

# Brisbane School of Distance Education School Strategic Plan 2024–27

## School profile

Brisbane School of Distance Education is a world leader in the delivery of virtual learning to a student population of approximately 3500 students. Through the innovative use of digital technology, the school provides cutting edge daily live group lessons including support materials with a focus on Each Student Succeeding.

Brisbane School of Distance Education has a unique heritage of scholarship and innovation. This is exemplified by our talented and optimistic students, dedicated expert staff, and a supportive community of parents and schools, who value the finest traditions and aspirations in education. In partnership with families and schools; the school's responsibility is to develop in our students the capacity to engage with and respond to their world with wisdom, imagination and creativity.

The school is based in Brisbane, teaching students in all enrolment categories from Kindergarten to Year 12. We offer extensive educational services and programs including the state-wide eKindy program, Australian Curriculum and a wide range of Senior Secondary subjects for students across Queensland, Australia and the world. In everything we do at BrisbaneSDE, we are passionate about providing highly engaging learning opportunities for each student with a focus on Innovation, Inspiration and Inclusion.

We aim to create a powerful whole school infrastructure where meaningful, collaborative professional teams engage in constructive dialogue, reflect on practice and take collective responsibility for the improvement of all student learning. At the heart of the school, and at the core of all that we do, are the young people in our care.

A BrisbaneSDE education recognises the particular strengths and needs of each individual student, seeking to draw out the very best in each one of them.

## Vision Statement

*Each student succeeding through ...*

### our VISION

Excellence in virtual learning

### our MISSION

Providing highly engaging learning opportunities for each student to succeed through innovation, inspiration and inclusion

### our VALUES

Enhancing each student's learning and wellbeing through working collaboratively and strengthening our collective capacity with families and the community



Educational achievement



Wellbeing and engagement



Culture and inclusion



## School review key improvement strategies

### 1. An explicit improvement agenda

Communicate higher levels of specificity, including precise actions and milestones, to support staff members to fully understand and commit to the school's vision of 'Excellence in virtual learning'.

### 2. Effective pedagogical practices

Consolidate teachers' understanding of the Teaching and Learning Model through further capability development together with a systematic approach to observation and feedback, to foster the consistent use of high-quality pedagogical practices aligned to excellence in virtual learning.

### 3. Systematic curriculum delivery

Align units to the Australian Curriculum (AC) across faculties and cohorts, using agreed tools and the participation of leaders, to ensure students access their full entitlement to the curriculum.

### 4. An explicit improvement agenda

Sharpen and communicate explicit improvement targets for student learning and engagement, and determine school-wide mechanisms to focus attention on, and progress towards, improving Levels of Achievement (LOA).

### 5. Analysis and discussion of data

Systematically enact agreed processes for the consistent and rigorous analysis of relevant data sets at sector and faculty levels, to inform strategies that target improvement in LOAs.

## School Priorities

Priorities	Strategies	Review Strategy	24	25	26	27	Measurable/Desired outcomes by 2027
<b>Successful Learners</b> Fostering purposeful student engagement	<ul style="list-style-type: none"> <li>Enhance wellbeing across the school community:                             <ul style="list-style-type: none"> <li>Sharpen the focus on positive relationships and relational pedagogy</li> <li>Embed in full the inclusive education policy</li> <li>Consolidate targeted intervention and support through student support services</li> <li>Refine the use of wellbeing data to evaluate student wellness and to inform strategy</li> <li>Develop processes to ensure that student voice and agency is valued and informs school strategy</li> <li>Embed celebrations of success across the school</li> </ul> </li> <li>Enhance differentiated teaching practices to improve teacher understanding of individuals and cohorts through knowing your students:                             <ul style="list-style-type: none"> <li>Refine the school's student Induction Programs to ensure learning readiness in the online environment</li> <li>Consolidate the Connect program to support student social and emotional growth and wellbeing</li> <li>Collaboratively review and sharpen the use of data practices and processes to support teachers getting to know their students and create responsive teaching and learning practices</li> <li>Refine transition and pathways processes across K-P, Years 6-7, JET-P, SET-P and post school</li> <li>Develop and refine processes around student attendance, tailored supports, class engagement, assessment submission and cocurricular involvement</li> <li>Review wrap-around services to enhance student support, the provision of appropriate and timely interventions and feedback to stakeholders</li> <li>Develop targeted processes for First Nations students through the enactment of the Reconciliation Action Plan and dedicated staff provision</li> </ul> </li> </ul>	1	D R/I I/E D D I/E	I I E I E	E E E/R E E/R	R R R R R R	<ul style="list-style-type: none"> <li>Student attendance above 85%</li> <li>Student Effort Grades A-C above 85%</li> <li>Student Submission of Work above 90%</li> <li>Wellbeing Survey reflects general improvement</li> <li>School Opinion Survey – Student:                             <ul style="list-style-type: none"> <li>School Culture above SDE and QSS means</li> <li>Teaching and Learning above SDE and QSS means</li> </ul> </li> <li>Students achieving C and Above in English 80%</li> <li>Students achieving C and Above in Mathematics 75%</li> <li>Students achieving A or B in English 50%</li> <li>Students achieving A or B in Mathematics 45%</li> <li>Learning Area results A to C &gt;75%</li> <li>Learning Area results A to B &gt; 50%</li> <li>QCE/QCIA 100%</li> <li>Next Step – Proportion of Students NILFET &lt;5%</li> <li>Parity of above outcomes between First Nations and all Students</li> </ul>
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		1, 4, 5	D	I	E	R	
<b>Innovative Teaching</b> Designing inspiring learning experiences for a virtual environment	<ul style="list-style-type: none"> <li>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</li> <li>Differentiate pedagogical practices to provide equitable opportunities for all students through:                             <ul style="list-style-type: none"> <li>planning for learner variability – from initial planning throughout the teaching cycle</li> <li>enhancing student engagement</li> <li>formalising opportunities for collaboration between class and differentiation teachers, guidance officers, and other support staff</li> <li>embedding assessment strategies aligned to the teaching and learning cycle and responsive to individual need to allow for a demonstration of learning.</li> </ul> </li> <li>Investigate asynchronous learning options, complementing the school's model of synchronous learning.</li> <li>Facilitate appropriate access to technologies and emerging digital opportunities that support all students to learn and achieve</li> <li>Investigate design options for a new facility that will enable excellence in virtual learning</li> </ul>	1, 2, 3, 4, 5	I	I/E	E/R	R	<ul style="list-style-type: none"> <li>Enactment of the Teaching and Learning model is consistently evident in curriculum planning and lesson observations</li> <li>100% teaching staff participate in collaborative curriculum and pedagogy planning</li> <li>100% unit plans evidence planning for learner variability including tailored supports</li> <li>School Opinion Survey – Student responses are above SDE and QSS means:                             <ul style="list-style-type: none"> <li>My teachers help me with my schoolwork when I need it.</li> <li>My teachers motivate me to learn.</li> <li>My teachers provide me with useful feedback about my school work.</li> <li>I understand how I am assessed at my school.</li> </ul> </li> <li>School Opinion Survey – Teacher responses are above SDE and QSS means:                             <ul style="list-style-type: none"> <li>I receive useful feedback about my work at this school.</li> <li>I modify my teaching practice after reviewing student assessment data.</li> <li>Students are interested in their schoolwork.</li> </ul> </li> <li>Enactment of differentiated pedagogical practices in planning and lesson observations</li> <li>All adopted technologies demonstrate identifiable benefits to stakeholder groups</li> <li>Staff, Caregivers and Students express satisfaction with the new facility</li> </ul>
		1, 2, 4, 5	I	I/E	E/R	R	
		1, 2	R/I	R/I	R/I	R/I	
		2	D/I	I	I/E	E/R	
<b>Quality Curriculum</b> Delivering inclusive, contextual and future-focussed education	<ul style="list-style-type: none"> <li>Consolidate quality assurance and curriculum, aligning to the CARF including:                             <ul style="list-style-type: none"> <li>Collaborative curriculum planning</li> <li>Validation of unit plans / TLAPs / TAS</li> <li>Three levels of planning</li> <li>Moderation practices</li> <li>Assessment endorsement.</li> </ul> </li> <li>Embed the inclusion and resourcing of general capabilities and cross-curricula priorities across all units for subject areas P-10</li> <li>Consolidate processes that facilitate reasonable adjustments to provide equitable access to curriculum and assessment, to align with differentiation strategies enacted in teaching and learning</li> <li>Embed literacy practices and processes across the school to support each student to progress on the literacy continuum</li> <li>Review curriculum pathway options to support progression and transition from K to 12</li> </ul>	3	D	I	E	R	<ul style="list-style-type: none"> <li>Curriculum is aligned with the Queensland Kindergarten Learning Guidelines, the Australian Curriculum and Senior Syllabuses, Australian Qualifications Framework and Industry Training Packages</li> <li>P-10 Australian Curriculum V9 is implemented fully by 2027, as intended</li> <li>Applied Syllabi are revised and implemented by 2025</li> <li>QCAA quality assurance processes validate decision making</li> <li>Intended curriculum is enacted</li> <li>NCCD, diagnostic and PAT data plus evidence of student work triangulated to support reasonable adjustments as evidenced in Personalised Learning Plans</li> <li>Analysis of student responses to differentiated, focused and/or intensive teaching informs ongoing support and is documented in support provisions each term.</li> <li>Faculty Action Plans include explicit strategies to improve student literacy data.</li> <li>QCE attainment indicates the school is offering sufficient and appropriate VET options</li> </ul>
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## School Priorities

Priorities	Strategies	Review Strategy	24	25	26	27	Measurable/Desired outcomes by 2027
<b>Enhanced Capability</b> Upholding commitment to continuous improvement	<ul style="list-style-type: none"> <li>Embed collaborative planning practices to facilitate tailored supports to curriculum, pedagogy and assessment to meet the needs of learner variability</li> <li>Further develop peer to peer strategies to enhance staff capability</li> <li>Consolidate line management practices to facilitate a culture of professional learning through:                             <ul style="list-style-type: none"> <li>regular review of action plans and professional development plans</li> <li>data informed decision making.</li> </ul> </li> <li>Refine the Professional Learning Plan to ensure:                             <ul style="list-style-type: none"> <li>professional development is responsive, differentiated and agile enhancing individual and collective efficacy</li> <li>staff attending professional learning to maximise access to learning across the school through a feedback loop</li> <li>data is collected that measures the impact of professional learning on individual and collective efficacy.</li> </ul> </li> <li>Refine explicit improvement targets and align with all levels of planning across the school e.g., Action Plans align with AIP</li> <li>Enhance staff capability to enact agreed processes in the School Data Plan for consistent and rigorous analysis of relevant data sets at sector and faculty levels to inform strategies that target improvement in LOAs</li> </ul>	2	I	I/E	E/R	R	<ul style="list-style-type: none"> <li>Structures and processes are in place to optimise collaborative processes to meet the need of staff variability</li> <li>School Opinion Survey – Staff:                             <ul style="list-style-type: none"> <li>Staff Development responses are above SDE and QSS means:                                     <ul style="list-style-type: none"> <li>I have access to relevant professional development.</li> <li>I receive useful feedback about my work.</li> </ul> </li> <li>The school encourages coaching and mentoring activities.</li> </ul> </li> <li>All staff engage in the APDP process</li> <li>Strategic and operational documents across all levels of planning align</li> <li>All staff express confidence in analysing relevant data sets to inform strategy</li> <li>100% of teachers develop one APDP goal linked to the T&amp;L model</li> <li>100% teaching staff have been observed in a lesson using the Teaching and Learning model</li> <li>80% of SLT and faculty meetings have a sharing of practice</li> </ul>
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5	E/R	E/R	E/R	E/R			
<b>Productive Partnerships</b> Collaborating with families and educational networks	<ul style="list-style-type: none"> <li>Continue to develop the Schools of Distance Education Network as a professional learning community</li> <li>Consolidate the profile of the school in the Australian Association of Distance Education Schools (AADES) through committee involvement and participation in research projects</li> <li>Consolidate the profile of the school through actively participating in regional and state-wide activities to leverage systemic support</li> <li>Investigate and develop avenues to enhance the active involvement of home-based and school-based supervisors in the learning process</li> <li>Develop structured forums with parents and caregivers to garner feedback and voice to inform direction and strategy</li> <li>Develop further opportunities to proactively engage with external stakeholders and service providers to support students and families</li> <li>Investigate opportunities and develop mutually beneficial professional relationships with the tertiary sector with a focus on virtual learning</li> </ul>	I	E	E/R	R	<ul style="list-style-type: none"> <li>All members of Executive team engage in sharing of practice across SDE Network</li> <li>Active engagement through conference presenting, community of practice, committee involvement in AADES and Statewide/Regional activity</li> <li>School based supervisors report satisfaction with school services and processes as evidenced by annual school survey</li> <li>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"> <li>The school keeps me well informed.</li> <li>The school works with me to support my child's learning.</li> <li>The school asks for my input.</li> <li>The school takes parents' opinions seriously.</li> </ul> </li> <li>Increase opportunities with tertiary institutions to enhance pedagogical practice</li> <li>Increased engagement with external stakeholders and service providers in the provision of student support</li> </ul>	
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n/a	n/a	n/a	n/a				
<b>Efficient Operations</b> Maximising resources with strategic foresight	<ul style="list-style-type: none"> <li>Investigate the suitability of programs and adopt applications as they become available to improve efficiency in data processes</li> <li>Consolidate QLearn and OneSchool as the school's primary platforms</li> <li>Embed the digitisation of the enrolments process for operational efficiency</li> <li>Refine the school's calendar formulation to ensure accuracy to support school planning</li> <li>Refine communication and consultation processes around school wide decision making to ensure clarity and transparency</li> <li>Routinely review roles and responsibilities across the school to meet emerging challenges and student need</li> </ul>	n/a	n/a	n/a	n/a	<ul style="list-style-type: none"> <li>Staff express satisfaction with data processes through internal survey</li> <li>Improve data efficiencies across the school as products evolve and become available</li> <li>Average time between enrolment submission and program participation is reduced</li> <li>School's calendar accurately displays all relevant school activities</li> <li>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"> <li>The school keeps me well informed.</li> </ul> </li> <li>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"> <li>The school keeps me well informed about things that are important to my work.</li> <li>This school takes staff opinions seriously.</li> </ul> </li> <li>Budget processes and use of discretionary funding is transparent and meets the needs of the school</li> <li>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"> <li>This school looks for ways to improve.</li> </ul> </li> </ul>	
		n/a	n/a	n/a	n/a		
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		n/a	n/a	n/a	n/a		