



Brisbane Bayside State College

Strategic Plan 2018 - 2021



School Profile

Brisbane Bayside State College is committed to providing a safe, respectful and disciplined learning environment for students and staff. Pledging to this commitment, our College community has identified the following school expectations to teach and promote our high standards of responsible behaviour. These are Be a Learner; Be Responsible; Show Respect and Contribute to our Community. Brisbane Bayside State College strives for academic excellence and is reflected in its College motto 'Dare to Be Wise.' We expect students to do their best in all aspects of their schooling. To facilitate these high expectations, the College has established four main priorities in driving the school's improvement agenda. These priorities, in line with Education Queensland's, Every Student Succeeding State Schools Strategy are 'Successful Learners'; 'Teaching Quality'; 'Leadership Capability'; and 'School Performance'. Underpinning these priorities is the belief that the key to student success is the relationships that exist within our school community. The teaching and support staff of Brisbane Bayside State College are committed to ensuring pathways exist for all students, regardless of socio economic, ethnic or educational background; catering for all students in academic, citizenship, cultural and sporting pursuits. We offer a wide range of extra curricula programs which both challenge and extend students in areas which interest them. Our students have many opportunities to show case their talents to the wider community and through partnerships with local businesses and organisations develop 'real world' skills and experiences that enrich the curriculum delivered in the classroom.

Vision

At Brisbane Bayside State College we

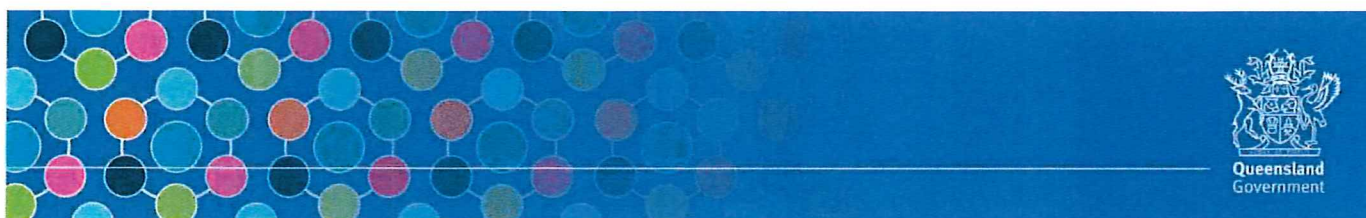
ASPIRE, CREATE, ACHIEVE

We Dare to be Wise.

Values

We are BBSC.

- Be a learner.
- Be responsible.
- Show respect.
- Contribute to our community.





Brisbane Bay State College

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Improvement Priorities

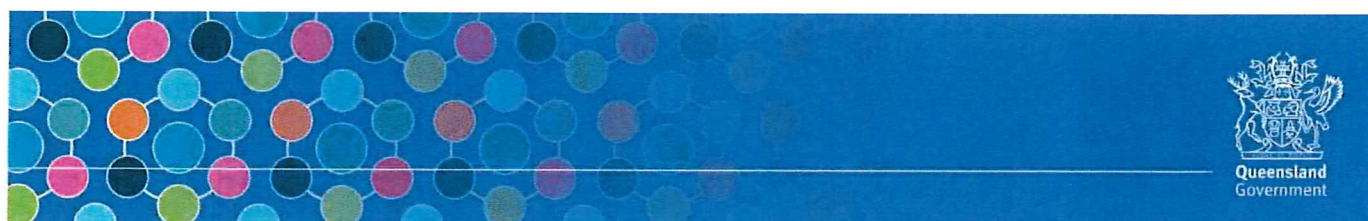
Successful Learners

Success indicators

1. 85% A-C results, 50% A-B results across the College. 100% of Year 12 exiting students have achieved a QCE or QCIA
2. 100% of students have documented learning goals within their OneSchool profile and these are reviewed at least twice annually.
College attendance rate is >93%
3. An established mentoring system is in operation by 2019

Strategies

	2018	2019	2020	2021
A culture of academic excellence exists where high achievement standards are evident linked to regularly monitoring of performance.	✓	✓	✓	✓
<ul style="list-style-type: none"> • Enhance curriculum alignment YR 7-12 to ensure seamless transition for students • A learning and wellbeing framework has been developed leading to social and emotional learning programs • Personalised Learning Plans exist for all students 	✓	✓	✓	✓
Students paired with mentors, peer mentors/buddies to help promotion of learning culture and to role model expectations	✓	✓	✓	✓





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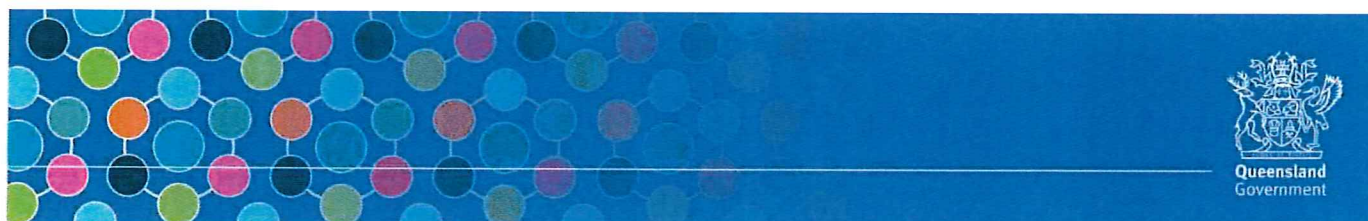
Teaching Quality

Success indicators

1. 100% of classrooms utilise Australian Curriculum and assessment to develop Success Criteria and Learning Intentions
2. 100% of classrooms utilise R2L strategies to explicitly teach their curriculum
Improvement in all NAPLAN domains (>20% improvement on 2017 results)
3. 100% of learners with signature programs demonstrate at least 1 year of improvement per year. All learners within signature programs achieve in U2B range in all domains.
4. All relevant Senior Syllabuses implemented in 2019 with 100% of staff having undertaken PD in new syllabuses and processes. College processes for the implementation of the New QCE and ATAR are documented and staff, students and the community are engaged with the College processes
5. 100% of staff undertake a APDP and review at least once every 6 months.
100% of all staff working within classrooms are trained in ECSM
6. 100% of teachers are implementing differentiation strategies within their classrooms to meet the needs of all students. Buddy Out data decreases by 20% each year, 100% of students demonstrate improvement across all subjects year to year.
7. 95% teaching staff demonstrate innovative and untried eLearning practices and digital pedagogies are embedded across all faculties

Strategies

	2018	2019	2020	2021
Alignment to Australian Curriculum – assessment, unit plans, success criteria. Utilise the work of Lynn Sharratt and Marzano's Art and Science of Teaching framework to implement high yield strategies consistently across all classrooms	✓	✓	✓	✓
R2L embedded across all faculties Build a 7-12 approach to literacy and numeracy and embed across faculties	✓	✓	✓	✓
Develop an explicit whole of college plan for elevated learners that encompasses U2B targets and preferred models of pedagogy including a broad range of engagement strategies.	✓	✓	✓	✓
Development and implementation of New Senior Syllabuses and new QCE and ATAR processes.	✓	✓	✓	✓
Build the instructional capabilities of all teachers to develop capability in implementing pedagogical framework (coaching, leadership roles and programs)	✓	✓	✓	✓
Establish and implement a model of inclusive teaching practices that focuses on ensuring all students achieve at their level. • Teachers analyse student data to inform their practice and develop differentiated lessons that meet the needs of the students.	✓	✓	✓	✓
Enhanced and innovative use of digital pedagogies in the classroom	✓	✓	✓	✓





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Improvement Priorities

Leadership Capability

Success indicators

1. 100% of HoDs and DP's have undergone Coaching training and implement a coaching and feedback model within their areas of line management. An Aspiring Leaders program is developed and at least 5 staff per year engage with the program.
2. Clear defined roles for all leadership positions within the College. Regular review of the positions and responsibilities (annual).
3. SOS data indicates an improvement in school confidence and in opportunities for students.

Strategies

	2018	2019	2020	2021
Build the instructional leadership capabilities of College leaders to develop the capacity and capability of teachers to deliver and implement the pedagogical framework	✓	✓	✓	✓
Review the roles of the leadership positions in the College to develop a clear line management structure that aligns with systemic priorities and ensures appropriate allocation of human resources.	✓	✓	✓	✓
Student Leadership is fostered and developed through a range of activities, opportunities and programs; to improve student engagement and outcomes and to engage the community within the College, lifting the profile of our students within the community.	✓	✓	✓	✓

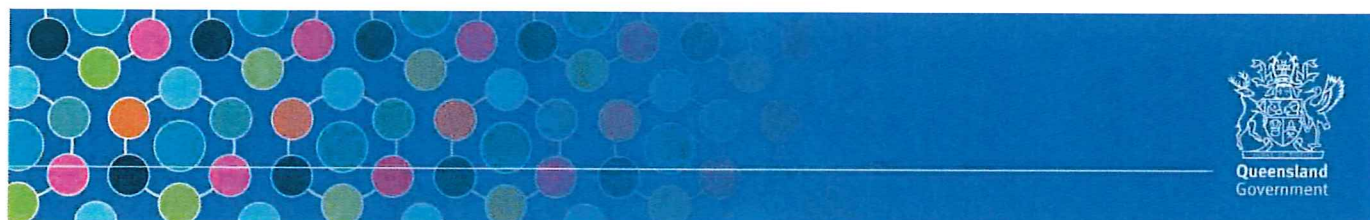
School Performance

Success indicators

1. 100% of students have undertaken goal setting through OneSchool. 100% of staff are able to identify student needs according to class data and are able to implement a differentiated curriculum based on that data.
2. Reduction in SDA's (>5% decrease per year). PBL SET and EBS data indicate consistent whole of college implementation of PBL and the College moves to Tier 2 of the PBL program.
3. SOS data >85% parents, students and staff indicate this is a good school. Enrolments increase by >10% over 3 years

Strategies

	2018	2019	2020	2021
Build staff capability, capacity and processes to analyse student achievement to inform practice and case manage ongoing student learning and academic goal setting	✓	✓	✓	✓
Review and refine the College approaches to behaviour management, ensuring consistent application of PBL across the college	✓	✓	✓	✓
Through successful partnerships, positive student engagement within the community and an increased College profile in the community, enrolments increase	✓	✓	✓	✓





Brisbane Bayside State College
INDEPENDENT PUBLIC SCHOOL

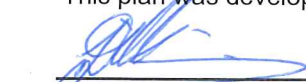
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Endorsement

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



Principal

P and C / School Council