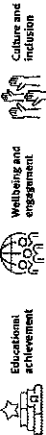


Monitoring Tool (Termly)
Yellow – underway

Explicit Improvement Agenda 2025
Vision for 2025 documents
Student Engagement through
Structured Literacy and
Multi-Tiered Systems of Support

Burrowes State School – Pride@Burrowes 2025 ANNUAL IMPLEMENTATION PLAN (AIP)

Persistence
Resilience
Integrity
Determination
Empathy



Vision for 2025@Burrowes – Promoting a Sense of Belonging@Burrowes

School priority 1: Student Engagement Through Structured Literacy School priority 2: Student Engagement Through Multi-Tiered Systems of Support (MTSS)

Term 1 – Starting Strong	Term 2 – Staving the Course	Term 3 – On Track for Success	Term 4 – Celebration of Equity & Excellence@Burrowes
<p>Strategies/Actions</p> <ul style="list-style-type: none"> Priority 1 – end of Term 1 <ul style="list-style-type: none"> Introduction of The Daily Review in all classrooms Collaboration with staff and leadership to identify whole school processes & protocols for Structured Literacy (SL) Utilise meetings (PLT's, Staff & Year Level) to co-construct SL agreed upon practices (Reading/Writing) Data collection tools and plans in place to monitor student progress End of term data collection – monitoring tasks Priority 2 – end of Term 1 <ul style="list-style-type: none"> Introduction and unpacking of Restorative Classrooms Collaboratively clarify with staff, students and community (key stakeholders) Whole School Values of PRIDE (Tier 1) and define expected behaviours Define & refine agreed practices (brain breaks & greetings) Revisit Essential Skills for Classroom Management (ESCM's) (classroom external provider) In class fortnightly lessons taught on PRIDE expectations Clarify Minor and Major behavioural expectations with all key stakeholders Record and track student behaviours to identify Tier 2 & 3 supports required Implement support processes/protocols to assist students to self-regulate their behaviour Full implementation of Tier 1 practices (School wide) Celebrate success re progress with school priorities 	<p>Strategies/Actions</p> <ul style="list-style-type: none"> Priority 1 – end of Term 2 <ul style="list-style-type: none"> Consolidation of Whole School Approach to Daily Reviews in all classrooms – evident through student engagement and Learning Walks & Talks (LWT's) Daily reviews implemented and utilised in all classrooms Implement Word Study – Systematic Synthetic Phonics (SSP) using Review, Teach, Practice & Apply Embed Handwriting through consistent practice, explicit teaching & modelling Semester 1 data collection using V9 Marking Guides Staff, Student, parent voice acknowledged through mid-year check-in Priority 2 – end of Term 2 <ul style="list-style-type: none"> Further exploration of Restorative Classrooms Revisit & further unpack with key stakeholders PRIDE values & expected behaviours@Burrowes Continue with the implementation of Whole School Processes re consistent routines (Brain Breaks, morning greetings) Continue with fortnightly lessons on PRIDE values (identified by behavioural data) survey stakeholders re success Revisit minor and major behavioural expectations – teachers to revisit with students as needed Continue to record and track behaviours (identify any Tier 2 & Tier 3 students that require additional support) Continue to revisit ESCM's Classroom profiling continued Successful rollout of Tier 2 supports for targeted students Celebrate success re progress with school priorities 	<p>Strategies/Actions</p> <ul style="list-style-type: none"> Priority 1 – end of Term 3 <ul style="list-style-type: none"> Established Daily Reviews, Word Study-SSP & handwriting in all classrooms. Evident through student engagement & horizontal & vertical alignment & LWT's. Implementation of Whole School/Agreed Upon Practices for the Teaching of Reading@Burrowes – decoding, shared reading and comprehension End of term data collection monitoring task Staff, Student, parent voice acknowledged through check-in Priority 2 – end of Term 3 <ul style="list-style-type: none"> Processes/protocols from Restorative Classrooms evident in 50% of classrooms Continue to implement PRIDE values, expected behaviours, minor & major behavioural expectations and agreed upon whole school processes/protocols Continue with fortnightly PRIDE focus lessons (identified from behavioural data) Continue to record and track behaviours (identify any Tier 2 or Tier 3 students requiring additional support) Further unpack and revisit ESCM's to ensure teachers are upskilled as needed Classroom Profiling continuing LWT's utilised to monitor success of school priority areas Celebrate success re progress with school priorities 	<p>Strategies/Actions</p> <ul style="list-style-type: none"> Priority 1 – end of Term 4 <ul style="list-style-type: none"> Implementation and consolidation of Whole School Agreed Upon Practices for the Teaching of Writing@Burrowes – Daily shared writing/English Unit Focus Embedded Daily Reviews, Word Study, SSP, Handwriting, Teaching of Reading@Burrowes – in all classrooms – evident through student engagement and LWT's. Vertical (across all year level classes) & Horizontal Alignment Staff, Student, Parent Voice acknowledged. Progress with school priority areas in preparation for 2026 AIP End of semester data collection – V9 Marking Guides Priority 2 – end of Term 4 <ul style="list-style-type: none"> Processes/protocols re Restorative Classrooms in all classrooms (evident from LWT's) PRIDE Values & expected behaviours, fortnightly PRIDE focus lessons, staff understanding re minor and major behavioural expectations and agreed whole school processes/protocols embedded (Whole School Process) ESCM's embedded in classroom practices Classroom profiling continuing as needed LWT's utilised to monitor success of school priority areas Full implementation of Tier 3 supports and Multi -Tiered Systems of Support Celebrate success re progress with school priorities

Long term measurable/desired outcome

English	A to C Levels of Achievement Prep-Year 6 Semester 1	Prep-Year 6 Semester 2
% of Students C or above	83%	85%
% of First Nation Students C or above	60%	70%
% of SWANS C or above	60%	65%
% of First Nation Students A-B	40%	45%
% of SWANS A-B	25%	30%
Mathematics	A to C Levels of Achievement Prep-Year 6 Semester 1	Prep-Year 6 Semester 2
% of First Nation Students C or above	85%	90%
% of First Nation Students C or above	65%	70%
% of SWANS C or above	65%	70%
% of First Nation Students A-B	50%	55%
% of SWANS A-B	30%	35%
NAPLAN	Reading Developing or Above	Reading Strong or Exceeding
Year 3	85%	90%
Year 5	90%	95%

Attendance	Attendance Rate	% Below 85%	First Nations %
Prep-Year 6	90%	Less than 25%	90%
Positive Behaviour for Learning SDA's	Less than 100 SDA's for the year (Prep-Year 6)	First Nations less than 20 SDA's	
Effective Behaviour Survey (EBS)	Increase of 10% from 2023 to 2024 across all areas	SWANS less than 30 SDA's	
School Opinion Survey (SOS)	Minimum of >80% of parents, students and staff are satisfied that behaviour is well managed at BSS		
	Improvement in staff SOS >10% from 2024 to the following:		
	The well-being of employees is a priority at this school		
	Minimum of >80% for students in response to:		
	I am interested in my school work		
	My school work challenges me to think		

Responsible officers:

- Principal – oversee school priorities
- DP's to oversee all PD and Teacher Knowledge, Skills and Capabilities
- HOD-C oversee all curriculum (PLT's, Planning Days & Moderation – under direction of DP's)
- HOD/ISS – oversees Student Support Staff, T/Aides and Students with additional needs
- GO & Youth Worker – support student and parent wellbeing
- Intervention Teachers to support T&L (Coaching, modelling & feedback).
- STLAN & EALD Teacher – interrogate data and oversee intervention for D/E students & UZB's
- Speech Therapists & Art Therapists – provide ongoing support for student learning (therapeutic lens)
- Teachers - improve student learning outcomes & develop effective relationships with students and parents/community members
- Teacher Aides - assist the classroom teacher to support student learning
- All Staff, Students and community members to promote Pride@Burrowes
- HOD Student Engagement & Beh TA & PBL Committee – teacher, community, teacher aide, parent reps, engage students in learning and assist students with regulation of behaviour

AIP measurable & desired outcomes/behaviours:

- Staff
 - Through their words and actions staff showing unconditional positive regard for all students
 - Staff being active participants in school priority areas and teams (creating expert teaching teams and knowledgeable others)
 - Staff differentiating all learning to meet the educational needs of students (promoting inclusion and engagement)
 - Teachers have a thorough working knowledge of V9 of the Australian Curriculum (evident through moderation processes)
 - Student data improving from Semester 1 to Semester 2 (each student, class, year level and whole school data)
 - Teachers conferencing with students re reading, Pride goals & assessment tasks
- Students
 - Students engaged in their learning, comfortable in classrooms, feeling safe to take risks and learn from the experience and making progress with their learning
 - Students making positive choices and self-regulating their behaviour
 - Students setting reading and Pride goals each term (with improvement celebrated)
 - Parents/Community
 - Parents following the Parent Code of Conduct and supporting school processes and protocols
 - Parents through their actions, showing unconditional positive regard for all school and community members

- Resources:**
- Three Year consultancy – Real Schools (focusing on restorative classrooms)
 - Intervention Teacher
 - EALD Teacher & STLAN
 - Speech Therapist
 - Early Years Coach
 - Technical Officer
 - Art Therapists
 - HOSES
 - 2 x HOD/Curriculum
 - HOD Student Engagement & Behaviour T/A
 - Business Manager
 - Guidance Officer
 - Youth Worker
 - Groundsman x 2
 - Office Staff
 - DP's x 4
 - Teacher Aides
 - Professional Development
 - Celebration Days - PBL
 - Extra classroom teacher – lower class sizes
 - Student and teacher resources

Approvals

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

P. W. Dunne

Principal

Cherie

P&C/School Council

Mary Cook

School Supervisor