

Monitoring Tool (Termly)

- Green – on track
- Yellow – underway
- Magenta – yet to commence

Explicit Improvement Agenda 2024

Teachers to Know Their Why & Know Their Students, Know Their Data & Know Their Strategies.

Burrowes State School – Pride@Burrowes

2024 ANNUAL IMPLEMENTATION PLAN (AIP)



School priority 1: Educational Achievement: Knowing every student’s educational journey by tracking student progress and providing quality, differentiated learning environments that nurture academic, social and emotional growth of all students. Promoting student engagement and teacher efficacy.

School priority 2: Develop teacher expertise by investing in pedagogical innovations to enhance student learning engagement. With a lens on promoting a school culture at Burrowes that encourages personal and social wellbeing, high expectations and inclusion.

Term 1 – Starting Strong Strategies/Actions	Term 2 – Staying the Course Strategies/Actions	Term 3 – On Track for Success Strategies/Actions	Term 4 – Celebration of Equity & Excellence@Burrowes Strategies/Actions
<ul style="list-style-type: none"> Teachers to know their students - how they learn, set expectations (academic and behaviour) – earn trust/respect – O week (Wk.1) Teachers to know their data establish base line data. Differentiate to meet the needs of individual students (Intervention teachers to work alongside staff to provide coaching, modelling & feedback) Promote Pride@Burrowes – set the bar high re behaviour/wellbeing and academic expectations Teachers to know their strategies - Collaboratively revisit and refine BSS Differentiation process/policy (induct new staff) Continue to focus on Inclusion@Burrowes (implement Inclusion Review recommendations) Focus on engagement@Burrowes (create a bank of engagement strategies) Watching Others Work Continue with school wide engagement in AC & Case Management (Planning Days and PLT's) Line Leaders & Reading Team Members (KO's) support T&L (Bi-weekly meetings) Unpack & enact the Reading Position Statement & upskill staff re knowledge, skills & capabilities within the Reading Modules (utilise resources) Collaboratively create a Collegial Framework, to promote the health & well-being of the Burrowes community – unpack with staff and enact Induct new staff and refresh with existing staff - 'The Work', The Whole Child, PLD, ETOR, PBL/Zones/Berry Street (PD – upskill as needed) Rollout the teaching of Chinese as a whole school focus P-6 (Introduction to Chinese P-3) Continue to unpack/upskill staff re V9 of AC – Feedback from 2024 Pilot Years for English V9 (Prep, Year 3 & Year 6) - PLT's & Staff Meetings Moderation of student work - align curriculum, pedagogy & reporting, to ensure consistency of teacher judgment & accuracy of reporting All staff consult Line Leaders to begin APR's Agreed practices implemented & evident in all classrooms (Learning & Behaviour/Wellbeing Walls Behaviour/Wellbeing & Reading Goals) Mid-term student monitoring task undertaken – data unpacked and actioned (English & Math) Teachers conference students re Behaviour and Learning Goals – celebrate & promote progress Pulse Check-ins with staff, students & parents re progress & community engagement Continue work surrounding schools & clusters Celebrate success -Celebration Wall & Newsletter Celebrate Positive Choices of Students – PBL Reward Day 	<ul style="list-style-type: none"> Continue to embed - 'The Work', The Whole Child, PLD, ETOR, PBL, ZOR, Berry Street Continue to unpack & enact - Reading Position Statement (Burrowise) ETOR & PLD Strategies utilised in all classrooms (Evidence of practice 5Q's LWTs) Co-constructed Learning and Behaviour Walls P-6 (LWT's - check-ins) Mid-term student monitoring task unpacked & actioned (Eng & Math) Continue to unpack, upskill staff re V9 of AC – PLT's & Staff Meeting Continue with school wide engagement in AC (Planning Days & PLT's) Continue with Case Management processes in PLT's (weekly) Moderation of student work conducted (Internal & External (cluster) AC In PLT's review data – English, Math & Science – distance travelled (horizontal & vertical alignment) A-C & A-B Continue to unpack and enact the Collegial Framework Pulse check-ins with staff, students & parents re progress (acknowledging & responding to voice) Teachers conference with students-Behaviour & Learning Goals Celebrate success-Celebration Wall & Newsletter Celebrate Positive Choices of Students – PBL Reward Day 	<ul style="list-style-type: none"> Continue to embed - 'The Work', 'The Whole Child', PLD, ETOR, PBL, Zones, Berry Street ETOR & PLD strategies evident P-6 – celebrate success Continue to unpack & enact - Reading Position Statement – align to ETOR processe@BSS Co-constructed Learning and Behaviour Walls P-6 (English & Behaviour) Continue to build staff capacity - actioning APR's processes embedded in PLT's (held weekly) Continue to unpack/upskill staff re V9 of AC, utilise teachers from Pilot Years(Prep,3, 6) as KO's Continue with school wide engagement in AC (Planning Days & PLT's) Review SOS & Pulse Check-ins – action as evidenced by the data Mid-term student monitoring task undertaken – data unpacked and actioned (Eng & Math) Moderation - (before, after, after end) Teachers to meet with Line Leaders to review progress APR's Continue to implement the Collegial Framework Celebrate Teachers conference with students re Behaviour and Learning Goals (pivot as needed) Celebrate success on 'Celebration Wall' & in Newsletter Celebrate Positive Choices of Students – PBL Reward Day 	<ul style="list-style-type: none"> Embed The Work, The Whole Child, PLD, ETOR, PBL, ZOR, Berry Street (signature practices) ETOR practices aligned to the Reading Position Statement – processes embedded Embedded - Co-constructed Learning & Behaviour Walls P-6 (English & Behaviour) Agreed practices embedded@Burrowes Differentiation model embedded Mid-term student monitoring task undertaken – data unpacked and actioned (Eng & Math) BSS Moderation embedded Internal & external In PLT's Review data – English, Math & Science – distance travelled (horizontal & vertical alignment) A-C, A-B Case Management Processes embedded Continue with school wide engagement in AC (Planning Days & PLT's) Teachers meet Line Leaders, APR reviews Pulse check-ins - staff, students, parents Collaboratively review all Key Documents in prep for 2025 Teachers conference with students re Behaviour and Learning Goals (celebrate success) Celebrate successes for 2024 (staff meeting – share the data) – Newsletter for parents Celebrate Positive Choices of Students – PBL Reward Day

Long term measurable/desired outcome

English	A to C Levels of Achievement Prep-Year 6		
	Semester 1	Semester 2	
% of Students C or above	80%	85%	
% of First Nation Students C or above	60%	70%	
% of SWANS C or above	50%	60%	
% of Students A-B	35%	40%	
% First Nation Students A-B	25%	30%	
% SWANS A-B	15%	20%	
Mathematics	A to C Levels of Achievement Prep-Year 6		
% of Students C or above	85%	88%	
% of First Nation Students C or above	65%	75%	
% of SWANS C or above	60%	65%	
% of Students A-B	45%	50%	
% First Nation Students A-B	30%	35%	
% SWANS A-B	25%	30%	
Oral Reading Check-ins	Term 1	Term 4	
% of Students C or above (Reading Rubric)	80%	85%	
NAPLAN	Reading above NMS	Reading U2B's	
Year 3	85%	30%	
Year 5	90%	40%	
2024 PLD Targets			
Year Level	End of Sem 1	End of Sem 2	
Prep Completion of Foundation Pre-Reading & Pre-Spelling Screens	70%	96%	
Prep Foundation Early Reading Screen	70%	75%	
Prep Foundation Spelling Screen (Stage 1: Target 1, 2, 3)	54%	85%	
Year 1 Spelling Placement Screen	80% (Stage 1 – completed)	45% (Stage 2 – completed)	
Year 1 Early Reading Screen	80% (Stage 1 – completed)	85%	
Year 2 Spelling Placement Screen	60% (Stage 2 – completed)	76% (Stage 2 completed)	
Year 2 Early Reading Screen (completed)	96%	Intervention only	
Year 3 Spelling Placement Screen (Stage 3 – completed)	40%	70%	
Year 4 Spelling Placement Screen (Stage 4 – completed)	35%	60%	
Year 5 Spelling Placement Screen (Stage 5 – completed)	35%	60%	
Year 6 Spelling Placement Screen (Stage 6 – completed)	35%	60%	
Attendance	Attendance Rate Prep-Year 6	% Below 85%	First Nations %
Attendance Rate	93%	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 SWANS less than 30 SDA's		
Effective Behaviour Survey (EBS)	Increase of 10% from 2023 to 2024 across all areas		
School Opinion Survey	Minimum of >75% of parents, students and staff are satisfied that behaviour is well managed at BSS Improvement in staff SOS +20% from 2023 to the following: Staff are well supported at this school The well-being of employees is a priority at this school Minimum of >75% 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 – under direction of DP's)
 - HOD/SS – oversees Student Support Staff, T/Aides and Students with additional needs
 - GO & Social Worker – support student and parent wellbeing
 - Intervention Teachers to support T&L (Coaching, modelling & feedback).
 - STLaN – interrogate data and oversee intervention for D/E students & U2B's
 - Speech Therapists & Art Therapists
 - Teachers - improve student learning outcomes
 - Teacher Aides - assist the classroom teacher to support student learning
 - All Staff, Students and community members to promote Pride@Burrowes
 - HOD/Behaviour & Beh TA's & PBL Committee – teacher, community, teacher aide, parent reps, engage students in learning and assist students with regulation of behaviour

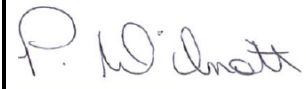
AIP measurable & desired outcomes:

- ✓ 'The Work' and signature practices embedded
- ✓ Bank of engagement strategies implemented in all classrooms (evidenced by LWT's)
- ✓ Identified student targets & outcomes are achieved in Reading, A-C English & A-B English, NAPLAN
- ✓ Moderation processes embedded/scheduled for 2024
- ✓ Data Plan is completed and targets met
- ✓ 21st century skills evidenced through classroom practice
- ✓ Differentiation model implemented with fidelity
- ✓ Collegial framework created & engagement practices implemented with fidelity
- ✓ Ongoing improvement in attendance, SDA's & SOS Data
- ✓ Signature behavioural & wellbeing practices are embedded
- ✓ Transition programs are embedded
- ✓ Cluster initiatives are insitu and gaining traction
- ✓ Staff to enact parent, teacher and student vision (EIA)

- Resources:**
- ✓ 2 x Intervention Teachers
 - ✓ Speech Therapists
 - ✓ Early Years Coach
 - ✓ Technical Officer
 - ✓ Art Therapists
 - ✓ 2 x HOD/Curriculum
 - ✓ HOD/Behaviour
 - ✓ Behaviour T/Aides
 - ✓ Business Manager
 - ✓ HOD/Student Services
 - ✓ Guidance Officer
 - ✓ Groundsman x 2
 - ✓ Office Staff
 - ✓ Social Worker
 - ✓ STLaN
 - ✓ DP's
 - ✓ Teacher Aides
 - ✓ Professional Development
 - ✓ Celebration Days - PBL
 - ✓ Extra classroom teacher – to 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.



Principal



P&C/School Council



School Supervisor