

# Investing for Success

Under this agreement for 2022

Burpengary State Secondary College will receive

**\$489,941\***

## 1 This funding will be used to

This funding is aligned to our Strategic Plan and Explicit Improvement agenda focusing on our College initiatives for 2022. These are as follows.

### Systematic Curriculum Delivery

- Ensuring alignment of curriculum through the three levels of planning, including task/criteria sheets. This will be enhanced by working with the Regional Curriculum Support Officer in Semester 1
- Checking for excellence in the intended curriculum focusing on Learning Goals, Success Criteria and the explicit teaching of Cognitive Verbs
- Enacted curriculum quality assured through observation and walk throughs
- Experienced curriculum is quality assured through student interviews, focus group discussions, student surveys and student self-assessment
- Tested curriculum quality assured through the embedding of moderation protocols as stated in the school moderation policy
- Enhancing curriculum offerings through innovative curriculum pathways designed to meet student needs
- Supporting the growth of VET and the school SRTO vision
- Refinement then consistent application of College 2022 Assessment Policy
- Enhanced career education and goal setting to ensure students are on the best learning pathways for school based and post-school success. This is achieved through JET planning (Y7-9), SET planning & Career Education – PRIME Project (Y10), Cert II Skills For Work (Y10-11) & Mighty Minds (Yr12)
- Continued connections with primary feeder schools, expanding the connections into more curriculum areas

### Effective Pedagogical Practices

- Deliver our Pedagogical Framework – The New Art and Science of Teaching (NASOT) including the development of the Burpengary Way Outstanding Teacher Descriptors
- Continue to build the Mighty Ducks Program with a focus on Pedagogy and staff take-aways
- Build and embed the Teaching and Learning Fortnight that includes Line Management Meetings, Peer and HOD Observations, Profiles and Walk-throughs
- Establish Classroom Profiling protocols, Classroom Observations and 3-minute walkthroughs during the teaching and learning fortnight to build staff capability
- Build staff capability on the Essential Skills for Classroom Management by offering targeted ongoing PD for all teachers
- Build a quality Beginning Teacher Mentoring Program that is focussed on NASOT and the ESCMs
- Build and embed a Teaching and Learning OneNote – a one stop shop for all Teaching and Learning resources
- Continue to build and embed a consistent coaching approach across the school leadership team with a focus on leading pedagogical reform. This now includes 6 x teachers who are GROWTH Coach trained to coach individual teachers focussed on improved practice in the classroom
- Celebrate success by sharing best practice vignettes and teaching and learning awards
- Continue to build and embed the Luke and Lucy cards - including the "Bump it up Wall" - in Maths and English and through the Mighty Ducks program, to ensure data informed practice in the classroom.

### A Culture that Promotes Learning

- Deliver a range of cohort and small group student support interventions
- Develop student leadership programs (Captains, Parliament, Peer, HGR) ensuring student voice
- Refine three-year plan for the vertical Personal and Lifelong Learning wellbeing program
- Develop Wellbeing Hub's student support systems to ensure efficacy
- Investigate Student school opinion survey data through student feedback opportunities
- Staff Wellbeing Committee to enact Staff Wellbeing Statement through a range of wellbeing activities
- Develop PBL by growing committee attendance, student participation in delivering lessons, and enhancing celebratory systems
- Grow House culture through a range of student and staff House activities
- Establish academic case management (AccaTracka) Leadership Team initiative



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## Inclusion & Differentiated Teaching and Learning

- Continue to build our 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 in Inclusive practices, Differentiated Teaching and Learning and Crossing Cultures
- Attendance Action Plan- tracking students through regular communication and the Enforcement of Attendance process. Proactive attempts on JS assemblies
- Connect with First Nations community groups and parents to form networks to engage in a community project such as building a yarnning circle
- Create a team of First Nations Advocates to embed Aboriginal & Torres Strait Islander histories and cultures across faculties
- Continue to increase the number of co-teaching teams and build their capacity
- Continue to connect with external agencies to equip staff with strategies to support LGBTIQ+ students
- Celebrate cultural and gender diversity across the school by holding celebration activities
- Establish programs to deliver training in interventions around student mental well-being
- Inclusive student support- appoint Inclusion Champions, SIMs and SS mentors to provide mentoring and support to students
- Develop staff capacity to be able to differentiate teaching and learning for all students
- Create and deliver “The wheels” program as an intervention program for disengaged learners
- Develop local partnerships to support community families by opening the BSSC Community Pantry

## Our initiatives include

- All faculties to have met with regional support officer in term 1 and 100% of recommendation implemented in Semester 1 Assessment
- 75% A-C reporting data Yrs 7-10
- 85% A-C reporting data Yrs 11&12
- 100% of Year 12 students obtain a QCE and a VET qualification
- 75% of eligible ATAR students achieve an ATAR 62 or above
- 80% of Senior students complete units 2, 3, and 4 in the same course
- New subjects on scope and written, ready for Futures event
- BSSC to become a SRTO using Childcare as its base offering
- 100% of assessment completed in line with the Assessment Policy
- Moderation practices observable in all faculties before/after/after in 100% of assessment tasks
- Observations show 100% embedded use of Learning goals and success criteria in classes
- Walk-throughs show 80 % enacted curriculum is delivered as per intended curriculum
- Interviews/surveys/group discussions with students show 70% of enacted curriculum is experienced by students
- Primary feeder schools existing links re-engaged & active
- Primary feeder schools new links created & visits occurring
- Whole School Assessment Summary Achievement - >75%
- Whole School Assessment Summary Effort - >85%
- Fewer than 1900 incidents per Semester in OneSchool.
- Fewer than 350 incidents per Semester of Disruption in OneSchool.
- Fewer than 350 incidents per Semester of Non-Compliance in the OneSchool.
- Fewer than 150 suspensions per Semester
- School Opinion Survey – Students
  - I like being at my school - >51.6%
  - This is a good school - >55.3%
  - My teachers help me with my school work when I need it - >73.5%
  - My teachers provide me with useful feedback about my school work - >70.5%
- School Opinion Survey – Teachers
  - Students value feedback about their work - >74.7%
  - I feel confident managing in the behaviour of students at this school - >94.7%
  - I modify my teaching practice after reviewing student assessment data – maintain 100%
- Semester 2 Reporting Data - A-C pass rate for years 7 - 9 focus on English and Maths:
  - Year 7 English: 80%, Year 7 Maths: 80%, Year 8 English: 80%, Year 8 Maths: 75%, Year 9 English: 75% and Year 9 Maths: 75%
- Whole School Assessment Summary Effort >85%
- 100% value leadership position
- PAL OS semester reporting: behaviour >98%, effort >96%



- Supporting documentation completed, 100% value triage system
- 2022 SOS – increase by 15% in (i) student: behaviour well managed. 41.7%, (ii) Opinions seriously. 42.9%, (iii) I like being at my school. 51.6%
- 2022 SOS – increase 83.3%> staff morale is positive, 87.8%> Wellbeing of employees is a priority
- 2022 OS : <1900 incidents, <350 disruptions, < 350 non-compliance, <150 suspensions
- >90% value House system
- Academic profile improves for 100% of case managed students.
- Recruit staff as Inclusion Champions to lead Inclusion groups
- Key Inclusive messages are shared regularly with staff
- >85% students and parents feel "My child feels safe at this school" (2021 Student 67.7% Parent 91.8%)
- 100% of all teaching staff participate in PD focussing on inclusive practices, Differentiated Teaching and Learning and Crossing Cultures
- 92% attendance (2021 85.4%) 95% First Nations attendance across the college (2021 82.7%)
- ASTI Assessment Summary Achievement - >74% C ATSI Assessment Summary Effort - >82%
- Community project – yarnng circle completed
- 100% Teachers feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas. (2021 82.2%)
- Co-teaching classes academic achievement - >74%
- Increase 2020 data of staff perception on support provided to different student groups (where 100%=fully supported) G&T(40%), FN(40%)I, SWD (85%), LC (60%), LGBTIQ+ (40%), MHN(80%), DC (40%)
- Celebration activities and events have occurred to celebrate cultural and gender diversity
- >60% student intervention programs delivered to students
- 100%students in SIM program achieving their set goals
- >70% C in English, Mathematics, Science & HAAS for LC students
- "The wheels" program as an intervention program for disengaged learners is in operation
- BSSC Community Pantry is fully operational

### Our school will improve student outcomes by

#### In The effective use of HR to ensure the continuation and implementation of the following positions (\$464,941)

- Vocational Education and Training (VET) Co-ordinator
- Youth Pathways Officer
- House Leaders x 4
- Positive Behaviour for Learning (PBL) Co-ordinator
- Technical Support
- Community Education Counsellor
- Learning Connections Teachers

#### Professional Development and Marketing supporting College Initiatives for 2022 (\$25,000)

- Printing and marketing
- Yarning Circle



**Peter Hoehn**  
Principal  
School name



**Chris Tribbeck**  
School council chair  
School name



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