

# Burnside State High School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Burnside State High School acknowledges the shared lands of the Gubbi Gubbi/Kabi people.

### About the school

|  |                    |
|--|--------------------|
| Education region   | North Coast Region |
| Year levels  | Years 7 to 12      |
| Enrolment  | 881                |
| Indigenous enrolments  | 8%                 |
| Students with disability                                     | 28.4%              |
| Index of Community Socio-Educational Advantage (ICSEA) value | 1000               |

### About the review

|   |  |  |
|---|--|--|
| <br>4 reviewers from<br>27 to 29 February 2024 | <br>125 participants      | <br>73 school staff                         |
| <br>27 students                                | <br>16 parents and carers | <br>9 community members<br>and stakeholders |

### Key improvement strategies

#### Domain 1: Driving an explicit improvement agenda

Collaboratively refine the Explicit Improvement Agenda, informed by school data, to provide clarity on expectations, strategies and actions, and build staff commitment to focusing on improving students' academic and wellbeing outcomes.

#### Domain 6: 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.

#### Domain 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.

#### Domain 2: Analysing and discussing data

Prioritise consistent and collaborative enactment of whole-school data practices, including monitoring tools and summative assessment, to monitor student progress and evaluate the impact of strategies on student learning.

#### Domain 7: Differentiating teaching and learning

Collaboratively review the case-management model, including evidence-informed approaches for co-teaching, to maximise the expertise of specialist teachers, classroom teachers and teacher aides in providing quality teaching and learning and support for all students.

#### Domain 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.

### Key affirmations



**The school is held in high regard by parents and the wider community.**

Staff describe a clear sense of belonging to the school, and students communicate a strong connection to their school. Parents and community members recognise the dedicated efforts of staff to provide greater opportunities for students. Students speak positively of their school.



**Parents speak highly of the supportive culture that exists at the school and describe high expectations for students and clear behaviour processes.**

The school values, 'care, consideration, and cooperation' are displayed prominently throughout the campus, and are known to staff and students. The principal and staff demonstrate an understanding of the importance of positive and caring relationships for successful learning, and work actively to support this across the school. Students speak highly of staff and value the quality of these relationships.



**Leaders view the development of an expert teaching team as integral to improving outcomes for all students.**

The principal and leaders place a high priority on identifying, employing, and retaining the best possible teachers and staff for the school. Staff are focused on improving learning and wellbeing outcomes for all students. Teachers identify the strong professional and collegial culture as a key feature of the school. They cite this characteristic as an important factor in their professional satisfaction.



**A myriad of strategic partnerships has been established.**

Partnerships with organisations seek to improve students' learning and wellbeing outcomes. Transition processes have been enhanced through partnerships with principals from local schools. The Supporting Teenagers with Education Mothering and Mentoring program is firmly entrenched, with strong community and partnership links apparent.