



School Improvement Unit Report

Burnside State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Burnside State High School from 1 to 3 June 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Blaxland Road, Burnside
Education region:	North Coast Region
The school opened in:	1979
Year levels:	Year 7 to Year 12
Current school enrolment:	829
Indigenous enrolments:	7 per cent
Students with disability enrolments:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	985
Year principal appointed:	2008
Number of teachers:	79 (full-time equivalent)
Nearby schools:	Nambour State College, Nambour Christian College, St John's Catholic College, Sunshine Coast Grammar, Suncoast Christian College, Burnside SS, Nambour SS, Woombye SS, Montville, Palmwoods SS, Chevallum SS
Significant community partnerships:	Australian Young Pregnant and Parenting Network, TAFE Nambour and Mooloolaba, Distance Education, Queensland Police, University of the Sunshine Coast (USC), Lily House, Salvation Army, Smith Family, SCOPE Domestic and Family Violence, The Shak, Sexual Health Clinic, Child Adolescent Youth Mental Health Services, Focus, Rotary, Apex, Quota, Heller Foundation, Beacon Foundation, Zonta, Nambour Returned and Services League (RSL)
Significant school programs:	Supporting Teenagers with Education, Mothering and Mentoring (STEMM), Students with a Goal (SWAG), Nambour hospital school classroom, Volleyball Excellence program, Horizons excellence program



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, two deputy principals and nine Heads of Department (HOD)
 - 41 teachers
 - Seven teacher aides and support personnel
 - Five administration officers and guidance officer
 - Facilities officer and grounds man
 - Three cleaners and seven parents
 - 42 students
 - Three community representatives
 - Two local politicians
 - Canteen convenor
 - Two Parents and Citizens' Association (P&C) executive members
 - Nambour hospital school staff

1.4 Review team

Mark Blackshaw	SIU (review chair)
Darren Cook	Peer reviewer
Allan Morgan	External reviewer



2. Executive summary

2.1 Key findings

- The school has developed an agenda for improvement in partnership with teaching staff, support staff members, parents and the community.

Elements of the school's performance data are analysed to inform aspects of the Explicit Improvement Agenda (EIA). The leadership team is committed to the improvement of student outcomes for all students and staff members, and community members recount instances of school improvement and improved outcomes for students. Most teachers are able to articulate some aspects of the school improvement priorities with some variation.

- The leadership team understands the importance of data informed decision-making.

A review of school achievement data is the basis for formulating the Annual Implementation Plan (AIP). A rigorous and systematic analysis of academic learning outcomes data is not yet fully reflected in the documented school improvement agenda.

- The school has a curriculum plan, which is published as part of the school curriculum, assessment data plan.

The plan identifies the relationship between curriculum, pedagogy and assessment, and describes the use of data that should inform teaching practice. The school is developing a more detailed and consistently enacted whole-school curriculum plan that incorporates the school's shared vision and processes for curriculum design and alignment.

- The school has collaboratively developed a localised pedagogical framework, which incorporates the school's *Toolbox*, containing strategies for effective classroom practice.

There is an effective implementation of aspects of the school's *Toolbox* in all classrooms, especially the use of learning goals. Other aspects of the *Toolbox*, such as differentiation strategies are yet to be applied consistently and rigorously by all staff members.

- The school demonstrates a strong commitment to inclusive practices and to the integration of students with high learning needs. Differentiation is a core school priority.

Teachers generally acknowledge that the current strategy of differentiation is developmental and greater clarity will ensure differentiation strategies are more effective. Systematic and ongoing use of student achievement data to inform differentiated instruction is an area for improvement.



- Implementation of a refined and widely accepted performance development framework for classified officers and senior teachers is well advanced.

Beginning teachers complete a coaching, development and appraisal program. An individual learning and development planning process, involving student and peer feedback, and subsequent facilitated reflection has commenced for all teachers. Explicit links to the school's improvement agenda are not yet fully developed

- In Semester 1 2015, 25.9 per cent of students were attending less than 85 per cent of the time.

Overall attendance for Semester 2, 2015 was 89 per cent and this is an improvement from 85.2 per cent in 2014. Attendance processes are established and some gains in attendance are achieved with opportunities for further improvement.



2.2 Key improvement strategies

- Narrow and sharpen the focus of the school's improvement agenda to enhance school-wide understanding of and commitment to identified priorities and targets.
- Complete a rigorous and strategic analysis of student performance data with a view to promoting a sharp focus on student academic achievement and strategies for success aligned with the EIA.
- Develop and publish a whole-school protocol for curriculum design, implementation, review, assessment and reporting that reflects the school's priorities.
- Revisit the school's pedagogical framework to encourage consistency of instructional approaches, develop a common language of instruction across the school and deepen understanding regarding the priority elements of the *Toolbox*.
- Collaboratively clarify a school-wide definition of differentiation that will permit the consolidation and further development of school and classroom practices, which are focused on the improvement of student learning.
- Strengthen the alignment of the Professional Development (PD) programs with the EIA, including the alignment of performance development and individual development plans.
- Review the attendance processes and promotional strategies to continue to refine the targets and strategies for the improvement of attendance.