

Pride @ Burrowes

Persistence, Resilience, Integrity, Determination & Empathy



School Context:

Setting: South East Region (Marsden)

Category: Band 10 (Primary)

Enrolments: 759 students

ICSEA: 938

Priority School Review: Term 2, 2019

Financial Audit: Term 3, 2019 (Self Managing)

School Outline: Burrowes State School has identified that enhancing teacher pedagogy through clear and consistent whole school practices is the key to improving student outcomes across all year levels centred on Reading and the implementation of the Australian Curriculum (clarity and consistency). Burrowes SS's engagement with the School Improvement Unit (Priority Review in Term 2 2019) and South East Region's Leading Learning Collaborative (2019 / 2020) underpins the strategic direction of the school for the next 4 years – 2020 to 2023.

2020-2023 QSR Goal: By 2023, Burrowes SS's teaching and learning practices and protocols will be clearly defined and evident in every classroom to enable every student to improve and succeed in their learning. This will result in improved A to C levels of achievement for Prep to Year 6 students in **English**. Improved LOA data in **English** will align to an upward trajectory in achievement in **Reading** for students in Year 3 and 5 NAPLAN. Our achievements in NAPLAN **Reading** will reflect a very high percentage of students reaching national minimum standards; mean scale scores and upper two bands will be on an upward trajectory. We shall implement the SIU Next Steps from the Priority Review to guide future actions and enhance teaching and learning at BSS.

Strategic Plan Legend (2020 to 2023)

To identify the priority areas for the next four years please refer to the legend descriptors below:

- **RED** – The school's sharp and narrow focus in that year.
- **BLUE** – A complementary piece of work aligned to the school's sharp and narrow focus in that year.
- **Green** – Either a monitoring, reviewing or emerging piece of work in that year.

Progress Report

Not Achieved (NA)
Working Towards (WT)
Achieved (A)

Burrowes State School Strategic Plan 2020 to 2023

An Explicit Improvement Agenda

Burrowes State School's explicit improvement agenda will be clearly communicated to all members of the school community. Staff are committed to, aware of, and take responsibility for meeting targets and timelines and monitoring the effectiveness of current practices to ensure they are aligning to the improvement agenda.

2020

- **Clearly define BSS's EIA focussed on a Learning Culture of Positivity, Successful Learning (high expectations of curriculum and pedagogy) and Productive Partnerships. Sharp/Narrow EIA. (A)**
- **Engage in the Region's Leading Learning Collaborative. (A)**

2021

- **By the end of 2020 the school will embed the Watermark of Pride @ Burrowes and its Vision and Values for the future. Revisit and redefine Roles and Responsibilities and Accountabilities of all stakeholders to ensure success of school targets/goals (KIS). (A)**

2022

- **Conduct a 'Self Assessment' process to review specific Domains of the National School Improvement Tool to ensure actions plans and set goals/targets are being achieved. (A) (Review undertaken)**

2023

- **EIB to review whole school practices against the 9 Domains of the National School Improvement Tool.**
- **2024 - 2027 BSS Strategic Plan developed in consultation with the BSS Community.**

Analysis and discussion of data

Burrowes SS has an embedded Data Plan. Reliable and timely student and classroom data is used to monitor school-wide achievement and progress across targeted focus areas. A balance of formative and summative assessment is reflected and processes are formalized to discuss student achievement data to influence teaching and learning.

2020

- **Continue working on the whole school Data Wall and Case Management processes/protocols so teachers have a deeper cognitive connection to student achievement data in Reading; English LOA to support effective pedagogical practices. (A)**
- **Embed BSS benchmarks for Reading to guide and underpin Case Management and 'Check-In' processes across Prep to Year 6. (A)**

2021

- **Build the capacity of teachers understanding and use of the Literacy Continuum and Early Start data to determine the needs of Prep to Year 2 students and subsequent responsive pedagogical practices and interventions. (A)**
- **Facilitate formal school processes to reflect on the alignment of English A-E LOA, NAPLAN and internal Reading benchmarks. (A)**

2022

- **Review Burrowes SS 'Data Wall' to make stronger connections to aspects such as 'Achievement vs Improvement' and a student's 'Relative Gain' at key junctures. (A)**
- **Review the balance of Formative and Summative data used to measure the success of students. (A)**

2023

- **Review BSS Assessment Schedule to ensure alignment to State and Regional priorities and targets. (A)**
- **Explore the concept of a Digital Data Wall to enable School Leaders and Teachers to discuss student achievement anytime, anywhere. (WT)**

A culture that promotes learning

Burrowes SS's leadership team is working towards building a culture of high expectations and excellence through a whole school approach to PBL practices. As a staff we promote Pride @ Burrowes. Staff have a strong belief that every student will learn and achieve positive outcomes. A collegial culture is being established and there is a strong focus on the learning and wellbeing of students and on continually improving the school's ability to meet the complex needs of all students using a variety of strategies.

2020

- **Facilitate the understanding and application of Berry Street, Trauma Informed Practices, Neuroscience (Whole Child), Zones of Regulation & Art Therapy to enhance teacher management practices with all students. (A)**
- **Explore usage and application of the Zones of Regulation to complement existing behavioural programs - Create KO's - roll out program in Term 4 (A)**
- **Develop and enact 2020 - 2023 PBL Action Plan from PBL surveys and SOS data. (A)**
- **Collaboratively create the Student Code of Conduct and unpack with community. (A)**

2021

- **Continue to unpack with staff all processes/protocols re 'The Whole Child' (A)**
- **Roll out the Student Code of Conduct in 2021 (feedback from staff and community) (A)**
- **Develop and enact 2020-2021 PBL Action Plan from PBL surveys and SOS data to provide clarity and consistency re practices and procedures. (A)**
- **Embed Zones of rRegulation language and practices into PBL and classrooms (A)**

2022

- **Facilitate the understanding and use of 'Restorative Justice' practices to enhance teacher management and relationship building with all student. (A)**
- **Embed all processes/protocols re 'The Whole Child'. (A)**
- **Develop and enact 2021-2022 PBL Action Plan from PBL surveys and SOS data. (A)**

2023

- **Focus working towards reaching SW-PBL milestones that identify BSS as a 'Demonstration' SW-PBL school in the SE Region. (WT)**
- **Develop and enact 2022 - 2023 PBL Action Plan from PBL surveys and SOS data. (WT)**

Burrowes SS Measures of Success 2020 – 2023

SE Region Performance Measures and Burrowes SS Targets			
2020	2021	2022	2023
English LOA - % Student C and Above			
Years Prep / 1 / 2	Semester 1 80%	Semester 2 85%	
Years 3 / 4 / 5 / 6	Semester 1 75%	Semester 2 80%	
NAPLAN READING YEAR 3 NMS			
	96%	97%	98%
NAPLAN READING YEAR 3 U2B			
	25%	30%	35%
NAPLAN READING YEAR 3 Mean			
NAPLAN READING YEAR 5 NMS			
	96%	97%	98%
NAPLAN READING YEAR 5 U2B			
	25%	30%	35%
NAPLAN READING YEAR 5 Mean			
F&P Reading Levels BSS			
Year	F&P Level	% Level +	
Prep	D,E	75%	
Year 1	H	80%	
Year 2	K	85%	
Year 3	O		
Year 4	R,S		
Year 5	V		
Year 6	W		
Attendance Rates			
93%	93%	93.5%	94%
Below 85% Attendance Rate			
< 12.5%	< 12%	< 11.5%	< 11%
Positive Behaviour for Learning - EBS			
80% + across all EBS aspects			
School Opinion Survey - Behaviour			
85% of parents, students and staff are satisfied with behaviour at BSS			
SOS Parents: My child's English skills are being developed at this school.			
90%	92%	94%	95%
SOS Students: My English skills are being developed at my school.			
90%	92%	93%	94%

Targeted Use of Resources

Burrowes State School applies its resources (staff time, expertise, funds, facilities, materials & programs) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners and ensure that 'every student succeeds'.

2020

- Review the effectiveness of Leadership structure/s to determine how to resource and support the school's Improvement Agenda for the next 3 years, and staff accordingly. (A)
- Zones - access Regional Therapy Support Services to develop whole school Zones of Regulation program and processes - Create KO's. (A)

2021

- Plan and adequately resource BSS readiness for NAPLAN Online in 2021 to ensure a smooth transition. (A)
- Pedagogical and infrastructure implications to be factored in when resourcing for NAPLAN Online transition. (A)
- Continue to develop Zones of Regulation Program - accessing Regional Therapy Support as needed to embed processes and protocols (A)

2022

- Review the capacity of the school's STEM & HASS resources to enhance the learning experience and broaden the opportunities of all BSS students. (A)

2023

- Review the effectiveness of Leadership structure to determine how to resource and support the school's Explicit Improvement Agenda for the next 4 year BSS Strategic Plan.

An Expert Teaching Team

Burrowes State School places a high priority on developing the pedagogical knowledge and skills of all teachers to ensure they are experts in their field. Teachers plan collaboratively, share and showcase best practice, reflect on their teaching pedagogy and take personal responsibility for improving student learning and wellbeing through weekly PLT's and High Performance Team Meetings.

2020

- Commit to all class based and inclusion teaching staff engaging with DET Teaching Reading and Writing Centre program - Teaching Reading and Writing Prep to Year 2; and Year 3 to Year 6. This will be achieved across a three year period (2019-2021). (A)
- Identification of KO's for school priority areas (A)
- Commit to AAP and enhance practice through use of EYC in P-2 (A)

2021

- Continue to identify and utilise KO's for key priority areas (A)
- Embed a differentiated coaching, modelling & feedback model that focuses on ensuring a consistent approach to the teaching of Reading across Prep to Year 6. (A)
- Recommended practices reflect Learning Walks and Talks; Watching Others Work; PLT's, Beginning Teacher Mentor Program and Induction Program for new staff school. (A)

2022

- Identify key BSS personnel and provide the professional support and resources to enable BSS teachers to engage in the STEM agenda. (A)
- Continue working with schools in the Logan Cluster to support and progress key improvement and priorities. (A)

2023

- Ensure the work of successful Highly Accomplished Teachers and Lead Teachers at BSS supports collegial growth aligned to the school's Explicit Improvement Agenda. (WT)

Systematic curriculum delivery

Burrowes State School is committed to developing coherent and sequenced Curriculum Plans (i.e. 3 Levels of planning), which are aligned with the Australian Curriculum by the end of 2020, to ensure consistent teaching and learning expectations across all learning areas. Learning is monitored across all year levels and subject areas and evidence-based teaching practices are embedded in curriculum delivery.

2020

- Provide professional learning opportunities to ensure teachers 'Know their students'; 'Know their data' and 'Know their strategies'. (A)
- Vary learning pathways through differentiation' so a shared understanding of the Australian Curriculum: English is reflected across Prep to Year 6. (A)
- Develop school-wide Moderation processes to ensure there is a consistency of judgement across Prep to Year 6 - focussed on English. (A)
- Maintain whole school curriculum plan, reading framework and key school documents to ensure clarity and consistency. (A)

2021

- Develop age appropriate pedagogy (WT)
- Continue to embed school-wide moderation processes and protocols (A)
- Create an alliance with local schools re moderation of student work bi-annually (A)
- Clearly define and embed universal components to English planning across Prep to Year 6 including Sharratt's Waterfall and Bump it Up Walls. (A)

2022

- Continue to embed universal components to English planning across Prep to Year 6 including Sharratt's Waterfall and Bump it Up Walls. (A)
- Continue to embed school-wide moderation processes and protocols (A)

2023

- Provide professional learning opportunities to ensure teachers 'Know their students'; 'Know their data' and 'Know their strategies' through differentiation' so a shared understanding of the Australian Curriculum: Mathematics, English and Science is reflected across Prep to Year 6. (WT)

Every student succeeding State Schools Strategy



[Every student succeeding – State Schools Strategy \(PDF, 307KB\)](#) is Queensland's plan to lift the performance of each state school student, teacher and principal. It is aligned with [Advancing education: An action plan for education in Queensland](#) and the [Strategic Plan](#).

We recognize that lifting educational performance requires additional effort and new and effective strategies. Each element of the strategy requires principals to make decisions on matters that have the most impact on student learning. Intentional collaboration, at the heart of the strategy, describes how we learn and work together, leveraging our different strengths, skills and perspectives, to address prioritized challenges, measure impact, build expertise and accelerate statewide improvement in student outcomes. Access information and resources that support your next steps in school improvement:

[Successful learners](#)

Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.

[Teaching quality](#)

Teachers employing high quality, evidence-based teaching practices focused on success for every student.

[Principal leadership and performance](#)

School leaders driving school improvement and student achievement.

[School performance](#)

Schools achieving success through an intentional approach to improving the progress of every student.

[Regional support](#)

Regions providing a renewed focus on supporting performance and outcomes in the early years and across the stages of schooling.

[Local decision making](#)

Schools ensuring community needs are central to decision-making processes, autonomy and accountability.

Differentiated Teaching and Learning

Burrowes SS places a high priority on ensuring that, in their day-to-day teaching, classroom teaching pedagogy identifies and addresses the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need so that 'every student succeeds'. BSS focus is the Whole Child!

2020

- Review internal processes/protocols to identify BSS students requiring an Individual Curriculum Plan (ICP) and put in place support for teachers to make necessary adjustments. (A)
- Collaboratively create and implement a whole school Differentiation process (A)
- Identify KO's (school priority areas) to further enhance teacher pedagogy (A)

2021

- Implement recommendations from EIB (KIS) to enhance and support inclusive practices across the school. (A)
- Continue to identify BSS students requiring an Individual Curriculum Plan (ICP) and put in place support for teachers to make necessary adjustments. (A)
- Continue to embed differentiation processes/protocols (A)

2022

- Whole school focus on enhancing teacher understanding of the high yield strategies for high achieving students - moving from structural differentiation to instructional differentiation in classrooms. (A)

2023

- Continue embedding whole school processes and practices that reflect a clear focus on the individual learning needs of every student and ensuring teachers are confident in catering for a range of learning styles and abilities across the school. (WT)

Effective Pedagogical Practices

Burrowes SS's Leadership team drive improvement and ensure staff have a clear and well understood position on Teaching and Learning. The Leadership team works alongside teachers and staff to model, coach and provide feedback to enhance teacher pedagogy. Evidence-based strategies are used to ensure effective learning experiences are being delivered and teachers understand that improved teaching practice results in improved student outcomes. All staff, including the leadership team, participate in a comprehensive coaching and feedback program.

2020

- Embed Teaching of Reading (RIP into Reading) across Prep to Year 6. Focus on aspects of Modelled, Shared, Guided and Independent reading. This will be an ongoing piece of work throughout the next 4 years. (A)
- Collaboratively create and implement the Pedagogical Guide at BSS (unpacking with staff) (A)

2021

- School Leaders and Prep Teachers will engage in the SE Region's Abecedarian approach working closely with the Early Years Coach, as part of the Early Years network. Embed Early Years Network with local schools, local childcare services and SE Regional personnel. (A)

2022

- Review BSS Pedagogical Guide to reflect current school practices based on State and Regional priorities, evidence based practice and the use of internal and systemic data to focus on student success and achievement. (A)

2023

- Ensure that evidence based practices aligned to State and Regional priorities provide the foundation for school wide pedagogical approaches. Ensure that whole school approaches are defined as the Burrowes Way of teaching and learning. (WT)

School – Community Partnership

Burrowes State School will work to build and strengthen partnerships with parents, Early Childhood providers, local High Schools, Tertiary institutions and the wider education community for the purpose of improving student outcomes and opportunities. Burrowes SS promotes and values the three way partnership between students, parents, teachers and community members.

2020

- Strengthen parent education programs for BSS families to support improving student success and achievement in Reading. (A)
- Promote the three way partnership (students, parents staff and community) (A)
- Continue to engage with MSHS and cluster re Avid and strengthen connections re transition programs (A)

2021

- Strengthen relationships with local Childcare and Kindy providers to ensure a Strong Start for BSS Prep students. (A)
- Continue to embed BSS Avid & Transition programs in conjunction with local High Schools. (A)
- Continue to promote the three way partnership (A)

2022

- Explore partnerships and or opportunities with Queensland Academies to support high achieving BSS students and their families and to enhance teacher pedagogy in STEM. (A)
- Continue to promote the three way partnership (A)

2023

- Continue working with universities re pre-service teacher program with a view to identifying and supporting the long term placement of teachers at BSS. (WT)
- Continue to promote the three way partnership (WT)

Endorsement of Strategic Plan 2020 - 2023

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

Principal
Trish Wilmott

P & C President
Cherie Hill

Assistant Regional Director
Terry Cornish