

# Bundaberg North State High School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Bundaberg North State High School** from **16 to 18 March 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Cameron Hodges	Internal reviewer, EIB (review chair)
Jennifer Skeahan	Peer reviewer
Trevor Gordon	External reviewer



## 1.2 School context

<b>Location:</b>	Marks Street, Bundaberg North	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	774	
<b>Indigenous enrolment percentage:</b>	14 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	10 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	9.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	941	
<b>Year principal appointed:</b>	2018	
<b>Significant partner schools:</b>	Moore Park State School, Bundaberg North State School, Bundaberg State High School, Kepnock State High School	
<b>Significant community partnerships:</b>	CQ University (CQUni), Bundaberg Regional Youth Hub	
<b>Significant school programs:</b>	IGNITE, FlexiSpace, Better Buddies, Girls Academy, Planeteers	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), eight Heads of Department (HOD), 33 teachers, five teacher aides, Community Education Counsellor (CEC), chaplain, two guidance officers, Information and Communication Technology (ICT) technician, two Girls Academy staff, five office administration staff, nine parents and 56 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, two school council community representatives and Girls Academy regional manager – Role Models and Leaders Australia (RMLA).

Partner schools and other educational providers:

- Principal Moore Park State School.

Government and departmental representatives:

- State Member for Bundaberg and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Responsible Behaviour Plan for Students
Investing for Success 2020	Strategic Plan 2017-2020
2019 Disability and Inclusion School data	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2020	School Annual Report
Roles and responsibilities school leaders	School Opinion Survey 2019
School pedagogical framework	Professional development plans
School data plan 2020	School newsletters and website
Next Step Summary Report 2018 Graduates	Curriculum planning documents – known as CARP
Headline Indicators (October 2019 release)	Report card and NAPLAN update Semester 1 2019





## 2. Executive summary

### 2.1 Key findings

**There is a strong commitment by school leaders to improve the outcomes of all students.**

The leadership team is united in enacting the school vision '*Outstanding Learners, Outstanding Achievements, and Outstanding Futures*' to support all students on their individual education journey. Staff members and parents articulate support and optimism regarding the school's future direction and value the work of the school leadership team.

**The leadership team articulates a belief that reliable and timely data on student outcomes is crucial to the school's improvement agenda and to classroom planning for effective learning.**

There is evidence of a growing data culture at the school with an increasing number of teachers accessing student data and using this data as a stimulus to review their teaching practices. Student performance data including National Assessment Program – Literacy and Numeracy (NAPLAN), Levels of Achievement (LOA) and Year 12 exit results are analysed and this analysis is used to guide the development of school priorities.

**The school leadership team and teaching staff members express a commitment to implementing curriculum programs aligned to the Australian Curriculum (AC).**

School leaders engage the regional Principal Adviser – Teaching and Learning (PATAL) to support the development of consistent curriculum planning processes. Some school leaders and teachers articulate that consistent processes to make decisions regarding LOAs are yet to be developed. The leadership team expresses a commitment to further deepening knowledge in relation to assigning LOAs against the standards of the AC.

**The leadership team and staff members are united in the belief that all students are able to learn through appropriate support provisions and a safe and supportive learning environment.**

School leaders acknowledge that specific roles of all staff in addressing student attendance concerns are yet to be developed. Students express appreciation for the rewards that are available at the end of each term and end of the school year for students with an attendance rate over 95 per cent. A wide range of attendance strategies is established for Indigenous students enrolled in the Girls Academy program.

**The school has a pedagogical framework that provides a structure to embed professional dialogue and build consistent pedagogical approaches across the school.**

The principal articulates the need to develop and promote school-wide systems and frameworks that support greater consistency of practice. School leaders articulate that revising the school's current pedagogical framework to clearly define and embed identified evidence-based strategies is crucial to continued improvement in teaching practices.



**The school has an established Bring Your Own Device (BYOD) program to support teaching and learning.**

The school BYOD program is well supported by Year 7 students and their families. The participation rate of students in other years is lower with the result that the use of laptops for students from Year 8 to Year 12 is yet to be consistent. Some teachers articulate that implementing the curriculum in an engaging manner has been restricted because students are yet to be able to access an appropriate device.

**The school has clear processes for the effective allocation of human, financial and physical resources to meet the identified teaching, learning and wellbeing needs of all students.**

The school is highly committed to supporting students who are at risk of disengagement. School leaders are highly supportive of the recently developed disengagement programs and are committed to ensuring that the purposes of the programs are clarified to ensure the most effective use of resources.

**School leaders and teachers believe that all students are capable of learning successfully.**

School leaders have placed a high priority on building the capacity of teachers to implement teaching practices that are aligned to the belief that although students are at different stages in their learning and progressing at different rates, they are able to learn successfully.

**The leadership team, teachers, parents and students regularly refer to the school as a family and speak proudly regarding the school being a smaller school where everyone knows each other.**

Students articulate that they are treated as individuals and individual learning styles and personalities are frequently used by teachers to provide differentiated support. There is growing evidence of teachers using student data to enhance their personal knowledge of students and to apply a greater range of differentiated learning experiences.

**The school has a range of partnerships to support student learning and wellbeing through active connections with local businesses, local industry, community support agencies, schools and other education and private Registered Training Organisations (RTO).**

The leadership team engages in partnerships that focus on improved student outcomes, improved student wellbeing and employment pathways. Success in improving student outcomes and developing partnerships is communicated by a range of methods including the school newsletter, social media site and the school website. School staff are passionate regarding the school, the students and the quality of teaching and learning that occurs throughout the school. Students and parents indicate they are appreciative of the support, professionalism and commitment of all staff at the school.





## 2.2 Key improvement strategies

Develop the expertise of school leaders and teachers in a whole-school approach to assigning LOAs against the standards of the AC with an established Quality Assurance (QA) process.

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.

Review the school's pedagogical framework to ensure it is reflective of the agreed practices for teaching and learning, is considered in curriculum planning processes and is consistently implemented across the school.

Review the current model used to provide students with access to technology with the aim of ensuring that all students are able to access a device that supports the implementation of the curriculum and enhances learning.

Develop appropriate documentation to clarify the purposes and anticipated outcomes of the programs being implemented to support students at risk of disengagement.