



BrisbaneSDE

# Brisbane School of Distance Education 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

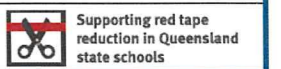
School priority 1	Increase the engagement of learners through a whole school approach to pedagogy.	Monitoring	Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.	School priority 2	Improve student academic outcomes through embedding explicit reading strategy across all levels of Australian Curriculum planning and delivery.	Monitoring	Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.		
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<p><b>Domain 1: An explicit improvement agenda</b> 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).</p> <p><b>Domain 6: Systematic curriculum delivery</b> 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.</p> <p><b>Domain 6: Systematic curriculum delivery</b> Strengthen moderation processes by externally moderating student work and folios to support consistency of teacher judgments across schools.</p> <p><b>Domain 7: Differentiating Teaching and Learning</b> Formalise opportunities for robust collaboration between differentiation teachers and class teachers to devise responsive teaching and learning strategies that allow all students to access, participate, and progress in their learning. Sharpen staff members' understanding of inclusive practices to foster shared ownership and accountability of outcomes</p> <p><b>Domain 8: Effective pedagogical practices</b> 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.</p>				Link to school improvement strategy:	<p><b>Domain 1: An Explicit Improvement Agenda</b> Sharpen and communicate explicit improvement targets for student learning and engagement, and determine school-wide mechanisms to focus attention on, and progress towards, improving LOAs.</p> <p><b>Domain 5: An expert teaching team</b> Collaboratively review roles and responsibilities across the school to meet emerging challenges and promote clarity and consistency of work roles.</p> <p><b>Domain 8: Effective Pedagogical Practices</b> 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.</p>			
Strategy/ies	<ol style="list-style-type: none"> <li>Enhance the instructional leadership capability of middle leaders across the Queensland SDE network.</li> <li>Strengthen staff capability in planning and delivering inclusive teaching practices through the effective use of learning evidence and meaningful student feedback.</li> </ol>				Strategy/ies	<ol style="list-style-type: none"> <li>Develop staff capacity to deliver explicit reading instruction through a program of targeted professional learning focused on evidence-based reading practices.</li> <li>Embed regular reading routines in lessons across all faculty areas to promote consistency.</li> <li>Implement a system of universal screening to identify student reading needs early and provide timely, effective support and intervention.</li> </ol>			

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
<ol style="list-style-type: none"> <li>Across QVLE continue with established cycles of inquiry: Pedagogy, curriculum, differentiation, data and engagement.</li> <li>Continue to implement Sense of Belonging, engagement and achievement with Dr Doug Fisher</li> <li>Construct a virtual professional development learning wall for each site.</li> <li>Initiate within the QVLE one or two collaborative projects to address problems of practice.</li> <li>Broaden QVLE activities to include some faculty areas.</li> <li>Continue cycles of statewide moderation to inform and improve practice.</li> <li>Co-design protocols for 'virtual learning walks'.</li> <li>Define a moral purpose for the teaching of reading.</li> </ol> <ol style="list-style-type: none"> <li>Continue to use SLT as the principal forum to develop and to evaluate impact of strategy around inclusive practices with a focus on effective use of learning evidence (Semester 1) and meaningful student feedback (Semester 2).</li> <li>Continue to develop staff capacity in the use of innovative digital pedagogies.</li> <li>Deepen relational pedagogy to strengthen belonging and engagement across the school.</li> <li>Enhance the use of Generative AI as a pedagogical tool through developing a community of practice based on a Faculty Champion model.</li> </ol>	<p>Notional – Quarterly QVLE Meetings</p> <p>Virtual Hub for resource sharing</p> <p>MS Teams Channel</p> <p>Notional Priority in Professional Learning Budget:  <ul style="list-style-type: none"> <li>Executive: \$25 000</li> <li>Non-Teaching: \$20 000</li> <li>Whole School PD: \$125 000</li> </ul> </p>	<ol style="list-style-type: none"> <li>Develop consistent engagement norms and checking for understanding routines for reading instruction across all learning areas.</li> <li>Apply Instructional leadership by modelling and embedding evidence-based practices aligned to the Reading Through the Australian Curriculum Version 9 Signposts, to lead and enhance learning across the school.</li> </ol> <ol style="list-style-type: none"> <li>Revise Australian Curriculum planning documents to prioritise reading strategy and routines.</li> <li>Share effective reading strategies across faculties in meeting forums such as SLT and TCT</li> <li>Analyse formative and summative data across key checkpoints to evaluate program delivery and measure impact.</li> </ol> <ol style="list-style-type: none"> <li>Establish processes to facilitate DIBELS testing three times a year across P-8</li> <li>Develop consistent ways of working for the Expert Reading Team including: <ul style="list-style-type: none"> <li>implementation of a coaching model</li> <li>engagement with a professional learning schedule</li> <li>provision of intervention practices</li> <li>development of resources for use by classroom teachers.</li> </ul> </li> </ol>	<p>Across the three strategy areas:</p> <p>Notional – TCT Meetings</p> <p>Expert Reading Leaders 1.2 FTE</p> <p>Priority in Professional Learning Budget:  <ul style="list-style-type: none"> <li>Executive: \$25 000</li> <li>Non-Teaching: \$20 000</li> <li>Whole School PD: \$125 000</li> </ul> </p>

End of Year Success Criteria	Measures	<p><b>Performance:</b> <b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased student attendance 85%</li> <li>Improved Submission of Work 90%</li> </ul> <ul style="list-style-type: none"> <li>C and above in all Learning Areas 80%</li> <li>C and above in English 85%</li> <li>C and above in Mathematics 75%</li> </ul> <p><b>Behaviour</b> Students can/will:  <ul style="list-style-type: none"> <li>demonstrate high levels of participation, active engagement, and persistence in learning activities</li> <li>take responsibility for their engagement and reflect on their progress using the Engagement Continuum.</li> </ul> Teachers can/will:  <ul style="list-style-type: none"> <li>consistently implement the agreed whole-school pedagogical framework in planning, teaching, and assessment</li> <li>create engaging, inclusive learning environments that promote engagement, positive behaviours and active participation.</li> </ul> Teacher aides can/will:  <ul style="list-style-type: none"> <li>use instructional language and strategies that align with teachers and the whole school approach</li> <li>support students to engage productively and develop independence in learning.</li> </ul> Leadership team can/will:  <ul style="list-style-type: none"> <li>clearly communicate and model the school's pedagogical framework and expectations for high-quality, engaging teaching</li> <li>provide feedback and coaching to ensure consistency and alignment across all classrooms.</li> </ul> </p>
	Arte-facts	<p>Agreed Practices Document BrisbaneSDE Teaching and Learning Model Professional Learning Plan Engaging Students in Practice K-12</p>
End of Year Success Criteria	Measures	<p><b>Performance:</b> <b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>C and above in all Learning Areas 80%</li> <li>C and above in English 85%</li> </ul> <p><b>Behaviour</b> Students can/will:  <ul style="list-style-type: none"> <li>describe which reading strategies they use in each of their subjects</li> <li>apply reading strategies independently to enhance understanding and engagement.</li> </ul> Teachers can/will:  <ul style="list-style-type: none"> <li>explicitly model and teach agreed evidence-based reading strategies</li> <li>reinforce reading as a key component of learning in every lesson.</li> </ul> Teacher aides can/will:  <ul style="list-style-type: none"> <li>provide guided support to students in their use of reading strategies.</li> </ul> Leadership team can/will:  <ul style="list-style-type: none"> <li>develop a whole school approach to reading where reading is taught in every classroom across all learning areas and subjects</li> <li>clearly communicate expectations and model agreed school reading strategy.</li> </ul> </p>
	Arte-facts	<p>Professional Learning Plan Literacy Action Plan</p>

**Reduction of red tape in day-to-day work, planning and processes include:**

- reducing multiple data entry across programs
- automating data entry and bulk email procedures where possible
- expediting system reporting on students who enrol but fail to attend.



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

Principal

School Supervisor