



# Strategic Plan 2017–2020

## Brisbane School of Distance Education



“Each student succeeding through Innovation, Inspiration and Inclusion”

# The School of the Future

## Brisbane School of Distance Education

### Strategic Plan 2017 – 2020



## Our Primary Purpose

### Each student succeeding through ...

#### Our Vision

- To be The School of the Future

#### Our Mission

- To provide highly engaging learning opportunities for each student with a focus on **Innovation**, **Inspiration** and **Inclusion**.

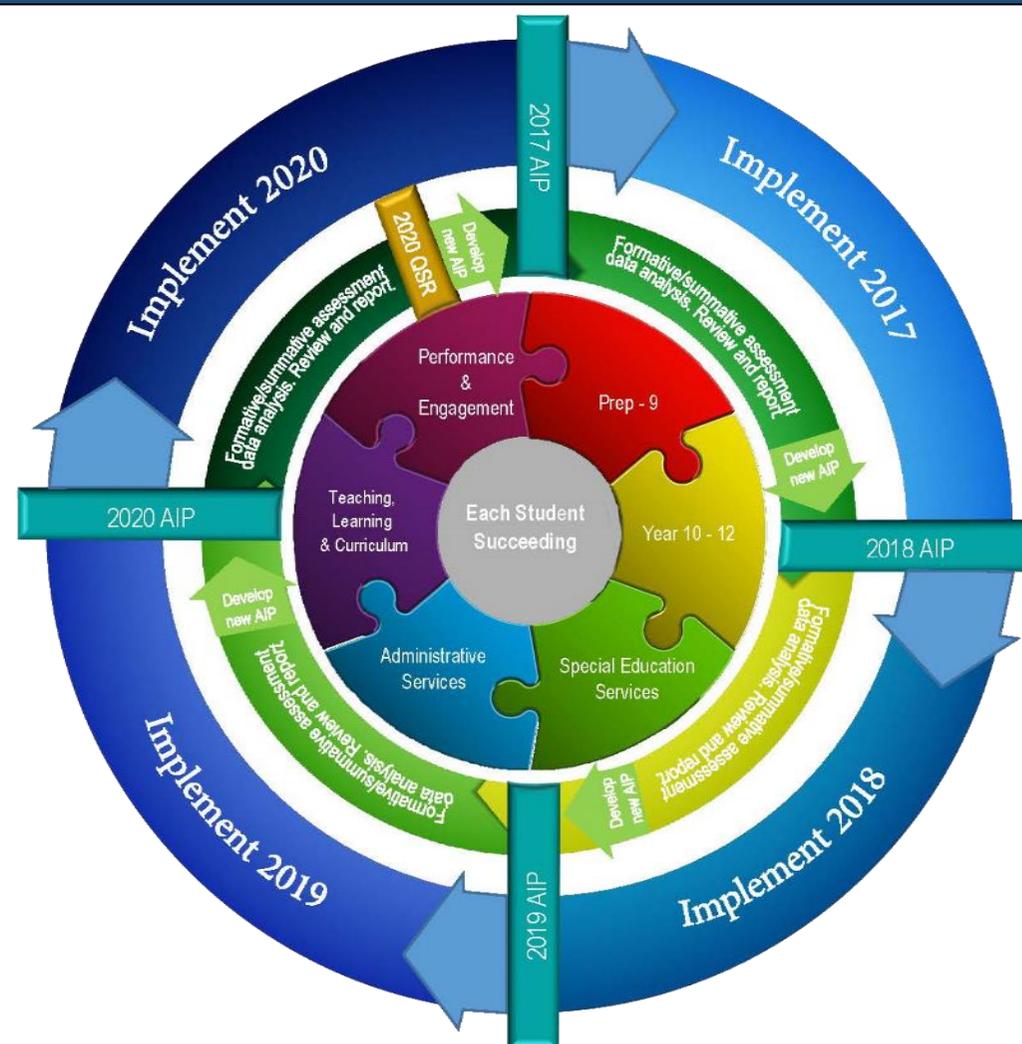
#### Our Values

- We value working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each student's learning and well-being.
- As a P-12 state school, our beliefs and values reflect those expressed by the Department of Education and Training.

#### Our Commitment

- Providing inspiring, innovative and aligned P-12 curriculum.
- Using pedagogies appropriate to the individual needs of our students, including vulnerable students and rural and remote communities.
- Relentless focus on student and staff wellbeing.
- Caring for our students; listening to and respecting our parents and families.
- Concise regular reporting to our parents, community and system.
- Providing effective and efficient services to our school community.
- Enhancing staff capabilities.
- Continuous improvement.
- Evaluating the effectiveness of our resource allocations through regular evaluation and data-involved decision making.

## Our Planning Process



# The School of the Future

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### Key Priorities 2017 – 2020

#### Successful Learners

*Each student engaged in purposeful learning*

#### Effective Partnerships

*Engaging families and global networks*

#### Quality Teaching

*Delivering inspiring teaching through an engaging online environment*

#### Innovative Curriculum

*Embedding 21<sup>st</sup> Century Learning*

#### Leadership and Capability

*Professional commitment to ongoing learning and collaboration*

#### Effective and Efficient Operations

*Strategic responses to maximising resources*

### Implementation Strategies

1.1 Sharpen whole school focus on each student succeeding through engagement  
1.2 Enhance formal program to celebrate individual success, esp. advising parents  
1.3 Develop clear measures of student success  
1.4 Enhance and further develop whole school process of goal setting for all students  
1.5 Ensure enrolment process results in the correct placement of students  
1.6 Develop clear policy and procedure flexible arrangements student enrolment  
1.7 Ensure appropriate inclusion  
1.8 BSDE cancellation process meets Dep't requirements  
1.9 Enhance student tracking processes  
1.10 Improve levels of QCE/QCIA attainment  
1.11 Further develop and implement whole school student well-being program  
1.12 Enhance the performance and engagement for all Indigenous students and families  
1.13 Provide enrichment and extension for identified students

2.1 Develop effective practice for Community Engagement team  
2.2. Enhance existing and develop a new deliberate needs – based Home Tutor/ Parent program  
2.3 Enhance and further develop skills of Home Tutors  
2.4. Enhance existing and develop new relationships with external providers/clients

3.1 Enhance pedagogical practice across the school  
3.2 Lead and support improvements in teaching practices through Instructional Coaching process  
3.3 Ensure understanding and implementation of differentiation of curriculum, teaching and assessment for students  
3.4 Develop whole school Intervention plan  
3.5 Consolidate Australian Curriculum in P-12  
3.6 Enhance teaching staff induction process  
3.7 Develop a whole school assessment plan

4.1 Develop whole school P-12 curriculum framework  
4.2 Successful development and implementation of new subjects  
4.3 Develop whole school knowledge and implementation of effective research-based Modes of Learning  
4.4 Build areas of Innovation in P -12 curriculum innovation, design and delivery  
4.5 Continue emphasis on Literacy and Reading

5.1. Develop leadership capabilities, aligned with Australian professional standards, in all staff including: members of executive team; HOD team members; EST and STs; Teachers; Admin managers and all admin/support staff members  
5.2. Provide opportunities for all staff to engage in relevant professional development activities  
5.3 Enhance Coaching program and implement collaborative feedback cycle as part of our professional learning community  
5.4. Ensure effective Annual Performance Plans in place  
5.5. Develop executive structure to reflect school needs and recommendations of SIU  
5.6 Enhance staff wellbeing programs

6.1 Develop and implement a consistent whole school HR methodology  
6.2 Ensure resource allocation directly linked to AIP and strategic plan  
6.3 Review BSDE Enrolment Processes  
6.4 Develop effective Timetabling model  
6.5 Apply finite resources to changing needs in support team  
6.6 Provide funds for IT software and hardware  
6.7 Effectively utilise funds from external services based at BSDE  
6.8 Maintain and enhance exemplary administrative practices  
6.9 Maintain school premises to reflect school image

### Our Measures of Success

- student performance data, including external and systemic measures e.g. OP, QCE, NAPLAN
- student participation and completion rates including students successfully transitioning to further education, training and work
- feedback through student, parent and staff opinion surveys
- engagement data

- area / activity specific surveys and evaluations
- anecdotal feedback including stories of success
- internal monitoring and evaluation of our AIPs and budgets and external audits
- Quadrennial School Review processes
- feedback from our external partners and clients

# The School of the Future

Brisbane School of Distance Education

## Strategic Plan 2017 – 2020

### Successful Learners

*Each student engaged in purposeful learning*

Developed a student engagement process involving Engagement team including GOs, SN & role of YLCs.  
Developed a school wide engagement & attendance plan.  
Developed an engagement flow chart to demonstrate links across all areas of the school.  
Enhanced the work of the Engagement team & formalised the role of the HOD Student Engagement.  
Tracked intervention by Engagement team, focused on case management.  
Focused agendas in all situations to confirm & embed the school's explicit improvement agenda – "each student succeeding".  
Developed a set of qualitative measures that can be used to measure student success.  
Enhanced & further developed data & data analysis plans to gather across school information on success.  
Developed & maintained collation of anecdotal feedback.  
HOD Student Performance developed formal processes to track student attendance, engagement & progress.  
HOD Engagement developed formal processes to celebrate student leadership & individual success.  
Developed formal & informal Celebration of Success program.  
Reviewed existing measures of success & reporting processes to students, parents & the system.  
Implemented a whole school approach to goal setting, feedback & assessment (Learning for Success).  
Focused on achievements, including qualitative measures, which relate to individual student goals.

### Effective Partnerships

*Engaging families and global networks*

Reviewed existing processes & practices.  
Developed with parents a culture of 'School of best choice'.  
Developed whole school marketing & communication plan including website, newsletter, Facebook.  
Formalised an effective complaints process.  
Expanded current Home Tutor program person's role.  
Conducted further research on Home Tutor / Parent needs & wants – engage with P&C.  
Enhanced training, access & support services for parents with IT enquiries.  
Responded to results of parental opinion.  
Developed school wide data base of parental feedback.  
Reviewed current training for home tutors.  
Listened to & acted on parent feedback.  
Respected & aware of skills & abilities of home tutor.  
Provided support re behaviour management.  
Considered needs of 'at risk' parents.  
Developed appropriate training program & enhanced outreach experiences for Home Tutors & parents.  
Explored possibilities of adult literacy programs.  
Identified possible additional service providers for "isolated" students.  
Developed a strategic joint approach/plan with Coorparoo Secondary College;

### Quality Teaching

*Delivering inspiring teaching through an engaging online environment*

Developed & implemented sound pedagogical framework that inspires learning.  
Embedded pedagogical practices based on future learning concepts & IMPACT Instructional Model.  
Implemented Australian Professional Standards for Teachers.  
Aligned assessment as per P-12 Curriculum model.  
Implemented instructional coaching model including collegial observations & feedback, mentoring & professional development.  
Coaching model & observational feedback based on IMPACT Instructional Model.  
Applied professional development funds to staff identified needs.  
Provided coaching & collegial / peer development programs.  
Introduced rigorous moderation process across the school.  
Provided opportunities for curriculum collaboration

### Innovative Curriculum

*Embedding 21<sup>st</sup> Century Learning*

Developed ongoing curriculum implementation plan.  
Ensured alignment of P-12 curriculum.  
Delivered guaranteed & viable curriculum.  
Implemented co-operative/collaborative planning of curriculum, pedagogy & assessment.  
Identified planning /development time lines.  
Curriculum development model – supported to staff across school.  
Continued backward design model for curriculum planning.  
Reviewed existing curriculum development processes & procedures.  
Amended existing or developed new curriculum development procedure.  
Managed development of new curriculum areas.  
Developed plan for possible close of C2C.  
Planned for return of C2C support staff to BSDE.  
Project Based Learning & cooperative planning process incorporated in

### Leadership and Capability

*Professional commitment to ongoing learning and collaboration*

Engaged in QELI leadership program for executive team members.  
Engaged Senior Leadership Team (HODs & managers) in Growth Coaching training.  
Continued HOD leadership projects.  
Reviewed roles & confirm role statements for all leadership positions.  
Continued to provide specific Professional Learning activities based on Annual Performance Plans.  
Developed & implemented an Aspirational Leaders program.  
Developed a "growth" mindset across all staff.  
Developed signature practices for all Professional Learning activities.  
Encouraged & developed collaborative planning processes.  
Engaged P - 9 staff in IMPACT professional practice.  
All activities /programs demonstrated direct link to school AIP & individual

### Effective and Efficient Operations

*Strategic responses to maximising resources*

Reviewed part time allocations to classes.  
Developed part time allocation model that reflects needs of students & home tutors.  
Reviewed process for staff preferences in staffing cycle.  
Included HODs in the process of collaboration & discussion of staffing.  
Reviewed process of temp – permanent teaching staff.  
Reviewed internal & external secondments.  
Enhanced existing budget process to ensure all resource allocation contribute to school priorities as indicated in AIP & Strategic Plan.  
Conducted budget training for HODs & Exec.  
Developed a process to review & refine current enrolment to ensure effectiveness & efficiency.  
Reviewed existing timetabling process.  
Reviewed enrolment trends.

Developed roles of all stakeholders, incl. enrolment team, GO, HOS HOD Student Performance & Community Engagement team.  
Developed whole school Enrolment Guidelines.  
Developed clear procedures for stages of enrolment, including any individual issue identification & providing respectful support to parents.  
Developed an enrolment flow chart to reflect roles & procedures.  
Reviewed inclusive practices & strategies to cater for all students including authentic ICP & ILP processes.  
Student intervention identified & supported through a specific process.  
Reviewed student referrals & complex case management procedures.  
Reviewed BSDE cancellation process.  
Enhanced student tracking & progression.  
Gathered anecdotal & qualitative information, not only data.  
Enhanced system for tracking & notifying student attendance.  
Reviewed pathway planning.  
Reviewed transition across school.  
Developed a rigorous early pathway plan, involving planned interventions.  
Developed Senior Pathways flow chart.  
Developed communication strategy through Student Wellbeing Team.  
Conducted Professional Learning for all staff including induction for all new staff.  
Student Wellbeing team regularly review survey data for effectiveness & currency of program.  
Delivered mentoring to each Indigenous student.  
Delivered teacher aide support to identified students.  
Developed strong partnerships with families for collaborative discussions around student performance & engagement.  
Embedded significant cultural events within the BSDE calendar.  
Promoted Aboriginal & Torres Strait Islander perspectives in curriculum.  
Conducted community forums to provide strategic support & advice to BSDE to lift student performance & engagement.  
Engaged teachers in professional learning in differentiation strategies to cater for student enrichment & extension.

Considered reintroduction of 'Joint User' committee meetings.  
Developed a central strategic approach to engagement with universities including identifying a dedicated BSDE officer to manage all University relationships;  
Considered mentoring role for leading teachers.  
Continued Griffith University current IMPACT research project.  
Considered research findings & considered further research on IMPACT.  
Developed a 'one stop shop' pre-service program for student teachers.  
Implemented School-based marketing strategy.  
Continued symposiums.  
Continued engagement with local alliance.  
Developed plan to conduct collegial visits & exchanges with local schools.  
Reviewed & mapped current industry involvement in school. Reviewed IT skills internships & STEM industry links.  
Reviewed existing links with other online providers – Qld; Australia & international.  
Researched opportunities for sister school relationships.  
Developed plan to engage teachers & students with other providers.  
Education Queensland International Professional visit - Developed school capability statement for inclusion in EQI professional visits marketing; Conducted professional visit program.  
Reviewed/researched extension services /enrichment days.  
Explored & implemented a needs based outreach program.  
Developed ways to enrich the learning for identified students through sharing of best practice & implementing new ideas (e.g. different approaches to enrichment days).

between staff across school.  
Ensured process of inclusion is embedded in school practices.  
Developed qualitative & quantitative measures to allow valid reporting of student success.  
Promoted Inclusion of students into mainstream classes with focussed & intervention classes offered to identified students.  
Included in professional learning for HODs & all staff.  
Implemented P-12 Curriculum with all staff.  
Ensured induction process covers key areas & responsibilities/expectation s/support, including DET professional standards.  
Ensured new staff members are aware of & engaged with school vision of "each student succeeding".  
Continued IMPACT induction program.  
Reviewed existing assessment plans.  
Ensured assessment reflects learning.

new unit plans (linked to engagement).  
Researched different modes of learning, particularly those compatible with online learning.  
Engaged curriculum leaders in research & professional learning.  
Identified 'best practice' across schools & within BSDE.  
Facilitated the sharing of 'best practice'.  
Developed & planned for ways of implementing different modes of learning at BSDE.  
Reviewed efficacy of Academy & planned future vision for the Academy.  
Identified current innovative curriculum at BSDE.  
Sought out schools with a reputation for innovative curriculum.  
Engaged curriculum leaders in research & professional learning.  
Unpacked 21st C skills & strengthened the knowledge & capacity of all teachers to embed 21st C skills in learning & assessment.  
Finalised & implemented whole school Literacy plan.  
Reviewed whole school numeracy practices.

Annual Performance Plans.  
Developed & implemented authentic & monitored coaching program for all staff.  
Conducted lesson observations.  
Engaged school leaders as part of the learning process.  
Ensured that supervision of performance is a separate process.  
School leaders negotiated plans with all staff.  
All plans reflect contribution to AIP/school direction.  
Adhered to AITSL Australian Professional Standards for Teachers in all Annual Performance Review processes.  
Identified aspirational leaders.  
Reviewed Team structure & responsibilities.  
Developed structures that is equitable & meets current & future needs.  
Allocated funds to staff wellbeing program.  
Conducted needs based activities that contribute to staff wellbeing.  
Conducted evaluation to measure effectiveness of all leadership.

Developed a long term consistent timetabling structure.  
Reviewed \$ funding for "engagement team" in context of I4S funding.  
Developed a consistent funding model for the allocation of teacher aide time.  
Implemented IT Asset Replacement Plan.  
Utilised available budgeted funds to ensure currency of hardware & software to contribute to effectiveness of curriculum & administration delivery.  
Continued to apply \$ to enhance IT support, esp. for parents/Home Tutors.  
Continued to utilise funds from IMPACT Centre, eKindy & LOTE library to enhance BSDE services.  
Monitored the ongoing implementation & utilisation of resources in IMPACT, eKindy & LOTE library to ensure accountability & compliance.  
Consistently applied departmental guidelines to all administrative practices to support the school's teaching & learning processes.  
Used available funds to maintain all school assets & facilities to ensure a safe workplace  
Reviewed existing facilities & developed plans for further development in keeping with school's vision of "the School of the Future".

## Endorsement

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

Principal's name	Judy Menary		
Principal's signature		Date	/ /
P&C President's name			
P&C President 's signature		Date	/ /

Assistant Regional Director's name	Ray Johnston		
Assistant Regional Director's signature		Date	/ /



Each student succeeding through ...

# Our Vision

To be the school of the future.

# Our Mission

To provide highly engaging learning opportunities for each student with a focus on **Innovation, Inspiration and Inclusion**.

# Our Values

Working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each student's learning and wellbeing.

# Our Priorities

## **Successful Learners:**

Each student engaged in purposeful learning.

## **Effective Partnerships:**

Engaging families and global networks.

## **Quality Teaching:**

Delivering inspiring teaching through an engaging online environment.

## **Innovative Curriculum:**

Embedding 21<sup>st</sup> Century Learning.

## **Leadership and Capability:**

Professional commitment to ongoing learning and collaboration.

## **Effective and Efficient Operations:**

Strategic responses to maximising resources.