

Burnside State High School

2026 ANNUAL IMPLEMENTATION PLAN

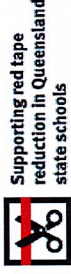
Educational achievement

Belonging and engagement

School priority 1		Engaging Curriculum through assessment literacy to extend student learning and outcomes				Monitoring Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.				School priority 2		Implement inclusive support system to maximise student engagement in learning.				Monitoring Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.																			
		Term 1		Term 2		Term 3		Term 4				Term 1		Term 2		Term 3		Term 4																	
Link to school improvement strategy:		D1 – 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 Systemic curriculum implementation- Enact opportunities for leaders to engage in collegial curriculum-focused conversations with teachers and engage in classroom walkthroughs to build their line of sight over curriculum implementation. • Prioritise formalised moderation processes, with a particular focus on early juncture moderation to enable teachers to collaboratively determine pedagogical practices and monitor their impact on student engagement and achievement. D8 – Implementing effective pedagogical practices- Review the school's approach to pedagogy, including the Burnside Toolbox, to identify the pedagogies that have been most effective in improving student understanding. Enhance teacher assessment literacy and line of sight of intended curriculum to align with Assessment item (pre moderation) Deepen student assessment literacy through detailed unpacking of marking guides/assessment teams in instructional practice & Learning Walls Enhance student agency through visible A & B level thinking in all classrooms in learning walls to enhance visible thinking in our classrooms										Link to school improvement strategy:		D3: Promoting a culture of learning • Formalise the referral and case-management process of the Student and Wellbeing Team (SWET) to provide greater clarity for staff for referral processes and to ensure the timely sharing of key information to staff regarding wellbeing for learning support for students. • Review and refine multi-tiered support provisions and programs to provide clarity to staff and support the engagement and learning of identified students.										Strategy/ies		Development of inclusive student support sytem – Student Wellbeing and Engagement Teams – Years 7/8. 9/10 and 11/12									
Actions: including Responsible role(s)		Resources										Actions: including Responsible role(s)		Resources																					
- Build teacher capacity of Assessment Literacy through collegial engagement framework - Develop schoolwide capacity of Assessment Literacy in Teaching and Learning Cycles focussing on pre-moderation through intentional collaboration - Focussed capacity development of teachers to develop and use deconstructed Assessment Items, annotated marking Guides, A level exemplars and Learning Walls - HOD's lead planning, design and QA of assessment item to ensure line of sight over and alignment of intended/planned and enacted curriculum of V9AC - Develop and agree on common reading routines across subjects with a focus on Tier II words.		- Budget allocation - HR - Facilities upgrades - Curriculum gateway										- Develop and implement Governance structures, policy and procedures of Engagement and Wellbeing team - Develop capacity of Year level teams to focus on student data analysis through establishment of consistent meeting structures, protocols, routines and agendas - Year level teams to analyse and seek proactive strategies for attendance and behaviour improvement		- Budget allocation - FTE allocation - HR - Facilities upgrades - Well-Being and Engagement Framework\TRP Hub																					
End of Year Success Criteria		Measures										Performance:		Measures																					
- Student Level of achievement A-E data demonstrating the progression of student outcomes - NAPLAN improvement progression of "exceeding "data - Year 12 exit data - SOS improvement from 2025 data as per below - Students - My teachers provide me with useful feedback about my schoolwork – 73.7% - Students- I understand how I am assessed at my school – 78.9% - Staff - I receive useful feedback about my work at this school – 79.8%		Behaviour										Students can/will:		Behaviour																					
- Students will have deep understanding of the assessment task from detailed unpacking and A/B level thinking - Students will utilise evidence of learning and feedback to inform their next steps		Teachers can/will:										Students can/will:		Teachers can/will:																					
- Collaboratively planning and quality assuring units and develop engaging assessment items aligned to V9AC with QA pre moderation cycle - Unpack and annotate marking guides to open A& B level thinking to make the learning and thinking visible so students can inform themselves of their next steps through learning walls - Providing descriptive feedback to support student learning and next steps		Teacher aides can/will:										Hheads of Year can/will:		Hheads of Year can/will:																					
Support students to develop thinking of their next steps in learning through use of Learning walls		Leadership team can/will:										Leadership team can/will:		Leadership team can/will:																					
- Collaboratively develop understanding of Learning Walls – present – Learning Goal & Cognitions. New – annotated marking guides & assessment item - Conduct structured LWT program to inform next steps - Collate evidence of learning with school wide observation data to inform impact and the needs of learners (LWT) - Provide feedback on professional practice		Students can/will:										Students can/will:		Students can/will:																					
- CARP - Unit/Band plans, TLAPS – 3 levels of planning - Moderation Cycles - Reading Implementation Roadmap - Burnside Basics - Burnside Pedagogical toolbox - Collegial engagement policy		Teachers can/will:										Teachers can/will:		Teachers can/will:																					
Artefacts		Artefacts										Artefacts		Artefacts																					
- Student code of conduct - Attendance policy - School expectations matrix - Heads of Year Roles and responsibilities - Behaviour and referral polict		Student code of conduct										Student code of conduct		Student code of conduct																					

Reduction of red tape in day-to-day work, planning and processes include:

- Meetings with purpose/agendas
- Reporting frequency – 3 cycles
- Centralised storage of school documents on SharePoint
- Internal supervision process digitalised on oneNote/Sharepoint
- Limited sending of "all school" emails – email sent to required staff only
- Swells reduction
- Precision and clarity of HOY and HOD roles and responsibilities
- Review of school wide roles and responsibility statements
- Development of standardised templates and forms for staff use
- Document review process – Policy and procedures – storage in SharePoint – 1 point of truth
- Time allocation in staff meeting for moderation and learning cycles – 2026 focus on pre moderation



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

[Signature]