



2024 Burnside State High School Annual Implementation Plan

Burnside State High School



Department of Education

Strategic Plan - we are committed to equity and excellence in everything we do

Vision That Burnside State High School is the school of choice- "Smaller, Smarter, Safer"

Purpose Equity and Excellence: realising the potential of every student

Focus •Educational achievement •Wellbeing and engagement •Culture and inclusion

Our school expands on our vision to highlight our value for and expectations of:

Care: People are our greatest resource. We value caring for one another, our environment and ourselves

Consideration: Respect, tolerance and acceptance of difference will characterise our community

Co-operation: Together we will achieve what every individual is capable of. Positive partnerships and effective teams will be formed to reach our goals

Supported through Professional Learning

Developing Individual Learning and Development Plans, Senior Teacher Action Plans, Beginning Teachers and Mentoring Program, Turn to Teaching Program, Trade to Teaching Program, Focus on Burnside Pedagogical Toolbox, Learning Goals, KUDS and cognitive verbs

Inputs

ACARA

- Implementation, planning and review
- 7-12 Curriculum, Assessment and Reporting Framework
- Embedding First Nations outcomes

AITSL

- Australian Professional Standards for Teachers

STRONGER/SMARTER

- Closing of Gap for First Nations Students

QCAA

- QCAR
- Senior Syllabus Development - SATE
- Increased VET Participation

KEY DATA SETS

- Including:
- SIU (School Improvement Unit)
 - NAPLAN/ATAR
 - AIMS/NCCD
 - High Reliability Schools Data (HRS)
 - Diagnostic/Formative Testing
 - Senior Exit Data/School Data Sets
 - SORD
 - SOS
 - AQTF

RESOURCING

- Internal and external funding sources
- Investing for Schools (I4S)
- Improved performance for all students in Literacy, Numeracy and Science

SMART CLASSROOMS

- Digital Pedagogies
- STEM
- One Drive, One Note, Q Learn

LEARNING AND WELLBEING FRAMEWORK

- Inclusive Education Policy
- Parent and Community Engagement Framework (PACE)
- Student Code of Conduct (SWPBS)
- Smart Moves
- Smart Choices

EVERY DAY COUNTS

- Student attendance/engagement

ADVANCING EDUCATION

- Global schools

Priorities

COLLABORATIVE EMPOWERMENT:

- Align and embed Burnside Pedagogical Toolbox across 7-12
- Build teacher capability through collegial observational cycle

SUCCESSFUL LEARNERS:

- Every student succeeding
- Students as resources for their own and others' learning
- 7-12 data driven and responsive practice
- Enhanced curriculum alignment 7-12 to ensure seamless transitions
- Priority Learning Areas including improved attendance, senior exit data and the explicit planning for, resourcing and teaching of vocabulary, reading, writing, numeracy and KLAs
- Enhance and align our STEM approach
- Aviation Academy
- Identification of students and strategies to improve performance of all students
- Inclusive education strategies further development
- Enhance feedback loops for staff and students with focus on high yield strategies
- Future focused learning environment through effective digital pedagogies and continued development and implementation of Drones and Modern Flight and Certificate III in Aviation
- Curriculum program is in place to cater for diverse learners
- Build capacity of critical and creative thinking and general capabilities knowledge and implementation across the school

ENGAGED PARTNERS:

- 7-12 PACE Framework
- Excellence and Academy programs: Volleyball, Horizons, Aviation, Dance
- USC partnerships including ILEs learning opportunities
- Global positioning of BSHS - languages, international student program, sister school program extension, study tour
- Community partnership web

GREAT PEOPLE:

- Promote a high performance culture through individual learning and development plan process, aligned with AITSL Professional Standards for Teachers
- Empowerment of all staff 7-12 to be student focused/high performing and accountable for student outcomes
- Senior pathways - Year 10 role, ATAR preparation and external assessment, staff capability

HIGH STANDARDS:

- Timely and effective analysis of student data to inform whole of school and individual improvement strategies
- Ensure a safe and supportive school environment

Targets

ACHIEVEMENT

REPORT DATA:

- 80% A or B for Achievement (2023 59%)
- 80% A or B in Behaviour and Effort
- NAPLAN:**
- 100% of students at or above NMS in all domains
- Upper two bands:

	Y7	Y9
R	20%	20%
W	20%	20%
S	20%	20%
G&P	20%	20%
N	20%	20%

YEAR 12 OUTCOMES:

- Awarded QCE: 100% (2023 100%)
- ATAR of 60 or higher: 100% (2023 100%)
- SAT, QCE, QCIA: 100%
- Retention Year 10-12: > 85%
- 100% Year 12 exit with ATAR of 60 or higher or Cert. III (2023 90%)
- Vocational Certificate: 100% (2023 100%)
- Former Year 12 students in study or employment: Next Steps Survey: 100% (2023 92.5%)

ATTENDANCE

- Student average: 95%
- Staff: 95%

CLOSING THE GAP:

- No attendance/academic or retention gap

ATTENTION TO DETAIL

SATISFACTION

(Refer to PACE Framework)

- Good education (Students): 80% (2023 73%)
- Takes student opinions seriously (Students): 80% (2023 52%)
- I like being at my school (Students): 80% (2023 61%)
- Talk to my teachers about my concerns (Students): 80% (2023 61%)
- Good education (Parents): 95% (2023 93%)
- Takes parent opinions seriously (Parents): 90% (2023 81%)
- Expectations are clear (Parents): 95% (2023 92%)
- Asks for input (Parents): 80% (2023 72%)
- Morale (Staff): 90% (2023 87%)

Evidence Based Teaching and Learning

Achievement Agenda

Approval/endorsement process

This Annual Implementation Plan and associated budget was developed in consultation with the school community and states the key priorities that meet school needs and departmental requirements.

Kerri Dunn
Principal

23/01/2024

Mark Horsfall
P&C President

23/01/2024

Leasa Smith School Supervisor