



Queensland
Government
Education Queensland

NORTH COAST REGION

Department of Education, Training and Employment

OUR VISION: Inspiring Minds. Creating opportunities. Shaping Queensland's future

Bundaberg North State High School Independent Public School

SCHOOL VISION: Outstanding Learners Outstanding Achievements Outstanding Futures

Creating a school known for a culture of high expectations, innovation, system leadership, as well as an Independent Public school of choice locally

2018 Annual Implementation Plan

STRATEGIC DIRECTIONS :

1. Improving student learning outcomes
2. Developing a self-reflective student learning culture
3. Maximising student attendance
4. Developing student responsibility, resilience and capacity as an independent learner
5. Growing future skills
6. Strengthening our self-reflective professional learning culture
7. Strengthening partnerships and collaboration with the community
8. Strengthening partnerships and collaboration with parents

2018 PRIORITIES:

1. Improve reading outcomes from similar to the nation to above the nation, to match short term data cycle targets, with 95% of students achieving an A to C result in Years 7 to 10.
2. Improve writing outcomes from below the nation to similar to the nation, to match short term data cycle targets, with 95% of students achieving an A to C result in Years 7 to 10.
3. Maintain and improve numeracy outcomes from similar to the nation to above the nation, to match short term data cycle targets, and 95% of students achieving an A to C result in Years 7 to 10.
4. Improve student attendance from 86% to 92%

ENDORSEMENT

This Annual Implementation Plan and associated budget was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements

R. Robertson

Ross Robertson
Principal

Andy

Andrew Duncan
School Council Chair



School Improvement Priorities 2018

Improvement priority: Reading:

Target NAPLAN: National Mean.; National Minimum Standards: and U2B: to be similar to the nation

READING	NAPLAN Nation Mean	National Minimum Standards	U2B to be similar to the nation
Year 7	540	93%	28%
Year 9	570	92%	20%

Strategy: Gather and analyse data to identify the gaps in student knowledge and skills and develop appropriate teaching responses.

Actions	Targets [Progress]	Timelines	Responsible Officer/s
Reorganize the school success team into a two tiered team consisting of: <ul style="list-style-type: none"> • Success Guiding Coalition made up of the Master Teacher, Literacy Coach, Pedagogy Coach, Numeracy Coach, Junior School DP and Principal to plan whole school literacy and numeracy improvement. • Success Forum made up of teacher expert leaders to assist with the implementation of Literacy and Numeracy improvement strategies in faculties. 	Success Guiding Coalition meeting regularly Success Forum meeting regularly Evidence of strengthening Teacher skills	ongoing	Principal and Junior School DP
Continue to develop a whole school data plan and engage all staff in the detail of the plan.	Plan developed High level of staff awareness of the plan	Week 1 Term 1	Principal and DP's
Revise and implement the literacy and numeracy improvement plan called Bridging the Gaps with a focus on expanding reading and writing strategies across the junior school.	Plan developed	Week 1 term 1	DP Junior Schooling
Continue to analyse Year 5,7 and 9 NAPLAN data to identify gaps in reading and writing skills and collaborate with cluster schools to enhance data analysis skills	Gaps Identified	Year 5 and 9 Week 2 Term 1 Year 7 Semester 2	Master Teacher and Literacy Coach
Conduct PAT-R testing with Year 6 students in cluster schools.	Test conducted	End of 2018	Master Teacher and Year 6 teachers in cluster schools
Develop teacher skills to Identify gaps in individual students and develop appropriate teaching responses for writing and reading.	Gaps identified	Mid-term 1, Year 7 all others start of year	Year 7-12 teachers and Master Teacher
Continue to implement data placemats to identify student learning needs and further embed them into daily teaching practice through regular updating and consistent faculty led teacher reflection	Placemats developed for all classes	Week 4	Teachers and HODs
Strategy: Develop and implement a whole of school reading program based on the four resources model and the Sheena Cameron reading strategies			
Actions	Targets [progress]	Timelines	Responsible Officer/s
Continue to Collaborate with cluster schools to align reading programs to maintain a smooth transition for students to secondary schooling.	Aligned reading programs	ongoing	Principal, Junior School DP, Master Teacher
Continue to implement the Year 7 reading program based on the Four Resources model and the Sheena Cameron strategies that includes decoding strategies to extend the influence of the school's intervention reading program.			Literacy Coach and Year 7 teachers
Continue to embed the Sheena Cameron strategies into all English units.	Students competent user of the strategies	ongoing	English Department HOD

Extend the whole school reading strategy beyond QAR to incorporate the Four Resources model and additional Sheena Cameron strategies with an initial focus on "modelling" in all units across all faculties	As above	As above	Master Teacher, HODs, and teachers. Literacy Coach, Success Guiding Coalition and Forum
Continue to provide professional learning to the school's Success Guiding Coalition and Forum [Expert Literacy and Numeracy Team]	Professional provided	ongoing	Master Teacher, Literacy Coach and key year level teachers
Provide professional learning for teachers to support the implementation of the program.	Staff confident and competently teaching the program	Ongoing	Master Teacher, Literacy Coach and Success Forum Leaders
Provide the resources needed to support the program ie: text, access to PD, access to HR support	Resources meet needs	Term 1	Principal, Master Teacher, Literacy Coach
Enact a program of short data collection, review and response	Short data cycles in place	Week 5, term 1 and ongoing	Junior School DP, Master Teacher, Literacy Coach
Strategy : Maintain and Strengthen the school's SRA Decoding Reading program.			
Actions		Timelines	Responsible Officer/s
Continue to develop the program through testing of all Year 6 students, keeping students in the program until they attain C reader status and making stronger links between the reading program and other subjects.	All students attaining C reader by the end of Year 10	ongoing	HOSE, Literacy Coach, Reading Tutors, HODs
Continue to provide additional teacher aide support to cater for the increased number of students	75 hours of additional teacher aide time	Term 1, Week 1	Principal and BSM
Provide professional learning to teacher aides to support their skill development required for the program	PD provided	End of semester one	HOSE and Master Teacher

Improvement priority: Numeracy: Strengthen student's skills with number and problem solving.

Targets: National Mean.; National Minimum Standards: and U2B: to be similar to the nation

NUMERACY	Nation Mean	National Minimum Standards	U2B to be similar to the Nation
Year 7	569	100%	24%
Year 9	600	100%	24%

Strategy: Deepen and strengthen the use of numeracy diagnostic testing, and teaching responses to the data produced.

Actions	Targets (Progress)	Timelines	Responsible Officer/s
Continue to develop and strengthen diagnostic testing using school developed tests for all Junior School subjects.	Teachers confidently and competently using the test	ongoing	Numeracy coach/ Maths Department HOD and Master Teacher
Continue to develop and strengthen a consistent professional learning community approach using the Dufour model including the 4 questions when responding to the diagnostic testing data that includes groupings according to gaps and skills and knowledge.	PLC practice in place High levels of teacher and student satisfaction Pre and Post testing indicating improvement	ongoing	Maths Department HOD, teachers and Master Teacher

Strategy: Continue to implement numeracy warm-ups and develop teacher warm-up teaching skills.

Actions	Targets [Progress]	Timelines	Responsible Officer/s
Continue to develop strengthen the use of numeracy warm ups by junior school Maths teachers that include problem solving and number	Teachers confidently and competently using warm ups	ongoing	Numeracy Coach/ Maths Department HOD and Master Teacher
Continue to engage staff in instructional and observational rounds to strengthen their warm-up skills.	1 instructional and observational round completed per semester	One every term	Maths Department HOD, teachers and Master Teacher
Strategy: Develop and enact an action plan to enhance the teaching of numeracy across all key learning areas and continue to work with the Northern Alliance Cluster to develop a P to 12 approach to the teaching of numeracy.			
Develop and implement an action plan for the staged roll out of teaching numeracy across the curriculum the has a focus on mental computation	Action plan produced	Term 1	Maths Department HOD and relevant faculty HODs
Provide professional learning in line with the BNSHS Professional Learning Model to support teaching staff to develop the necessary numeracy teaching skills to support the focus on mental computation	Professional learning provided	Term 2	Numeracy Coach and Master teacher
Evaluate the impact and effectiveness of the action plan at each stage of its roll out and make as changes required	Evaluation completed	Term 4	Numeracy Coach
Continue to collaborate with the Northern Alliance cluster in the development of a P to 12 approach to the teaching of numeracy.	Cluster action plan and strategies in place to develop numeracy	Ongoing	Principal, Numeracy Coach and Master Teacher

Improvement priority: Writing:

Targets: National Mean; National Minimum Standards: and U2B: to be similar to the nation

WRITING	Nation Mean	National Minimum Standards	U2B to be similar to the Nation
Year 7	500	85%	15%
Year 9	535	85%	15%

Strategy: Implement a consistent framework for the teaching of writing across the school: Seven Steps to Writing

Actions	Targets [Progress]	Timelines	Responsible Officer/s
Map the writing demands of the Curriculum through faculty Year 7 to 12 writing development and improvement plans. The plans are to include a writing process that maintains a contextualized common language influenced by the seven steps to writing success process in all assessment and units of work where appropriate.	Plans implemented and staff confidently and competently using them	Term 1	Junior School DP, HODs
Strengthen teacher writing data analysis skills to assist in the identification of student gaps in writing knowledge and skill	Data Analysis completed Teacher confident and competent in data analysis.	Term 1	Teachers, Literacy Coach, Master Teacher and Success Forum Leaders
Continue to grow the NBSHS Literacy Teaching Toolkit by adding a set of teaching writing resources that respond to the gaps in student knowledge and skill.	Writing Resources in Tool Kit	Start of term 1	Literacy Coach and Master teacher.
Develop a writing pedagogy check list that includes: Setting writing goals, modelling, using exemplars, expansion of student vocabulary, provision of time for sustained writing and feedback to assist teachers in auditing their writing pedagogy and the setting of an expected benchmark.	Check list developed and in use	Term 2	Literacy Coach and Master teacher

Provide professional learning opportunities to enhance the use of a common writing language and consistent pedagogy for all staff including the use of the Literacy Tool Kit resources.	Professional Learning provided	Term 1	Literacy Coach, Master Teacher and Success Forum Leaders.
Engage teaching staff in instructional rounds through faculty PLC's to strengthen the skills of teaching writing using the resources of the Literacy Toolkit.	Instructional rounds completed	Term 1,2	Teachers and HODs
Engage teaching staff in observation of and feedback on the teaching of the writing through the faculty PLC using the resources of the Literacy Toolkit.	Observations completed Teacher confidence and competence strengthened	Term 3, 4	Teachers and HODs
Enact a program of short term data cycles to measure progress	Data cycles indicated strengthening student knowledge and skill.	Term 2	Teachers and HODs
Strategy: Develop and implement a common correction and feedback system			
Actions			
Continue to implement the school wide feedback system and common marking guidelines as part of faculty action plans in all assessment and units of work.	Plans produced	Term 2	Literacy Coach
Continue to provide professional learning to staff on a consistent system of feedback and common correction marking guidelines	PD provided	Ongoing	Junior School DP, HODs
Continue to embed the feedback and correction system into teacher practice through faculty PLC discussions, faculty sharing of practice, instructional and observational rounds and HOD leadership and support.	Teacher confidently and competently providing feedback and using the correction guidelines	Ongoing	Teachers and HODs
Strategy: Implementation of an academic vocabulary, vocabulary expansion and spelling strategies across the school that includes cognitive verbs in the Junior and Senior school.			
Actions			
Revise and strengthen consistent strategies for the teaching of academic vocabulary including literacy warm ups, Marzano 6 Step vocabulary teaching strategy, the SLAP strategy by all faculties to ensure alignment with SATE and the Australian Curriculum.	All strategies are evident in teacher practice	Ongoing	Literacy Coach, HODs and Teachers
Continue to have vocabulary highlighted and included in all unit plans and identified as part of the faculty's guaranteed and viable curriculum.	Vocab highlighted and taught	Ongoing	HODs
Develop and implement faculty scope and sequence plans for the development of subject specific academic vocab and skills that move students from being supported to independent confident users of the vocab and skill.	Plan developed	End of 2018	HODs
Revise and implement an adjusted Year 7 to 12 spelling program that includes Tier 2 and 3 words for all subjects.	New program developed and implemented	Term 2	Literacy Coach and Master teacher

Improvement priority: Attendance

Target: 92% or better

Strategy: Implement a set of proactive strategies to improve student attendance			
Actions	Targets [Progress]	Timelines	Responsible Officer/s
Continue to communicate with parent's importance of regular school attendance, the schools expectations regarding attendance, the schools target for attendance and the progress towards those targets through letters home, Facebook, parent forums and newsletters.	All communication completed	Week 1 Term 1 to 4\ Principal letter ongoing: Newsletter & facebook	Principal
Review attendance monitoring procedure for unacceptable patterns of absence [i.e. 3 consecutive days, 3 days in a 10 day period, 85% or less attendance in a term and immediate notification of absences through text messaging] and make adjustment where necessary	Reviewed and revised Process in place and complied with	Term 1, Week 1	Principal, Attendance Officer, RAS Teachers, DPs and YLC's
Identify and communicate with parents of students who have an attendance rate of 92% or less in the previous terms offering assistance to support the families to achieve a better attendance rate.	Letters sent	Week 3 every term	Senior School and Junior School DPs
Continue to build connection between teachers and students families through regular communication home via email regarding class information and progress of individuals as per the NBSHS Communication Policy and Procedures	Communication in place	Ongoing	Teachers
Identify at risk students through Class Data Placemats and provide consistent encouragement and feedback to the students	Placemats developed	Ongoing	Teachers
Continue to implement a system of rewards for 100% , 90% attendance and attendance improvers awards for 10% or better improvement	Rewards given	End of Term 1,2,3,4.	Junior school and Senior school DPs
Review current strategies to determine effectiveness and revise strategies where required	Review completed	Term 1	Principal and DP's
Strategy: Implement a set of reactive strategies to improve student attendance			
Actions	Targets	Timelines	Responsible Officer/s
Maintain roll marking procedures for every lesson and procedures for student absent without permission during the school day	Systems functioning	Ongoing	Teachers
Maintain the position of attendance officer to complete daily administration of rolls including texting absences, monitoring trends and patterns, phoning year levels with 3 days or more of absences, responding to patterns of unacceptable attendance as per NBSHS roll marking and student absence policy including reporting weekly absence data	Systems functioning	Ongoing	Attendance Officer and Principal
Engage RAS Teachers, Classroom teachers and Year Level Co-ordinators in identifying and responding to students who have unacceptable patterns of absence as per NBSHS roll marking and student absence policy	List & responses enacted	Ongoing	Year level Co-Ordinators
Monitor absence data through ELT and YLC meetings and develop reactive response to emerging attendance issues.	Data review completed	Ongoing	Principal and DP's

Improvement priority: QCE Attainment

Target: 95% QCE Attainment or better

Strategy: Implementation of the Senior School Action Plan and the new Senior Assessment and Tertiray Entrance Action Plan[SATE]			
Actions	Targets	Timelines	Responsible Officer/s
Refine and align the SET Plan processes with MY Big Picture Plan, student-led conferences and SATE.	SET P program revised	Term 2	Senior School DP, Senior Schooling HOD and Career Planning GO
Continue to develop and strengthen the Supported QCE Pathway to ensure it aligns with SATE	100% attainment of QCE or QCIA	Term 1	Senior School DP, Senior Schooling HOD, Learning support teachers
Review of Pre-Senior Subjects program implementation to ensure alignment with SATE	95% of Year 10 students achieve A to C	Term 1	Senior School DP and HODs
Support staff to develop Junior school curriculum programs that explicitly teach the general capabilities of the Australian Curriculum by providing curriculum planning time and time for faculty reviews of data to determine the effectiveness of this teaching.	Skills Mapping completed	Term 1	Senior School DP and HODs
Develop an audit tool and audit the junior curriculum to: <ul style="list-style-type: none"> • Ensure coverage of the general capabilities • Identify the gaps in skills and knowledge and develop strategies to ensure all students develop competence in these skills and attainment of the standards expected by the end of year 10. 	Audit Developed Audit Completed Strategies developed	Term 1	Lead by Innovation HOD and supported by HODs
Continue to Review the Alternative Learning Support Program to ensure support and accountability for all students engaging in off campus learning making adjustments where required.	Pathway developed	Term 3	Senior School DP, VET HOD, Industry Liaison Officer, VET Teacher Aide
Continue to strengthen processes to maximize participation in school to work programs such as try a trade days, guest speakers, work experience, SATs, Gener8 Health and Transport through strategic other partnerships education and training providers and industry	100% participation by all OP/ ATAR ineligible students	Ongoing	Senior School DP, VET HOD, Industry Liaison Officer, VET Teacher Aide
Revise our Senior Curriculum Subject offerings in response to the needs of our students, the new SATE Syllabuses and our community.	Revision Process Completed New subject offerings published	End of Term 1	Principal, Senior School DP, HODs
Continue to implement the NBSHS SATE Implementation Plan that includes: Continuing participation in: trials, new syllabus professional learning, strengthening of assessment practice across the school, 21 st Century Skills pedagogy ,informing our community, etc.	Implementation Plan developed.	Term 1	SATE Guiding Coalition: Principal, Senior School DP and HOD, Vet HOD and English HOD. SATE Forum Leaders
Strategy: Develop a year 7 to 12 approach to the attainment of a QCE attainment			
Actions	Targets [Progress]	Timelines	Responsible Officer/s
Strengthen assessment practices across the school to ensure a standard of consistent quality practice is achieved by all teaching staff which includes: lesson goals, success criteria, proficiency scales, academic target setting, foregrounded assessment, "A" and 'C' exemplars, common task sheet, common correction guidelines, consistent: system of student feedback, moderation and review practices of student outcomes based on the DuFour PLC 4 questions model.	Assessment policy developed. Practices evident	Ongoing	HODs and teachers

		Internal audit developed and implemented			
	Continue to develop and implement Year 4 to 12 LEAP including a revision and re-development of the senior phase program.	Senior LEAP operating	Term 1	HOD Innovation and DPs	
	Develop an action plan for the development and growth of STEM subjects, units and learning opportunities.	Plan in place Units developed	Term 1 Plan Units ongoing	Innovation HOD and All STEM HODs	
	Revise the BNSHS NPDL [New Pedagogies for Deeper Learning] Implementation plan with actions are to focus on: <ul style="list-style-type: none"> Expansion of the program to include at least 5 and 4 Units Teaching and assessing at least 3 C's Investigating how to report student progress Continued collaboration with the Bundaberg/Maryborough NPDL cluster and the NCR 	Plan revised Expansion achieved Report Proposal Developed and trialled	Term 1 Term 3 and 4	Principal and Innovation HOD supported by relevant HODs	
	Review, evaluate and revise the BYOD action plan for 2018 with a focus on <ul style="list-style-type: none"> Increased take up of device purchase Strategies to support students bringing a device Revision of emergency hire program to restrict access Appropriate and sustained use of devices to support learning Developing and implementing a Year 7 to 12 ICT skills scope and sequence document Growing teacher ICT skills to support learning through the ICT Guiding Coalition and Paper Clip Forum 	Increased student ownership of devices 75% reduction in use of emergency hire 85% of students regularly bring a device	Term 1	Innovation HOD and Junior School DP	
	Continue to implement the SAMR model [Substitution, Augmentation, Modification and Redefinition] as a guide for the development of the role of ICTs in the curriculum and a benchmark to measure of effective use of ICTs.	Evidence of increasing sophistication in ICT use	Ongoing	Innovation HOD supported by HODs and teachers	
	Continue to enhance work practices through the leverage provided by Q Parents, ID Attend and One Drive in the areas of roll marking, parent communication calendars, and collaboration.	Staff confident with use of ID Attend and One Drive functions	Term 1	HODs and teachers	
	Implement the revised My Big Picture Plan program and student-led conference including : <ul style="list-style-type: none"> Alignment of the MBPP documentation with the SLC process and script Provide clear links between MBPP/careers, the SLC script and the SLC process. Provide professional learning in line with the NBSHS professional learning model to support RAS teachers to strengthen their skills in academic coaching/mentoring/career planning 	New format actioned Professional learning provided	Term 1	Junior and Senior School DP's, Principal and Junior and Senior Schooling HODs	
	Continue to develop strategic partnerships with industry and to enhance student learning and attainment of a Cert 3 or above post school pathway eg Bundaberg Youth Hub Industry Reference Group, East Coast TAFE, Blue Dog, Blue Print, Tom Quinn, Impact etc.	Effective partnerships exist	Ongoing	Senior School DP and Vet HOD.	
	Continue to work collaboratively with community organizations and other schools to build a Bundaberg Region Youth hub to support student well-being.	As above	Ongoing	Principal and Social and Emotional GO	
	Continue to strengthen QCS preparation with a focus on rigour in all category A subjects, strengthening the offering of tutorials, explicit teaching of CCE's, development of independent learning and maintenance the OP action group	All strategies implemented	Ongoing	Senior School DP, Senior Schooling HOD and OP Group	
	Continue to implement the QCE attainment monitoring through the senior outcomes and attendance review [SOAR]	Monitoring in place	Ongoing	Senior School DP and HOD	
	Strengthen engagement, partnerships and collaboration with parents through: participation in student led conferences, increased attendance at and contribution to the P and C meetings, provision of parent information evenings, increased communication e.g. Facebook, Twitter etc., positive communication through NBSHS Post Cards, Marketing Plan that promotes the school as an IPS school	High levels of Parent Satisfaction,	Term 4	Principal	

<p>Improved P and C participation, school council established</p> <p>School Council Operational and all members confident in their roles</p>	<p>Term 1 to 4</p>	<p>Principal</p>
<p>Strategy: Continue to develop differentiated teaching and learning practices across the school</p>		
<p>Actions</p>		
<p>Continue to develop and implement Class Data Placemats and RAS Class Data Placemats</p>	<p>Term 1</p>	<p>Responsible Officer/s Junior School DP and Junior School HOD</p>
<p>Continue to Implement 'Reboot' [social and emotional learning program] with a focus on:</p> <ul style="list-style-type: none"> • Developing a Student Well Being Guiding Coalition and Forum group to support teacher professional learning • Continued development of a common language • Consistent teaching and learning strategies, • Professional growth that supports its expansion beyond the expert group/ forum and implementation into classroom teaching and RAS. 	<p>Term 1 Term 3 Term 2</p>	<p>PLC key teachers and YLCs</p>
<p>Develop the use of Faculty PLC's, Guiding Coalitions and Forum Leaders to grow teacher skills in the provision of differentiated teaching and learning practices including higher order thinking, learning goals and social and emotional teaching strategies.</p>	<p>Ongoing</p>	<p>Innovation HOD and HODs</p>
<p>Revise ability groupings to three programs: LEAP, individualised learning program, consolidation and extension learning program, with reduced teachers working in teams [Year 8] utilizing One School Unit planning.</p>	<p>Term 2</p>	<p>Junior School DP and HOD</p>
<p>Continue to develop Junior School Certificate of Education concept including ongoing awarding to students who did not receive one in Year 9.</p>	<p>Term 2</p>	<p>Junior School DP and HOD</p>