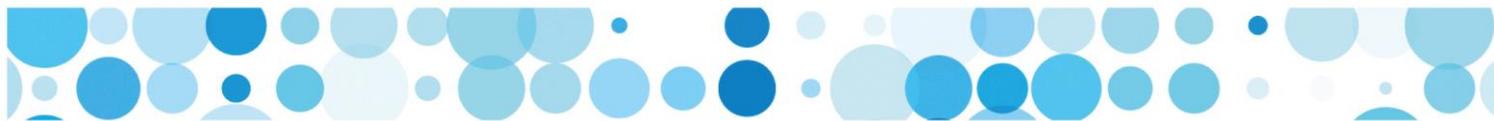


# Burnside State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

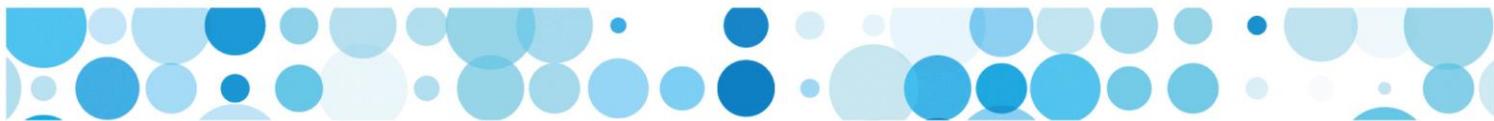
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Burnside State School** from **28 to 30 October 2109**.

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.

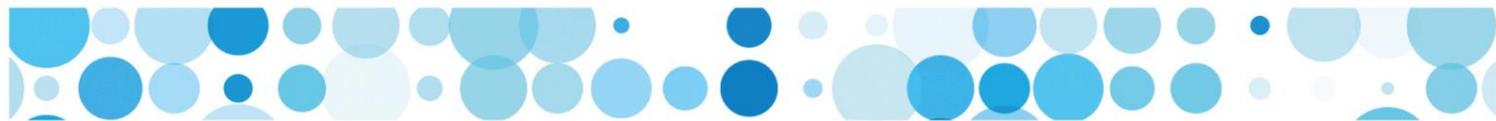
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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

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

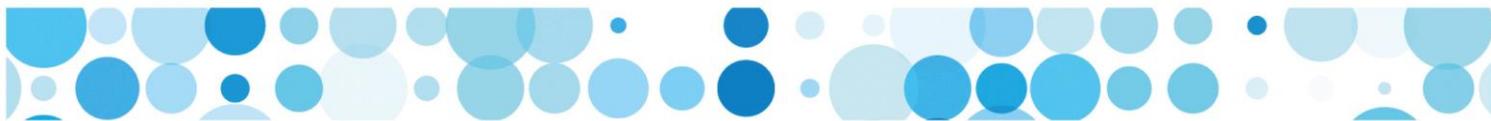
### 1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Matthew Meharg	Peer reviewer
Pam Hall	External reviewer



## 1.2 School context

<b>Location:</b>	Blaxland Road, Burnside
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1978
<b>Year levels:</b>	Early Childhood Development Program, Prep to Year 6
<b>Enrolment:</b>	456
<b>Indigenous enrolment percentage:</b>	15 per cent
<b>Students with disability enrolment percentage:</b>	13.5 per cent 27 ECDP students
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	975
<b>Year principal appointed:</b>	2015
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	19 – classroom, 3.6 – support, 1.6 Whole School Support – Student Learning Resource (WSS-SLR), 6.1 – student with disability
<b>Significant partner schools:</b>	Burnside State High School, Nambour State College, Maleny State School
<b>Significant community partnerships:</b>	SunnyKids, The Smith Family, The Salvation Army, Aunty Beverly Hand, Police-Citizens Youth Club (PCYC), Child Safety, Sundale Rod Voller Care Centre, Neighbourhood Watch
<b>Significant school programs:</b>	Solid Pathways, Fountas and Pinnell Reading, Levelled Literacy Intervention (LLI), iPad classes – Year 4 to Year 6, Story Champs, Age-appropriate pedagogies (AAP), inclusion, Science, Technology, Engineering and Mathematics (STEM), digital technologies, the Arts program and performances, sports program and visits, Behaviour and Social Emotional Support (BASES) teachers, chaplain group support programs – equine therapy, ukulele, yoga, breakfast club, HOPE mentors, Year 6 high school transition program, Kids in Action, Indigenous Champion School, Story Dogs, Kilometre Club, Canteen Choir, White Ribbon School, Playgroup



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), head of inclusion, two coaches, two administration officers, cleaner, chaplain, 15 students, two BASES teachers, 25 teachers, 16 teacher aides, Parents and Citizens' Association (P&C) president, tuckshop convenor and 24 parents.

Community and business groups:

- The Smith Family and SunnyKids.

Partner schools and other educational providers:

- Principal of Nambour State College and principal and deputy principal of Burnside State High School.

Government and departmental representatives:

- State Member for Nicklin and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Inclusion Policy
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1, 2019



## 2. Executive summary

### 2.1 Key findings

**Staff members of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community through strong partnerships and communication.**

The school leadership team has developed a strong vision of *'Trust, Believe, Belong'* that sets a clear tone and expectation regarding staff members, student and community interactions. This has become the school's moral purpose. The decision to adopt the 'Not Now, Not Ever' policy regarding physical violence has been a significant leap forward in setting clear boundaries of acceptable behaviour at the school. This clear zero tolerance reflects the wider community belief that all students need to feel safe and belong for great learning to happen.

**The school leadership team is driving an improvement agenda for the school aligned to the collaboratively developed school vision of *'In our teachers we trust, In our students we believe, In our community we belong'*.**

Leadership team members have developed a change management model that uses data to drive the imperative for change, enables staff member participation in decision making through inquiry cycle investigations, and provides take-up time and buy-in by staff members. School data sets all indicate improved outcomes for student learning and wellbeing.

**Teachers and teacher aides have a high level of confidence in the work they undertake in the school and express a keenness to further develop their knowledge regarding how students learn.**

All teachers are members of a strategic team whose focus is linked to the improvement agenda. Each team has a teacher leader with a member of the leadership team as a support person. Teams develop an inquiry planner for their research project, and this is shared with school leaders and colleagues. Year level planning processes are collaborative and can include class teachers, inclusion teachers, literacy and numeracy coaches and a member of the leadership team. Focus areas are mathematics and English. Teachers speak positively of their involvement in and learnings through the team model.

**Reading, behaviour, wellbeing of students and staff members and communication were the starting points for improvement in the current strategic planning cycle.**

The leadership team articulates the need to continue the focus on these areas whilst moving attention to the developing agendas of mathematics, writing, 21<sup>st</sup> Century learning attributes and aspects of the school community engagement framework. The roles, responsibilities and accountabilities of key staff members in driving the next phase of improvement are emerging in conjunction with timelines and targets for implementation.



**Many teachers articulate their ability to utilise data to determine individual and class progress.**

Some teachers use the data to establish starting points for student learning, identify effective strategies, monitor student gain and reflect on future learnings. The analysis of individual and cohort data to generate strategies for continuous improvement of all students and to monitor individual student progress is continuing to emerge in the practice of teachers. Leadership team members are aware of the need to develop greater teacher capability to analyse and reflect on their teaching practices using data.

**Teachers discuss how they differentiate the learning for their students.**

The 2X2 Push-Up project is the start of a school case management process. Teachers identify two students not reaching academic benchmarks and/or having behaviour and wellbeing challenges. Following information gathering on students and the previous supports provided, students are put forward for discussion with members of the leadership team to determine strategies for differentiation. Members of the leadership team report there are plans to develop further rigour within this process. Many teachers additionally express a desire to further focus on differentiating the curriculum for high achieving students.

**The school is developing a pedagogical framework that operationalises the school vision of ‘Trust, Believe, Belong’.**

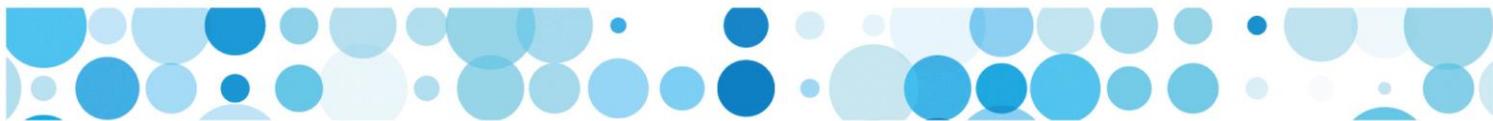
Examples of best practice teaching are available in the school mathematics program that outlines highly effective practices for the teaching of numeracy and the school concept map for writing. Teachers are able to discuss a range of effective pedagogical practices they use within their daily classroom teaching including the use of warm ups at the beginning of a mathematics lesson, the Gradual Release of Responsibility (GRR) model, conferencing with students and pre- and post-assessment to determine starting points for teaching and measuring student progress. The school pedagogical framework is evolving as practices are incorporated into school expectations.

**There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes.**

Teachers are receptive to discussion and informal feedback from colleagues. A culture of sharing of practices and visiting classrooms is yet to be embedded school wide. The principal and leadership team identify there is a need for whole-school sharing of practices and capability building through regular coaching, mentoring, observation and feedback aligned to the Explicit Improvement Agenda (EIA).

**The school vision statement underpins the caring and supportive approach teachers have towards students and the positive relationships that are developed across the school.**

Emphasis is placed on identifying and providing students with the necessary pre-conditions for learning. Members of the leadership team and Behaviour and Social Emotional Support (BASES) teachers work with families and students, helping them connect with the



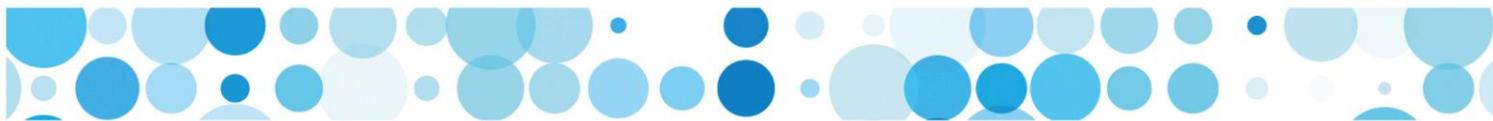
appropriate community and government agencies to address their diverse needs and any obstacles that may arise for student engagement with the school and their learning program.

**School leaders and teachers have developed partnerships that are reflected in the high levels of engagement of outside agencies.**

These partnerships support and enhance student learning opportunities, student and family wellbeing and the profile of the school within its community. They describe in detail how established partnerships add value to learning experiences and student outcomes and support the development of an inter-connected community.

**The school is viewed as and considers itself an integral part of the Burnside community.**

Students, parents and community members speak positively about the school and the range of learning opportunities available. They outline the growth and fostering of a positive sense of community as essential to the ethos of the school. Students speak with pride regarding their connection with the school. Parents are valued as partners in their child's learning, and involvement in school and classroom activities is encouraged and welcomed by the teaching and leadership teams.



## 2.2 Key improvement strategies

Develop roles, responsibilities and accountabilities for members of the leadership team and key staff members to support the new and emerging EIAs.

Continue to build staff members' data literacy skills to enable a deep understanding of data and implications for teaching.

Further develop the school case management process to support school staff members in planning for and implementing differentiated learning experiences for all students including high performing students.

Review and refine the school pedagogical framework to clearly outline the expected practices that are developing through research and implementation of school priority agendas.

Collaboratively develop a school observation, feedback, coaching and mentoring model to provide timely support and advice to all members of the teaching team on classroom practices, in the identified priority areas, to build consistency of practice.