



# Burnside State School

## Strategic Plan 2024 - 2027

### Vision

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School vision: Trust, Believe, Belong

School values: In our teachers we trust, In our students we believe, In our community we belong.

In our teachers we trust: We commit to building professional capabilities to implement the Australian Curriculum using high yield pedagogical strategies to deliver differentiated learning.

In our students we believe: Relational pedagogies are our core business to support wellbeing, engagement and learning achievement for all students.

In our community we belong: People matter, our students' outcomes are enhanced when we build productive partnerships with parents and community in an inclusive environment.

### Values

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Values: Thoughtful, Respectful, Accountable, Cooperative and Kind

### School Priorities

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# Burnside State School

## Strategic Plan 2024 - 2027

### School Priorities

**Redesign and implement rigorous, purposeful and differentiated learning programs to enact the Australian Curriculum (V9) to challenge and engage all students.**

#### Long-term targets/desired outcomes

1. A-C in English and Maths 91%.
2. A-B Level of Achievement for English and Mathematics 62%.
3. Attendance data 91%. Report card behaviour rating A-C 96%.
4. School Opinion Survey levels of satisfaction:  
Parents - I understand how my child is assessed – 95%  
Parents – My child is interested in their school work – 93%  
Students – I understand how I am assessed – 92%  
Students – I am interested in my school work – 90%
5. School Opinion Survey levels of satisfaction:  
Staff – I have access to relevant PD – 100%  
Staff – I receive useful feedback about my work – 95%
6. Increased alignment of the ACV9 in units of work and contextualisation to Burnside State School.  
100% teaching staff engaged in CEF processes  
100% teaching staff engaged in M1-M4 moderation processes  
Opportunities for external moderation expanded



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### School Priorities

Strategies	2024	2025	2026	2027
Systematically enact a distributed leadership model to strategically address key actions aligned with the school priorities.	✓	✓	✓	✓
Reinforce the school's intended systematic curriculum delivery practices to consolidate expectations of teachers to enact the curriculum in line with the P-12 curriculum, assessment and reporting framework	✓	✓	✓	✓
Through further development of instructional leadership capabilities of leaders, strengthen processes to quality assure the development of rigorous, engaging and contextualised units of work aligned to the Australian Curriculum (V9).		✓	✓	✓
Implement purposeful strategies for school leaders to participate in planning student learning, moderating student work and observing learning in classrooms.		✓	✓	
Develop a strategic action plan for the Curriculum Teaching and Learning portfolio, aligned to school priorities and measured against student outcomes.	✓	✓	✓	✓
Further develop data discussion processes, incorporating system priority measures and school data to inform teaching and learning. Collaboratively developing year level goals/targets	✓	✓	✓	✓
Establish a formal walkthrough process to support the enactment of whole school agreed practices.	✓			
Develop an observation and feedback model for teachers to further support reflection on and strengthening of teaching practices.	✓	✓		
Build on existing moderation processes to engage teachers in moderation activities that align curriculum, teaching and assessment at multiple junctures.		✓	✓	
Deepen understanding of Australian Curriculum (V9) to develop high quality goal setting practices which enable students to articulate clear next steps in their learning based upon evidence and linked to success criteria.	✓	✓	✓	
Consider future resource allocations to enable the sustainability of critical roles to the improvement of student achievement, curriculum, teaching and learning.	✓	✓	✓	✓



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### School Priorities

**Develop and implement a collaboratively agreed, research-validated, age-appropriate, whole-school approach to pedagogy to ensure consistency of practice across all classrooms.**

#### Long-term targets/desired outcomes

1. Improved student achievement data- A-E, Reading Levels and NAPLAN. 91% students achieving A-C in English and Maths. 62% of students performing in the A-B Level of Achievement for English and Mathematics
2. Improved student engagement data – Attendance data school wide 91%. Report card behaviour rating A-C 96%
3. School Opinion Survey levels of satisfaction:  
Parents - I understand how my child is assessed – 95%  
Parents – My child is interested in their school work – 93%  
Parents – My child's learning needs are being met – 95%  
Students – I understand how I am assessed – 92%
4. School Opinion Survey levels of satisfaction:  
Students – My school work challenges me to think – 95%  
Staff – I have access to relevant PD – 100%  
Staff – This school encourages coaching & mentoring – 100%  
Staff – I receive useful feedback about my work – 95%
5. 100% teaching staff engaged in CEF processes  
Enhanced capability and confidence of teachers in digital teaching and learning.  
Regular opportunities for students to access digital devices to enhance their learning experiences.
6. Students clearly articulate learning goals and next steps for learning while also celebrating successes.  
Learning walls, goals and improvement steps are evident in all classrooms  
High levels of engagement in professional learning
7. Quality of whole school pedagogical approach and signature practices consistently implemented across the school.
8. Students can use pedagogically specific language to discuss their learning.



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Strategies	2024	2025	2026	2027
Systematically enact a distributed leadership model to strategically address key actions aligned with the school priorities.	✓	✓	✓	✓
Reinforce the school's intended systematic curriculum delivery practices to consolidate expectations of teachers to enact the curriculum in line with the P-12 curriculum, assessment and reporting framework.		✓	✓	✓
Develop the instructional leadership capability of leaders to implement whole-school teaching and learning practices.	✓	✓	✓	✓
Develop and implement a collaboratively agreed, research-validated, age-appropriate, whole-school approach to pedagogy.	✓	✓	✓	✓
Implement purposeful strategies for school leaders to participate in planning student learning, moderating student work and observing learning in classrooms.		✓	✓	✓
Develop a strategic action plan for the Curriculum, Teaching and Learning portfolio aligned to school priorities and measured against student outcomes.	✓	✓	✓	✓
Systematically enact an agreed set of pedagogical approaches for the teaching of literacy in Prep to Year 6 to establish consistency of practice across year levels.	✓	✓	✓	✓
Establish a formal walkthrough process to support the enactment of whole school agreed practices.	✓	✓		
Develop an observation and feedback model for teachers to enable them to reflect on and strengthen teaching practices.	✓	✓		
Utilise data to inform pedagogical selection to enhance learning outcomes for students.	✓	✓	✓	✓
Further develop data discussion processes, incorporating system priority measures and school data to inform teaching and learning. Refine conversations around student improvement data.	✓	✓	✓	✓
Provide digital infrastructure, tools, resources and spaces to meet the contemporary learning needs of students.	✓	✓	✓	
Build the capability of staff members to utilise digital technologies and pedagogies to enhance student learning.	✓	✓	✓	
Consider future resource allocations to enable the sustainability of critical roles to the improvement of student achievement, curriculum, teaching and learning.	✓	✓	✓	✓
Continue to build staff capability to ensure whole school pedagogical approach is delivered across all classrooms.	✓	✓	✓	✓
Embed a culture of continuous professional learning with staff who are evidence informed and focused on their contribution to the success of every student. Utilise intentional collaboration to develop expert teaching teams.	✓	✓	✓	✓



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### School Priorities

**Enhance Burnside State School's established inclusive school culture by embracing diversity as our greatest strength and delivering inclusive teaching and learning that is responsive to the wellbeing needs, learning needs and interests of our students.**

Long-term targets/desired outcomes				
1. Improved student achievement data- A-E, Reading Levels and NAPLAN for student identified via NCCD process. Less than 14% difference in performance gap for A-C achievement in English and Maths.				
2. Improved student engagement data – Attendance data school wide 91%. Chronic absenteeism less than 85% attendance – less than 18% of students. Report card behaviour rating A-C 96%. Student Disciplinary Absences less than 40 per year.				
3. Improved achievement and engagement data for Indigenous students - less than 8% performance gap for A-C achievement in English and Maths. Student Disciplinary Absences – 20% reduction.				
4. School Opinion Survey levels of satisfaction: Parents – Respectful relationships fostered between all students – 94% Parents – My child likes being at this school – 98% Parents – My child's learning needs are being met – 95% Students – I can talk to my teachers about concerns – 90%				
5. School Opinion Survey levels of satisfaction: Students –I like being at my school – 94% Students –I feel accepted by other students – 94% Staff –Respectful relationships are fostered among all students – 100% Staff –This school has an inclusive culture where diversity is valued and respected –100%				
Strategies	2024	2025	2026	2027
Systematically enact a distributed leadership model to strategically address key actions aligned with the school priorities.	✓	✓	✓	✓
Develop the instructional leadership capability of leaders to implement whole-school teaching and learning practices.		✓	✓	✓
Develop a strategic action plan for the Inclusion, Engagement and Partnerships portfolio aligned to school priorities and measured against student outcomes.	✓	✓	✓	✓
Develop pedagogical practices for whole-class differentiation to ensure every student is engaged and learning successfully.	✓	✓	✓	✓
Build the knowledge and use of culturally safe practices by all staff to maximise the engagement in learning of Aboriginal students and Torres Strait Islander students.			✓	✓
Explore differentiated teaching and learning practices to improve outcomes for Aboriginal students and Torres Strait Islander students.			✓	✓
Enhance systematic approaches to support teachers and inclusion teachers to work collaboratively in planning for, delivering, assessing and reporting on differentiated teaching and learning.	✓	✓	✓	✓
Strategically review the effectiveness of all resourcing (including HR roles and responsibilities) and facility allocations to ensure they are delivering maximum benefits for student learning and wellbeing.			✓	✓



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**School priority 4: Implement a future focused plan to optimise parent and community partnerships and prioritise the renewal of educational infrastructure (learning facilities, outdoor spaces and digital resources) to meet contemporary learning needs and community needs.**

#### Long-term targets/desired outcomes

1. Development of the PACE Framework
2. Increased community engagement in school events and communication platforms
3. Qparents and digital consent processes implemented
4. Enhanced school facilities evident – classroom revitalisation and outdoor master landscaping plan.
5. Improved achievement and engagement data for Indigenous students
6. School Opinion Survey levels of satisfaction:  
Parents – This school is well maintained – 94%  
Parents – Strong sense of community – 96%  
Students – My school gives me opportunities to do interesting things – 94%  
Students – My school is well maintained– 93%
7. School Opinion Survey levels of satisfaction:  
Staff – This school is well maintained – 95%.  
Staff – This school encourages parents/carers to be active partners in educating their child – 100%
8. Increased engagement with early childhood providers



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Strategies	2024	2025	2026	2027
Systematically enact a distributed leadership model to strategically address key actions aligned with the school priorities.			✓	✓
Develop a strategic action plan for the Inclusion, Engagement and Partnerships portfolio aligned to school priorities and measured against student outcomes.			✓	✓
Create a Parent and Community Engagement (PaCE) framework to document partnerships, ensuring they align with school priorities to support student engagement and improve learning outcomes				✓
Capitalise on opportunities in Burnside Educational precinct to optimise resources and deliver responsive and integrated strategies.	✓	✓	✓	✓
Lever Dept of Education regional and central resources to ensure the facilities and infrastructure of Burnside State School can meet the learning demands of the future.	✓	✓	✓	✓
Boost current flourishing and prosperous community partnerships which provide mutual benefits for the school and our partners.	✓	✓	✓	✓
Establish additional relationships with community organisations to access expertise and perspectives which informs locally responsive and integrated strategies to support improved learning, extracurricular opportunities and wellbeing outcomes for all students.			✓	✓
Enhance school celebration events to acknowledge student success and provide opportunities to connect within the Burnside community.			✓	✓
Implement efficient digital strategies for parent communication and consent management.		✓	✓	
Build on our pre-prep/high school transition programs to maximise student success and parent/carers engagement.			✓	✓

### Endorsements and Approvals

*This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.*

Principal

P and C / School Council

School Supervisor



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