# Pride @ Burrowes

Persistence, Resilience, Integrity, Determination & Empathy

### Progress Report

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

# **Burrowes State School** Strategic Plan 2020 to 2023



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.

# An Explicit Improvement Agenda

2020

2021

2022

2023

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.

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

• 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)

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)

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

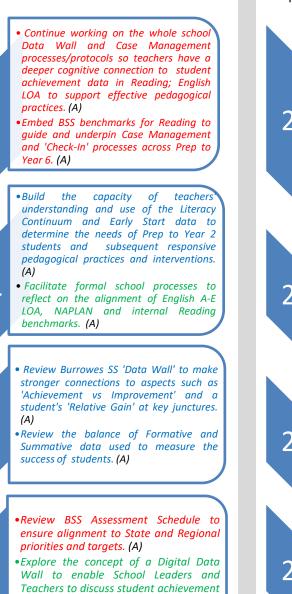
2020

2021

2022

2023

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.



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.

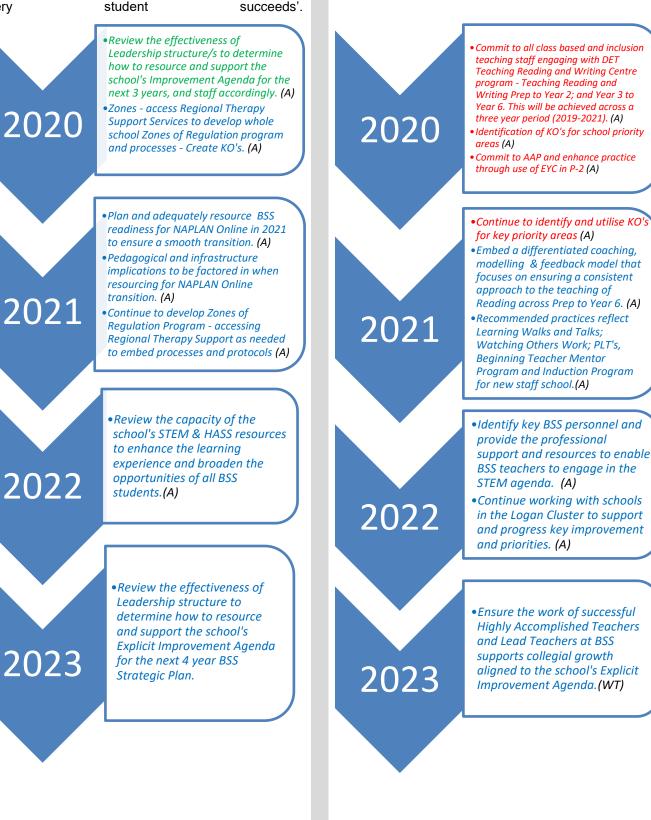
2020	<ul> <li>Facilitate the understanding and application of Berry Street, Trauma Informed Practices, Neuroscience (Whole Child), Zones of Regulation &amp; Art Therapy to enhance teacher management practices with all students. (A)</li> <li>Explore usage and application of the Zones of Regulation to complement exisiting behavioural programs - Create KO's - roll out program in Term 4 (A)</li> <li>Develop and enact 2020 - 2023 PBL Action Plan from PBL surveys and SOS data. (A)</li> <li>Collaboratively create the Student Code of Conduct and unpack with community. (A)</li> </ul>
2021	<ul> <li>Continue to unpack with staff all processes/protocols re 'The Whole Child' (A)</li> <li>Roll out the Student Code of Conduct in 2021 (feedback from staff and community) (A)</li> <li>Develop and enact 2020-2021 PBL Action Plan from PBL surveys and SOS data to provide clarity and consistency re practices and procedures. (A)</li> <li>Embed Zones of rRgulation language and practices into PBL and classrooms (A)</li> </ul>
.022	<ul> <li>Facilitate the understanding and use of 'Restorative Justice' practices to enhance teacher management and relationship building with all student. (A)</li> <li>Embed all processes/protocols re 'The Whole Child'. (A)</li> <li>Develop and enact 2021-2022 PBL Action Plan from PBL surveys and SOS data. (A)</li> </ul>
.023	<ul> <li>Focus working towards reaching SW-PBL milestones that identify BSS as a 'Demonstration' SW-PBL school in the SE Region. (WT)</li> <li>Develop and enact 2022 - 2023 PBL Action Plan from PBL surveys and SOS data. (WT)</li> </ul>

# **Burrowes SS Measures of Success** 2020 - 2023

SE Region Performance Measures and						
Burrowes SS Targets						
2020	2021	2022		2023		
	LOA - % St					
Years Semester 1 Semester 2						
Prep / 1 / 2		80%		85%		
Years		Semester 1		Semester 2		
3/4/5/6	75	%		80%		
NAPLAN READING YEAR 3 NMS						
	96%			98%		
NAPL	AN READ	ING YEAR 3		U2B		
	25%	30%		35%		
NAPLAN READING YEAR 3 Mean						
NAPLAN READING YEAR 5 NMS						
96% 97% 98%						
NAPL	AN READI			U2B		
25% 30% 35%						
NAPL	AN READI					
F&	P Reading	Levels	BS	S		
Year	F&P Le			Level +		
Prep		/0	75%			
Year 1	H	D,E H		80%		
Year 2	K		85%			
Year 3	-	0				
Year 4		R,S				
Year 5		N,3				
	w	V \\\\				
Teal 0	Year 6 W					
Attendance Rates						
93%		<u>93% 93.5%</u>		94%		
		% Attendance F				
< 12.5%	< 12%	< 11.5	070	< 11%		
Positive Behaviour for Learning - EBS						
80%	+ across a	III EBS a	aspe	ects		
	Outint of		D. 1			
	Opinion S					
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.						
				<b>6</b> 407		
90%	92%	93%	)	94%		

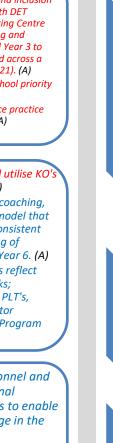
# **Targeted Use of Resources**

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 student 'every succeeds'.



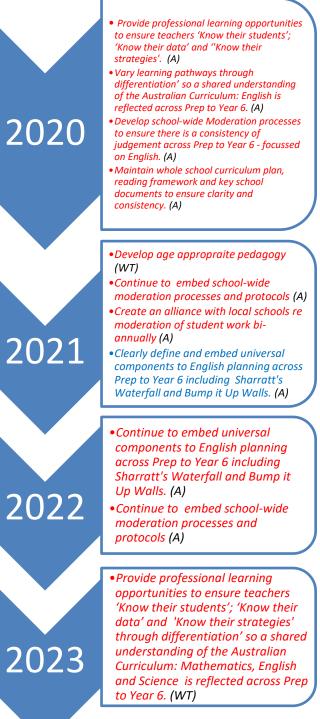
# An Expert Teaching Team

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.



## 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.



# **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**

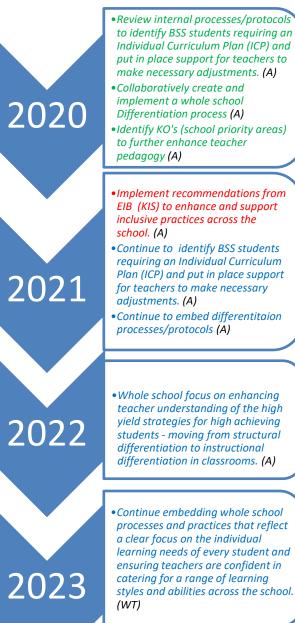
Regions providing a renewed focus on supporting performance and outcomes in the early years and across the stages of schooling.

#### Local decision making

Schools ensuring community needs are central to decisionmaking 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!



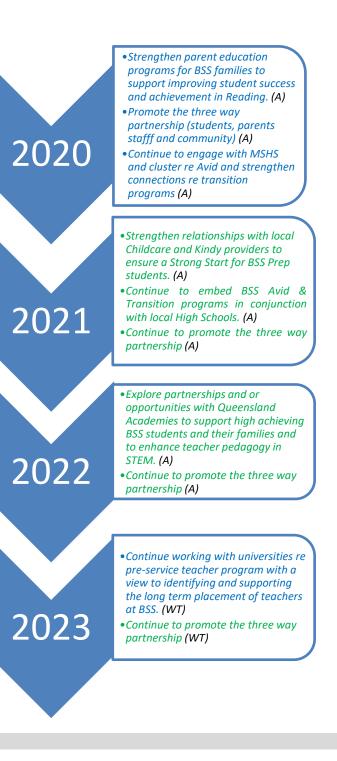
### **Effective Pedagogical Practices**

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.



# 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.



# 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