

Burnside State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Burnside State High School** from **24 to 26 August 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Cath Pfingst	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Blaxland Road, Burnside	
Education region:	North Coast Region	
Year levels:	Years 7 to 12	
Enrolment:	885	
Indigenous enrolment percentage:	8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	10 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	28.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	987	
Year principal appointed:	2008	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, nine Heads of Departments (HOD), Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), 29 teachers, 61 students, three teacher aides, five administration officers, canteen convenor, uniform shop convenor, three facilities/grounds officers, Youth Support Coordinator (YSC), chaplain, School Based Youth Health Nurse (SBYHN), 14 parents, president of Parents and Citizens' Association (P&C) and secretary of the P&C.

Community and business groups:

- Two representatives from Rotary Club of Nambour and mentors from Sport Aircraft Association of Australia, Chapter 22.

Partner schools and other educational providers:

- Principal of Burnside State School, principal of Woombye State School, principal of Palmwoods State School, principal of Rishikul High School, representative from Better Days Training and Coaching and representative of Blue Dog Training.

Government and departmental representatives:

- State Member for Nicklin, director of global engagement Department of Education International (DEi) and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School pedagogical framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School Literacy Plan 2017-2020	School Numeracy Plan 2017-2020
School based curriculum, assessment and reporting framework	School Resource Allocation and Data Plan



2. Executive summary

2.1 Key findings

The school works to maintain a learning environment that is safe, respectful and inclusive, with an emphasis on providing learning choices to meet the needs of all students.

Staff members endorse the importance of positive relationships to successful learning, and work to build mutually respectful relationships across the school community. Interactions with staff, students and families are caring and polite. Students and parents comment positively regarding the school culture, and staff members identify the climate amongst students as calm and positive.

The principal has been strategic in sourcing and building relationships and external networks to enhance learning programs across the school.

Staff members actively seek ways to enhance student learning and wellbeing by collaborating with parents, external service providers, business, industry and the tertiary sector. Many community partnerships have become an accepted and valued part of school culture. Partnerships are valued by students, parents and the community.

School leaders and staff members are united in their desire to improve student outcomes.

Staff are committed to quality teaching and learning, and exhibit care for the social and emotional wellbeing of students. The principal has established high expectations for student attendance, engagement, behaviour and academic outcomes. The school's core values, '*Care, Consideration and Co-operation*', are regularly referenced by staff members and are well known to students. The school's mantra is '*Smaller, Smarter, Safer*'. The school leadership team has developed an Explicit Improvement Agenda (EIA) including the 3As of achievement, attendance, and attention to detail. Staff members are yet to consistently reference the EIA and associated targets.

The principal is committed to establishing and maintaining rigorous practices to drive a strong performance agenda and guide implementation of all school projects.

The school has roles and responsibilities statements documented for all key leaders presented in terms of strategic and operational areas. A line management system operates in the school, with Heads of Departments (HOD) meeting regularly with deputy principals to discuss the progress of their faculties in enacting school improvement priorities and attaining school targets. The school executive team acknowledges the importance of instructional leadership in the school to support its future directions.



School leaders are committed to providing an engaging curriculum for all students, and are deliberate in allocating resources to ensure the full range of students are catered for educationally.

The school has documented a whole-school curriculum and assessment plan that outlines teacher expectations of planning, moderation, assessment and reporting. The Australian Curriculum (AC) is the reference point for designing units of work. The school has adopted a consistent unit planning process across Year 7 to Year 10. This process has focused attention on the role of the cognitive verbs in learning with their inclusion in the planning template. The planning process mandates that learning goals in the form of Knowledge, Understanding and Do (KUD) goals are documented for each unit. The general capabilities and the cross-curriculum priorities of the AC are yet to be consistently incorporated in planning.

The principal recognises that the consistent delivery of quality teaching practices is critical to improving student outcomes.

Quality teaching and high expectations are identified as key levers for success. The school has a documented pedagogical framework that incorporates the 'Burnside Toolbox of strategies for effective classroom practice'. School leaders acknowledge the need to revisit the school's pedagogical framework to ensure that the agreed school-wide pedagogical approaches for teaching and learning are clear and embedded in all classrooms across the school.

School leaders articulate an expectation that teachers will adopt pedagogical practices that are consistent with the principles and approaches described in the school's pedagogical framework.

School leaders acknowledge the importance of providing teachers with ongoing detailed feedback in relation to their classroom practices. Some teachers express a desire to watch each other work and participate in modelling, coaching and feedback cycles related to the pedagogical framework.

School-wide analysis and discussion of reliable student data is viewed as an essential component of school improvement.

School performance data is shared at staff meetings to identify areas for improvement and to celebrate success. The consistent use of data to inform the next steps for the teaching and learning process in classrooms is emerging. A range of teacher capability in the analysis and use of this data is apparent. Some teachers express a desire to better understand the purpose for collecting some of the data and to develop their data literacy skills.

A school-wide belief that every student is able to learn and achieve when provided with appropriate support underpins the commitment of leaders and teachers to the success of all students.

Significant emphasis is placed on identifying and addressing barriers to learning. There are school-wide expectations that data and differentiation are used in classroom practice. Teachers utilise a range of data and sources of information to understand where students



are at in their learning and to identify appropriate teaching strategies to meet their learning needs. Parents acknowledge the school's commitment to inclusion and are appreciative of teachers' efforts in knowing and supporting their child.

The principal adopts a strategic approach to the allocation of resources.

Priority is given to targeting human resources, funding and expertise towards school priorities and to meet the learning and wellbeing needs of all students. School-wide policies and practices are established to assist in identifying and addressing student needs. School leaders are committed to ensuring that facilities match the needs of students. They articulate a desire for teaching and learning occurring in first-class facilities. Staff, parents and students comment that there has been significant facility and technology improvements in the school's teaching and learning spaces.

School leaders recognise the impact that high quality teaching and learning has on student achievement.

Teaching staff are committed to supporting student learning and possess a range of experience, confidence and expertise in the fields in which they teach. Teachers express pride and professional satisfaction in working at the school. The leadership team is committed to a culture of collegiality and collaboration between staff. Practices include classroom walkthroughs and peer observations, leading to a school-wide, shared responsibility for enhancing teacher capacity in regard to curriculum and pedagogy.



2.2 Key improvement strategies

Refine the focus of, and clearly communicate, the EIA and associated targets to promote increased clarity and sustainability of practice.

Build the instructional leadership capability of all school leaders.

Build on current curriculum planning processes in Years 7 to 10 to incorporate specific expectations for the inclusion of general capabilities, cross-curriculum priorities, and local relevance.

Collaboratively review the school's pedagogical framework and ensure all staff have a deep understanding of the agreed evidence-based pedagogies that inform teaching and learning at the school.

Build on the school's strong collegial culture to systematically implement procedures to enable teachers to watch each other work and participate in modelling, coaching and feedback cycles related to pedagogical practices.

Intentionally formalise opportunities for teachers to enhance their data literacy skills and understand the role of data in informing the next steps for student learning.