

Burrowes SS – Annual Implementation Plan 2021

'Every Student Succeeding' in Queensland State Schools 'THE WORK'

Trish Wilmott
Principal

Endorsed by:
Terry Cornish
Assistant Regional Director

Cherie Hill
P&C President



Our Explicit Improvement Agenda at Burrowes SS

- PBL – Continue to reinvigorate (clarity and consistency)**
- Reading – Rip into Reading Program**

Informing evidence

- Student achievement data**
- A-E LOA English
 - School based data reflecting BSS 2021 Data Schedule
 - NCCD Data
 - NAPLAN Data (Yrs. 3 & 5)
 - Literacy Continuum
 - Numeracy Continuum
 - Early Start
 - Data Wall (Reading)
- Non-academic data**
- Attendance rates
 - PBL SET and EBS data
 - SDA data
- Workforce data**
- School Opinion Survey
- School Strategic Documents**
- School Strategic Plan (2020 - 2023)
 - 2021 EIA & AIP & Annual Report
 - Investing for Success (I4S)

Identified problems of practice

- Embed and quality assure all elements of the EIA & AIP to ensure consistency of practice across the school.
- Maintain consistent implementation of Explicit Improvement Agenda foci – being Reading and PBL reinvigorated.
- Enact and communicate Roles, Responsibilities and Accountabilities for all members of the school leadership team.
- Continue to develop whole-school curriculum documentation in-line with the CARF.
- Continue with 'The Work' at BSS (Sharratt's research as our guiding framework)
- Embed PBL Framework and ensure it is consistently enacted across Prep to Yr. 6.
- Continue to roll-out BSS Attendance Policy to promote and monitor attendance to reach measure of success.

Prioritised problem of practice

Embed and quality assure all elements of the EIA (Reading & PBL) to ensure consistency of practice and intentional collaboration across the school.

Initiative/s and evidence base

- National School Improvement Tool
- Regional Support (Wendy McKay – Reading & Caron Grey – PBL)
- BSS RIP (Rip into Reading)
- "Putting Faces on the Data", Dr Lyn Sharratt and Michael Fullan
- "Clarity – what matters most in learning, teaching and leading", Dr Lyn Sharratt – leadership text.
- Cluster Initiatives – to enhance knowledge, skills and capabilities.

Responsible Officers

EIA
Trish Wilmott (Principal)

Reading
Karen Lemon (DP), Danielle Young (DP), Tegan Douglas (DP), Jacqui Jones (HOD P-2), Lee Johnson (HOD Yrs.3-6)

PBL
David Gurney (HOB), Danielle Young (PBL Coach) & PBL Team (Burrowes Community)

Inclusion
Linda Leegwater

Well-being Team Leader
Jackie Maksoud (GO)

Attendance
Jackie Maksoud & David Gurney & Shae Cartia

School: I4S Funding

- Year Level planning release days to work with HOD's
 - Employment of Behaviour Support Teacher Aide
 - Additional purchase of 2 x HOD (C) to provide support – working alongside DP's
 - Purchase of 1 x extra DP to assist with operational processes
 - Purchase of EALD Teacher (.4)
 - Purchase of Health Teacher (.4)
 - Early Years Coach (.25)
 - Speech Language Pathologist (.6)
 - Employment of Playgroup Co-ordinator
 - Purchase of extra Teacher Aide hours (Prep)
 - Employment of Art Therapist (.6)
 - Professional Development for staff
- School funded**
- HOD - Behaviour
 - SE Region's Leading Learning Collaborative engagement

Regional:

- ARD visit each term.
- SE Region Teaching and Learning team.
- SE Region PBL team.
- SE Region Inclusive Capability Facilitator.
- Leading Learning Collaborative program (2021+).

Precision

- Develop & enact BSS R&R for the Leadership Team
- Develop a shared understanding across school leaders, class teachers & teacher aides re school expectations relating to the teaching of reading
- Embed *Rip into Reading (RIP) Framework* to inform teaching practice & ensure clarity/consistency re the teaching of reading at BSS
- Build the capability of all staff through Coaching, Modelling, Observation & Feedback
- Embed the BSS 2021 Data Schedule identifying internal and systemic data collection expectations
- Continue to identify KO's to promote best practice
- Grow 'Watching others Work' strategy to showcase best practice in the signature strategies of Reading & PBL.
- Continue engagement in 'The Work' both at BSS & LLC; focus on developing and embedding Data Walls, Case Management processes, Learning Walls, Selection Criteria, Learning Intentions (all co-constructed) & Learning Walks and Talks (using 5 Q's). (Parameters 1,4,6 & 14)
- Build staff capability to engage with and deliver the AC by developing a shared and deep understanding of achievement standards, assessment tasks and moderation practices.
- Embed school-wide expectations relating to PBL, Berry Street and ZOR to ensure consistency of practice
- Develop and embed PBL school-wide practices and processes to progress to Tier 2 status.
- Rollout & enact BSS Attendance Policy and establish processes to monitor whole school, cohort and individual attendance rates to ensure Every Day Counts at BSS.
- Embed the Student Code of Conduct
- Continue to work with cluster groups (Sharratt, Principal, DP, HOD's) re intentional collaboration to enhance student outcomes and share best practice

Intentional Collaboration

- Provide release time for teachers to work as Year Level & Specialist Teams (with respective HOD's) to plan units of work, effective pedagogical practices, differentiation, assessment tasks & moderation processes focussed on the AC.
- Collaboratively review, refine and enact BSS moderation processes (both internally and externally).
- Release teachers through Professional Learning Teams (PLTs) to work with school leaders to analyse student achievement data to plan teaching interventions and extensions through a Case Management approach
- Support school improvement through engagement in SE Region's Leading Learning Collaborative.
- Continue to work with cluster groups to enhance student outcomes and promote the sharing of best practice
- Continue to rollout BSS Attendance & Inclusion policy.
- Utilise Sharratt's research as a Pedagogical Guide to provide consistency, clarity and cohesion (The Work)
- Work alongside our Early Years Coach to continue our focus on Early Years initiatives
- Continue to rollout wellbeing initiatives

Artefacts of Alignment

- Action Plans for (Reading and PBL) – maintain focus and Learning Wall (3,6, 9 & 12 month achievements)
- Student Code of Conduct on Website (implemented 2021)
- Rip into Reading (RIP) Framework
- Whole of School Curriculum Framework
- Data Wall – Prep to Year 6 (Reading)
- BSS 2021 Data Schedule
- Leadership Team R&R's document
- BSS Attendance policy
- 'The Whole Child' - framework
- BSS Inclusive Education policy
- 14 Parameters (Sharratt) – whole school/community adoption

3 Months

- Embed School wide engagement in AC whole school planning processes (PLT's & Planning Days)
- Continue embedding RIP Reading Program
- Continue with the enhancement of Data Literacy skills for teachers (Putting Faces on the Data)
- Continue with 'The Work' – Data Walls, SC & LI & Learning Walls co-constructed (P-6), LWTS's, Ghost Walks, Data literacy (Good to Great) (Parameter 1, 4 & 14)
- Collaboratively unpack/create Case Management processes/protocols (Parameter 6)
- Continue to implement/embed PBL processes/protocols & Berry Street
- Rollout well-being initiatives
- Rollout whole school processes for Zones of Regulation to complement PBL
- Review of Leadership R&R
- Celebrate Success

6 Months

- Evidence of co-constructed learning walls and bump it walls in classrooms (Teacher and Student Q's to quality assure process)
- Data Walls further refined (P-Yr.6)
- Case Management processes/protocols being further refined in PLT's
- Continue to embed signature strategies for Reading
- Continue to implement/embed PBL processes/protocols & Berry St & ZOR Strategies to enhance student engagement
- Further refine R&R of KO's and WOW processes to share best practice
- Commence review of BSS Moderation processes with SE Region T&L team - critical friend
- Conduct Moderation with cluster school
- Collaboratively review Data in English & Math – check-in re distance travelled
- Celebrate success

9 Months

- Evidence of alignment of AC between curriculum, assessment tasks and pedagogy; through the use of precise LI, SC and co-constructed learning walls with students
- Continue to embed 'The Work' – refining/embedding - LI's, SC's, LWT's (5Q's), Learning Walls (P1,4,6 & 14)
- Continue to embed signature strategies for Reading.
- Whole school Reading Data Wall (Prep to 6) and Case Management processes established
- Continue to build staff capacity through actioning of APR process to support EIA and school priorities
- Continue to embed PBL whole school processes, Berry St & ZOR
- Celebrate Success

12 Months

- Collaboratively review data in Reading, English & Math to check for improved alignment – if not, then investigate why not?
- Review Data Wall and Case Management processes for engagement, currency and influence on practice.
- Continue with BSS moderation processes and protocols (school and cluster).
- Modelled, Guided, Shared & Independent reading consistently implemented across Prep-Year 6.
- Continue to grow whole school engagement in Berry St & ZOR as PBL signature strategy.
- Develop Leading Learning Collaborative Action Plan for 2022.
- Review 2021 PBL Action Plan against SET / EBS and SOS data.
- Review all strategic documents goals/targets to note achievement/improvement
- Celebrate Success

Baseline and/or Comparison Measures | Target Groups for 2021 | Measures of Success and Targets

- A-E LOA English results, percentage of students attaining a grade of C or better, Semester 1 & 2 2020-2021.
- A-C English LOA against SE Region expectations.
- NCCD Data (Semester 1 2020 - Semester 1 2022)
- Internal BSS Reading Benchmarks against F&P
- PBL: SET and EBS Data comparing 2020 to 2021 and internal targets.
- PBL: SOS for parents, staff and students (*Is behaviour managed well at this school?*)
- Attendance Targets as per BSS Attendance Targets.

- Reading** target groups as a marker for success: **Year 1 – Year 6**
- A-C: English** moderation against GTMJs target group as a marker for success: **Year 3, 4, 5 and 6.**
- NCCD Students** achieving a C or better as a marker for success
- A-C: Mathematics** moderation against GTMJs target group as a marker for success: **Years 2-6**
- PBL** target group as a marker for success: **Staff, Parent, Students.**
- Attendance** target group as marker for success: **Prep to Year 6 and ATSI students.**

AC: English	A to C Levels of Achievement Prep - Year 6			
	65% - Semester 1		75% - Semester 2	
% Students C or Above				
NCCD Data AC: English	A to C Levels of Achievement (NCCD)			
% of Students C or Above	Semester 1 2020 - 36.8% C or better in English		Semester 1 2022 - 50% C or better in English	
AC: Math	A to E Levels of Achievement			
% Students C or Above	70% - Semester 1		80% - Semester 2	
NAPLAN	Reading above NMS	Reading U2B's	Math above NMS	Math U2B's
Year 3	97%	30%	90%	15%
Year 5	97%	30%	95%	15%
F&P Benchmarks	End of Prep		End of Year 1	
Instructional Level	D/E		H	
Attendance				
Attendance Rate	93%			
Below 85% Attendance	Less than 12.5%			
Closing the Gap	Less than 5%			
Positive Behaviour for Learning				
Effective Behaviour Survey	Increase of 5% - 15% (2020 to 2021) across all school systems via EBS survey			
School Opinion Survey	Minimum of > 85% of parents, students and staff are satisfied that behaviour is well managed at BSS.			