

Every student succeeding in Queensland state schools

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Scan and assess

Prioritise

Develop and plan

Actions

Review

Pride @ Burrowes

Improvement priority

Inputs

Precision

Intentional Collaboration

Short-term outcomes

Long-term outcomes

Our explicit improvement agenda at Burrowes

- 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 2020 Data Schedule
- NAPLAN
- Literacy Continuum
- Early Start
- Data Wall (Reading)

Non-academic data

- Attendance rates
- PBL SET and EBS data
- SDA data

Workforce data

- DET School Opinion Survey

School Strategic Documents

- 2019/20 Priority Review Report & accompanying Action Plans
- Investing for Success (I4S)
- School Strategic Plan (2020 - 2023)
- BSS Priority Action Plan
- 2020 EIA & AIP

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 reinvigoration.
- Enact and communicate Roles, Responsibilities and Accountabilities for all members of school leadership team.
- Continue to develop whole-school curriculum documentation in-line with the CARF.
- 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 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.

Responsible Officers

EIA

Trish Wilmott (Principal)

Reading

Karen Lemon (DP), Danielle Young (DP), Ross Hill (DP), Tegan Douglas (DP), Jacqui Jones (HOD), & Leslie Ward (HOD)

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

School:

I4S Funding

- Year Level planning release days to work with HOD's
- Employment of EALD teacher
- Additional purchase of 1 x HOD's to provide support – working alongside DP's
- Purchase of 1 x extra DP to assist with operational processes
- Speech Language Pathologist
- Additional teaches to lower class sizes
- Employment of Playgroup Co-ordinator – Pre-prep initiative
- Purchase of extra Teacher Aide hours
- Employment of Art Therapist
- Professional Development for staff

School funded

- Employment of Head of Behaviour
- SE Region's Leading Learning Collaborative engagement

Regional:

- Min 2 ARD visits per term
- SE Region Teaching and Learning team.
- SE Region PBL team.
- SE Region Inclusive Capability Facilitator.
- Leading Learning Collaborative program (2019/2020+).

- Develop & enact BSS R&R for Leadership Team
- Develop a shared understanding across school leaders, class teachers and teacher aides of school expectations relating to the teaching of reading.
- Embed *Rip into Reading (RIP) Framework* to inform teaching practice and ensure clarity and consistency re the teaching of reading at BSS
- Build the capability of all staff through Coaching, Modelling, and Observation & Feedback, focussed on signature reading strategy.
- Embed the BSS 2020 Data Schedule identifying internal and systemic data collection expectations.
- Continue to identify KO's to promote best practice.
- Grow 'Watching others Work' (WOW) strategy to showcase best practice in the signature strategies of Reading and PBL.
- Continue engagement in SE Regions LLC; focus on developing and embedding Data Wall, Case Management, Co-constructed Learning Walls & Learning Walks and Talks (using 5 Q's).
- 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 to ensure consistency of practice from P-Yr.6
- 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.

- Provide release time for class & specialist teachers to work as Year Level & specialist teams (with respective HOD- Curriculum) to plan units of work, effective pedagogical practices, differentiation, assessment tasks and moderation processes focussed on the Australian Curriculum.
- 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 to support the EIA.
- Support school improvement through engagement in SE Region's Leading Learning Collaborative.
- Collaboratively develop and enact 2020 PBL Action Plan.
- Rollout BSS Attendance & Inclusion policy.
- Develop a Pedagogical Framework to steer curriculum delivery and provide consistency, clarity and cohesion.
- Continue to rollout wellbeing initiatives

Artefacts of Alignment

- Priority Review Action Plan (Reading and PBL)
- Rip into Reading (RIP) Framework
- Whole of School Curriculum Framework
- Data Wall – Prep to Year 6 (Reading)
- BSS 2020 Data Schedule
- Leadership Team R&R document
- BSS Attendance policy
- BSS Inclusive Education policy
- Planning readiness for BSS Pedagogical Framework development (2020)

3 Months

- School wide engagement in AC planning process reflecting working with whole year levels at a time (PLT's & Planning Days).
- Work towards embedding signature strategy for Reading consistently across school sectors (including quality assurance process).
- Develop and share BSS Strategic Plan (2020 – 2023) with school community.
- Develop and embed PBL whole school processes reflected in 2020 Action Plan.
- PLT processes to support EIA introduced.
- Rollout well-being initiatives

6 Months

- Evidence of Data Walls (Prep-Yr. 2) & Case Management process being further refined in PLT's.
- Continue to embed signature strategies for Reading.
- Continue to utilise Berry Street Strategies to engage students in learning.
- Review of Leadership Roles & Responsibilities.
- Agreed collegial observation and feedback processes commencing to support EIA.
- Support WOW & KO process to share best practice across the school aligned to EIA.
- Commence review of BSS Moderation processes with SE Region T&L team - critical friend.
- Present finalised BSS Attendance policy to staff and P&C for feedback.

9 Months

- Evidence of alignment of AC between curriculum, assessment tasks and pedagogy; through the use of precise success criteria and co-constructed learning walls with students.
- Continue to embed signature strategies for Reading.
- Whole school Reading Data Wall (Prep to 6) and Case Management processes established and embedded.
- Continue to build staff capacity through actioning of APR process to support EIA and school priorities
- Continue to embed PBL whole school process reflected in 2019 Action Plan.

12 Months

- Collaboratively review data in Reading, English and NAPLAN to check for improved alignment – if not, then investigate why not?
- Review Data Wall and Case Management for engagement, currency and influence on practice.
- Embedded BSS moderation processes and protocols (school and cluster).
- Modelled, Guided, Shared & Independent reading consistently implemented across Prep-Year 6.
- Continue to grow class engagement in Berry Street Strategies as PBL signature strategy.
- Develop Leading Learning Collaborative Action Plan for 2021.
- Review 2020 PBL Action plan against SET / EBS and SOS data.
- Review all strategic documents and frameworks.

Baseline and/or Comparison Measures

- A - E LOA English results, percentage of students attaining a grade of C or better, Semester 1 & 2 2019-2020.
- A – C English LOA against SE Region expectations.
- Internal BSS Reading Benchmarks against F&P and Probe & against NMS and U2B guide.
- 2020 NAPLAN Targets as per BSS 2020 Data Schedule and I4S.
- PBL: SET and EBS Data comparing 2019 to 2020 and internal targets.
- PBL: SOS for parents, staff and students (*Is behaviour managed well at this school?*)
- Attendance Targets as per BSS Attendance Targets.

Target Groups for 2020

- Reading target groups as a marker for success: **Year 1 – Year 6**
- NAPLAN (Reading) target group as a marker for success: **Year 3 and 5 and ATSI students.**
- AC: English moderation against C2C GTMJs target group as a marker for success: **Year 3, 4, 5 and 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.**

Measures of Success and Targets

AC: English	A to E Levels of Achievement (LOA)		
	65% - Semester 1		75% - Semester 2
% Students C or Above			
Reading	NMS (%)	U2B (%)	MSS (Mean)
Year 3 NAPLAN	95%	25%	370+
Year 3 NAPLAN (ATSI)	100%	N/A	N/A
Year 5 NAPLAN	95%	25%	465+
Year 5 NAPLAN (ATSI)	95%	N/A	N/A
F&P Benchmarks	End of Prep	End of Year 1	End of Year 2
Instructional Level	D/E	H	K
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% (2019 to 2020) 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.		