BUNDABERG NORTH STATE HIGH SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

Improve student outcomes and engagement

Educational achievement   Wellbeing and engagement   Culture and inclusion

School priority 1	To improve the proportion of Year 7-9 students achieving a B or better by at least 10% in each subject.	Phase	D	School priority 2	To improve the management of student behaviour to decrease OneSchool (OS) daily entries by 10% and increase the School Opinion Survey (SOS) results for 'Student behaviour is well managed' by 20%.	Phase	D
Link to school review improvement strategy:	Improvement strategy from 2020 review: Develop the expertise of school leaders and teachers in a whole-school approach to assigning Levels of Achievement against the standards of the Australian Curriculum with an established Quality Assurance process.			**Link to school review improvement strategy:**	Improvement strategy from 2020 review: Develop appropriate documentation to clarify the purposes and anticipated outcomes of the programs being implemented to support students at risk of disengagement. Collaboratively devise, communicate and enact a whole-school attendance strategy including the rigorous monitoring of attendance, and systematic implementation of intervention strategies for all students, including target groups.		
Strategies	• Teachers use pre-moderation processes to ensure collective understanding of assessment to ensure appropriate pedagogical practice and resources allow for planning, differentiation and achievement of A standard. • Teachers identify two marker students per class achieving borderline levels of achievement, and implement evidence based teaching strategies, to increase A/B levels of achievement. • Build capability of leadership/Heads of Department (HODs) to deconstruct data to identify students who do not maintain levels of achievement or have falling levels of achievement.			**Strategies**	• Effectively implement a renewed North Support Structure (NSS) with a data driven approach incorporating case management and timely referral processes. • Build capacity of staff in de-escalation and renegotiation skills. • Build classroom staff capability in Essential Skills for Classroom Management.		

Actions including responsible officers	Resources	Actions including responsible officers	Resources
Teachers • Develop data placemats for each class – all teachers knowing their students – identifying borderline students to lift results - links to Intentional Curriculum Colaboration (ICC), ranking students within grade levels plus/minus, marker students for Learning Walks (all teaching staff). • Implement whole school pedagogical approach (all teaching staff). • Implement consistent practice for student access to assessment resources for Years 7-12 (QLearn) and submission of assessment for Years 10-12 (Turnitin) (all teaching staff). **Senior Leadership Team (SLT) & Student Services** • Develop academic monitoring process for First Nations students' Year 7-9, (conducted by Community Education Councillors (CECs) and supported by sector HODs, with links to Homework Club). • Implement case management of students, conducted by year level teams, to monitor and improve achievement and effort (Year level/Sector team). • Build capability of CECs/Teacher Aides in classroom for core subjects (Core HODs). • Implement ICC program to support consistent moderation practices (HODs). • Deliver professional development on effective use of data to enable drilling of data to identify specific student (SLT). • Improve effectiveness of Learning Walks by SLT to reflect on faculty assessment literacy to inform pedagogical practice (SLT). • Utilise walkthroughs by SLT to support the implementation of the whole school pedagogical approach, to enable reflection on consistency (SLT). • Implement a 'Homework Club/After School Program' for First Nations students (Local Community Education Body (LCEB), First Nations staff). **Executive Leadership Team (ELT)** • Work with Mathematics faculty to deconstruct data to identify students with declining levels of achievement for all students in Maths, and develop differentiated action plans to focus on lifting results (ELT and Maths HOD).	• Commission North Coast Region resources to conduct professional development (PD) with SLT on Pivot tables to drill data • Data from OS and School Online Reporting Dashboard (SORD) • QLearn / Turnitin • Survey app e.g. Forms • PD for CECs and TA's	**Teachers** • Explicitly teach and reinforce appropriate classroom routines and playground to students (all staff). • Improve sense of belonging and social skills by implementing Relationship and Self (RAS) program, year parades, lunch activity/extra-curricular programs (e.g. Rugby League/Athletics program) – (RAS teachers and year level teams). • Staff being visible in the grounds, doing active supervision and engaging with students – reduction in playground referrals (all staff). • Continuation of delivery of the Resilience program (Bullyproof Australia) (RAS teachers, Health and Physical Education (HPE) staff and Year level teams). • Staff participate in Profiling/observation and feedback – measured by participation and attendance (all teaching staff). **Senior Leadership Team (SLT) & Student Services** • Build Year Level Teams (YL Teams) including the new role of sector HODs, who • Communicate regularly and effectively, • Utilise data to monitor student attendance, effort, behaviour and academic performance and • Communicate with community members regularly to celebrate achievements and raise areas of concern. • Routinely case manage students using sector/year meetings. (SLT). • Implement clear processes relating to support and referrals for Tier 1, 2 and 3 – measured by documentation, referral numbers (SLT). • Implement targeted support and case management of students including delivery of small group programs, Functional Behaviour Assessment and Individual Behaviour Suuport Plans, FlexiSpace and Reset programs (SLT and Student Services team). • Implement senior coaching to improve Queensland Certificate of Education (QCE) attainment and student retention (Senior schooling team). • Provide weekly Behaviour focus determined by HOD Student Services in consultation with sector teams – explicit teaching per week/fortnight (in response to data) – to reduce minor behaviour referrals (HOD Student Services).	• Use of social media, SharePoint, website, emails to share information • Data from OS and SORD • Bill Schnied – Profiling • Behaviour team time • Human Resources (HR) for FlexiSpace • "Yard games" for lunch activities • HR component for Sport Performance program • $25,000 Resilience program

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• Work with English faculty to deconstruct data to identify First Nations students with declining levels of achievement in English, and develop differentiated action plans to focus on lifting results (ELT and English HOD).		• Maximise student learning days through use of Re-engagement room and Tier 1 strategies (SLT). • Utilise walkthroughs by SLT to support the implementation of the NSS, to reflect on consistency (SLT). • Engage Elders in providing support and guidance to First Nations students (CEC and LCEB). **Executive Leadership Team (ELT)** • Clearly articulate to school community (staff, students and parents/carers) the renewed NSS, the roles of each person and how to utilise each person to support our students - e.g. provide contact details, etc. (Deputy Principal in charge and ELT). • Develop and implement a PD plan that builds teacher capacity delivery of the NSS as well the skills of the YL Teams to best support staff and students (ELT). • Support all classroom staff to effectively use Essential Skills to Classroom Managment - measured by profiling (Deputy Principal in charge). • Enact attendance process including rigorous monitoring and implementation of strategies. • Celebrate achievements and successes through reward processes.	

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End Term 4	**Measurable outcomes**	• Maths (Year 7-9) A-C = 85%. • All subjects A-B = increase by 10% per subject in Year 7-9. • English (Year 7-9) First Nations students A-C = 80%, A-B = increase by 10%. • First Nations Homework Club/After School Program running 2 afternoons per week. • SOS results – improve "I am interested in my school work' by 20%.	**Measurable outcomes**	• Attendance target = 82%. • Improve <85% attendance from 45% to 35%. • Short term School Disciplinary Absences (SDA) target < 250. • Long term SDA target < 15. • Decrease in average monthly behaviour entries by 10%. • Reduce % of Year 7-9 with any SDA from 16.4% to 10%. • Reporting data of Effort and Behaviour ratings for Excellent and Very Good improves to 70% and 75% respectively across all year levels. • SOS results – improve "Student behaviour is well managed at this school' by 20%. • ELT conducting 3-5 walkthroughs per week. • SLT conducting Learning Walks in Weeks 3,5,7 each term.
	Success criteria	**Behaviourally:** **Students** can/will: • Identify and articulate the learning goal/s for each lesson. • Identify and use marking guides to increase assessment literacy skills. • First Nations students engage in Homework Club/After School Program. • Know and explain learning goal for each lesson. **Teachers** can/will: • Display/refer to learning goal/s for each lesson. • Explicitly teach students how to read and use a marking guide. • Differentiate to give all students the opportunity to achieve A standard curriculum. • Know their marker students and have tracked them across the year. • Refer and update the data placemat for each class and be able to pass the data placemat to the next teacher. • Know their First Nations students and track progress throughout the year using data placemat. • Provide support and direction to Teacher Aides when working with identified students. • Analyse class results and discuss with HOD. • Implement the whole school pedagogical approach by developing a routine in classrooms and identifying learning goals. • Use Turnitin in QLearn to determine authenticity of student work for Year 10-12. **Leadership team** can/will: • Track the A-B progress for all subjects and compare term results. • Track the A-C progress for all subjects and compare term results. • Analyse results and conduct (ICC) curriculum collaboration sessions with faculty staff to develop differentiated learning experiences for students. • HODs to provide report to ELT and SLT of analysis and findings from Semester 2. • Conduct regular Learning Walks in Year 7-9 classrooms to gauge assessment literacy skills. • Develop connections with external agencies/schools. • Provided PD opportunities to Teacher Aides for specific support in English and Maths appropriate to current units of work.	**Success criteria**	**Behaviourally:** **Students** can/will: • Identify and enact the 5 classroom expectations. • Use resilience strategies for conflict resolution in and out of the classroom. • Enact the school values – Respect, Responsibility and Safety. **Teachers** can/will: • Engage in and support students in Resilient School strategies. • Enact the 5 classroom expectations. • Consistently enact the NSS. • Model the school values of Respect, Responsibility and Safety. • Greet students in the classroom and playground and model expected behaviours. • Record incidences on OS according to revised minor and major behaviour framework. **Leadership team** can/will: • Conduct regular Learning Walks and walkthroughs. • Conduct regular meetings to analyse evidence collected from Learning Walks and walkthroughs. • Attend Sector meetings to address attendance, behaviour and wellbeing and create support strategies. • Be visible in the grounds and classrooms interacting with students each day. • Review and update the NSS. • Celebrate achievements with presentation parade and night, Reach for the Sky Awards and North Rewards program. • Gain feedback from staff, students and parents about the implementation of the NSS.
	Artefacts	• Data placemats – to share with the following teacher – updated and reviewed. • A and C exemplars. • Analysed data sets from each reporting period. • SORD.	**Artefacts**	• Classroom expectations displayed in every classroom. • Resilient school program. • Learning walk schedule. • Walkthrough schedule. • Classroom profiling report.

The second **End Term 4** label appears in the vertical column between the two main sections.

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	• Maths (Year 7-9) A-C = 80% • All subjects A-B = increase by 5% • English (Year 7-9) First Nations students A-C = 75%, A-B = increase by 5% • First Nations Homework Club/After School program running 2 afternoons per week	**Behaviourally:** **Students** can/will: • Set targets for achievement for each subject for term 1. • Analyse term 1 progress report and review targets and record in diary. • First Nations students engage in Homework Club/After School Program . • Know and explain the learning goal for each lesson. • Use and explain the marking guide provided for each subject/assessment. **Teachers** can/will: • Identify 2 marker students to track to increase A/B attainment. • Create a data placemat for each class. • Display/refer to learning goal/s for each lesson. • Work collaboratively to devise differentiated learning experiences for marker students. • Work with First Nations staff to identify First Nations students in English for case management. • First Nations staff will support identified students in English to improve outcomes. • Provide explicit instruction to Teacher Aides for supporting identified students. • Build knowledge and understanding of whole school pedagogical approach by attending PD. • Use QLearn to enable student access to assessment resources. • Explicitly teach student how to submit assessment in QLearn for Year 10-12. **Leadership team** can/will: • Implement a fortnightly ICC schedule for faculties. • Through Faculty HODs, conduct ICC sessions that focus on data driven dialogue, pedagogical practices for marker students and moderation processes. • HODs to provide report to ELT and SLT of analysis and findings from Term 1. • Year level/Sector team to identify students for individual case management and academic monitoring – Tier 2. • Deliver PD on analysis of data, including identification and support of marker students, identification of cohort trends. • Develop and implement a Learning Walk schedule focussing on Year 7-9 classrooms. • Provided PD opportunities to Teacher Aides for specific support in English and Maths appropriate to current units of work.	• Data placemats for each subject • ICC schedule		**End Term 1**	• Attendance target = 82% • Improve < 85% attendance to 40% • Short term SDA target < 60 • Long term SDA target < 5 • Decrease in average monthly behaviour entries by 10% • Reporting data of Effort and Behaviour ratings for Excellent and Very Good improves to 70% and 75% respectively across all year levels • ELT conducting 3-5 walkthroughs per week • SLT conducting Learning Walks in Weeks 3,5,7 each term	**Behaviourally:** **Students** can/will: • Identify and point to the classroom expectations in classrooms. • Identify and point to the behaviour matrix and expectations in the homework diary. • Identify the weekly behaviour focus. **Teachers** can/will: • Explicitly teach the classroom expectations and refer to the classroom expectations on the wall. • Use the language of the classroom expectations when developing routines. • Enact the pedagogical approach/ways of working for consistent classroom routine. • Use ESCMs. • Participate in profiling (or other observation/feedback process). • Implement the NSS consistently. • Explicitly teach the weekly behaviour focus. • Greet students in the classroom and playground and model expected behaviours. • Attend year parades and RAS and get to know their students. • Be visible in the grounds actively interacting with students. • Reinforce positive student behaviour using North Rewards e.g. GOTCHAS. • Record incidences on OS according to revised minor and major behaviour framework. **Leadership team** can/will: • Conduct walkthroughs to monitor consistent enactment of developing classroom routines and behaviour focus. • Use observations to inform PD to build capacity of staff. • Conduct PD to inform consistent processes for NSS. • Build and develop cluster groups to enact meetings • Communicate new NSS to parents, students and staff. • Attend Sector meetings to address attendance, behaviour and wellbeing and create support strategies. • Be visible in the grounds and classrooms interacting with students at least 5 times per week. • Oversee the introduction of the Homework/cultural program for First Nations students. • Celebrate achievements with Reach for the Sky Awards and North Rewards program. • Gain feedback from staff, students and parents about the implementation of the NSS.	• Classroom expectations and consequences chart • Walkthrough and Learning Walk schedule	

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	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 2	• Maths (Year 7-9) A-C = 82% • All subjects A-B = increase by 10% • English (Year 7-9) First Nations students • A-C = 76%, A-B = increase by 10% • First Nations Homework club/After school program running 2 afternoons per week	**Behaviourally:** **Students** can/will: • Analyse Semester 1 results and set targets for term 3. • Identify areas of improvement. • Articulate strategies for improvement. • First Nations students engage in Homework Club/After School Program. • Know and explain the learning goal for each lesson. • Use and explain the marking guide provided for each subject/assessment. **Teachers** can/will: • Display/refer to learning goal/s for each lesson. • Discuss progress of marker students with HOD after Term 1 and 2 reporting. • Plan differentiated strategies for marker students to improve results. • First nations staff will support identified students in English to improve outcomes. • Provide explicit instruction to Teacher Aides for supporting identified students. • Teacher Aides will have knowledge of identified students and support them to improve outcomes. • Have routines established in each classroom and articulate daily learning goals. • Use QLearn to display and monitor assessment for authenticity for Year 10-12. **Leadership team** can/will: • In line management meetings, analyse achievement results and discuss with HODs improvement plans. • Through faculty HODs, conduct ICC sessions that focus on data driven dialogue, pedagogical practices for marker students and moderation processes. • HODs to provide report to ELT and SLT of analysis and findings from Semester 1. • Year level/sector team to identify students for individual case management and academic monitoring. • Provided PD opportunities to Teacher Aides for specific support in English and Maths appropriate to current units of work. • Deliver PD on analysis of data, including identification and support of marker students, identification of cohort trends.	• Data placemats for each subject – updated after term 1 • ICC schedule		**End Term 2**	• Attendance target = 82% • Improve <85% attendance to 37% • Short term SDA target < 125 • Long term SDA target < 10 • Decrease in average monthly behaviour entries by 10% • Reporting data of Effort and Behaviour ratings for Excellent and Very Good improves to 70% and 75% respectively across all year levels • ELT conducting 3-5 walkthroughs per week • SLT conducting Learning Walks in Weeks 3,5,7 each term	**Behaviourally:** **Students** can/will: • Name and explain the classroom expectations. • Name and explain the positive and negative consequences. • Follow the classroom expectations and routine. • Identify the weekly behaviour focus. **Teachers** can/will: • Consistently apply the classroom expectations and consequences. • Use individual and school profiling results to improve practice. • Explicitly teach the weekly behaviour focus. • Greet students in the classroom and playground and model expected behaviours. • Attend year parades and RAS and get to know their students. • Be visible in the grounds actively interacting with students. • Reinforce positive student behaviour using North Rewards e.g. GOTCHAS. • Record incidences on OS according to revised minor and major behaviour framework. **Leadership team** can/will: • Conduct PD that reflects needs of staff to build capacity in behaviour management and pedagogical practice. • Use whole school profiling report to inform PD for staff. • Feedback collected from staff re NSS to inform review and update. • Conduct walkthroughs to monitor consistent enactment of developing classroom routines and behaviour focus. • Attend sector meetings to address attendance, behaviour and wellbeing and create support strategies. • Celebrate achievements with Reach for the Sky Awards and North Rewards program. • Gain feedback from staff, students and parents about the implementation of the NSS.	• Classroom expectations and consequences chart • Walkthrough and Learning Walk schedule	

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	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 3	• Maths (Year 7-9) A-C = 84% • All subjects A-B = increase by 10% • English (Year 7-9) First Nations students • A-C = 78%, A-B = increase by 15% • First Nations Homework Club/After School Program running 2 afternoons per week	**Behaviourally:** **Students** can/will: • Analyse Semester 1 results and set targets for term 4. • First Nations students engage in Homework Club/After School Program. **Teachers** can/will: • Display/refer to learning goal/s for each lesson. • Discuss progress of marker students with HOD after Term 1 and 2 reporting. • Plan differentiated strategies for marker students to improve results. • First Nations staff will support identified students in English to improve outcomes. • Provide explicit instruction to Teacher Aides for supporting identified students. • Teacher Aides will have knowledge of identified students and support them to improve outcomes. • Have routines established in each classroom and articulate daily learning goals. • Use QLearn to display and monitor assessment for authenticity for Year 10-12. **Leadership team** can/will: • In line management meetings, analyse achievement results and discuss with HODs improvement plans. • Through Faculty HODs, conduct ICC sessions that focus on data driven dialogue, pedagogical practices for marker students and moderation processes. • Year level/Sector team to identify students for individual case management and academic monitoring. • Provided PD opportunities to Teacher Aides for specific support in English and Maths appropriate to current units of work. • Deliver PD on analysis of data, including identification and support of marker students, identification of cohort trends.	• Data placemats for each subject – updated after term 2 • ICC schedule	.	**End Term 3**	• Attendance target = 82% • Improve <85% attendance to 35% • Short term SDA target < 200 • Long term SDA target < 13 • Decrease in average monthly behaviour entries by 10% • Reporting data of Effort and Behaviour ratings for Excellent and Very Good improves to 70% and 75% respectively across all year levels • ELT conducting 3-5 walkthroughs per week • SLT conducting Learning Walks in Weeks 3,5,7 each term	**Behaviourally:** **Students** can/will: • Follow the classroom expectations and routines. • List and talk about the expectations. • Know the positive and negative consequences. • Identify the weekly behaviour focus. **Teachers** can/will: • Enact the classroom expectations in all classes. • Follow through with consequences (positive and negative). • Explicitly teach the weekly behaviour focus. • Greet students in the classroom and playground and model expected behaviours. • Attend year parades and RAS and get to know their students. • Be visible in the grounds actively interacting with students. • Reinforce positive student behaviour using North Rewards e.g. GOTCHAS. • Record incidences on OS according to revised minor and major behaviour framework. **Leadership team** can/will: • Conduct regular walkthroughs to monitor use of classroom expectations. • Conduct meeting following walkthroughs to analyse observations. • Embed reviewed updates into NSS. • Conduct walkthroughs to monitor consistent enactment of developing classroom routines and behaviour focus. • Attend Sector meetings to address attendance, behaviour and wellbeing and create support strategies. • Celebrate achievements with Reach for the Sky Awards and North Rewards program. • Gain feedback from staff, students and parents about the implementation of the NSS.	• Classroom expectations and consequences chart • Walkthrough and Learning Walk schedule	

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal _R. L. Kent_   **P&C/School Council** N WILLIAMS ONLINE   **School Supervisor** _D. J. Wallwok_

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