



## Bundaberg North State High School

# 2021 – 2024 Strategic Plan

This strategic plan was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Robyn Kent

Principal

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School Council Chair

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# Bundaberg North State High School

Strategic Plan 2021 – 2024

*Outstanding Learners Outstanding Achievements Outstanding Futures*

Vision Statement	Priority	Focus	Targets
<p>Through the provision of and an inclusive, safe, supportive, progressive learning environment Bundaberg North State High School prepares students to be innovative, entrepreneurial life-long learners who are resilient and responsible global citizens.</p> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Responsibility</li> <li>• Safety</li> </ul> <p><b>Successful Learners</b></p> <ul style="list-style-type: none"> <li>• Achieving to best of ability</li> <li>• Active participation</li> <li>• Independent</li> <li>• Resilient</li> <li>• Growth mindset</li> </ul> <p><b>High quality staff</b></p> <ul style="list-style-type: none"> <li>• Reflective &amp; responsive to needs</li> <li>• Caring/empathetic</li> <li>• Inspiring and positive</li> <li>• Highly effective &amp; engaging &amp; mastering</li> <li>• Collaborative</li> </ul> <p><b>Successful partnerships</b></p> <ul style="list-style-type: none"> <li>• Professional &amp; respectful relationships</li> <li>• Proactive communication</li> <li>• Safe &amp; supportive environments</li> <li>• Strong connections with industry &amp; community</li> </ul>	<p><b>Achievement</b></p>	<ul style="list-style-type: none"> <li>• A – C achievement</li> </ul>	85% C or better
		<ul style="list-style-type: none"> <li>• Junior English and Mathematics</li> </ul>	85% C or better
		<ul style="list-style-type: none"> <li>• QCE/QCIA Attainment</li> </ul>	100% attainment
		<ul style="list-style-type: none"> <li>• ATAR</li> </ul>	15% 90-99.95 ATAR
		<ul style="list-style-type: none"> <li>• Meaningful future pathways</li> </ul>	Increase variety of non-ATAR options
		<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	90% or better
		<ul style="list-style-type: none"> <li>• Student Engagement and Wellbeing</li> </ul>	>85% SOS student "I like being at my school"
		<ul style="list-style-type: none"> <li>• Inclusion</li> </ul>	Implementation of Inclusion policy
		<ul style="list-style-type: none"> <li>• STEM at North</li> </ul>	Increase STEM opportunities
		<ul style="list-style-type: none"> <li>• The Arts at North</li> </ul>	Increased participation in The Arts
		<ul style="list-style-type: none"> <li>• Celebrating success</li> </ul>	Regular reward systems
		<p><b>Clarity and Consistency</b></p>	<ul style="list-style-type: none"> <li>• Curriculum development and implementation</li> </ul>
<ul style="list-style-type: none"> <li>• Pedagogy (teaching and learning process)</li> </ul>	Consistent highly effective practices		
<ul style="list-style-type: none"> <li>• Differentiation</li> </ul>	Evidence in daily teaching practices		
<ul style="list-style-type: none"> <li>• Practice – roles, responsibilities, accountabilities and processes</li> </ul>	Regular use of handbook and SharePoint to enact clear expectations		
<p><b>Quality Assurance</b></p>	<ul style="list-style-type: none"> <li>• Student Code of Conduct</li> </ul>	Improved SOS data re. behaviour	
	<ul style="list-style-type: none"> <li>• Moderation processes</li> </ul>	100% teacher engagement	
	<ul style="list-style-type: none"> <li>• Effective use of data</li> </ul>	100% teacher engagement	
	<ul style="list-style-type: none"> <li>• Coaching, observation and feedback</li> </ul>	100% teacher engagement	
	<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	90% or better	
	<ul style="list-style-type: none"> <li>• Strategic partnerships</li> </ul>	Effective and responsive	
	<ul style="list-style-type: none"> <li>• Professional learning and development</li> </ul>	100% PDP engagement	
<ul style="list-style-type: none"> <li>• Wellbeing framework</li> </ul>	Student and staff framework enacted		

*Every student succeeding*

Priority	Focus	Strategies	Domain	2021	2022	2023	2024
Achievement	<ul style="list-style-type: none"> <li>QCE Attainment</li> <li>ATAR 90-99.95</li> <li>A-C achievement</li> <li>Engagement</li> <li>Meaningful pathways</li> <li>Attendance</li> <li>STEM</li> <li>The Arts</li> </ul>	<ul style="list-style-type: none"> <li>Develop a school wide case management process for student performance and wellbeing.</li> </ul>	2	➤➤	➤		
		<ul style="list-style-type: none"> <li>Engaging pedagogy that embeds 21<sup>st</sup> century skills and general capabilities.</li> </ul>	8		➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Develop and communicate student performance and outcome targets.</li> </ul>	1	➤			
		<ul style="list-style-type: none"> <li>Develop school wide support process for students at risk of disengagement.</li> </ul>	7	➤	➤		
		<ul style="list-style-type: none"> <li>Expand VET/non ATAR offerings.</li> </ul>	9	➤➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Develop meaningful &amp; sustainable partnerships with external agencies.</li> </ul>	9		➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Enact and monitor rigorous attendance process.</li> </ul>	1	➤➤➤➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Embed whole school reading demands in curriculum planning.</li> </ul>	4	➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Continue school wide 'aspiration' building; student and staff.</li> </ul>	3	➤	➤		➤
		<ul style="list-style-type: none"> <li>Embed 'High expectation' culture across all year levels.</li> </ul>	3	➤➤	➤	➤	➤
Clarity and Consistency	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Pedagogy</li> <li>Differentiation</li> <li>Practice – roles, responsibilities and processes</li> <li>Student Code of Conduct</li> <li>Support programs</li> </ul>	<ul style="list-style-type: none"> <li>Develop deep understanding of the Australian Curriculum and expertise in assigning LOAs against standards of the Aust. Curriculum through moderation processes.</li> </ul>	2	➤	➤	➤	
		<ul style="list-style-type: none"> <li>Review and implement pedagogical framework to reflect agreed practices, planning and implementation.</li> </ul>	8		➤➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Review and enhance current model used to provide students with access to technology.</li> </ul>	4	➤➤➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Build teacher capacity in differentiation within moderation processes.</li> </ul>	7	➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Develop a procedure for documentation/sharing of differentiation strategies with Aust. Curriculum.</li> </ul>	7	➤➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Develop &amp; communicate roles, responsibilities &amp; accountabilities for all leaders in the AIP</li> </ul>	1	➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Develop documentation to clarify purpose &amp; anticipated outcomes of support programs.</li> </ul>	4	➤	➤	➤	➤
<ul style="list-style-type: none"> <li>Implement Student Code of Conduct and modelling of school values and use of behaviour matrix.</li> </ul>	3	➤	➤	➤	➤		
Quality Assurance	<ul style="list-style-type: none"> <li>Moderation processes</li> <li>Effective use of data</li> <li>Coaching observation &amp; feedback</li> <li>Attendance</li> <li>Strategic partnerships</li> <li>Professional learning &amp; development</li> <li>Wellbeing framework</li> <li>Inclusive practices</li> </ul>	<ul style="list-style-type: none"> <li>Develop and enact Intentional Curriculum collaboration time model for teachers.</li> </ul>	5, 6	➤	➤➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Implement school wide moderation process and develop a QA process to ensure that all ICPs are developed &amp; aligned with the Australian Curriculum.</li> </ul>	5, 6	➤	➤		
		<ul style="list-style-type: none"> <li>Investigate further set of standardised data to allow triangulation &amp; validation of A-E and NAPLAN data to support the monitoring of progress towards targets.</li> </ul>	2		➤➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Implement strategies to further develop &amp; enhance the data literacy skills of teachers including further use of modelling by school leaders.</li> </ul>	2		➤➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Review and renew school wide collegial engagement process.</li> </ul>	5	➤➤➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Implement systematic &amp; regular monitoring and refinement of programs and partnerships to ensure the sustainability and relevance of strategic partnerships &amp; the benefits to students.</li> </ul>	9		➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Collaboratively devise, communicate and enact a whole-school attendance strategy including rigorous monitoring, and systematic implementation of intervention strategies for all students.</li> </ul>	1,3	➤➤➤➤	➤	➤	➤
		<ul style="list-style-type: none"> <li>Develop a plan to implement further strategies for leaders to develop their capacity as instructional leaders through collegial networking, mentoring and personal coaching.</li> </ul>	5		➤➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Build the capacity of school leaders and teachers to engage students as assessment-literate learners.</li> </ul>	8	➤	➤➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Collaboratively develop, resource and enact a student and staff wellbeing framework.</li> </ul>	3	➤	➤➤	➤	➤
		<ul style="list-style-type: none"> <li>Develop framework of shared accountabilities.</li> </ul>	1	➤	➤		
LEGEND		➤ SCAN & ASSESS	➤ PRIORITISE	➤ DEVELOP & PLAN	➤ ACT	➤ REVIEW	(Inquiry Cycle)



# Annual Implementation Plan 2021 - AIP

## Bundaberg North State High School

### 1. School improvement priority - Achievement

Key improvement strategies	Timelines	Resources	Responsible Officer/s	Milestones/ Targets	AIP Progress 3,6,9 month review
<ul style="list-style-type: none"> <li>1.1 Develop a school wide case management process for student performance and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>ongoing</li> </ul>	<ul style="list-style-type: none"> <li>One School</li> <li>Track Ed</li> </ul>	DP Senior HOD Senior school	100% QCE attainment 15% 90-99.95 ATAR	
<ul style="list-style-type: none"> <li>1.3 Develop and communicate student performance and outcome targets.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter</li> <li>Facebook</li> <li>Parade</li> </ul>	Principal	85% A-C achievement	
<ul style="list-style-type: none"> <li>1.4 Develop school wide support process for students at risk of disengagement</li> </ul>	<ul style="list-style-type: none"> <li>Completed for 2022</li> <li>begin in term 1</li> </ul>	<ul style="list-style-type: none"> <li>Flexispace</li> <li>Success Coach</li> <li>IGNITE</li> </ul>	DP Junior HOD Junior	80% successful transition from FlexiSpace/support	
<ul style="list-style-type: none"> <li>1.5 Expand VET/non-ATAR offerings</li> </ul>	<ul style="list-style-type: none"> <li>Completed by subject selection, term 3</li> </ul>	<ul style="list-style-type: none"> <li>School models</li> <li>Outside providers</li> </ul>	HOD – Senior School	Identify offerings for 2022 by end of semester I, 2021	
<ul style="list-style-type: none"> <li>1.7 Enact rigorous attendance process</li> </ul>	<ul style="list-style-type: none"> <li>Review completed T1</li> <li>Scan assess and prioritise T2</li> <li>Develop process, semester 2</li> </ul>	<ul style="list-style-type: none"> <li>Attendance officer</li> </ul>	ELT	86% attendance	
<ul style="list-style-type: none"> <li>1.8 Embed whole school reading demands in curriculum planning</li> </ul>	<ul style="list-style-type: none"> <li>Embed in English by 2022</li> <li>Junior, ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Australian Curriculum</li> </ul>	HOD English and HOSES	Program 'embedded' in English curriculum planning by the end of 2021	
<ul style="list-style-type: none"> <li>1.9 Continue school wide 'aspiration' building MBPP</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>One School</li> </ul>	G.O.s		
<ul style="list-style-type: none"> <li>1.10 Embed 'High expectation' culture across all year levels</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1 (survey)</li> <li>Sem 2 (identify priority areas)</li> </ul>	<ul style="list-style-type: none"> <li>Parades</li> <li>Newsletter</li> <li>Sharpoint</li> </ul>	Principal	Survey data about current culture in all year levels	
<ul style="list-style-type: none"> <li>1.11 Develop and promote school wide STEM and the Arts</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1 (S &amp; A)</li> <li>Sem 2 (priorities)</li> </ul>		HOD Maths, HOD Science HOD Arts	Increase student involvement in STEM activities	
<ul style="list-style-type: none"> <li>1.12 Celebrate and publicise success at North</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Facebook</li> <li>Newsletter</li> <li>Media</li> <li>Email</li> <li>SharePoint</li> </ul>	All Staff	Daily Facebook Weekly parade video and SharePoint	

## Annual Implementation Plan 2021 - AIP Bundaberg North State High School

### 2. School Improvement Priority – Clarity and consistency

Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress 3,6,9 month review
<ul style="list-style-type: none"> <li>2.1 Develop expertise in assigning LOAs against standards of the Aust. Curriculum with QA process. Use the CARP to plan and implement the Australian curriculum. Implement the new QCE system/SATE</li> </ul>	IA3 before end term 4 IA1, IA2 follow prescribed deadlines	QCAA website marking guides Access to PATL	HOD's / Senior teachers	Completed CARP	
<ul style="list-style-type: none"> <li>2.2 Review pedagogical framework to reflect agreed practices, planning and implementation.</li> </ul>	ASOT, new	Observations Profiling	HOD English	Linked to PDP's Learning goals	
<ul style="list-style-type: none"> <li>2.3 Review and enhance current model used to provide students with access to technology.</li> </ul>	Starting 2020 end Roll out students 2021. (Access to Technology)	Surveys Micro of Teams	HOD IT	Training for staff teams (Microsoft Teams)	
<ul style="list-style-type: none"> <li>2.4 Build teacher capacity in differentiation within moderation processes</li> </ul>	Start every class	Fridays ICC Placemats	HOD's HOSES	Evidence in teacher planning	
<ul style="list-style-type: none"> <li>2.5 Develop a procedure for documentation /sharing of differentiation strategies with Australian curriculum.</li> </ul>	Developed term 4	ICG Other schools CAARP	SLT	Commence 2021 Support staff, inclusion	
<ul style="list-style-type: none"> <li>2.6 Develop and communicate roles and responsibilities and accountabilities for all leaders.</li> </ul>	Ongoing	ACT continue with what doing	Principal	Role descriptions updated and published	
<ul style="list-style-type: none"> <li>2.7 Develop documentation to clarify purpose and anticipated outcomes of support programs</li> </ul>	Term 1	ICP's IGNITE Flexispace	HOSES/DEPUTIES/HOD's/Case Managers		
<ul style="list-style-type: none"> <li>2.8 Implement student Code of Conduct and modelling of school values and use of behaviour matrix.</li> </ul>	Ongoing		All staff	Consistent implementation	

## Annual Implementation Plan 2021 - AIP Bundaberg North State High School

### 3. School Improvement Priority – Quality Assurance

Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets	AIP Progress
• 3.1 Develop and enact Intentional Curriculum collaboration time model for teachers.	Term 1 Ongoing		Principal SLT	Term review Staff engagement Community engagement	
• 3.2 Implement school wide moderation process and develop QA process to ensure that all ICPs are developed & aligned with the Australian Curriculum	Term 1 Term 2 Term 3 Term 4	Guidance Officer School data ICC	HOSES HODs Teacher	Students identified Curriculum understanding and development Tracking	
• 3.4 Review and renew school wide collegial engagement process	Term 1 – Data collect (review – what’s working, what’s not) Term 2 – Develop plan, Scan prioritise and develop plan Term 3&4 – implement and review		Teachers, SLT, school wide	School wide collegial engagement process agreed on for 2022	
• 3.7 Collaboratively devise, communicate and enact a whole-school attendance strategy including rigorous monitoring, and systematic implementation of intervention strategies for all students.	Term 1, ongoing • Review • Scan • Prioritise Term 4 • draft strategy for discussion • implement in 2022		ELT SLT YLC Staff Support Staff CEC Girls Academy GO's	Inform staff: • Barriers to attendance • Attendance requirements • Part time plans • Forced attendance (letters)	
• 3.8 Collaboratively develop, resource and enact a student and staff wellbeing framework.	Term 1, ongoing • Student – observations, survey, assessment tool • Staff – observations, survey, assessment tool		Well Being Team		
• 3.9 Develop a framework of shared accountabilities	Ongoing		Principal ELT, BM		