



Burpengary State School 2025 Annual Implementation Plan



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion



School priority 1		Culture	Phase		Developing	School priority 2	Capability	Phase		Implementing			
		Improve engagement and wellbeing by building a safe, inclusive learning environment.					Embed a clear and consistent whole school approach to the teaching of reading and Mathematics (v9), to maximise the educational achievement of all students						
Link to school review improvement strategy:		Priority 1: A consistent and safe learning environment <ul style="list-style-type: none">Review the Student Code of Conduct to reinforce all staff understanding of their role in delivering a consistent and safe learning environment. Priority 2: Shared vision of inclusive education and a whole school approach to differentiation <ul style="list-style-type: none">Ensure a school wide understanding of, and commitment to, differentiated teaching and learning.				Link to school review improvement strategy:		Priority 3: Deep understanding of the Australian Curriculum (v9) <ul style="list-style-type: none">Expand existing processes for building teacher curriculum knowledge, contextualising units in all learning areas Priority 4: Build professional expertise of school leaders <ul style="list-style-type: none">Build the skills of leaders (regular co-teaching, mentoring and coaching) to build shared staff ownership for all students' learning and to communicate the strategic direction.					
Strategies		<ul style="list-style-type: none">Review and refine current student code of conduct, PBL and Berry Street strategies to support student enagement, wellbeing and attendance - develop the 'Burpengary Way.'Provide professional development to challenge staff mental models of inclusionEstabish strategic community partnerships to develop a shared vision of inclusive educationIntroduce a student regulation room				Strategies:		<ul style="list-style-type: none">Refine the whole-school approach to the teaching of reading to ensure explicit instructional routines, including shared and dialogic reading, and targeted fluency practiceEmbed rich routines and short data cycles in MathematicsIntroduce pedagogical mentors to support teachers' professional development and expertiseSchool leaders to engage in coaching to support the refining of instructional leadership practices					
Actions including Responsible officer(s)					Resources		Actions including Responsible officer(s)					Resources	
<ul style="list-style-type: none">Unconditional positive regard through positive student/teacher relationships involving morning relationship routines (All staff)Utilise the expertise of regional well-being staff to assist with strategic planning in developing school culture through a differentiated teaching and learning lens (DP P-2)Develop the 'Burpengary way' whole school document (ELT; Key volunteer staff)Review current planned 2025 B.S.S. PD document to include inclusive practices within and across our school (HOSSES)Review termly, the impact of new 'regulation room' and refine approach if required					<ul style="list-style-type: none">Staff regulation room – teacher and TA, room resourcesExternal Professional Development – Berry Street TrainingProfessional development for case managers (curriculum focus)Professional development for all staff – challenging mindsets		<ul style="list-style-type: none">Mathematics – ongoing teacher release to develop and implement unit plans (HOD:C)<ul style="list-style-type: none">Utilise PLT model to expand exiting English moderation processes to Mathematics (Year level DPs)Embed rich routines into planning and implementation – support from year level pedagogy mentors (DP)Promote mathematical dispositions - Learner First professional development and book study (HOD:C)Reading – refine the whole school approach to reading (aligned to v9) including documentation of quality standards<ul style="list-style-type: none">Ensure low variance routines, consistency and fidelity of systemic synthetic phonics through mentoring (pedagogy mentors) and LWs (leadership team), and word and text level fluency (All staff)Develop and implement consistent shared and dialogic reading routines (HOD:C, DP monitor through LW)Build staff capability to analyse DIBELS data to inform reading instruction (HOD:C and DP)Develop and implement agreed Collaborative Capability Development process (DP) – reading focused					Fund PLT model Fund Pedagogy mentor for T. release (FTE 1) PD – Learner First , master classes in reading Texts for book study Teacher release – Mathematics planning Developing High Performing teams with Dr Stebbins	
End Term 4	Measurable outcomes	<ul style="list-style-type: none">Reduce SDAs and number of students receiving SDAs by 50%Increase whole school attendance to 95% and reduce % of student with attendance below 85% by 50%Improve SOS responses (staff and students) to at or better than the QSS averageIncrease student attendance (Indigenous, out of home care and NCCD) to 95%Improve SOS responses (parents) to at or better than the QSS average100% of students on ICP achieving a C standard or better				End Term 4	Measurable outcomes	P-2 English: 92% achieve a C or above, > 64% A or B 3-6 English: 90% achieve a C or above, > 50% A or B		P-2 Mathematics: 94% C or above, >75% A and B 3-6 Mathematics: 92% C or above, > 57% A and B			
	Success criteria	Behaviourally: Students will be in class, engaged and learning. They will have their learning needs met through classroom differentiation and targeted supports. All staff will provide a consistent and safe learning environment (The Burpengary Way). They will have an inclusive mindset so they differentiate their pedagogical practices for all students. Leadership team will support staff and student wellbeing through consistent, predictable routines. They will model inclusive mindsets and communicating a vision of belonging.					Success criteria	Behaviourally: Students will engage in lessons that achieve the aims of the Australian Curriculum. They will see staff as partners in their learning. Students can articulate their learning success criteria and next steps feedback strip for improvement. Teachers will plan for and provide learning experiences that are responsive to curriculum and the learning needs of all students. Staff will respond to data to provide targeted supports. Teachers will embrace co-teaching and Collaborative Capability development as an opportunity to build their capability and enhance student learning outcomes. Leadership team will ensure fidelity of curriculum programs and support teachers to use effective pedagogical practices for learning. They will work alongside their teams to improve student outcomes.					
	Artefacts	BSS agreed expectations; Leadership charter; Developing BSS Burpengary Way document.					Artefacts	Whole school three levels of curriculum plan; BSS expectations using Sharatt's 'Clarity 'work and Feedback strips.					
	Measurable outcomes	Success criteria		Artefacts	Monitoring		Measurable outcomes	Success criteria		Artefacts	Monitoring		
End Term 1	Attendance: > 90% Well-being survey 60% positive improvement SDA's <30%	Behaviourally: Teachers can/will engage with whole school inclusive practices and differentiated teaching approach including the use Berry stand PBL strategies. Targeted use of the new 'Regulation Room' and reviewing our students code of conduct. Leadership team will: Will collaboratively develop a consistent school wide morning routine to ensure students enter the classroom calmly and ready to learn and lead whole school well-being messages on weekly parade.		Attendance data oneschool and SDA SORD reflecting Term 1 improvement.	Green –on track Yellow – underway Magenta – yet to commence	End Term 1	P-2 English: 90% C or above; > 62% A or B 3-6 English: 88% C or above; > 50% A or B P-2 Mathematics: 94% C or above; >75% A and B 3-6 Mathematics: 92% C or above; > 57% A and B	Behaviourally: Teachers will: implement and review AC English V9 unit 1, incorporating monitoring tasks and rich routines weekly along with teaching of reading ensuring explicit instructional routines, shared and dialofic reading, and targeted fluency practice. Teachers will use UFLI and Phormes to plan and deliver for teaching of phonics lessons. Embed rich routines and short data cycles in Mathematics. Leadership team: will monitor student progress through short data cycles and moderation (PLT) and provide a line of sight through ghost walks, co-teaching and PLT weekly discussions. Will lead pedagogical practice through the use of ped mentors.		Term one Student data cards indicating student improvement. Unit English planning including phonics planning.	Green –on track Yellow – underway Magenta – yet to commence Complete end of each term		
End Term 2	Attendance: > 91% Well-being survey 65% positive improvement SDA's <40%	Behaviourally: Staff can/will: engage with whole school inclusive practices and differentiated teaching approach including the use Berry stand PBL strategies. Targeted use of the new 'Regulation Room' and reviewing our students code of conduct. Leadership team will: support student and teachers with below 91% attendance through parent follow up and G.O. referral support. Model positive 'well-being' strategies for all staff and assist all staff and students to provide a safe and supportive environment.		Attendance data oneschool reflecting Term 1 improvement.	Shade cell at the end of each term after reflection based on progress.	End Term 2	P-2 English: 91% C or above; > 63% A or B 3-6 English: 89% C or above; > 50% A or B P-2 Mathematics: 94% C or above; >75% A & B 3-6 Mathematics: 92% C or above; > 57% A & B	Behaviourally: Teachers will implement AC English V9 units and review BSS teaching of reading whole school practices through explicit instructional routines, shared and dialofic reading, and targeted fluency practice. Teachers will use UFLI and Phormes to plan and deliver for teaching of phonics lessons. Embed rich routines and short data cycles in Mathematics. Leadership team will: will monitor student progress through short data cycles and moderation and provide a line of sight through ghost walks, co-teaching and PLT weekly discussions. Will review pedagogical practice and support through the use of ped mentors		Sem 1 LOA data. Student data cards indicating student improvement. Unit English planning including phonics planning.	Shade cell at the end of each term after reflection based on progress.		
End Term 3	Attendance: > 93% SDA's <50% 2025 Staff SOS data: "staff morale is positive" > 70%	Behaviourally: Staff can/will: engage with whole school inclusive practices and differentiated teaching approach including the use Berry stand PBL strategies. Targeted use of the new 'Regulation Room' and reviewing our students code of conduct. Leadership team will: support student and teachers with below 93% attendance through parent follow up and G.O. referral support. Model positive 'well-being' strategies for all staff and assist all staff and students to provide a safe and supportive environment.		Attendance data oneschool reflecting Term 1 improvement. Survey results from staff review		End Term 3	P-2 English: 92% achieve a C or above; > 64% A or B 3-6 English: 90% achieve a C or above; > 50% A or B P-2 Mathematics: 94% C or above; >75% A and B 3-6 Mathematics: 92% C or above; > 57% A and B	Behaviourally: Teachers will: practices through explicit instructional routines, shared and dialofic reading, and targeted fluency practice. Teachers will use UFLI and Phormes to plan and deliver for teaching of phonics lessons. Embed rich routines and short data cycles in Mathematics Leadership team will: monitor student progress through short data cycles and moderation and provide a line of sight through ghost walks, co-teaching and PLT weekly discussions. Will lead pedagogical practice review including the use of ped mentors		Student data cards indicating student improvement. Unit English planning including phonics planning.			
Approvals													
This plan was developed in consultation with the school community and meets school needs and systemic requirements.													
Principal: Rod Finney		P&C/School Council: Shannon Macdonald				School Supervisor: Damian Johnson							