

# Brisbane Bayside State College

## 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement











Wellbeing and engagement



Culture and inclusion

<b>School priority 1:</b> <b>Intentional Teaching and learning</b> <ul style="list-style-type: none"> <li>Continued development of quality assured curriculum delivered through research backed pedagogical practices that are inclusive of all students.</li> </ul>	<b>Monitoring</b> <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small> <table> <tr> <th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Term 1	Term 2	Term 3	Term 4					<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>Provision of Whole School Curriculum Plan aligned to P-12 CARF requirements</li> <li>100% staff access whole school PD opportunities aligned with improvement priorities</li> <li>100% staff use range of data to support student engagement and learning success</li> <li>Embed moderation processes that quality assure the alignment of curriculum, pedagogy, assessment and reporting and ensure consistency of teacher judgement</li> <li>Increased staff confidence in delivering a range of differentiated learning strategies</li> <li>Every student supported with a plan to stay on track to attainment and a meaningful post-school pathway</li> <li>Consistency of practice when communicating planning of intended curriculum</li> </ul>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>90% of students achieving a C or above in English</li> <li>85% of student achieving a C or above in Mathematics</li> <li>45% of students achieving A and B in English</li> <li>40% of students achieving A and B in Mathematics</li> <li>Reduction of gap by 10% for First Nations students</li> <li>Reduction of gap by 10% for students with disability</li> <li>100% of students finishing Year 12 with QCE</li> <li>100% of early leavers with a recognised pathway</li> </ul>
Term 1	Term 2	Term 3	Term 4								
<b>Strategies:</b> <ul style="list-style-type: none"> <li>Design an agreed schoolwide curriculum planning and moderation approach that aligns to the revised P -12 Curriculum, Assessment and Reporting Framework (CARF).</li> <li>Develop BBSC Signature Pedagogical Practices to provide consistent language for collegial engagement.</li> <li>Review current practice across the school and design a support system that aligns tailored supports for students with diverse learning needs.</li> </ul>											
<b>Actions:</b> <ul style="list-style-type: none"> <li>Document Whole School Curriculum Provision Planning and review to align curriculum offerings with P-12 CARF requirements.</li> <li>Continue to familiarise, plan and implement V9 Australian Curriculum with fidelity in line with whole school implementation schedule.</li> <li>Explore school moderation practices and behaviours in line with Before – After – After - End moderation processes.</li> <li>Collaboratively review current pedagogical practices and engage with research to develop a shared understanding of the principles of pedagogy.</li> <li>Co-design whole school signature pedagogical practices.</li> <li>Develop a support system that ensures high impact inclusive differentiation strategies are embedded in both curriculum planning and classroom practices.</li> <li>Implement school-wide processes to students who require tailored supports.</li> <li>Leverage the expertise of specialists across the school to share knowledge and build staff capacity to deliver evidence-based pedagogical strategies consistently to make learning accessible, challenging and empowering for all.</li> </ul>		<b>Responsible officer(s):</b>  Principal Deputy Principals Head of Department Junior Secondary Head of Department Senior Schooling Heads of Department Curriculum HOSSES Teaching staff Key specialists including CEC, IST Teachers, SLP, Behaviour Teachers, BOHDI Team	<b>Resources:</b> School Performance Policy <a href="https://ppr.qed.qld.gov.au/attachment/School-performance-policy.pdf">https://ppr.qed.qld.gov.au/attachment/School-performance-policy.pdf</a>  Equity and Excellence <a href="https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/equity-and-excellence">https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/equity-and-excellence</a>  Whole school approach to teaching and learning. P–12 curriculum, assessment and reporting framework. <a href="https://education.qld.gov.au/curriculum/stages-of-schooling/p-12">https://education.qld.gov.au/curriculum/stages-of-schooling/p-12</a>  Assessment and Moderation Hub <a href="https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/index.html">https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/index.html</a>								

<b>School priority 2:</b> <b>Authentic partnerships and systems to support learning</b> <ul style="list-style-type: none"> <li>Promote inclusive and positive learning environments.</li> </ul>	<b>Monitoring</b> <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small> <table border="1"> <tr> <th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	Term 1	Term 2	Term 3	Term 4					<b>Long term measurable/desired outcomes:</b> Maximising Learning days – attendance & engagement through: <ul style="list-style-type: none"> <li>Consistent whole school processes to support the analysis, monitoring and tracking of student absences</li> <li>Improved student attendance across all year levels – above 90%</li> <li>Post school destinations for all students monitored and reviewed.</li> <li>Enacted Inclusive support model.</li> <li>Consistent approach to positive behaviour for learning.</li> <li>SOS data Increased proportion of students/parents reporting Expectations for Success, Advocacy, and Sense of Belonging at School</li> </ul>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>Student attendance above 88%</li> <li>Less than 10% of students attending &lt;85% of the time</li> <li>Reduce behaviour incident in classroom under 1500; period 3 under 500</li> <li>Reduction in students receiving multiple SDAs</li> <li>Reduction First Nations students receiving SDAs</li> <li>Reduction in Students with Disability receiving SDAs</li> <li>Opinion Survey data reflect increased confidence in behaviour being well managed at this school across staff, students and parents/carers</li> </ul>
Term 1	Term 2	Term 3	Term 4								
<b>Strategies:</b> <ul style="list-style-type: none"> <li>Review policy and refine processes and systems relating to student support, behaviour and attendance.</li> <li>Develop and refine processes to support positive transitions from primary to secondary school, across junctures within secondary school and from school to world.</li> </ul>											
<b>Actions:</b> <ul style="list-style-type: none"> <li>Document, communicate and implement consistent processes and systems to track student support, behaviour and attendance.</li> <li>Review and refine effectiveness of processes based on data collected.</li> <li>Invest in non-teaching staff to support the collection of accurate and reliable data and to implement appropriate tailored supports based on this data.</li> <li>Use data to support First Nations student's attendance, engagement and learning outcomes.</li> <li>Build capacity of teachers and students to understand the explicit connection between engagement and learning.</li> <li>Build school community understanding of PBL and restorative practices.</li> <li>Develop staff capability to implement PBL with fidelity.</li> <li>Provide a range of professional learning for staff to support their development as outlined in APDP and in line with school strategic plan; including aspiring leadership program and beginning teacher program.</li> <li>Establish clear wellbeing processes to support student transitions.</li> </ul>		<b>Responsible officer(s):</b> Principal Deputy Principals Head of Department Junior Secondary Head of Department Senior Schooling Heads of Department Curriculum HOSES Teaching staff Key specialists including CEC, IST Teachers, SLP, Behaviour Teachers, BOHDI Team, PBL Team, YLC	<b>Resources:</b> <a href="#">Inclusive Student Support Model.docx</a> <a href="#">Inclusive Support Program Coordinator - RACI.xlsx</a> School Opinion Survey data SORD Ongoing PBL data School attendance strategies report Equity and Excellence Maximising learning for every student.								
<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements. <table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">Principal </td> <td style="width: 25%;">P&amp;C/School Council </td> <td style="width: 25%;">School Supervisor </td> <td style="width: 25%;"></td> </tr> </table>				Principal 	P&C/School Council 	School Supervisor 					
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