



Our Vision

Inspiring minds
Creating opportunities
Shaping Queensland's future

Our purpose

Preparing Queenslanders with
the knowledge, skills and
confidence to participate
effectively in the community
and the economy

**NORTH COAST REGION
Burpengary State School**

EVERY STUDENT SUCCEEDING



Strategic Plan 2017-2020

Burpengary State School

School Strategic Plan 2017-2020

ENDORSEMENT

This Strategic Plan was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Brad Fox
Principal

/ /2017

Wayne Summersford
P&C President

/ /2017

Jenny Simpson
School Council Chair

/ /2017



Vision Statement

At Burpengary State School, we maintain high expectations for our students to be respectful and demonstrate pride in themselves, our school and our community. “Burpengary Kids” are determined and emotionally resilient. They demonstrate tolerance, empathy, patience, self-control, self-regulation and independence. Students work successfully, both as individuals and in teams as effective communicators and problem solvers. Our students are innovative thinkers and are explicitly taught critical thinking and problem solving skills.

We have a clear, consistent school-wide positive behaviour management system which emphasizes high expectations and clearly-outlines consequences for all students, both in the classroom and the playground. Staff, parents and school leaders support each other and work as a team when addressing issues.

At Burpengary State School, we ensure a balance of classroom autonomy and school-wide curriculum consistency through a focus on the Australian Curriculum, quality assessments and meaningful reporting. We value and trust the professionalism of our teachers. We encourage the development of our teacher’s differences; building on strengths, interests and individualized teaching styles. Our staff work together to learn, mentor, collaborate and support each other. We are committed to continually improving our practices, actively participating in professional development, classroom observations and collaborative planning opportunities. We share and reflect on innovative and differentiated teaching practices.

Staff are supported by school leaders to balance work demands, ensuring a healthy work-life balance. We promote and support staff wellbeing through a variety of innovative practices and by providing access to well-designed professional spaces.

Our physical learning environment supports 21st century learners and reflects our core values and beliefs. Modern teaching spaces are engaging and flexible, catering for a variety of teaching and learning styles. Classrooms are designed to manage temperature, noise and ambience for optimal learning. Students and staff have access to state of the art digital technology and ICT equipment to enhance computer literacy.

At Burpengary State School, as a student, parent, or staff member, we make a commitment to each other to improve ourselves and our school as a learning community. We embrace a range of communication strategies in our relationships and interactions with each other. We maintain classroom transparency and build partnerships between teachers and caregivers by providing information on key learning areas, classroom approaches and school events.

Values

- We are a learning community committed to excellence
- We are respectful and inclusive
- We support and trust our staff’s professionalism
- We consistently maintain high expectations

Prepared by the collaborative community of parents, staff and past-students, facilitated through a framework and process by International consultants John Edwards and Bill Martin [Schools That Deliver, (2016)] during August, 2016, at Burpengary State School.

Strategic priorities 2017-2020

Our strategic priorities for the next four years are:

1. Successful learners

Embed Burpengary frameworks for curriculum and pedagogy with innovative and engaging implementation of the Australian Curriculum, that gradually and intentionally releases responsibility to student independence, enables student thinking and learning to be visible, to help deepen and diversify thinking skills available to students in all subject areas (including multi-disciplinary thinking in STEAM), and how to apply them independently and consistently in a broad range of contexts, including solution-focused thinking in new and high level problem-solving contexts. The curriculum is matched by a Responsible Behaviour Plan for Students with aligned whole school systems and processes to support learning growth and development, and in a contemporary classroom and digital environment for the 21st Century. Writing, Spelling and solution-focused thinking skills will have a primary focus during this plan.

2. Great people

2(a) Teaching quality - Employ our effective use of data, research, evidence-based pedagogy and reflective practice to inform and respond to diverse student learning needs in innovative and resource-efficient ways. Differentiation continues to be a focus, with learning impact and rate of progress as key indicators of success during this plan. We support our staff through professional development, health and well-being initiatives and collegial support. Professional learning consists of collaborative coaching practice and professional learning teams who focus their work on quality curriculum and pedagogy to maximize student learning outcomes for all students. School Research Teams drive innovation and performance.

2(b) Principal leadership and performance - Engagement in a whole-school positive culture of learning, community, collaboration, professionalism, acknowledgement and celebration. The *Schools That Deliver* framework underpins our school improvement work during this plan.

3. High standards

Establish Burpengary State School as a destination learning community, known for its success, spirit of high expectations and community values: the place where everybody wants to come to join our ongoing pursuit of excellence (whether local or International students; employees, educators or school leaders; or families, educational, corporate and community partners).

4. Engaged partners

4(a) Regional support – Engage expertise and networking through Regional Office, Regional Curriculum HODs and school support staff across the early childhood and care sector, state schools sector and including seamless pathways to the training and employment sector (through collaboration with our high school partners).

4(b) Local decision making - Enrich relationships and connectedness within and beyond our school, parents and caregivers, community, business and learning partners, with a particular emphasis on our coalition schools, pre-school centres, local Universities and particularly our destination high school, Burpengary State Secondary College.

5. School environment

Community engagement in an aligned and innovative 10-year facilities program and commitment to deliver world class physical learning environments that support 21st century learners, and reflect our core values and beliefs.

Strategic priority 1 - Successful learners

Embed Burpengary frameworks for curriculum and pedagogy with innovative and engaging implementation of the Australian Curriculum, that gradually and intentionally releases responsibility to student independence, enables student thinking and learning to be visible, to help deepen and diversify thinking skills available to students in all subject areas (including multi-disciplinary thinking eg STEAM), and how to apply them independently and consistently in a broad range of contexts, including new and high level problem-solving contexts. The curriculum is matched by a Responsible Behaviour Plan for Students with aligned whole school systems and processes to support learning growth and development, and in a contemporary classroom and digital environment for the 21st Century. Writing and Spelling will have a primary focus during this plan.

Key strategies	Measures/Targets
<p>Develop the full suite of school based whole school curriculum documents – quality controlled and underpinned by the Australian Curriculum - in uniquely Burpengary State School curriculum that demonstrates both vertical and horizontal alignment based on the right balance between quality surface learning of essential skills and deep learning with high order, solution focused thinking.</p> <p>Quality pedagogy that reflects Marzano’s <i>Art and Science of Teaching</i> framework, 21st Century learning, differentiated learning goals, effective feedback practices,</p> <p>Consistent and rigorous assessment practices across year levels, and between year levels.</p> <p>Reporting process reviewed and modified for effective, client-valued reports.</p> <p>Support staff growth with significant professional development budgets and spending in priority areas of: Phonics; Writing; Higher order thinking; STEAM and Solution-Focused Thinking (including Robotics and Coding); and Digital technologies</p> <p>Implement and embed our whole school Futures & Innovation Framework (2016) – Science, Technology, Engineering, Arts, Mathematics (STEAM) education; ICT resources in all classrooms; technology is a tool that supports learning in all KLAs; Robotics and Coding will be mainstreamed; and Solution-Focused Thinking is embedded.</p> <p>Embed the Inclusive Education Statement (2012) with coordinated support that exceeds accountabilities for Education Queensland identified target students and groups (Indigenous students, Special Education Program, ESL, ESP, children in care, and International students)</p> <p>Develop, implement and embed a best-practice and evidence-driven 2017 version of a whole school behavior management system where the new Responsible Behaviour Plan for Students is fully aligned with the school Vision, curriculum and pedagogy.</p> <p>Research Teams who contribute to this strategic priority are: A culture of high expectations; An effective user-friendly Burpengary Curriculum; A positive consistent school-wide behaviour system; Innovative 21st Century thinking; Modern flexible learning spaces and Collaborative communication systems across our learning community.</p>	<p>Effective data and student tracking processes that show rate of learning.</p> <p>Continuous improvement of all student learning outcomes reflected in school & NAPLAN data:</p> <ul style="list-style-type: none"> • 95-100% students above National Minimum Standards, all domains • Match or perform above the National % of students in upper two bands, all domains • Match or perform above the National % of students in lower two bands, all domains • A-E data reflects quality learning in Australian Curriculum standards, including A and B. <p>Attendance data consistently at 95%.</p> <p>Differentiation is evidenced in teacher planning, classroom practice and the embedded use of student learning goals.</p> <p>Next School Review reflects development in each of the <i>Curriculum, Expert Teaching Team and Differentiated Classroom Learning</i> domains.</p> <p>Robotics, Coding and innovative digital learning is naturally a part of everyday curriculum practice, and not just extra-curricular programs.</p> <p>Discipline based and Integrated studies in STEAM begin to get wide staff engagement and engage students in higher order thinking.</p> <p>High level of student learning engagement is evidenced by minimal students involved in multiple recorded behaviour incidents.</p>

Strategic priority 2 – Great People

2(a) Teaching quality - Employ our effective use of data, research, evidence-based pedagogy and reflective practice to inform and respond to diverse student learning needs in innovative and resource-efficient ways. Differentiation continues to be a focus, with learning impact and rate of progress as key indicators of success during this plan. We support our staff through professional development, health and well-being initiatives and collegial support. Professional learning consists of collaborative coaching practice and professional learning teams who focus their work on quality classroom curriculum and pedagogy to maximize student learning outcomes for all students.

2(b) Principal leadership and performance - Engagement in a whole-school positive culture of learning, community, collaboration, professionalism, acknowledgement and celebration. The **Schools That Deliver** framework underpins our school improvement work during this plan.

Key strategies	Measures/Targets
<p>Embed the whole school pedagogical framework – the Art and Science of teaching (ASOT) with one school, one language.</p> <p>Implement and embed our Professional Learning Framework (2016) and our Health and Well-Being Framework (2016) to support collaboratively empowered and expert staff to work in a safe, supportive and sustainable work environment.</p> <p>Continue high budget expenditure in Professional Development during next four years, and seek to supplement this line item further through external grants.</p> <p>Build teacher efficacy through collaborative empowerment attained through action research cycles embedded in evidence-based professional practices: analyzing the problems of practice through the lens of the School Improvement Hierarchy, and then using the Schools That Deliver Research Team process to enact the school response.</p> <p>Build leadership efficacy by providing opportunities for leadership professional learning, leadership development through task delegations and acting-above-level for a variety of staff, thereby improving leadership density and succession planning in both the organization and the system.</p> <p>Research Teams who contribute to this strategic priority are: A culture of high expectations; A positive consistent school-wide behaviour system; Innovative 21st Century thinking; Professionalism – the autonomy & teamwork balance; Growing our staff and community; and Collaborative communication systems across our learning community.</p>	<p>ASOT frames reflective practice and teacher engagement in conversations in PLTs.</p> <p>Next School Review reflects development in the <i>Culture that promotes learning</i> domain.</p> <p>Evidence of quality leadership density through engagement in distributed leadership.</p> <p>Positive culture is reflected in high client satisfaction and continuous improvement of data trends – enrolment, school & systemic student achievements, School Opinion Surveys (target above State and Nation).</p> <p>10% increase in staff achieving graduate diploma and/or post-graduate qualifications.</p> <p>High performance culture evidenced through efficient, innovative and productive processes, procedures and organizational relationships aligned to school Vision, Values & priorities.</p> <p>Evidence in universal artifacts – programs, partnership agreements, visits from other schools, Responsible Behaviour Plan for Students.</p> <p>Professional Learning Teams drive student-focused curriculum, teaching and learning.</p> <p>Research teams (<i>Schools That Deliver</i>) are working autonomously at high levels of alignment, innovation, productivity and outcome attainment for students, staff and families.</p>

Strategic priority 3 – School Performance

Establish Burpengary State School as a destination learning community, known for its high performance and success, spirit of high expectations and community values: the place where everybody wants to come to join our ongoing pursuit of excellence (whether local or International students; employees, educators or school leaders; or families, educational, corporate and community partners).

Key strategies	Measures/Targets
<p>An in-depth analysis of data shows that Spelling, Writing and high-order thinking skills as Burpengary State School's significant problems of practice requiring improvement over the next four years:</p> <ul style="list-style-type: none"> • Plan with intent to improve student outcomes through inquiry cycles. • Monitor performance and inform practice. • Use research and evidence to determine what works best in our context. <p>Professional Learning Teams to:</p> <ul style="list-style-type: none"> • Plan how they will know and measure student success early in the inquiry cycle. • Develop detailed, realistic and actionable plans for improvement and/or innovation. • Review the impact on student outcomes using evidence – rate of learning. • Scale up and share successful practice. <p>Research Teams that contribute to this strategic priority are: A culture of high expectations; An effective user-friendly Burpengary Curriculum; A positive consistent school-wide behaviour system; Innovative 21st Century thinking; Modern flexible learning spaces; Professionalism – the autonomy & teamwork balance; Growing our staff and community; and Collaborative communication systems across our learning community.</p>	<p>Enrolment trends, including out-of-catchment requests where applicable, International students,</p> <p>A-E data better reflects NAPLAN performance, shows improvement in student achievement at C or above, and higher-order thinking enhances Upper Two Bands performance – all outcomes to the point of matching or exceeding comparisons to the Nation and State.</p> <p>Number of requests for school visits (local, State and International) to observe Burpengary State School practices.</p> <p>Inbound and outbound International Study Tours / formalization of sister-school agreement with Hakata Girls School in Japan.</p> <p>Number of: Pre-service teacher requests & retention; Inbound teacher transfer requests; and outbound leadership promotions</p>

Strategic priority 4 - Engaged partners

4(a) Regional support – Engage expertise and networking through Regional HODs and school support staff across the early childhood & care sector, and state schools sector (including seamless pathways to the training & employment sector (in collaboration with our high school partners).

4(b) Local decision making - Enrich relationships and connectedness within and beyond our school, parents and caregivers, community, business and learning partners, with a particular emphasis on our coalition schools, pre-school centres, local Universities and particularly our destination high school, Burpengary State Secondary College.

Key strategies	Measures/Targets
<p>Build relationships to strengthen diverse learning partnerships with: Region – Curriculum HODs, support staff, AVTs, Universities (STEAM partnerships, action research, study as university credit, professional learning, pre-service teachers) Coalition schools (professional learning, Maths Learning Hub project, moderation, sharing) Parents (workshops, involvement in school life, positive parenting seminars) High schools (academic links, STEAM, Languages, Transitions – Yr 6 into 7 annually) Pre-prep (supporting local centres for quality pre-prep programs, including Speech Language Therapist liaison; Transitions – pre-school into Prep annually; BSS pre-prep program) Past students – Consolidate Alumni Association as a school development & support organization Agencies – social support groups and organizations, Scripture Union and Chaplaincy Burpengary State Secondary College – Deep, rich learning partnerships that enhance student outcomes in (but not limited to) STEAM, digital learning , Arts, languages and internationalism</p> <p>Build relationships to strengthen community partnerships with: Participative school processes – School Council, Parent & Citizen meetings, specialized projects, decision-making advice in research and Quadrennial School Reviews Volunteers (acknowledge contributions, work together) Expand or modify services and partners as needed - eg. Out of School Hours Care (OSHC), Caboolture Basketball Inc, QUT, Sunshine Coast University Sporting links (inter school sports, external organizations, sports clubs, competitions, sponsors) Business (local business involvement, sponsorship, engagement, school/community facilities) Cultural and heritage groups (Harmony Day, Indigenous & Pacific Islander groups)</p> <p>Improve home/school communications by creating a transparent, interactive and accessible communication environment Employ contemporary technologies for communication, interaction and opportunities for participative community decision-making Identify and establish new reasons and portals for visiting the school website.</p> <p>Research Teams who contribute to this strategic priority are: Research Teams that contribute to this strategic priority are: A culture of high expectations; An effective user-friendly Burpengary Curriculum; A positive consistent school-wide behaviour system; Innovative 21st Century thinking; Modern flexible learning spaces; Professionalism – the autonomy & teamwork balance; Growing our staff and community; and Collaborative communication systems across our learning community.</p>	<p>Percentage of students transitioning to state high schools at >96%</p> <p>Alumni active in school development</p> <p>Active school participation in coalition networks, Peter Carmichael’s Maths project)</p> <p>Increased percentage of parents participating in workshops, volunteer programs, adult learning and events</p> <p>Maintain or increase enrolment numbers</p> <p>Number and quality of committed resource-sharing learning partnerships between BSS & BSSC that enhance student outcomes</p> <p>Increase in parents participating in meetings and events, adult education classes</p> <p>OSHC capacity meets community needs</p> <p>Diversity & quality in sport, business & community networks</p> <p>Quality events to support and develop rich school culture and identity</p> <p>Increase in sports and community clubs participating in events ex-school hours</p> <p>Number of established, long term formal partnership agreements that Burpengary State School has with external businesses, educational institutions and agencies to enhance student learning.</p> <p>QParents implemented</p> <p>Innovative communication strategies Increase the number participatory interactions and communications with the school: classroom systems, QParents, Flexischools, website, Facebook, Survey Monkey,</p>

Strategic priority 5 - School environment

Community engagement in an aligned and innovative 10-year facilities program and commitment to deliver world class physical learning environments that support 21st century learners, and reflect our core values and beliefs.

Key strategies	Measures/Targets
<p>Enact a school master plan to deliver the school Vision</p> <p>Consider...</p> <ul style="list-style-type: none"> Land use planning and grounds beautification Sustainable and eco-friendly development – focus on solar during this plan General classroom spaces are engaging and flexible, catering for a variety of teaching and learning styles, designed to manage temperature, noise and ambience for optimal learning Specialized classroom spaces – Arts spaces (including Green Room), Science, Languages, Pre-prep facility Play and music spaces School pool Storage spaces Maintenance and general renovations (focus on safety access gates, walkways, toilets, student seating and shade, play equipment, gardens) Corporate renovations (school entrance, communications systems) Air conditioning <p>Focus assets for a 21st century learning environment</p> <p>Physical and virtual asset planning that balances anytime/anyplace digital classroom learning with high-tech specialized digital spaces that meet contemporary needs for both.</p> <p>Attracting funding to support virtual and physical infrastructure, pedagogical development, and growth of collaborative partnerships</p> <p>Research Teams who contribute to this strategic priority are: A culture of high expectations; Innovative 21st Century thinking; and Modern flexible learning spaces.</p>	<p>10-year facilities plan revisions and renovates school to support the school Vision & priorities</p> <p>Grounds enhanced - increased native fauna and flora</p> <p>Evidence of a systematic block-by-block classroom renovation program for general classroom spaces and specialized spaces</p> <p>Evidence of a systematic safety, corporate and general facilities renovation program (eg. Walk ways, toilets, play grounds, school entrance).</p> <p>30% improvement in power consumption, using solar energy to off-set increase from air-conditioning.</p> <p>General ICT infrastructure: Bandwidth and connectivity keeps pace with and supports 21st Century classroom learning.</p> <p>NAPLAN online is school efficient and students are ready in 2019</p> <p>Diverse technology hardware and use that supports quality P-6 learning in the 21st Century, including exploration of Integrated personal devices.</p>