

Investing for Success

Under this agreement for 2021 Burpengary State Secondary College will receive

\$481,142*

This funding will be used to

This funding is aligned to our Strategic Plan and Explicit Improvement agenda focusing on our College initiatives for 2021. These are as follows.

Systematic Curriculum Delivery

- Enhancing the College's curriculum offerings - Implementation of a senior curriculum that is responsive to student needs and community expectations
- PD & upskilling of staff to support the growth of VET and the school SRTTO vision
- Refining systems and processes of the QCAA/QCE including curriculum development, internal endorsement, moderation and confirmation
- Ensuring alignment of Junior Secondary with both the senior curriculum, and the National Curriculum.
- Enhancement of JCE as part of the transition to Senior Secondary
- Conducting BSSC Futures, Expo and subject selection talks as one whole school event/evening to quality assure subject selection
- Entrenching consistent application of College of assessment and curriculum policies
- Enhanced career education and student pathways via JET planning, SET planning & Career Education, Cert II Skills For Work, study & life skills (Y12)
- Embedding the role of the Curriculum Connoisseurs through PD on CCPs and General Capabilities
- Checking for excellence in the intended curriculum focusing on Learning Goals, Success Criteria and explicit teaching of Cognitive Verbs
- Enacted curriculum quality assured through observation and walk through processes
- Experienced curriculum is quality assured through; 1 to 1 interviews, focus group discussions, surveys, student self- assessment
- Explicit teaching, and mentoring utilisation, of cognitive verbs
- Tested curriculum quality assured through the embedding of moderation protocols, enactment of the moderation policy, and ensuring task specific criteria
- Enhancing the College's online curriculum presence on the College website

Effective Pedagogical Practices

- Establish a pedagogy team and implement action plan.
- Implement the New Art and Science of Teaching as our whole College Pedagogical Framework.
- Create and build a collegial Teacher Toolbox for Effective Pedagogical Practices and develop and implement teaching and learning policy handbook.
- Create and utilise Burpengary Way Outstanding Teacher Descriptors reflected in College posters that clearly outline what an outstanding teacher looks like in the classroom.
- Provide ongoing support and professional development on the Essential Skills for Classroom Management to all teaching staff.
- Promote innovative pedagogy across the College with a focus on New Pedagogies for Deep Learning, digital technologies, 21st century skills and Inquiry based teaching and learning.
- Promote the use of NASOT within the Mighty Duck PLTs in order to build a collegial culture around pedagogy
- Continue to build a coaching approach within the leadership team with a focus on coaching to build the capability of our leaders and of our classroom teachers
- Implement rigorous quality assurance measures around our pedagogical framework by promoting the importance of instructional rounds, formal observations and classroom profiling
- NASOT coaching and mentoring for key targeted staff within the school - HODs flag staff for extra support and guidance. Coaching and mentoring delivered in a one-on-one confidential manner



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A Culture that Promotes Learning

- Develop and enact a comprehensive suite of staff led effective student support interventions.
- Establish a vertical peer mentoring program, and Home Group representative council.
- Create a three-year plan for the vertical Personal and Lifelong Learning wellbeing program.
- Refine the vertical Adventures in Mindfulness wellbeing program.
- Establish Wellbeing Hub, develop an enhanced referral process and responsive data analysis.
- Establish Learning Hub through the development of an Aspirations pathway map and growth of Connect.
- Review student tracking processes to ensure efficacy in the vertical House system.
- Develop a wellbeing action plan and wellbeing policy through the redefined staff Wellbeing Committee.
- Enhance staff wellbeing through staff House activities, Social Club, and a range of PD opportunities.
- Grow PBL committees through staff PD, student engagement, and a range of celebratory activities.
- Create, refine and imbed the Student Code of Conduct.
- Continue to build and refine Junior Secondary and Senior Secondary culture.
- Establish House culture by planning and delivering a range of House activities based around the new House Leader roles.
- Create opportunities for intentional collegiality through whole school culture projects.

Inclusion & Differentiated Teaching and Learning

- Establish an inclusion team and implement action plan
- Build and promote inclusive practices – a Whole School Approach: Equity for all students
- Provide ongoing support and professional development to all teaching staff
- Attendance Action Plan- tracking students through regular communication and the Enforcement of Attendance process. Proactive attempts on JS and House assemblies and end of term celebrations to improve attendance
- Create a database of all G&T, U2B activities delivered across the College and evaluate strategic priorities for the College.
- Engage with mentoring programs to work with ATSI students and form networks with the community to engage in a community project.
- Engage in NCR co-teaching program with a focus on increasing the numbers of staff and students involved in team teaching
- Embed Learning Connections and refine the case management process to focus on student data.
- Continue to embed ICPs + PLPs.
- Connect with external agencies to equip staff with strategies to support LGBTIQ+ students
- Establish programs to deliver training in interventions around student mental well-being
- Celebrate cultural diversity across the school by holding cultural celebration activities
- Inclusive student support - appoint Inclusion Champions, SIMs and SS mentors to provide mentoring and support to students
- Develop staff's capability to differentiate teaching and learning for all students
- Maintain and reinvigorate International Student Program

Our initiatives include

- Whole School Assessment Summary Effort >82% pass rate.
- Pulse survey >90% student reps value the Home Group rep Council.
- PAL behaviour incidents <80% pass rate. Plan co-created by Wellbeing Hub team.
- AIM behaviour incidents <193.
- Pulse survey >90% students can identify Wellbeing Hub supports.
- 100% Y7-10 students complete target setting. Map co-created by Learning Hub team.
- 100% follow up for all students tracked.
- 10 staff regularly attend Wellbeing Committee. Wellbeing Policy co-created by all stakeholders.
- Social Club organise a range of wellbeing activities that are well attended by the staff.
- Suspensions <145, Behaviour Incidents <2648 misconduct. Improved TFI and EBS data sets.
- Behaviour Assessment Results whole school >92% pass rate
- Pulse survey >90% students have a sense of belonging.
- Pulse survey >90% staff and students value the House system. Schedule of House activities co-created by all stakeholders
- Pulse survey >90% staff agree that BSSC staff are collegiate. Increase in SOS staff data set
- New VET offerings on School RTO scope & new subjects planned for Subject selection handbooks



- 100% of senior trained teaching staff engaged in PD to meet QCAA requirements over 2 year cycle
- 100% senior teachers have completed their QCAA modules
- Evidence of Whole School Curriculum Plan which supports student in content, process and skills required in Senior Schooling
- 100% of year 9s receive a JCE (Platinum, Gold, silver)
- 80% students complete units 2, 3, and 4 in the same course
- 100% of assessment completed in line with the BSSC Assessment Policy
- 100% of Yr 12s obtain a QCE; 75% achieve an ATAR >80 100% university bound students receive a university offer; 100% Yr 11&12s complete a VET qualification
- 100% of staff complete PD on the General Capabilities and Cross Curricular Priorities
- Quality assurance data indicates successful completion of action plan strategies
- Observations show 100% use of Learning goals and success criteria.
- Whole School Assessment Summary Achievement - >74% pass rate.
- Creation of Cognitive verb heat map within faculties.
- 100% of teachers use 'Before, After, After, End' moderation process.
- Website updated by all curriculum areas before subject selections in Term 3
- Whole School Assessment Summary Achievement - >74% pass rate, Effort - >82% pass rate
- Via a pulse survey - >90% of teaching staff value and have utilised the New Art and Science of Teaching as a resource to improve their practice.
- 100% of teachers are aware of the Teacher Toolbox and 50% have contributed to it.
- 5 x College posters have been co-created by staff, that clearly articulate what an outstanding teacher looks like with regards to the domains of the NASOT placed in every classroom
- Whole School Behaviour Incidents Disruption - <599 disruptive incidents
- HODs and DPs continue to access Growth Coach Training – external provider TBC
- 100% of all teaching staff participate in 4 x formalised observation or classroom profiles throughout the year.
- 8 x staff have completed Classroom Profiling, engaged in NASOT and Coaching PD who are working directly with staff to improve their practice
- Inclusion team formed and action plan developed
- >85% students and parents feel “My child feels safe at this school” (2019 Student 81.9% Parent 81%) Increase 2020 data of staff perception on support provided to different student groups (where 100%=fully supported) G&T(40%), ATS (40%)I, SWD (85%), LC (60%), LGBTIQ+ (40%), MHN(80%), DC (40%)
- 100% of all teaching staff participate in PD focussing on inclusive practices
- 95% attendance across the college (2020 85.6%)
- 100% U2B programs across the college identified and tracked; 100% students in U2Bs identified and tracked using OS data and TrackEd
- 95% ATSI attendance across the college (2020 82.5%); ATSI Assessment Summary Achievement - >74% C; ATSI Assessment Summary Effort - >82% C
- 100% Teachers feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas. (2019 71.6%)
- Increase the number of teachers involved in the NCR co-teaching project
- >70% C in Eng, Maths, Sci & Hum for LC students
- Case management structure in LC is aligned to Diversity model
- 100% have received professional development to support LGBTIQ+ students.
- Increase student intervention programs on offer to students by 60%
- Cultural event run to celebrate cultural diversity
- >90% students in SIM program achieving their set goals
- 100% staff receive PD on differentiated teaching and learning and share strategies.
- Increase international students enrolment numbers




Our school will improve student outcomes by

The effective use of HR to ensure the continuation and implementation of the following positions (\$446,142)

- Vocational Education and Training (VET) Co-ordinator
- Youth Pathways Officer
- House Leaders x 4
- Positive Behaviour for Learning (PBL) Co-ordinator
- Technical Support
- Student Support Teacher Aide
- Learning Connections Teachers
- Additional Staffing to support small Senior Classes

Professional Development and Marketing supporting College Initiatives for 2021(35,000)

- Printing and marketing
- Professional Development



PETER HOEHN

PRINCIPAL

BURPENGARY STATE SECONDARY COLLEGE



MELINDA HAYWOOD

SCHOOL COUNCIL CHAIR

BURPENGARY STATE SECONDARY COLLEGE



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