BURPENGARY STATE SCHOOL 2025-2028 STRATEGIC PLAN

School profile

Burpengary State School is located in the Moreton Bay Shire Council area just south of Caboolture. Established in 1876, Burpengary State School has a strong tradition of academic, sporting and creative arts excellence. We are an inclusive learning community that maintains high expectations of our staff and students. Students engage in a variety of specialist lessons including music, visual arts, technologies, dance and drama, physical education and Japanese. We also offer value added programs like a Stephanie Alexander Kitchen/Garden Program, Instrumental Music, Dance Troupe and Choral performance. The school is a fully accredited International School. Children requiring additional support receive specialised intervention. A strong and respectful partnership exists between the staff and the parent body. Our staff are trained in the Berry Street Educational model. Our current enrolment is 906 students. Our ICSEA is 969. 12.6% of our students are First Nations. 16.6% are students with a disability.

Our Vision & Values

Quality Education, Endless Possibilities

Excellence, Respect, Resilience, Integrity, Cooperation

Educational achievement • Wellbeing and engagement • Culture and inclusion

School review key improvement strategies

- Collaboratively review the school's strategic priorities to ensure alignment with the shared vision, values and aspirations.
- Develop an explicit, coherent, and context-appropriate school improvement agenda to provide clarity for staff regarding the strategic direction.
- Collaboratively develop and communicate a shared vision for inclusive education to ensure a school wide understanding of, and commitment to, differentiated teaching and learning.
- Build the skills of leaders to effectively participate in regular co-teaching, mentoring and coaching to build shared staff ownership for all students' learning.
- Expand existing processes for building teacher capability in curriculum knowledge, to support contextualising units in all learning areas
- Collaboratively review the expectations and practices outlined in the Student Code of Conduct to reinforce all staff understanding of their role in delivering a consistent and safe learning environment

School priorities

- Build shared staff ownership, and stengthen capability, to deliver a consistent and safe learning environment.
- Embed a shared vision of inclusive education and a whole school approach to differentiation.
- Embed a deep understanding of the Australian Curriculum, including flexible, responsive pedagogies that maximise the educational achievement of all students.
- Build the professional expertise of school leaders to ensure joint ownership of improved student achievement, wellbeing and inclusion.

School priority 1:
Build shared staff ownership, and strengthen capability, to deliver a **consistent and safe learning environment.**

Strategies
- Collaborative review of Student Code of Conduct.
- Introduce regulation room and teacher to support student engagement.
- Establish a set of agreed practices and language to support student wellbeing, attendance and engagement (The Burpengary Way)
- Build teacher capability to implement strategies to support student regulation, engagement and wellbeing (regional support teams and Berry Street Training)
- Strengthen existing staff wellbeing practices.

Measurable outcomes
- Reduce SDAs and number of students receiving SDAs by 50%
- Increase whole school attendance to 95%
- Reduce % of student with attendance below 85% by 50%
- Improve SOS responses (staff and students) to at or better than the QSS average
  - School behaviour is well managed at my school
  - The expectations and rules are clear at this school
  - I feel staff morale is positive at this school
  - This is a good school

Success criteria
Behaviourally:
- Students will be in class, engaged and learning.
- All staff will provide a consistent and safe learning environment (The Burpengary Way).
- Leadership team will support staff and student wellbeing through consistent, predictable routines.

Resourcing
- Staff regulation room – teacher and TA, room resources
- External Professional Development – Berry Street Training

School priority 2:
Embed a shared vision of **inclusive education** and a **whole school approach to differentiation.**

Strategies
- Challenge staff mental models of inclusive education through professional development
- Create and embed a shared vision for inclusive education
- Embed a culture of belonging
- Establish process for allocating financial, human and physical resources that align to the shared vision
- Identify and understanding the diverse needs of our students and community (including poverty)
- Review all learning supports within the school to ensure approaches support students of all backgrounds and align to classroom practices
- Establish strategic community partnerships to enhance student learning and wellbeing

Measurable outcomes
- Increase student attendance (Indigenous, out of home care and NCCD) to 95%
- Improve SOS responses (parents) to at or better than the QSS average
  - This school asks me for my input
  - This school has a strong sense of community
  - My child's learning needs are met at this school
- 100% of students on ICP achieving a C standard or better

Success criteria
Behaviourally:
- Students will have their learning needs met through classroom differentiation and targeted supports
- Teachers will have an inclusive mindset so they differentiate their pedagogical practices for all students
- Leadership team will model inclusive mindsets and communicating a vision of belonging

Resourcing
- Professional development for case managers (curriculum focus)
- Professional development for all staff – challenging mindsets

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School priority 3:
Embed a **deep understanding of the Australian Curriculum**, including flexible, responsive pedagogies to **maximise the educational achievement of all students**.

Strategies
- Utilise PLT to embed shared expectations for planning, documenting and implementing differentiated practices within all curriculum units of work
- Support teachers to use pedagogical approaches, practices and teaching strategies (including digital ped), reflective of learning areas and contemporary research and evidence
- Strengthen processes for the teaching of reading using evidence-informed approaches and analysis of data
- Refine and embed feedback practices for students across subjects
- Embed rich routines and short data cycles in Mathematics by engaging with The Learner First team
- Engage year level pedagogy mentors to work alongside teachers and enhance their capabilty

Measurable outcomes
- 95% of students receiving C or above in English and Mathematics
- 55% of students receiving an A or B in English and 60% in Mathematics
- 90% students achieving benchmark in DIBELS
- Increase consistency of inter-assessment agreement P-2 in priority areas (reading and numeracy)

Success criteria
Behaviourally:
- Students will engage in lessons that achieve the aims of the Australian Curriculum.
- 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
- Leadership team will ensure fidelity of curriculum programs and support teachers to use effective pedagogical practices for learning

Resourcing
- Fund PLT model through I4S – one hour release per week
- External Professional Development – The Learner First
- Teacher release for pedagogy mentors

School priority 4:
Build the **professional expertise of school leaders** to ensure joint ownership of improved **student achievement, wellbeing and inclusion**.

Strategies
- Leadership coaching driven by the Explicit Improvement Agenda
  - Development of annual action plans
- Annual Setting Professional Goals Plans
- Embed Instructional Leadership Model for all team members to drive student outcomes
  - Agreed data monitoring of student outcomes
  - Line manage year level Pedagogy Mentors
  - Co-teaching
- Implement a strong Collaborative Capability Development process to drive student and staff learning
- Professional learning driven by the Explicit Improvement Agenda

Measurable outcomes
- 100% of staff participate in co-teaching, mentoring and/or collaborative capability development
- 100% of staff complete setting professional goals process
- 100% leadership team develops and implements an action, monitors student outcomes and intentionally takes part in Instructional Leadership process

Success criteria
Behaviourally:
Students will see leaders as partners in their learning.
Teachers will embrace co-teaching and Collaborative Capability development as an opportunity to build their capability and enhance student learning outcomes.
Leadership team will work alongside their teams to improve student outcomes.

Resourcing
- Coaching – High Performance Teams
- Book studies
- Professional development aligned to Explicit Improvement Agenda

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Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028
Developing	✓				Developing	✓				Developing					Developing				
Implementing		✓			Implementing		✓			Implementing	✓				Implementing		✓		
Embedding			✓		Embedding			✓		Embedding		✓			Embedding			✓	
Reviewing				✓	Reviewing				✓	Reviewing			✓		Reviewing				✓

Approvals

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

Principal: Rod Finney   **P&C: Shannon MacDonald**   **School Supervisor: Damian Johnson**

(CM 23/626521)

Queensland Government