

## Brisbane Central State School 2024 ANNUAL IMPLEMENTATION PLAN

Educational  
achievementWellbeing and  
engagementCulture and  
inclusion

### 2023 – 2027 Vision

Brisbane Central State School is a true team, focused on collaboration with students at the core of all that we do. Our staff have a thorough understanding of the depth and breadth of the Australian curriculum. Working in strong professional learning teams, we are reflective of our practice and supportive of each other with a relentless focus on what is best for our students.

Through implementing Universal Design for Learning as a framework we have a safe and inclusive learning environment, informed by learner strengths and abilities. Our staff intentionally select pedagogies to support students, delivering the curriculum in a way that engages students and allows all students to demonstrate their knowledge, skills, and understandings.

We design learning opportunities that foster learner agency. Our students are resilient and confident. They are skilled communicators, collaborators, researchers, and thinkers. Learning through a transdisciplinary, based curriculum, our students engage in a program of inquiry connected to the real world.

We seek opportunities from innovative technologies to enhance the learning environment and broaden the horizons for all.

By implementing the Positive Behaviour for Learning framework, we have a common language to support students.

We intentionally build cultural capability, proactively strengthening the connections between home and school. At our school, we recognise and celebrate our diversity. It is our biggest strength. Our parents trust our teachers and know we have their child's best interests at heart. Brisbane Central State School is a vibrant place to be.

<b>School priority 1:</b> <i>High Impact Teaching and Learning</i>	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> <i>Maths</i> <ul style="list-style-type: none"> <li>• 81% A/B</li> <li>• 95% C</li> </ul> <i>English</i> <ul style="list-style-type: none"> <li>• 70% A/B</li> <li>• 95% C</li> </ul> <i>Science</i> <ul style="list-style-type: none"> <li>• 75% A/B</li> <li>• 95% C</li> </ul>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>• Features of a quality Assessment identified, and audit of assessments undertaken and adjustments made</li> <li>• <i>Assessment Planner for Reading reflective of best practice</i></li> <li>• <i>BCSS Guidelines for quality assessment process developed, understood and used</i></li> </ul>	
<b>Strategy/ies:</b> <i>Engage staff in a collaborative inquiry using Edwards and Witten-Hannah's innovation cycle to identify world's best practice and make it our best practice.</i> Build the content and pedagogy knowledge of staff to support effective implementation of the reading framework from Prep to Year 6 <i>Redevelop the BCSS Reading Framework to ensure alignment to the Australian curriculum and the Qld Reading Position Statement</i> <i>Cross sector Case Management in Mathematics (classroom teachers) and Inclusion (Specialists)</i> <i>All teaching staff engaged in learning walks alongside school leaders</i> <i>Peer coaching in the BCSS Student Centred Model of Feedback</i> <i>Inclusion Coaching led by HOD-I to support implementation of Universal Design for Learning Framework (UDL)</i>							
<b>Actions:</b> Collaborative inquiry into: <ul style="list-style-type: none"> <li>• Quality Assessment</li> </ul> Prepare for Version 9 Australian Curriculum – Mathematics by: <ul style="list-style-type: none"> <li>• Write and trial quality formative and summative assessment pieces</li> <li>• Write Year Level and Whole School Curriculum Plans</li> <li>• Familiarise teachers with new curriculum expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and deepen knowledge of the simple view of reading for all staff</li> <li>• Develop and deepen knowledge of synthetic phonics for all staff</li> <li>• Review current reading assessment tools to ensure fit for purpose alignment with Australian curriculum</li> <li>• Teaching staff and school leaders to participate in Learning Walks</li> <li>• Develop and deepen knowledge of the UDL Framework</li> </ul>				<b>Responsible officer(s):</b> <b>Principal</b> <b>Deputy Principal</b> <b>Heads of Department</b>	<b>Resources:</b> <i>Collaborative Inquiry Teams</i> <i>PLT Structure</i> <i>Teacher Release for Coaching/Collegial Engagement</i>	
<b>School priority 2:</b> <i>Vibrant Learning Community</i>	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>• 100% Staff complete the Staff Opinion Survey</li> </ul>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>• 100% of staff involved in relevant PLT</li> <li>• 100% of staff engaged in BCSS APR process</li> <li>• <i>Individual and Team Reflection tools used for professional growth and tracking progress</i></li> <li>• <i>Staff Opinion Survey – Feedback</i></li> </ul>	
<b>Strategy/ies:</b> Continue use of Professional Learning Teams (PLT) across the school Case Management for all teaching staff to embed a culture of shared responsibility and alignment of 'what works' Build Capability & Collegial Engagement through Learning Walks/Coaching/Mentoring with peers and school leaders							
<b>Actions:</b> Engage all teachers in Professional Learning Teams All staff engaged in coaching and mentoring programs aligned to BCSS Signature Practices: <ul style="list-style-type: none"> <li>• Student centred model of feedback</li> <li>• Universal Design for Learning</li> </ul> Build leadership density through Curriculum Leaders roles and Strategic Leadership Team and associated mentoring/capability development Continuation of Beginning Teacher Mentoring Program Effective Induction for new and returning staff Continue Teacher Aide PLT All staff engaged in ongoing APR processes 7 Habits for Highly Successful People Refresher						<b>Responsible officer(s):</b> <b>Principal</b> <b>Deputy Principal</b> <b>HOD-C</b> <b>HOD-I</b>	<b>Resources:</b>
<b>School priority 3:</b> <i>Learners for a Global World</i>	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b>	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>• <i>Cultural Capability Framework inclusive of associated pedagogical practices developed</i></li> <li>• <i>Learner Assets and associated pedagogical practices developed</i></li> </ul>	
<b>Strategy/ies:</b> <i>Engage staff in a collaborative inquiry using Edwards and Witten-Hannah's innovation cycle to identify world's best practice and make it our best practice.</i>							
<b>Actions:</b> Collaborative inquiry into: <ul style="list-style-type: none"> <li>• Cultural capability</li> <li>• Learner Assets</li> </ul>					<b>Responsible officer(s):</b> <b>HOD-C</b> <b>HOD-I</b> <b>Principal</b>	<b>Resources:</b>	
<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.							
<b>Principal</b>	<b>P&amp;C President</b>			<b>School Supervisor</b>			