



Burnside State High School

2025 ANNUAL IMPLEMENTATION PLAN



School priority	Achieving professional excellence through targeted capability building to deliver 21 st century curriculum, teaching and learning, prioritising - Classroom management, Pedagogy & Curriculum.							
Link to school review improvement strategy	Key improvement strategies: D 1- Driving an explicit improvement agenda- Formalise and systematically enact leadership team lines of sight to quality assure consistent, sustained, and effective practices across all aspects of the school D6 - Leading systematic curriculum implementation - Enact systematic processes for endorsing curriculum documents in junior secondary, including assessment tasks, to ensure all teachers and students' understand what is to be taught, learned and assessed D 8 - Implementing effective pedagogical practices - Review peer observation processes, providing clarity of purpose and involvement of all teaching staff, to strengthen opportunities for feedback on pedagogical practices							
Strategies	- Investing in our workforce through targeted professional learning to strengthen teacher capability in classroom management, pedagogy and curriculum to deliver AC and QCAA curriculums - Review and refine the school's approach to moderation and endorsement of assessment items to precisely align the planned to enacted curriculum							
Actions				Resources				
- Targeted professional learning plan for all teachers and teacher aides of the priorities - Classroom management, Pedagogy & Curriculum - Development of Curriculum, Learning and Assessment aligned to the AC achievement standards and QCAA curricula - Enactment of a school-wide approach to moderation, assessment endorsement and implementation of the Data Plan - Implementation of a collegial engagement process with embedded Learning Walks and Talks - Membership of regional subject /faculty networks				- Investing for success funding. ICT improvement -BYO 0.6FTE all HODs & HOSSES administration time - Provision of time at LT meetings - Provision of time at staff meetings. - Subject/faculty network membership				
Students		Teachers		Leadership				
By the End Term 4	Measurable outcomes	90% of students achieving C or better and 50% of students achieving A/B in all learning areas 100% QCE/QCIA, 90% 60+ATAR - Minimum of 60% of students can articulate the “A Level Thinking” for the current unit of work - Students identified to be working below potential (behaviour, curriculum, engagement) receive differentiated support - Maximisation of learning days - 90% attendance and reduced SDA rate through engaging classrooms - SOS improvement- - I understand how I am assessed - 84.3% - I am interested in my schoolwork- 62.6%	By the End Term 4	Measurable outcomes	100% of staff will have strategies for improvement for students working below potential, identified through school data plan process 100% will have exemplars and learning resources exemplars easily accessed by students 100% of teaching staff implement moderation processes 100% of Australian Curriculum assessment tasks endorsed using QA tool (accessibility & alignment) 100% of staff access PD aligned to the AIP - SOS improvement – - I receive useful feedback about my work – 82.6% - This school looks for ways to improve – 87.9%	By the End Term 4	Measurable outcomes	100% of leadership team actively engaged in regular walk throughs and learning walks and talks with colleagues ensuring that intended learning is the enacted curriculum 100% of leadership team lead moderation processes, endorsement, data conversations and improvement strategies for students 100% of staff complete their APDP 100% of faculties have joined regional network opportunities - Structural review of schools structures & systems
	Success criteria	Behaviourally: Students can/will: - articulate and understand the learning goals for the lesson as per Burnside Pedagogical Toolbox & Burnside Basics - describe what they are learning, why they are learning it, how they are progressing with their learning, what they need to do next to improve and where they can get assistance - access exemplars and learning resources and know how to improve and be successful - maximise learning days with exception of illness - attend carnivals and school cultural events		Success criteria	Behaviourally: Teachers can/will: - have effective knowledge and understanding of the intended curriculum & pedagogy – Burnside Pedagogical Toolbox& Burnside Basics - check for students understanding of the learning goal - describe to students what they are learning and what they need to demonstrate. Teaching staff can articulate to students why they are learning it, how they are going with their learning and what they need to do next to improve - have student learning resources and exemplars accessible - use moderation practices implementing aligned and accessible endorsed assessment tasks, planned and enacted curriculum and inform future planning		Success criteria	Behaviourally: Leadership team can/will: - have effective knowledge and understanding of the intended curriculum and pedagogy as per the Burnside Pedagogical Toolbox & Burnside Basics - quality assure curriculum, teaching and learning through learning walks and talks & CARP - lead and advise moderation sessions across all year level - Lead and advise endorsement processes. - provide professional development to support the planning and development of V9 of the Australian Curriculum & QCAA curriculum through priorities - classroom management, pedagogy and curriculum
	Artefacts	- A-E Data demonstrating the progression of student outcomes and trends in achievement - Attendance & SDA data - Year 12 exit data - SOS 2025		Artefacts	- Burnside Pedagogical Toolbox - Burnside Basics - A-E Data demonstrating the progression of student outcomes and trends in achievement. - Accessible constructed learning resources and exemplars for each class. (QLearn/OneNote/Co-constructed Class Display) - SPG - SOS 2025		Artefacts	- Burnside Pedagogical Toolbox/Basics/2025 Staff Diary - Executive & Leadership team OneNote minutes - Professional Development Plan - Moderation & Endorsement process - Collegial Engagement Policy & Process - School data plan - Leadership team Learning Walks and Talks protocols & minutes - Collaborative whole school review process - SPG - Whole school scheduling & meeting structure with protocols - School structures aligned to support V9 & the schools future needs
Approvals								
This plan was developed in consultation with the school community and meets school needs and systemic requirements.								
Principal: 			P&C/School Council: 			School Supervisor: 		