratively for learner variability and engagement refine professional learning processes to maximise the learning of all staff across the school. Refine explicit improvement targets and align with all levels of planning across the school such as HoS and Faculty plans Enhance staff capability to enact consistent processes aligned to the School Data Plan Enhance sharing of practice within SLT and faculty meetings 	<ul style="list-style-type: none"> Structures and processes are in place to optimise collaboration to meet diverse staff need School Opinion Survey – Staff development responses are above SDE and QSS means: <ul style="list-style-type: none"> I have access to relevant professional development. I receive useful feedback about my work. The school encourages coaching and mentoring activities. All staff engage in the APDP process. Strategic and operational documents across all levels of planning align. All staff express confidence in analysing relevant data sets to inform strategy. 100% of teachers develop one APDP goal linked to the T&L model. 100% teaching staff have been observed in a lesson using the Teaching and Learning model. 80% of SLT and faculty meetings have a sharing of practice.
Productive Partnerships Collaborating with families and educational networks	<ul style="list-style-type: none"> Continue to develop the Schools of Distance Education Networks as a professional learning community: <ul style="list-style-type: none"> consolidate the profile of the school in the Australian Association of Distance Education Schools through committee involvement and participation in research projects engage with other Queensland SDEs in collaborative professional learning. Consolidate the profile of the school through actively participating in regional and state-wide activities Consolidate avenues to enhance the active involvement of home-based and school-based supervisors in the learning process Develop further opportunities to proactively engage with external stakeholders and service providers to support students and families Investigate opportunities and develop mutually beneficial professional relationships with the tertiary sector with a focus on virtual learning 	<ul style="list-style-type: none"> All members of Executive team engage in sharing of practice across SDE Network Active engagement through conference presenting, community of practice, committee involvement in AADES and Statewide/Regional activity School-based supervisors report satisfaction with school services and processes as evidence by annual school survey Parents and Caregivers express satisfaction with school communication and parental/caregiver engagement as evidenced through SOS Parent/Caregiver responses above SDE and QSS means: <ul style="list-style-type: none"> The school keeps me well informed. The school works with me to support my child's learning. The school asks for my input. The school takes parents' opinions seriously. Increase opportunities with tertiary institutions to enhance pedagogical practice Increased engagement with external stakeholders and service providers in the provision of student support
Efficient Operations Maximising resources with strategic foresight	<ul style="list-style-type: none"> Investigate the suitability of programs and adopt applications as they become available to improve school efficiencies Consolidate QLearn and One School as the school's primary platforms Embed the digitisation of the enrolments process for operational efficiency Refine the school's calendar formulation to ensure accuracy to support school planning Refine communication and consultation processes around school wide decision making to ensure clarity and transparency Routinely review roles and responsibilities across the school in the context of the school's relocation 	<ul style="list-style-type: none"> Staff express satisfaction with data processes through internal survey Improve data efficiencies across the school as products evolve and become available Average time between enrolment submission and program participation is reduced School's calendar accurately displays all relevant school activities Parents and Caregivers express satisfaction with school communication and parental/caregiver engagement as evidenced through SOS Parent/Caregiver responses above SDE and QSS means: <ul style="list-style-type: none"> The school keeps me well informed. Staff express satisfaction with school communication and consultation as evidenced through SOS Staff responses above SDE and QSS means: <ul style="list-style-type: none"> The school keeps me well informed about things that are important to my work. This school takes staff opinions seriously. Budget processes and use of discretionary funding is transparent and meets the needs of the school Staff recognise that the school seeks to improve practice as evidenced by SOS Staff above SDE and QSS means: <ul style="list-style-type: none"> This school looks for ways to improve.

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

John Brew – Executive Principal

Date: 22/2/24

Andrew Oliver – School Supervisor

Date: 21 February 2024