

# Bundaberg North State High School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Bundaberg North State High School acknowledge the Traditional Owners of the lands across Bundaberg. We pay our respects to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

### About the school

|  |                    |
|--|--------------------|
| Education region   | North Coast Region |
| Year levels  | Years 7 to 12      |
| Enrolment  | 685                |
| Indigenous enrolments  | 12.2%              |
| Students with disability                                     | 26.7%              |
| Index of Community Socio-Educational Advantage (ICSEA) value | 942                |

### About the review

|  |   |   |
|--|---|---|
| <br>4 reviewers from<br>12 to 14 March 2024 | <br>130 participants     | <br>59 school staff                          |
| <br>46 students                             | <br>6 parents and carers | <br>19 community members<br>and stakeholders |

### Key improvement strategies

#### Domain 1: Driving an explicit improvement agenda

Collaboratively develop a compelling vision that drives the school's direction for the next 4 years, to nurture understanding of, and commitment to, a strong and optimistic culture for learning.

#### Domain 3: Promoting a culture of learning

Prioritise a school-wide culture for learning, built around high expectations of students and promoted by collective efficacy, to enhance student learning and wellbeing outcomes.

#### Domain 8: Implementing effective pedagogical practices

Prioritise collaborative discussions about documented pedagogies and their effectiveness to support shared understandings between teachers and leaders about teaching impact.

#### Domain 5: Building an expert teaching team

Sharpen processes of collegial engagement and collaboration, to nurture deeper reflective practice and the continuous improvement of teaching expertise.

#### Domain 7: Differentiating teaching and learning

Review and refine the vision for inclusive education, aligned with evidence-informed practices and Department of Education (DoE) policy, to build a shared understanding of, and commitment to, improving the outcomes of all students.

#### Domain 1: Driving an explicit improvement agenda

Sharpen quality assurance practices to monitor, evaluate and celebrate the impact of the Explicit Improvement Agenda (EIA) on student learning and engagement outcomes.

### Key affirmations

**Staff recognise the importance of providing an engaging curriculum, and articulate a commitment to supporting students' academic progress.**



Years 11 and 12 students comment favourably on the opportunities and support afforded them in their senior schooling. Students speak positively of the array of co- and extra-curricular activities on offer at the school. Teachers convey a belief that all students can learn successfully. Staff articulate that the support provided to students is their collective strength.

**Staff recognise they can make a difference to the learning and wellbeing outcomes of every student.**



Staff prioritise building and maintaining positive and caring relationships. They express confidence in the 'North Support Structure' as a school-wide strategy to improve student engagement, provide tiered support, and encourage learning. Staff and community partners articulate the school provides both academic and non-academic intensive support to address the individual needs of students.

**An extensive array of community partnerships, with a particular focus on industry links, have been forged.**



Community partners identify partnerships as successful in providing pathways for students to assist their future. Local politicians speak highly of the work of the school in the community. Longstanding links with Central Queensland University are assisting students to develop their thinking in tertiary endeavours. The school is celebrating its 50<sup>th</sup> anniversary in 2024.

**Leaders place a high priority on attracting, retaining, and developing the best possible staff.**



The school has a planned approach to building teaching expertise through a range of initiatives and strategies. Induction processes are well regarded by staff. Every teacher has been partnered with a 'performance coach' as part of a highly structured Annual Performance Development Plan (APDP) process. Teachers describe networking activities that build their capability in a range of roles.