

Investing for Success

**Under this agreement for 2018
Bundaberg North State High School will receive**

\$396,263*

This funding will be used to

- Maintain the percentage of Year 12 students attaining a Queensland Certificate of Education (QCE) at the 100% attainment rate achieved in 2017.
- Increase the percentage of students achieving a 'C' standard or above in English and Mathematics from the 82% rate of achievement attained in 2017 to 90% or better across all year levels
- Achieve 100% of students accessing a different year level curriculum (that is, with an individual curriculum plan) attaining a 'C' standard or better against the relevant year-level achievement standard.
- Increase the percentage of students in the NAPLAN upper two bands (U2B) to match or be above the nation's performance across all strands of the test.
- Increase the percentage of students above National Minimum Standards and the Mean Scale Score across all strands of the test to be similar too or above the nation's performance.
- Increase the number of students in a Certificate 3 or above pathway post year 12 to 45% or above.

Our initiatives include

- Continue to build teachers' ability to interpret data, identify and scale-up effective teaching practices to cater for individual student learning needs through the use of Writing Data Analysis, Data Placemats, Academic Target Setting, Literacy and Numeracy Warm-ups targeting gaps in student knowledge.
- Increase teachers' repertoire of effective strategies for teaching text processing and comprehension across learning areas with focus on continuing to embed the Question Answer Response strategy and implementing Modelled and Guided Reading across the school through faculty professional learning communities that includes building a common language, sharing of practice, participation in instructional rounds, classroom observation and feedback.
- Continue to develop the concept of a Guaranteed and Viable curriculum to ensure the school's literacy and numeracy curriculum can be delivered to all students.
- Continue to strengthen faculty professional learning communities based on the "DuFour" model to support the continued implementation of the schools action by doing professional

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learning model, the use of formative assessment and feedback, as well as literacy and numeracy improvement.

- Continue to implement a researched based Teaching and Learning Framework based on the Art and Science of Teaching with a focus on using learning goals, success criteria and proficiency scales.
- Continue to strengthen the culture, processes and protocols of classroom observation and feedback to support teacher reflective practice and action learning.
- Continue to build the capacity of the Senior Leadership team to provide professional coaching support to all staff through the inclusion of a leadership lounge in all Senior Leadership Team meetings and planning days.
- Continue to develop a junior school reading, writing and numeracy improvement program with the support of the Master Teacher, Literacy Coach and Numeracy Coach in the development of teacher skills in the teaching of reading.
- Provide focused and intensive teaching for students requiring additional support to demonstrate achievement against the year-level achievement standards that specifically includes decoding through to higher level comprehension skills
- Continue to increase the skills of teacher aides to support the consolidation of student learning in numeracy and literacy.
- Continue to build the Northern Alliance Cluster Literacy and Numeracy strategy; Bridging the Gaps with a focus on sharing practice in regards to the implementation of warm-ups, diagnostic tests, moderated assessment tasks and use of information technology.
- Continue to develop and strengthen community partnership and in school support strategies to support indigenous students retention and successful completion of schooling through the “The Girls Academy”, “Solid Sistas” and transition programs.
- Consolidate the Year 7 to 12 Career Planning Framework to build students optimism and aspirations through the My Big Picture Plan and student led conferences
- Maintain the extension of the school’s intervention reading program to include all students identified through testing and the provision of ongoing support for students out of the program.
- Continue to build teacher capability to use technology to differentiate teaching and improve learning.
- Expand the school’s participation in trials of “New Pedagogies for Deep Learning [NPDL]” units to 8 units and collaborate with the local and Global Network of schools to support this growth .
- Implement the “Reboot: Social and Emotional Learning Program” across the junior school through whole professional learning and the establishment of faculty based Reboot Instructional Leaders.
- Continue to implement proactive attendance improvement strategies with the support by Year Level Co-Ordinators.

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Our school will improve student outcomes by

Increase YLC Time: To support Social and emotional growth Increase in Teacher allocation to students with a disability	\$160,000
Literacy Coach, Numeracy Coach and Pedagogy Coach	Provision of time for coaches by using extra staff
Career Planning and Social and Emotional Growth+ 1 FTE GO for social and emotional support .5 school funded FTE GO to support Career Education and the implementation of the "My Big Picture Plan".	Increase guidance time to 1.5 GO's through I4S additional staff, WSSLR and additional guidance time
Professional learning includes, Instructional rounds, profiling, classroom observation and feedback	\$72,500
Reading: Teacher Aides to support regular reading and the de-coding intervention reading program	\$75,000
Communications Officer to support the marketing of all school initiatives aimed at improving students outcomes	\$22,820
Resources: to support reading and numeracy improvement: Tests, Books, Reboot ,reading resources	\$27,941
.1 Youth Support Co-Ordinator	\$9000
Community Education Counsellor [CEC]: Increase CEC time to 30 hours to work full time with ATSI students.	\$29,000
Reboot and New Pedagogies for Deep Learning	\$17,500
Total	\$396,263

Principal name: Ross Robertson



School council chair name: Andrew Duncan



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