Bundaberg North
State High School

2025

ANNUAL IMPLEMENTATION PLAN

Developed collaboratively with Staff, School Council and P&C

with consideration for Equity and Excellence (3 pillars below),

our local context and our 2025-2028 Strategic Plan.

Educational achievement

Wellbeing and engagement

Culture and inclusion

Endorsed by:

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Principal	**School Council**	**P&C President**	**School supervisor**
27/2/2025	27/02/2025	27/2/2025	27/2/2025

BUNDABERG NORTH
STATE HIGH SCHOOL
Realising your potential

VISION

At Bundaberg North State High School our vision is to cultivate a community of innovative, independent and life-long learners who embody respect, responsibility and resilience.

We are committed to fostering an environment where every student believes in their potential to succeed and is empowered to strive for excellence in their chosen field.

VALUES

RESPECT

Respect is treating everyone including self, other students and staff, with kindness, understanding, and consideration, regardless of differences in background, opinions, or abilities.
Respect for the physical environment including school facilities and property of others, fosters a positive, clean, trusting and inclusive learning environment.

RESPONSIBILITY

Responsibility is being accountable for one's own actions and decisions, both academically and socially. It means:
- Following staff directions,
- Being on time and prepared for learning,
- Attempting classwork and assessment to the best of their ability,
- Being an active and reliable group member.

Embracing responsibility helps everyone develop independence, self-discipline, and a sense of trustworthiness, which are crucial for their future success.

RESILIENCE

Resilience refers to the ability to bounce back from setbacks, adapt to challenges, and persist in the face of difficulties. This value fosters a growth mindset, helping students build confidence and the skills needed to navigate life's ups and downs effectively.

LEARNING

Learning encourages everyone to engage actively in their education, seek out new experiences, and embrace the process of learning. By doing so, we cultivate habits and attitudes that empower everyone to realise their full potential, preparing them for lifelong success and adaptability in a constantly changing world.

REALISING YOUR POTENTIAL

QParents — Secure online parent portal

School priority 1:
All students realising their potential
– North Way focus – Walkthroughs

	Term 1	Term 2	Term 3	Term 4

AIP measurable/desired outcomes:
- Improved Effort results in each reporitng cycle (65% A/B in 2024)

	End 2024	Term 1	Term 2	Term 3
Yr 12				
Yr 11	69.3			
Yr 10	66.5			
Yr 9	62.4			
Yr 8	60.1			
Yr 7	72.5			

- Improved A/B results in each reporitng cycle for First Nations students in Year 7-9 English and Maths

	End 2024	Term 1	Term 2	Term 3
English	17.1 %			
Maths	32.6%			

Strategies / *Actions*

Embed Vision and Values to empower learning, leading to a shared understanding of supportive engagement.
- *Explicit teaching of values in the Relationships and Self (RAS) program, parades and through consistent staff language.*
- *Staff modelling of expected behaviour, prioritising authentic student relationships.*

Uphold High Expectations for students by focusing on engagement, differentiated learning, use of precise feedback, utilising positive rewards and coaching of students.
- Engagement within classrooms and differentiated learning.
  - *Engagement and differentiation established as the key focus areas of pre-moderation and unit development.*
  - *Implement targeted classes including: Intensive support class, EAGLES Extension program - Year 7-10 and Sports Performance program, to improve positive culture and adherence to expectations in both streams of program. (Rugby League and Athletics.)*
- Promoting positive rewards – *Implementing new Gotcha Passport.*
- Academic / Social coaching of students – *Embedding senior processes with greater rigour and accountability.*

Develop students' Assessment Literacy, utilising Learning Goals and Success Criteria, improving learning and supporting attainment of academic goals
- *Implement the Assessment Literacy placemat in all subjects in Years 7 - 10.*

- School social media follows increases and page analytics show consistently more engagement

- SOS Parent *"This school keeps me well informed"* improves from 77.4% in 2024

- Next Step Data and Early Leavers analysis
  - Unemployed less than 11% (2024)
  - Destination unknown for Year 11 and 12 leavers below 5%

- Rewards data –
  - OneSchool positive behaviour entries (1470 in 2024)
  - Increase number of students invited to reward trips

- Decrease behaviours in OneSchool
  - Minor behaviours (4200 in 2024)
  - Daily entries average below 26

Students will:
- Recall, understand and relate to the school values.
- Engage in their learning demonstrating preparation and engagement in class, whilst exhibiting the school values.
- Seek and utilise both formal and informal feedback in order to attain results indicative of a student's ability.
- Be acknowledged for positive behaviour through the rewards system.
- Participate in coaching sessions supported by a consistent coach from SET Plan to the completion of school
- Complete Assessment Literacy placemats to better understand cognitive verbs and engage with learning goals to support assessment requirements.
- Understand there is the North Way for every class as evidenced through consistent implementation and the expectations of students trying their best.

Teachers will:
- Explicitly teach the school values in RAS and use them in discussions with students to build student understanding and allow for their application.
- Utilise engaging and differentiated teaching strategies which maximise student learning each lesson.
  - EAGLES teachers providing extension work to promote lifelong learning and attainment of A/B standard or beyond.
  - Sports Performance teachers / coaches – implement reviewed structure and promote engagement strategies and monitor student adherence to agreement.
- Provide Gotchas as recognition of values attainment, encouraging participation in the Gotcha Passport system.
- Provide formal and informal feedback to students in a timely manner
- Support student submission of assessment, completed to the best of a student's ability,
- Emphasise the benefits and compliance with drafting.
- Volunteer coaches will continue with Senior Coaching of students in Yr 11 and 12, detailing their conversations in the Review section of OneSchool.
- Use Assessment Literacy Placemat to explicitly teach cognitive verbs as well as utilise learning goals linked to the Marking Guides.
- Celebrate student achievement and showcase student work via the school's communication channels.
- Liaise with HODs around possible opportunities for guest presenters / activities which relate to 'real life' and exposure to career pathways.
- Consistently promote the North Way.

HODs will:
- Model the use of the new school values in discussions with staff and students in order to build understanding and allow for their application.
- Provide professional development on evidenced-based teaching strategies which support engagement and assist with differentiation within the classroom.
- Model the implementation of the "North Way" in their own classes
- Scrutinise student effort and behaviour data to implement proactive strategies improving student effort.
- Support and model the use of the rewards system.
- Participate in Senior Coaching to guide reflective practice and set achievable, short-term goals.
- Lead the use of Assessment Literacy Placemat including the explicit teaching of cognitive verbs and the use of well-constructed, meaningful Learning Goals.
- Engage in Walkthroughs within Sector teams, establishing a line of sight with "The North Way'

Specific HODs:
- English HOD to build understanding of the NCR reading strategy to familiarise and trial in preparation for 2026.
- HOSES to lead the implementation, in consultation with parents/carers, of targeted intensive support to students below year level expectation
- HOD of Eng / Mat / Sci / Hum to assist and monitor the implementation of EAGLES program
- HOD HPE to monitor and assist with the implementation of Sport Performance Program to ensure outcomes are aligned to school priorities.

Executive will:
- Model the use of the new school values and build understanding and opportunity for application, including them in parades and embedding them in school community communication
- Provide professional development on evidenced-based teaching strategies with a focus on engagement and differentiation within the classroom.
- Implement a timetable structure which supports the implementation of EAGLES, Sports program and Flexi Program
- Provide targeted intensive support for students operating at level significantly lower than chronological age
- Monitor student effort and behaviour whilst implementing strategies such as academic monitoring, in order to improve student effort.
- Administer and communicate a rewards system which is authentically valued
- Embed Assessment Literacy Placemats, inclusive of professional development relating to the explicit teaching of cognitive verbs and well-constructed meaningful Learning Goals.
- Coordinate and participate in Senior Coaching.
- Lead walkthroughs within Sector teams, establishing a line of sight with 'the North Way'

Resources:
- Additional staffing: Flexi program
- PD on Engagement and Differentiation strategies
- Updating school letterhead, corporate resources and additional signage around the school for new Values
- Support for Sport Performance Program (rugby league and athletics strands): Funding and fewer PGDs
- Funding for rewards program

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School priority 2:
Expert Teaching Team
– Walk N Talks / FN outcomes and A/B Outcomes

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence.
Shade cell at the end of each term after reflection based on progress.

	Term 1	Term 2	Term 3	Term 4

AIP measurable/desired outcomes:

- Meet or exceed regional and state A-C achievement % in each learning area; specifically (State is) 80% in **English** and **Maths**

QLD / NCR / BNSHS	End 2024 %		Term 1 %	Term 2 %	Term 3 %
Yr 9	86.9	82.2			
	88.1	84.5			
	84.6	73.8			
Yr 8	87.6	84.4			
	89.8	87.4			
	81.8	79.9			
Yr 7	89	87.3			
	92	90.9			
	85	85.7			

- Meet or exceed regional and state A-B achievement target %, specifically (State is) 50% in **English** and **Maths**

Q / NCR / BN	End 2024 %		Term 1 %	Term 2 %	Term 3 %
Yr 9	51.2	50.1			
	53.7	50.1			
	43.2	38.6			
Yr 8	50.5	50.1			
	50.5	50.6			
	30.9	33.3			
Yr 7	51.2	53.4			
	53.7	55.2			
	43.2	39.3			

Strategies / *Actions:*

Embed a quality assured whole school curriculum, assessment and reporting plan (CARP) by*:*
- *Reviewing / refining the CARP and recording in a consistent manner.*
- *Implementing Yr 7 -10 subjects, in line with the new timetable structure / timings and senior subjects within their new syllabi (Applied in Yr 12; General in Yr 11), ensuring there are 4 assessment items (one per reporting cycle) which align to the Yr 12 assessment methods.*
- *Ensuring Pre-moderation occurs with emphasis on understanding marking guides and student engagement. Pre-moderation sheets are stored on the CARP and accessed each subsequent year.*

Deliver curriculum utilising the "*North Way*" supporting the growth of independent learners:
- Consistent lesson expectations and inclusions - *focus on consistent practices for entry into classroom, learning goals are meaningful and tied to assessment standards.*
- *Utilise the assessment literacy strategies to ensure curriculum alignment to Australian Curriculum.*
- Differentiated learning for all students - *curriculum is delivered at an appropriate but challenging level for all students.*
- Regular and valued teacher participation in Collegial Engagement – *Each term:*
  o *Profiling occurs two terms in the year with 100% participation by teaching staff. Ways of Working is enacted with observations occurring of another teacher's classroom in the other two terms.*
  o *Learning walks completed each term: Students are identified via data analysis; Walks completed by a team of SLT members; Discussion of observations is used to inform future focus areas.*

Strengthen staff skills in data analysis
- *ELT model delivered to HODs with data deep dives after each reporting cycle, identifying areas for improvement for each cohort and subset of students.*

Targeted case management of students to prioritise wellbeing, allowing all students to access the curriculum
- *Enact OneSchool behaviour entry protocols in order to produce clean data sets as well as analyse the number of behaviour incidents.*
- *Utilise external providers to assist with case management and wellbeing initiatives.*
- *Emphasise the DRAFT due dates for students' assessment, with protocols established in order to minimise the N ratings for student achievement.*

- Collegial Engagement participation
- School Opinion Survey (SOS) data

  Student
  o "I am interested in my schoolwork" 75% in 2024;
  o "I understand how I am assessed at my school" 90% in 2024

  Staff
  o "I receive useful feedback about my work at this school" 90% in 2024;
  o "I am confident that poor performance will be appropriately addressed in this school" 80% in 2024

- Use of the student room and re-engagement room decreases (using Sharepoint data)
  o Student room
  o Re-engagement room

Students will:
- Engage effectively in a curriculum adjusted to meet student needs whilst promoting 12 month growth and upholding high student expectations.
- Participate in Walk n Talks by SLT, which relate their current unit; Learning Goals and assessment.

Teachers will:
- Provide an effective curriculum adjusted to student needs whilst promoting 12 month growth within a calendar year and upholding high student expectations
- Implement curriculum for their classes, aligned with the Whole School Curriculum, Assessment and Reporting Plan.
- Enact Quality Assurance processes for each assessment item, ensuring a deep understanding of marking guides and prioritising engagement.
- Engage authentically with collegial engagement activities each term.
- Utilise feedback provided by Walks N Talks to recalibrate their teaching supporting students to reach their goals for each assessment piece.
- Refer any concerns about student wellbeing to the Year Level Teams.
- Enact advice provided by Year Level Teams, relating to student wellbeing and provide student names for celebration at year level parades.

HODs will:
- Ensure line of sight with the Whole School Curriculum, Assessment and Reporting Plan by implementing effective Quality Assurance processes for all assessment.
- Ensure consistency by conducting Walk N Talks.
- Actively engage in data analysis of
  o Results; whole cohort and sub groups.
  o Attendance and Behaviour – continuously across terms.
- Undertake Walks N Talks to gather feedback on the understanding of students in relation to their learning and assessment goals.
- Utilise the referral processes to ensure student wellbeing is prioritised, supporting student access to the curriculum.

Executive will:
- Oversee the Whole School Curriculum, Assessment and Reporting Plan, ensuring that it is delivered with fidelity.
- Lead the implementation of the "North Way":
  o Showcasing the North Way in professional development sessions & staff meetings.
  o Gauging feedback from staff via surveys / feedback.
  o Sourcing Professional Development aligned with DPP's.
- Investigate evidenced based teaching strategies.
- Coordinate a Collegial Engagement process / strategy each term and communicate results (if appropriate eg profiling) to support staff development.
- Actively engage in data analysis:
  o Results - each term in order to identify data trends, anomalies within all student and subsets.
  o Attendance and behaviour data.
- Undertake Walks N Talks to provide feedback to teaching staff on the understanding of students to their learning and assessment goals.
- Analyse use of the student room and re-engagement room to provide support for staff and enact better support for students in need, where necessary. Is this required?
- Ensure sector team meetings are held regularly and methodically analyse data to ensure student wellbeing is prioritised, supporting students to access the curriculum.

Resources:

- Student room / reengagement staffing
- PD for beginning teachers
- Profiling external provider
- TrackEd licencing for all SLT

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School priority 3: **Engagement through Technology**	**Monitoring** *Green – on track, Yellow – underway, Magenta – yet to commence.* *Shade cell at the end of each term after reflection based on progress.*			
	Term 1	**Term 2**	**Term 3**	**Term 4**

AIP measurable/desired outcomes:

- BYOD log on rate is consistently
  - Seniors over 80%
  - Juniors over 50%

	End 2024	**Term 1**	**Term 2**	**Term 3**
Senior	38%			
Junior				

Strategies / Actions:

Reinvigorate the BYOD program, implementing a Hire pool and Equity pool of laptops, ensuring student access to IT
- *Promote long term loan / hire option prioritising Senior students.*
- *Establish lesson by lesson loans of laptops via central location where students book and pick up / return laptops.*
- *Maintain a pool of Equity Laptops for students who are First Nations, have damaged laptops, or are unable afford a laptop.*

Improve students' digital literacy, with a focus on 21st Century skills:
- Embed active teaching of digital literacy skills and digital citizenship
  - *Explicit teaching of 'basics' e.g. email protocols, folder structures, saving protocols etc in RAS, within the culture class in Year 7, reinforcing this within curriculum classes.*

- Embed the use of Q Learn as our learning management system, supporting classwork and assessment
  - *Provide PD to teaching staff to ensure each class has a current and up-to-date Q Learn course.*
  - *OneNote use is embedded from Q Learn. All Yr 10-12 assignments are submitted through Q learn in order to utilise Turnitin.*

Build staff understanding and competence to embed e-Pedagogies
- *Utilise IT Coaches who will assist in developing tasks for units and or showcasing / teaching e-pedagogies.*
- *Investigate the viability of PD 'cafes' to upskill staff on specific skills, identified from staff surveys.*
- *Showcase 'tips and tricks' for IT on SharePoint and in staff meetings.*

Increase community engagement through the use of school social media channels to celebrate student achievement and effort, and the standardised use of Q Parents
- *Dedicate time to create positive presence via social media/ mainstream media (develop a plan each term for social media posts / source stories from teaching staff on a regular basis.)*
- *Implement the OneSchool based Consent Management Module for all parent consents.*
- *Utilise Media Representatives on the Student Council more efficiently.*

- 100% senior subjects utilise Q Learn
- 100% junior core subjects utilise Q Learn
- Teaching staff identify increased confidence in IT use (survey)
- Teaching staff identify confidence in e-Pedagogies (survey)
- 65% Parents / carers utilise Q Parents to access their student's information. Parents logged into Qparents by end of each term:

End 2024	**Term 1**	**Term 2**	**Term 3**
27%			

Students will:
- Access and utilise a laptop to engage in classwork and assessment tasks activities.
- Have a broader set of digital literacy skills, including basic digital skills and e-pedagogies.
- Use Q Learn to access classwork and assessment.
- Use technologies appropriately, in line with school values and community expectations.
- Take pride in their achievements but especially when they are celebrated within the school and in the public domain.

Teachers will:
- Expect students to have access to a device and ensure students are supported to bring / book a device.
- Become familiar with e-pedagogy to investigate and experiment with new classwork practice.
- Explicitly teach digital literacy skills and digital citizenship in curriculum and RAS programs.
- Engage in Professional Development to support the integration of IT into classwork and assessment.
- Utilise Q Learn as their Learning Management System.
- Ensure course details, including draft and due dates, are communicated accurately to students and families via OneSchool and consequently Q Parents.
- Contribute to the promotion of the school and student achievements, providing publicity to the office for dissemination.

HODs will:
- Promote the reinvigorated BYOD program.
- Provide professional development opportunities to enhance digital skills of faculty staff.
- Embed key digital literacy skills and digital citizenship in the RAS program and in unit planning.
- Provide professional development on e-pedagogy which assist in the embedding of digital literacy in class and assessment tasks.
- Actively produce at least once per term, social media content which promotes student work, achievement and positive news for the school in addition to any activities / excursions.
- Communicate clear expectations regarding behaviour management entries and assessment dates which are fed directly into Q Parents.

Executive will:
- Promote the reinvigorated BYOD program.
- Implement a fair and accessible laptop program to support student use of IT.
- Provide a mix of internally and externally sourced professional development opportunities to enhance digital skills of all teaching staff and teacher aides.
- Support and monitor the embedding of key digital literacy skills and digital citizenship in the RAS program and unit planning.
- Source and or provide professional development on e-pedagogy supporting class and assessment tasks.
- Actively produce social media content which promotes student work, achievement and positive publicity for the school.
- Communicate clear expectations regarding behaviour management entries and assessment dates which are accessible through Q Parents.

Resources:
- Purchase of 50 STEPS program laptops for Senior Students
- Cabinetry for Laptop storage in Library
- Office staff time for social media presence
- PD for e-pedagogy
- PD costs for IT Café
- TurnItIn subscription

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