Bundaberg North

State High School

2026

ANNUAL IMPLEMENTATION PLAN

Developed collaboratively with Staff, School Council and P&C, with consideration for the Brighter Futures Educational Strategy (2 pillars below), our local context and our 2025-2028 Strategic Plan.

Educational achievement

Belonging and engagement

Endorsed by:

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13/02/2026	12/02/2026	13/02/2026	14/02/2026



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.

QParents Secure online parent portal

REALISING YOUR POTENTIAL

School priority 1:

All students realising their potential

North Way focus : **Relationships / High Expectations**

Strategy 1 / *Actions*

Embed Vision and Values in order to empower learning, leading to a shared understanding of supportive engagement

- *Explicitly teach school & GEM values in the Relationships and Self (RAS) program, parades and presentations*
- *Staff model expected behaviour and prioritise authentic student relationships*
- *Students take ownership of values (modelling/ engagement) – within presentations/ Yr Level presentations*
- *Utilise the North Way to ensure consistent classroom practices and strategies are embedded across the school*

Strategy 2 / *Actions*

Uphold High Expectations for students by focusing on engagement strategies

- *Utilise and embed subject specific pedagogy*
- *Develop a deep understanding of the reading priority, to build staff capacity to ensure students access the full intent of the curriculum*
- *Maintain a holistic approach to differentiated learning, feedback and academic coaching of students (End of term goals and review of learning)*
- *Review positive rewards programs*
- *Maintain the Reach for the Sky and North Star Awards*

Strategy 3 / *Actions*

Prioritise curriculum utilising the "*North Way*" in order to support the growth of independent learners:

- *Maintain consistent lesson expectations and inclusions*
- *Maintain differentiated learning for all students – ensuring curriculum is delivered at an appropriate but challenging level.*
- *Maintain the DRAFT due dates for students' assessment, with protocols established to minimise the N ratings for student achievement.*
- *Maintain the regular and valued teacher participation in Collegial Engagement each term:*

Strategy 4 */ Actions:*

Continue community engagement through school social media channels to celebrate student achievement and effort, and standardise the use of Q Parents

- *Dedicate time to create positive presence via social media/ mainstream media*
- *Strengthen the use of OneSchool based Consent Management Module for all parent consent*
- *Utilise Student Council Media Representatives more efficiently, broadening community engagement.*

Resources

- *TRP*
- *RAS Program*
- *North Way*
- *TRP Survey*
- *Wellbeing Survey – EQ*
- *PD for beginning teachers*
- *Student council/ leaders*
- *One Portal – Pedagoy HUB*
- *One Portal Reading HUB*
- *Study Coaching*
- *Assessment LiteracyPlacemat*
- *End of term Improvement plans*
- *Funding for rewards program*
- *Timetable*
- *North Way*
- *Draft expectations (included in Assessment Calendar)*
- *Profiling*
- *Profiling external provider*
- *Watching Other Work sessions*
- *Additional staffing: Flexi program*
- *Social Media*
- *Office staff - time for social media presence*
- *DP – Responsible for social media*
- *School letterhead, Corporate resources and additional signage around the school for new Values*

AIP measurable/desired outcomes:

- Improved Effort/ Behaviour results each reporitng cycle (65% A/B in 2026)

Effort Behaviour	End 2025	Term 1	Term 2	Term 3
Yr 12				
Yr 11	80.3 90.7			
Yr 10	65.8 79.1			
Yr 9	67.5 79.1			
Yr 8	66.7 78.1			
Yr 7	65.9 70.1			

  - TRP Data 2025

Healthy Mind	48%
Ready to learn	38%
Resilient	37%

  - Well Being Data – SORD

Academic Self Confidence - Self Efficacy	High 44%
Motivation and perserverance – Goal Orientation	High 49%
School Climate – Clarity of Expectations	High 56%

- 2025 - 100% QCE Attainment
- Next Step Data and Early Leavers analysis
  - 100% QCE
  - 77.8% response rate
  - 80.4% of Year 12 completers from Bundaberg North State High School were engaged in education, training or employment
  - 44.6% continued in education and training
  - 35.7% transitioned directly into paid employment
  - 17.9% seeking work.
- SOS Parent "This school keeps me well informed" improves **89.8%**
- Rewards data
  - Reach for the Sky Recipient numbers

Year Lvl	7	8	9	10	11	12
RFS	129	91	87	116	148	97

- Decrease behaviours in OneSchool
  - < 18 Behaviour Incidents per day
  - < 866 Follow Ups
  - < 142 Short Suspensions
  - < 87 students
  - Minor behaviours (<3142 in 2025)

Success Criteria		
Students will: • Recall, understand and relate to the school values, demonstrating these daily. • Engage in learning, demonstrating preparation and readiness to learn, • Seek and utilise both formal and informal feedback in order to realise their potential • 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 • Follow the North Way in every class, evidenced through consistent implementation of values and the expectation of students trying their best. • Take pride in their achievements, especially when they are celebrated within the school and in the public domain.	**Teachers will:** • Explicitly teach the school values/ GEM to build student readiness for learning and social and emotional skills, improving engagement. • Utilise engaging and differentiated teaching strategies which maximise student learning each lesson. • (Sports Performance teachers / coaches) – implement reviewed structure and promote engagement strategies and monitor student adherence to agreement. • Provide formal and informal feedback to students in a timely manner • Support student submission of assessment, ensuring students realise their potential • Emphasise the benefits and compliance with drafting. • Consistently promote the North Way. • Celebrate student achievement and showcase student work via the school's communication channels.	**Leadership Team will:** • Model the use of the school values and build understanding and opportunity for application, including them in parades, student leadership, modelling 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. • Monitor student effort and behaviour and academic performance, developing improvement strategies • Coordinate and participate in Senior Coaching/ end of unit reviews • Model and support engagement in RAS and GEM Programs • Lead the implementation of the "North Way", engaging in walkthroughs within Sector teams, establishing a line of sight. • Coordinate a Collegial Engagement process / strategy each term and communicate results (if appropriate e.g. profiling) to support staff development. • Gauge feedback on key agendas from staff via surveys / feedback • Source Professional Development aligned with SPG's • 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

School priority 2:

Expert Teaching Team

North Way Focus: **Curriculum / Teaching and Learning**

Strategy 1 / *Actions:*

Embed a quality assured whole school curriculum, assessment and reporting plan (CARF):

- *Maintain ICC and Faculty meetings effectiveness to ensure moderation occurs (Pre-moderation sheets are stored on the CARP and accessed each subsequent year.)*
- *Implement consistent unit planning template - designed in 2025*
  - *Engagement and differentiation established as the key focus areas of pre-moderation and unit development*
  - *Ensure reading strategies focus is embedded within units*

Strategy 2 / *Actions:*

Develop students' Assessment Literacy, utilising Learning Goals and Success Criteria, improving learning and supporting attainment of academic goals

- *Implement the reviewed Assessment Literacy placemat in all subjects in Years 7 – 10*
- *Utilise the assessment literacy strategies to ensure students can realise their potential within the Australian Curriculum.*
- *Maintain existing Learning Walk n Talks process in Line Management: (Students are identified by HODs, via data analysis) Walks completed by a team of SLT members. Discussion of observations is used to inform future focus areas.*

Strategy 3 / *Actions:*

Strengthen data analysis skills

- *Support HOD presentations to ELT with data deep dives after each reporting cycle, identifying areas for improvement for each cohort and subset of students*
- *HOD's collaboratively develop Faculty Improvement Plans*

Strategy 4/ Actions:

Embed targeted case management of students prioritising wellbeing and strategies (North Support Structure) which allow all students to access the curriculum and realise their potential

- *Enact the 2026 North Support Structure - Student Services led by aligned Yr level teams, GO's, and sector meeting personnel*
- *Maintain and review Reengagement Room Approach – student centred with revised values and support strategies*

Resources

- *CARP*
- *ICC / Faculty Time*
- *Planning requests – Admin*
- *Unit planning template*
- *Reading HUB*
- *Assessment Literacy Placemat*
- *Assessment Literacy Placemat*
- *Walk N Talks*
- *HOD Reviews*
- *SLT analysis*
- *HOD Reviews*
- *Faculty Improvement plans*
- *PD for HODs in TrackED*
- *North Support Structure*
- *Yr Level Meetings*
- *Tier 3 Meetings*
- *Pathways Meetings*
- *Student room / reengagement staffing*

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 2025 %		Term 1 %		Term 2 %		Term 3 %	
Yr 9	87.5 88.2 89.3	84.0 85.8 91.1						
Yr 8	88.6 89.4 88.6	84.6 86.9 71.2						
Yr 7	89.5 91.1 95.2	88.0 90.4 86.7						

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

QLD / NCR / BNSHS	End 2025 %		Term 1 %		Term 2 %		Term 3 %	
Yr 9	54.3 53.5 46.4	51.4 51.6 57.1						
Yr 8	53.3 50.5 33.3	52.0 51.4 24.0						
Yr 7	53.8 54.5 43.3	54.9 58.3 42.2						

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

	End 2025	Term 1	Term 2	Term 3
English	40.9			
Maths	26.1			

- North Star Recipient Data

Year Lvl	7	8	9	10	11	12
North Star	34	25	35	42	45	43

- Collegial Engagement participation – 100%
- School Opinion Survey (SOS) data

Student

- "I am interested in my schoolwork" 55.9% in 2025;
- "I understand how I am assessed at my school" **82.4%**

Staff

- "I receive useful feedback about my work at this school"; **81.9%**
- "I am confident that poor performance will be appropriately addressed in this school" **70%**

Success Criteria

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, focusing on their Learning Goals and assessment.
- Use the Assessment Literacy Placemat, including the associated support documents (Cognitive verbs and Learning Goals)
- Provide feedback through the completion of surveys
- Complete Assessment Literacy placemats utilising cognitive verbs and engaging with learning goals to support assessment requirements.
- Utilise agreed reading strategies and techniques to improve curriculum engagement and success

Teachers will:

- Provide an engaging curriculum adjusted to student needs whilst promoting 12-month growth within a calendar year and upholding high student expectations
- Embed Assessment Literacy Placemats, inclusive of explicit teaching of cognitive verbs and well-constructed meaningful Learning Goals.
- 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 strategies.
- Utilise feedback provided by Walks N Talks to recalibrate their teaching and support students to attain their assessment goals.
- Refer any concerns about student wellbeing to the Year Level Teams.
- Support the reading agenda within unit plans
- Implement whole school reading strategies, improving curriculum engagement and academic success

Leadership Team will:

- Embed Assessment Literacy Placemats, inclusive of professional development relating to the explicit teaching of cognitive verbs and well-constructed meaningful Learning Goals.
- Oversee the Whole School Curriculum, Assessment and Reporting Plan, ensuring that it is delivered with fidelity.
- Investigate evidenced based teaching strategies.
- Utilise the referral processes to ensure student wellbeing is prioritised, supporting student access to the curriculum
- All faculties build an understanding of the reading strategy to support student achievement
- Support the growth of the reading agenda with planning, analysis and feedback

School priority 3:

Engagement through Technology

North Way Focus: **Curriculum / Teaching and Learning**

Strategy 1 / *Actions:*

Maintain commitment to the BYOD program whilst implementing a Hire pool of Equity laptops, ensuring every student has access to 21st Century IT

- *Maintain long term loan / hire option prioritising Senior students.*
- *Maintain lesson by lesson loans of laptops via central location where students book and pick up / return laptops.*
- *Maintain a pool of Laptops for First Nations students*

Strategy 2 / *Actions:*

Prioritise students' digital literacy, with a focus on 21st Century skills, utilising available resources:

- *Maintain active teaching of digital literacy skills and citizenship*
  - *Maintain explicit teaching of 'basics' eg email protocols, folder structures, saving protocols within the Yr 8 Science and Year 7 Cultural Connections class, reinforcing this within other curriculum classes.*
  - *Embed the new Digital Textbooks available to support subject specific pedagogy*
- *Embed the use of learning platforms to support classwork and assessment*
  - *Provide PD to teaching staff to ensure each class has a current and up-to-date Q Learn course.*
  - *Maintain use of OneNote, embedded from Q Learn. All Yr 10-12 assignments are submitted through Q learn in order to utilise Turnitin.*

Strategy 3 / *Actions:*

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.*
- *Generate PD to upskill staff on specific skills, identified from staff surveys.*
- *Showcase 'tips and tricks' for IT on SharePoint and in staff meetings.*
- *Utilize Corella and other AI Programs to support planning and align resources*

Resources

- *Equity Device Pool*
- *IT staff*
- *Library personnel*
- *Purchase of 15 STEPS program laptops for Senior Students*

- *IT Coaches*
- *Q Learn*
- *Corella*
- *PD for IT Café*
- *TurnItIn subscription*
- *Digital Textbooks*

- *IT Coaches*
- *PD for e-pedagogy*

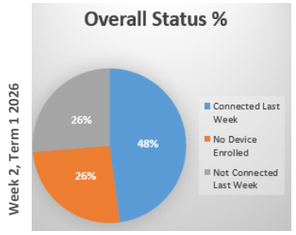
AIP measurable/desired outcomes:

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

Week 2, Term 1 2026	Year Level					
Status	**7**	**8**	**9**	**10**	**11**	**12**
Students Connected Last Week	55	70	40	41	58	69
Students No Device Enrolled	47	31	32	32	29	9
Students Not Connected Last Week	20	36	46	42	23	16
Grand Total	**122**	**137**	**118**	**115**	**110**	**94**

Targets

- 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 2025	Term 1	Term 2	Term 3
52.5%			

- I can access computers and other technologies at my school for learning.87.4%
- School social media follows increases and page analytics show consistently more engagement,

Success Criteria

Students will:

- Develop a broader set of digital literacy skills
- Use Q Learn to access classwork and assessment.
- Utilise Read Cloud to access digital texts and supports
- Engage in the reading priority, utilising Digital Textbooks
- Use technologies appropriately, in line with school values and community expectations.

Teachers will:

- Develop confidence with e-pedagogy to investigate and experiment with new pedagogical practice.
- Explicitly teach digital literacy skills and digital citizenship within 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.
- Engage with AI to support resource and unit development, creating aligned resources and promoting greater planning and pedagogy efficiency

Leadership team will:

- Promote the BYOD/ Hire 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 across the curriculum
- Communicate clear expectations regarding assessment dates which are fed directly into Q Parents.
- Source programs and professional development which supports the ethical and professional use of AI within education