Monitoring Tool
Green – on track
Yellow – underway
Magenta – yet to commence

Burrowes State School – Pride@Burrowes
2024-2027 SCHOOL STRATEGIC PLAN

School Profile

Burrowes State School offers families a safe and supportive environment for our students and families. We promote Pride@Burrowes. Pride in our actions and pride in ourselves. We have celebrated ongoing academic success since our last School Strategic Plan (2019-2023). We have had continuous improvement in our A-C Data in English, Math and Science and we continue to explore new and innovative ways to ensure Equity and Excellence at Burrowes.

Burrowes was officially opened in 1987 as the second state school in the growing Logan suburb of Marsden. Today our enrolment exceeds 875 students from Prep to Year 6. Our school plays a significant role in the lives of children as they grow and develop. In partnership with parents and other members of the community, our school provides students with a high quality education that equips them with the knowledge, skills, and attributes needed to be successful in the future. Our school motto is 'Freedom to Learn'. We work to enable all students to engage in learning activities which cater for their specific needs and abilities. We are a proud Positive Behaviour for Learning school and our PBL mascots of Ms. Safety and Mr. Responsibility are displayed throughout our school. The BSS watermark is Pride@Burrowes.

Mr. Responsibility

PRIDE
Persistence
Resilience
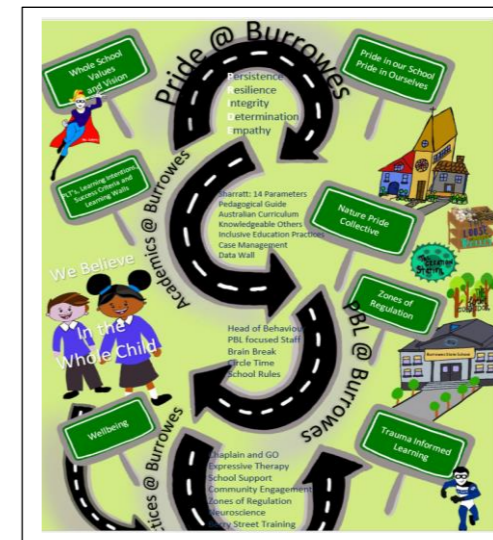**Integrity**
Determination
Empathy

Ms. Safety

Vision and Values

Burrowes State School encourages all students to succeed and focuses on building positive relationships within the community. Burrowes achieves this by supporting our students to enrich their learning as a whole person by connecting with families, cultures and the wider community. Burrowes provides a safe, positive and inviting environment for its community. Students take pride in their education and are striving to reach their goals. Teachers show enthusiasm when implementing all areas of the curriculum. Burrowes provides 'freedom to learn'. We promote Pride@Burrowes. Pride in our actions and Pride in ourselves.

We value and embrace diversity in all that we do. Our staff work collaboratively to ensure that best outcomes are achieved for both students and families promoting Equity and Excellence@Burrowes. We value the 'Whole Child'.

	Educational achievement		Wellbeing and engagement		Culture and inclusion

School review key improvement strategies

- Collaboratively develop a precise and narrow plan for enacting the EIA with clear, ongoing cycles of review to ensure key strategies and approaches are implemented with consistency.
- Collaboratively refine the 3 levels of planning to quality assure the Curriculum, Assessment and Reporting Plan (CARP) and provide all 8 learning areas of the Australian Curriculum (AC) to students with precision and clarity
- Further support all staff to collaboratively design and embed differentiated classroom practices and adjustments to support all students to realise their potential, including high-achieving students
- Collaboratively develop a collegial engagement framework, with a focus on consistency in teaching practices, to provide regular and multiple opportunities for teachers to reflect on and strengthen their teaching practice
- Strengthen moderation practices within and outside the school to support teachers in building a deeper understanding of the AC, promote consistency of judgement and inform future teaching and planning

School Priorities 2024-2027

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. Embedding signature and agreed practices to provide clarity and consistency, with a focus on ongoing success of student learning outcomes and meeting set targets and goals and promoting equity and excellence at Burrowes State School (the next lift).

School priority 2: Continue to 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.

Strategies – School Priority 1

- Teachers to **know their students (how they learn), know their data and know their strategies** – focus on high expectations and a culture of positivity and inclusion
- Unpack and action with teachers/staff the Reading Position Statement, Reading Modules & resources provided (Burrowise and align with ETOR – Science of Reading practices/processes)
- Continue to unpack, utilise and embed ETOR (Science of Reading) as the signature reading framework for Reading@Burrowes, ensuring that all aspects of the Reading Position statement are incorporated into processes/practices at Burrowes
- Utilise Reading Team Members and Line Leaders to be KO's – upskill staff re key messages, school priorities, processes and protocols at BSS
- Provide ongoing professional development (PD) to staff re ETOR Framework (Science of Reading), Speech Therapists as Knowledgeable Others (KO's). Empowering educators to build professional expertise through high quality, targeted development opportunities
- Upskill staff re changes in metalanguage – transition from PBL to 'Multi-tiered Systems of Support' and embed all aspects of behaviour management at Burrowes
- For staff to have a good working knowledge of all elements of the 'Whole Child' to promote knowledge, skills and capabilities of all staff – provide PD as needed
- Value and strengthen our community connections to recognise and celebrate our diverse cultural backgrounds - foster an inclusive teaching and learning environment
- Promoting wellbeing & engagement - being healthy, confident & resilient, focusing on wellbeing of staff & students
- Further develop staff knowledge, skills & capabilities re Whole School Differentiation – what that looks like, sounds like and feels like at Burrowes (create bank of strategies)
- Support staff to collaboratively design/embed differentiated classroom teaching practices, supporting students to realise their potential, including high-achieving students (assisting students to get the next lift)
- Strengthen moderation practices within & outside the school to support teachers in building their understanding of the Australia Curriculum (AC)
- Embed Promoting Literacy Development (PLD) to maximise the literacy potential of all students
- Whole school commitment to signature practices is embedded - 'The Work' (14 parameters) – Learning intentions, success criteria, big ideas, hook, individual student goal setting (behaviour and reading), coaching modelling & feedback cycles, teacher conferencing sessions, Learning Walls (encompassing bump it up walls), third teacher, case management processes, data walls (regular update of data – begin all PLT's at the Data Wall)
- Collaboratively refine and embed whole-school approaches to pedagogy, building teacher capability to consistently implement agreed, high-impact, instructional practices and strategies to address the learning needs of every student. Build staff capability with Version 9 of the AC – 2024 Pilot V9 AC Prep, Yr.3 & Yr. 5 - English & Mathematics
- Full implementation of V9 of the AC in 2025 (English & Math). Continue with rollout of remaining KLA's as instructed by EQ

Measurable/desired outcomes

English	A to C Levels of Achievement Prep-Year 6			
	2024	2025	2026	2027
% of Students C or above	85%	87%	89%	91%
% of First Nation Students C or above	70%	72%	74%	76%
% of SWANS C or above	60%	62%	64%	66%
% of Students A-B	40%	42%	44%	46%
% First Nation Students A-B	30%	32%	34%	36%
% SWANS A-B	20%	22%	24%	26%
Mathematics	A to C Levels of Achievement Prep–Year 6			
	2024	2025	2026	2027
% of Students C or above	88%	90%	92%	94%
% of First Nation Students C or above	75%	77%	79%	81%
% of SWANS C or above	65%	67%	69%	71%
% of Students A-B	50%	52%	54%	56%
% Frist Nation Students A-B	35%	37%	39%	41%
% SWANS A-B	30%	32%	34%	36%
Oral Reading Check-ins	2024	2025	2026	2027
% of Students C or above (Reading Rubric)	80%	82%	84%	86%
NAPLAN	2024	2025	2026	2027
Reading – Developing or Above	85% - Yr.3	87% - Yr.3	89% - Yr.3	91% - Yr.3
	90% - Yr.5	92% - Yr.5	94% - Yr.5	96% - Yr.5
Reading – Strong or Exceeding	30% - Yr.3	32% - Yr.3	34% - Yr.3	36% - Yr. 3
	40% - Yr.5	42% - Yr.5	44% - Yr.5	46% - Yr.5

- Further enhance data literacy skills, that enable teachers to routinely engage in collaborative, data informed conversations to inform teaching & learning (**know their students**, **know their data, know their strategies**)
- Continue to develop staff knowledge/skills/capabilities in reading & priority areas – Line Leader KO's, Reading Team Members, WOW & Professional Development
- Collaboratively refine/embed the Collegial Framework, with a focus on consistency in teaching practices, to provide regular and multiple opportunities for teachers to reflect on and strengthen teaching practices
- Implement high impact strategies to increase student learning – Setting goals, Structuring lessons, Explicit teaching, Worked examples, Collaborative learning, Multiple exposures, Questioning & Feedback
- Collaboratively refine the 3 levels of planning to quality assure the Curriculum, Assessment & Reporting Plan (CARP) & provide all 8 learning areas of AC to students with precision & clarity
- Focus on 21st century skills with a spotlight on technology – QLearn rollout (Transitioning SWANS Term 4 2023, & Term 1 2024)
- Strengthen relationships with cluster schools to build opportunities for both leaders/ teachers to participate in collegial networking and sharing of best practice
- Embrace cultural diversity at BSS and create an inclusive teaching and learning environment
- Focus on maintaining the health and well-being of staff and students
- Explore partnerships and/or opportunities with Qld Academies/Universities to support high achieving students and their families and to enhance teacher pedagogy
- Promote three way partnership – students/parents, staff & community members
- Strength relationships with local Childcare and Kindy providers to ensure a smooth transition for Prep students
- Continue with rollout of Electronic Data Wall to capture student data in a more concise & effective manner
- Continue to work with cluster schools (Primary and High) to promote sharing of best practice and to support positive and confident transitions into and through school
- Staff Celebration days held termly – to acknowledge and celebrate success

Strategies School Priority 2

- To continue to build a school-wide professional team of passionate, knowledgeable others that know their students, know their data and know their strategies
- Introduce and embed changes in Meta Language from PBL to Multi-Tiered System of Support (which aligns to current tiers of behaviour/wellbeing)
- Collaboratively create and embed the collegial framework, focusing on consistency in teaching practices/adjustments to support student learning (including high achieving students)
- Collaboratively develop/design and embed whole school processes/procedures to promote shared accountability and responsibility for the improvement of student learning outcomes

PLD Whole School Targets

Year Level	2024 End of Sem 1	2024 End of Sem 2	2025 End of	2026 End of	2027 End of
Prep Completion of Foundation Pre-Reading & Pre-Spelling Screens	70%	85%	90%	90%	90%
Prep Foundation Early Reading Screen	70%	75%	80%	80%	80%
Prep Foundation Spelling Screen (Stage 1: Target 1, 2, 3)	54%	85%	85%	85%	85%
Year 1 Spelling Placement Screen	60% (Stage 1 completed)	45% (Stage 2 completed)	55% (Stage 2 completed)	55% (Stage 2 completed)	55% (Stage 2 completed)
Year 1 Early Reading Screen	80% (Stage 1 – completed)	85% (Stage 1 & 2 completed)	85% (Stage 1 & 2 completed)	85% (Stage 1 & 2 completed)	85% (Stage 1 & 2 completed)
Year 2 Spelling Placement Screen	60% (Stage 2 – completed)	70% (Stage 2 completed)	75% (Stage 2 completed)	80% (Stage 2 completed)	85% (Stage 2 completed)
Year 2 Early Reading Screen (completed)	96%	Intervention only			
Year 3 Spelling Placement Screen (Stage 3 – completed)	40%	65%	70%	75%	80%
Year 4 Spelling Placement Screen (Stage 4 – completed)	35%	55%	60%	75%	85%
Year 5 Spelling Placement Screen (Stage 5 – completed)	35%	50%	60%	65%	70%
Year 6 Spelling Placement Screen (Stage 6 – completed)	35%	50%	55%	65%	70%

Desired outcomes
- ✓ 'The Work' and signature practices embedded at BSS
- ✓ Reading@Burrowes (ETOR – Science of Reading) is an embedded practice – with a focus on ensuring that the Reading Position Statement is the guiding document at BSS
- ✓ Continue to focus on improvement in all KLA's – with a focus on English, Math & Science (A-C & A-B)
- ✓ Whole School PLD approach embedded with an annual improvement in student learning outcomes & targets
- ✓ Bank of engagement strategies implemented in all classrooms with fidelity (evidenced by LWT's)
- ✓ Identified targets/outcomes are achieved in Reading, A-C English & A-B English, NAPLAN
- ✓ Moderation processes conducted termly (internal & external) embedded practice

- To utilise professional development sessions to promote a shared understanding of 'The Whole Child' and to ensure staff remain focused on their WHY
- Embed coaching, modelling and feedback cycles, to ensure quality teaching and learning ensues
- Facilitate rigorous ongoing discussions re student learning, providing scheduled times (WOW, PLT's, Meetings) for staff to meet and case manage individualised student learning
- Utilise and embed Sharratt's 14 parameters to ensure clarity and consistency re precision of practice (vertical and horizontal alignment)
- Embed Watching Others Work, Classroom Walkthroughs & Ghost Walks as signature practices at BSS
- Support and celebrate each other's success (unconditionally)
- Continue to promote and embed a culture of positivity@Burrowes – a belief that every child can learn and achieve
- Instil leadership and staff commitment to 'The Work' – putting faces on the data (laser-like focus on every child)
- Continue to focus on the narrative of ongoing school improvement (the next lift)
- Create a bank of engagement strategies and embed, to promote student attendance, decrease behaviours and to enhance student learning outcomes
- Promote the health and well-being of staff by fostering a culture of collaboration and teamwork, acknowledging and actioning staff voice and celebrating success
- Enhance transition programs and community engagement – acknowledging and actioning student, parent and community voice (pivot as needed)
- Collaboratively review/refine/embed a whole-school approach to behaviour & wellbeing (promote unconditional positive regard). Ensuring agreed systems and processes are implemented consistently (social and emotional capabilities)
- Utilize a Collaborative Inquiry process review/refine/embed the BSS approach to behaviour/wellbeing/attendance. Ensuring agreed systems and processes are implemented with fidelity
- Utilise PBL & behavioural/wellbeing data from OneSchool to inform student/family support needs – behavioural focus areas for the term
- Embed the practice of the explicit teaching of behavioural focus areas. Teachers to unpack, model and discuss appropriate behavioural choices (through a PBL, ZOR and Berry Street lens – Multi-Tiered System of Support)
- Continue to refine and embed the Positive Behaviour for Learning (Multi-Tiered System of Support) Team at BSS (Yearly) with a representative from teachers, teacher aides and community
- Revisit and collaboratively refine key documents and agreed processes for behaviour/wellbeing management to promote clarity and consistency – Whole School Approach (using a Collaborative Inquiry Process)
- Upskill staff re utilising a variety of strategies to assists students to regulate their behaviour and make positive choices (PBL/Zones/Berry Street)

✓ All assessment as per the BSS Data Plan is completed and targets met annually
✓ 21st century skills evidenced through classroom practice
✓ Whole School Differentiation & Moderation processes implemented with fidelity
✓ All staff KO's re Differentiation & Moderation Processes & V9 of AC
✓ School Opion Survey Data continues to improve – denoting acknowledgement of all voices and ongoing success
✓ Ongoing continuous improvement at Burrowes in student data as per above table
✓ Ongoing success in student learning outcomes is acknowledged and celebrated
✓ Teachers know their students, know their data and know their strategies
✓ Collective commitment and a shared vision for success as a school community to ensure that every child can learn and achieve
✓ All teachers are data literate, use the data to provide indidivualised support/extension to enhance and personalise individual student learning
✓ Data Walls are utlised by all staff and purposeful
✓ New staff are inducted into the Burrowes methodology of high expectations promoting Equity and Excellence
✓ EIA that has a sharp narrow focus – with all voices acknowledged & led with fidelity by the Burrowes community

Measurable/desired outcomes

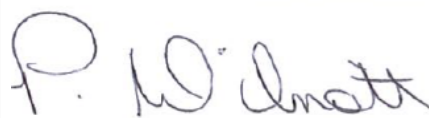| Attendance	Attendance Rate Prep-Year 6	% Below 85%	First Nations %
Attendance Rate	93%	Less than 25%	90%
Positive Behaviour for Learning SDA's	Less than 100 SDA's for the year (Prep-Year 6)		
	First Nations less than 20 SDA's		
	SWANS less than 30 SDA's		
Effective Behaviour Survey (EBS)	Increase of 5% each year from 2024 to 2027 across all areas		
School Opinion Survey	Minimum of >85% of parents, students and staff are satisfied that behaviour is well managed at BSS		
	Minimum of >75% staff to the following: Staff are well supported at this school The well-being of employees is a priority at this school		
	Minimum of >75% students to the following: I am interested in my school work My school work challenges me to think		

- Collaboratively create/embed behaviour/wellbeing walls (outlining point system/levels) student behaviour/wellbeing goals to promote student ownership of choices made
- Implementation of alternate programs and the enhancement of engagement strategies to reduce SDA's and increase attendance to maximise learning days and consolidate strong foundations for lifelong learning
- Provide ongoing PD to staff re PBL, ZOR, ESCM's & Berry Street whole schools processes/protocols as needed – evidenced by Learning Walks and Talks & Classroom Visits, PBL Data, Surveys and Staff Meetings – embed all signature and agreed practices at Burrowes
- PBL Celebration Days held each term – to acknowledge positive behavioural choices made by students – celebrate progress and success
- Staff to complete APDP/APR's (yearly) with their respective line leaders to promote professional development and a culture of forever learning and growing– aligned to school priority areas

Desired Outcomes
- ✓ Collegial framework embedded
- ✓ Engagement practices are being implemented with fideltiy (evidenced through LWT's)
- ✓ Multi-tiered System of Support is embedded at BSS – PBL, ZOR, Berry Street, Trauma Informed Practices, Poverty Training (what works at BSS – continuously reviewing and pivoting as needed to ensure ongoing success)
- ✓ Targets/goals as per above table achieved and celebrated
- ✓ Ongoing improvement in attendance & SOS Data
- ✓ Signature and agreed practices are embedded at BSS
- ✓ Steady decline in SDA Data (annually)
- ✓ Transition programs are embeded (high school and kingergarten)
- ✓ Cluster initiatives are insitu and gaining traction
- ✓ Improvement in SOS data – acknowledgement and actioning of student, staff and parent/community voice
- ✓ 'The Work' is the pedagogical framework guiding T&L processes/protocols & is ensuring ongoing improvement
- ✓ Pride@Burrowes is an embeded practice that promotes a culture of positivity, both at school and in the community
- ✓ That high expectations are in situ and that we strive to continuously improve student learing outcomes – set the bar high to ensure ongoing success
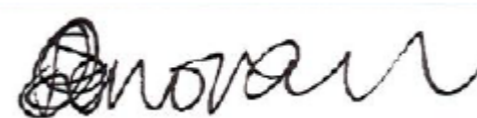- ✓ Inclusive practices are emebdded at Burrowes

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**