

Burrowes SS – Annual Implementation Plan 2023

Endorsed by:

P. Wilmott
Trish Wilmott
PrincipalTerry Cornish
Terry Cornish
Assistant Regional DirectorCherie Hill
Cherie Hill
P&C President

Scan and assess	Prioritise	Develop and Plan	Actions		Review																																																																													
Pride@Burrowes	Improvement priority	Inputs	Precision	Intentional Collaboration	Short-term Outcomes	Long-term Outcomes																																																																												
<div>Our Explicit Improvement Agenda at Burrowes SS</div> <div><div>1. PBL/Zones/Berry Street (Whole Child Focus) - clarity and consistency of all behavioural processes@Burrowes</div><div>2. Effective Teaching of Reading@Burrowes – (ETOR) Whole School (P-6)</div></div> <div>Informing Evidence</div> <div><div>Student achievement data</div><div>A-C & A-B English, Math & Science</div><div>Student data reflecting BSS 2023 Data Schedule</div><div>Oral Reading Check-ins (Term 1 & 4)</div><div>Reading Rubrics (Aligned to AC)</div><div>NCCD Data</div><div>NAPLAN Data (Yrs. 3 & 5)</div><div>Numeracy Continuum</div><div>Early Start (Prep, Year 1 & Year 2)</div><div>Electronic Data Wall (Reading)</div><div>Learning Walls (English/Behaviour)</div><div>Non-academic data</div><div>Attendance rates</div><div>PBL, SET/TFI and EBS data</div><div>SDA data</div><div>Workforce data</div><div>School Opinion Survey</div><div>Positive Pulse Check-Ins – staff, students & parents</div><div>Celebration Wall</div><div>School Strategic Documents</div><div>School Strategic Plan (2020 - 2023)</div><div>2023 EIA & AIP & Annual Report</div><div>Investing for Success 2023 (I4S)</div></div> <div>Identified Problems of Practice</div> <div><div>1. Embed/quality assure all elements of the EIA & AIP – re whole school clarity & consistency of practice</div><div>2. Transitioning into Student Support Model (SSM) (Inclusion – SEP, EALD & STLaN)</div><div>3. Introduction of Electronic Data Wall – unpacking with staff</div><div>4. Continue to roll-out Simple View of Reading – Effective Teaching of Reading@Burrowes (ETOR)</div><div>5. Enact & communicate Roles & Responsibilities of Leadership Team</div><div>6. Continue to develop whole-school curriculum documentation in-line with the CARF</div><div>7. Induct new staff into 'The Work'</div><div>8. Maintain expectations re behaviour and academic goals/targets (set the bar high)</div><div>9. Embed PBL Framework and ensure it is consistently enacted</div><div>10. Continue to promote BSS Attendance Policy</div><div>11. Use Pulse Check-ins to gauge staff morale, health and well-being and consistency of behavioural processes</div></div>	<div>Prioritised problem of practice</div> <div>Embed and quality assure all elements of the EIA/AIP (Reading & PBL) to ensure consistency of practice and intentional collaboration.</div> <div>Initiative/s and evidence base</div> <div><div>National School Improvement Tool (School Review in 2023)</div><div>Regional Support (T&L Centre, Inclusion Facilitator & Caron Grey – PBL)</div><div>Effective Teaching of Reading@Burrowes</div><div>"Putting faces on the Data" (Sharratt & Fullan)</div><div>"Clarity – what matters most in learning, teaching and leading" (Sharratt)</div><div>Cluster Initiatives – ETOR, Sharratt and Cluster Schools (Principal, HODS, HOD's DP's, KO's, enhance knowledge/skills/ capabilities)</div></div> <div>Responsible Officers</div> <div><div>EIA/AIP (School Priorities)</div><div>Trish Wilmott (Principal)</div><div>Reading</div><div>Tegan Douglas (DP Prep-Year 2), Neil Ewing (DP 3-4), David Gurney (DP 5-6 & Behaviour), Andrew Cummings (DP – Engagement) Jayne Griffin (HOD/C P-2), Lee Johnson (HOD/C Yrs.3-6)</div><div>PBL</div><div>David Gurney (DP), Selina Walther (HOB) & PBL Team (Burrowes Community)</div><div>Inclusion/Student Support Services/Intervention</div><div>Linda Leegwater (HODS) Jacqui Jones (HOD/C)</div><div>Well-being Team Leader</div><div>Jackie Maksoud (GO)</div><div>Attendance</div><div>Jackie Maksoud, Selina Walthers, Shae Cartia</div></div> <div><div>School:</div><div>I4S Funding</div><div>Funding of extra classroom teacher to lower class sizes</div><div>Purchase of 1 x HOD-C to work alongside and support teachers in pedagogical practices and unpacking of V9 AC</div><div>Purchase of DP to assist with operational processes (.5)</div><div>Early Years Coach (.25)</div><div>Speech Language Pathologist (.6)</div><div>Employment of Playgroup Co-ordinator/Assistant</div><div>Purchase of extra Teacher Aide hours to support student learning</div><div>Employment of Art Therapist (.6)</div><div>Purchase of school resources to promote school priorities</div><div>Purchase of extra Admin and Grounds to promote Pride@Burrowes</div><div>School funded</div><div>HOD - Behaviour</div><div>HOD - Curriculum</div><div>SE Region's Leading Learning Collaborative</div><div>Planning Days & PLT's Teachers and Specialist</div><div>Student Support Staff</div><div>Regional:</div><div>ARD visits</div><div>SE Region Teaching and Learning team</div><div>SE Region PBL team</div><div>SE Region Inclusive Capability Facilitator</div><div>Leading Learning Collaborative program</div><div>ETOR</div><div>PBL – Caron Grey</div></div> <div><div>Create a shared vision for success for 2023 – our collective 'Why'</div><div>Promote Equity & Excellence at BSS</div><div>Co-construct Collective Commitments for each PLT group</div><div>Set the bar high re Behavioural Expectations and Academic Success</div><div>Develop & enact BSS R&R for the Leadership Team & Staff</div><div>Review Student Code of Conduct</div><div>Consolidate/embed a shared understanding of Effective Teaching of Reading@Burrowes (ETOR)</div><div>Transition to Student Support Model (SSM) – re Inclusion</div><div>Transitioning to Whole School Promoting Literacy Development (PLD)</div><div>Build the capability of all staff through Coaching, Modelling, Observation & Feedback Cycle (HOD's & DP)</div><div>Embed BSS 2023 Data Schedule identifying internal and systemic data collection expectations</div><div>Revisit & Refine Agreed Practices 2023</div><div>Continue to identify and promote KO's – sharing of practices/strategies across year levels and sectors</div><div>Promote 'Watching others Work' strategy to showcase best practice</div><div>Continue engagement in 'The Work' Co-constructed Learning Walls (English & Behaviour) Case Management, Learning Walks and Talks (5 Q's) - Walkthroughs</div><div>Create teams to promote/drive improvement strategies (Attendance, PBL/Zones, KO's Reading (by application), Special Events, Cultural, TIP Team, WH&S & Line Leaders (by application))</div><div>Build staff capability to engage and deliver the AC (focus in 2023 V9)</div><div>Embed school-wide expectations relating to PBL, Berry Street and ZOR to ensure clarity and consistency of practice re behaviour</div><div>Enact BSS Attendance Policy and monitor whole school, cohort and individual attendance rates to ensure 'Every Day Counts'</div><div>Co-constructed behaviour matrix (with</div></div> <div><div>PLT's & Planning Days for teachers to work with HOD's & DP's to plan units of work</div><div>Teachers to co-construct (with students) English & Behaviour Learning Walls</div><div>Collaboratively review, refine and enact BSS moderation processes (school & cluster)</div><div>Continue with PLT's working with school leaders analysing student achievement data, refining teaching interventions, utilising a Case Management approach</div><div>Support school improvement through engagement in SE Region's Leading Learning Collaborative (Sharratt Cluster)</div><div>Continue to work with cluster groups to enhance student outcomes and promote the sharing of best practice</div><div>Consolidate/embed Attendance & Inclusion</div><div>Continue to unpack Sharratt's research as a Pedagogical Guide to provide consistency, clarity and cohesion (The Work)</div><div>Work alongside Early Years Coach to focus on Early Years initiatives (Jarjums Matter Early Years Network)</div><div>Introduce Step Up Program@Burrowes (Early Years focus)</div><div>Continue to rollout wellbeing initiatives</div><div>Transition into Student Support Model (SSM) – Inclusion (EALD, STLaN & SEP)</div><div>Artefacts of Alignment</div><div>Action Plans for ETOR & PBL</div><div>Term Overviews PLT's</div><div>Term Overview LWT's</div><div>Student Code of Conduct on Website</div><div>Effective Teaching of Reading@Burrowes (ETOR)</div><div>Electronic Data Wall – P-6 Reading</div><div>BSS 2023 Data Schedule</div><div>Leadership Team R&R's document</div><div>Year Level, Specialist & Leadership Collective Commitments</div><div>Behaviour R&R (all staff)</div><div>Pulse Check-in Data (staff, students & parents)</div><div>Celebration Wall</div><div>BSS Attendance policy</div><div>The Whole Child - framework</div><div>BSS Inclusive Education</div><div>The Work (Sharratt) 14 Parameters</div></div> <div><div>3 Months – Starting Strong</div><div>Effective Teaching of Reading@Burrowes (ETOR) PD provided to staff. Evidence of practice identified via walkthroughs</div><div>Transitioning into SSM – EALD, STLaN & SEP</div><div>Prep & Year 3 Transitioning into PLD</div><div>Continue with School wide engagement in AC (PLT's & Planning Days)</div><div>Enhance Data Literacy skills for teachers (whole school focus on A-C & A-B)</div><div>Transition to Electronic Data Wall</div><div>Reading Moderation undertaken at BSS</div><div>Oral Reading Check-Ins completed (students marked on rubrics) – baseline data</div><div>Evidence of Learning Walls (Eng & Beh)</div><div>Case Management processes in PLT's (marker students – base line data Sem 1)</div><div>Continue to embed PBL, ZOR & Berry Street (whole school, community focus)</div><div>All staff to have completed Annual Performance Development Plans (APDP's)</div><div>Continue to refine well-being initiatives</div><div>All agreed practices are implemented & evident in classrooms (walkthroughs)</div><div>Pulse Check-in-Staff, Students & Parents</div><div>Revisit and refine BSS Differentiation</div><div>School teams operational (e.g. Cultural, Attendance, Sharratt Curr etc)</div><div>Celebrate Success on 'Celebration Wall'</div><div>6 Months – Staying The Course</div><div>Co-constructed Learning Walls P-6 Eng/Beh</div><div>Year 1 & 4 Transitioning into PLD</div><div>Continue to further refine SSM (enhance staff knowledge/skills/capabilities - Inclusion)</div><div>Electronic Data Wall in place for all classes</div><div>Case Management process in PLT's (Marker students – denoting distance travelled)</div><div>ETOR@Burrowes strategies evident in classrooms (identified via 5 Q's)</div><div>Continue to implement/embed PBL/Zones</div><div>Further refine R&R of KO's and WOW</div><div>Conduct Moderation Internal & cluster (AC)</div><div>Reading Moderation undertaken at BSS</div><div>In PLT's Collaboratively review Data in English/Math/Science – distance travelled</div><div>Review Reading/English/Math/Science Data - distance travelled (A-C/A-B)</div><div>Review Pulse Check-in Data</div></div> <div><div>9 Months – On Track For Success</div><div>Co-constructed Learning Walls in all classrooms (Eng & Beh)</div><div>Continue to embed 'The Work'</div><div>Continue to embed ETOR strategies evident in classrooms (walkthroughs)</div><div>Year 2, 5 & 6 Transitioning into PLD</div><div>Reading Moderation undertaken</div><div>Continue to refine SSM & KSC's staff re Inclusion</div><div>Electronic Data Wall functional/current</div><div>Case Management processes embedded in PLT's (marker students – baseline data Sem 2)</div><div>Continue to build staff capacity through actioning of APR (support EIA & school priorities)</div><div>Continue to implement/embed PBL ZOR & Berry St – signature practices</div><div>Review SOS & align to Pulse Check-ins</div><div>Review APDP's – all staff</div><div>Celebrate success on 'Celebration Wall'</div><div>12 Months – Celebration of Equity & Excellence</div><div>Co-constructed Learning Walls in all classrooms (Eng & Beh)</div><div>Oral Reading Check-ins completed (to denote distance travelled from Term 1)</div><div>Review processes/protocols - The Work engagement & influence on practice</div><div>Continue to refine and embed SSM</div><div>Continue with whole school PLD (Professional Development & Implementation)</div><div>Case Management processes in PLT's (Marker students – distance travelled)</div><div>Continue to embed ETOR@Burrowes</div><div>BSS moderation (focus on English)</div><div>Embed whole school engagement in Berry St/ZOR as PBL signature strategy</div><div>Review 2022 PBL Action Plan against SET/TFI, EBS and SOS data</div><div>Review Pulse Check-ins</div><div>Review data in Reading, English, Math & Science (A-C & A-B)</div><div>Review all strategic documents goals/targets to note achievement & improvement (DRAFT 2024 docs)</div><div>'Celebrate Successes' for 2023 (staff meeting – share the data)</div></div>	<div>Baseline and/or Comparison Measures</div> <div><div>A-E LOA English results, percentage of students attaining a grade of C or better & A-B Semester 1 & 2 2022-2023 (English, Math & Science)</div><div>A-C English LOA against SE Region expectations.</div><div>NCCD Data (Semester 1 2022 - Semester 1 2023)</div><div>Oral Reading Check-Ins & Reading Rubric (Term 1 & Term 4) – gauge distance travelled</div><div>PBL: SET/TFI and EBS Data comparing 2022 to 2023 and internal targets.</div><div>PBL: SOS for parents, staff and students (Is behaviour managed well at this school?)</div><div>Attendance Targets achieved as per BSS Attendance Targets.</div><div>Early Start Data (Prep-Year2)</div></div> <div>Target Groups for 2023</div> <div><div>A-C: Reading: Oral reading check-ins and rubrics as markers of success (Prep- Year 6)</div><div>A-C: English moderation against GTMJs target group as a marker for success P-6</div><div>NCCD Students achieving a C or better as a marker for success</div><div>A-C & A-B Mathematics moderation against GTMJs target group as a marker for success P-6</div><div>PBL target group as a marker for success: Staff, Parent, Students (SDA's & students involved)</div><div>Attendance target group as marker for success: P-6 and ATSI students.</div></div> <div>Measures of Success and Targets for 2023</div> <table><tr><th>ACs/Participate</th><th colspan="2">75% - Semester 1</th><th colspan="2">80% - Semester 2</th></tr><tr><td>% Students C or Above</td><td colspan="2"></td><td colspan="2" rowspan="2"></td></tr><tr><td>NCCD Data, AC: English</td><td colspan="4">A to C Levels of Achievement (NCCD)</td></tr><tr><td>% of Students C or Above</td><td colspan="2">Semester 1 2023 - 50% C or better in English</td><td colspan="2">Semester 1 2024 - 60% C or better in English</td></tr><tr><td>AC: Math</td><td colspan="4">A to E Levels of Achievement</td></tr><tr><td>% Students C or Above</td><td colspan="2">80% - Semester 1</td><td colspan="2">85% - Semester 2</td></tr><tr><td>NAPLAN</td><td>Reading above NMS</td><td>Reading U2B's</td><td>Math above NMS</td><td>Math U2B's</td></tr><tr><td>Year 3</td><td>95%</td><td>35%</td><td>90%</td><td>30%</td></tr><tr><td>Year 5</td><td>95%</td><td>35%</td><td>90%</td><td>30%</td></tr><tr><td>Oral Reading Check-Ins</td><td colspan="2">Term 1</td><td colspan="2">Term 4</td></tr><tr><td>%Students C or above (Reading Rubric)</td><td colspan="2">70%</td><td colspan="2" rowspan="2">80%</td></tr><tr><td>Attendance</td><td colspan="4">Attendance Rate</td></tr><tr><td></td><td colspan="2">90%</td><td colspan="2" rowspan="4">Less than 25%</td></tr><tr><td>Positive Behaviour for Learning</td><td colspan="4">Less than 100 SDA's for the year</td></tr><tr><td>Effective Behaviour Survey</td><td colspan="4">Increase of 5% (2022 to 2023) across all school systems via EBS survey</td></tr><tr><td>School Opinion Survey</td><td colspan="4">Minimum of > 85% of parents, students and staff are satisfied that behaviour is well managed at BSS</td></tr></table>	ACs/Participate	75% - 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