Background:
Bundaberg North SHS was established in 1974 and is part of the North Coast education region. The school has a current enrolment of approximately 774 students. The Principal, Ross Robertson, was appointed to the school in 2013.

Commendations:
- The school has undergone an extensive revision process, entitled Refresh, Revitalise and Renew, which has resulted in the development of a school vision: Outstanding Learners, Outstanding Achievements and Outstanding Futures and a values and belief statement. The school values have been identified as: Respect, Responsibility and Safety. These values are visible throughout the school and are used as basis for behavioural conversations.
- To facilitate the management and support of student behaviour and welfare, the school has undergone a leadership restructure. This restructure has involved the implementation of the role of Junior and Senior Secondary Heads of Department and year coordinators for each year level. In addition, the Student Support Services Team and the year coordinators have been located in close proximity to each other. This has resulted in enhanced communication and effective case management for students at risk of disengaging from learning.
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.

Affirmations:
- The school’s pedagogical focus upon the Art and Science of Teaching (ASoT) Design Questions 6 and 7, has seen the development and implementation of a whole school expectations matrix which outlines the expected student behaviours in a range of school settings.
- A system of rewards has been developed to acknowledge positive student behaviour, for example, the Gold, Silver and Bronze Reach for the Sky Awards which recognise achievements in attendance, achievement, effort and behaviour, Student of the Week and the 100% Attendance Awards.
- Students are involved in developing a safe and supportive environment for their peers through the Peer Mediation and Better Buddy programs.
- Expected student behaviours are explicitly taught through the school’s pastoral care program, Relationships and Self (RAS).
- A significant number of individual behaviour support plans and discipline improvement plans have been developed for students requiring targeted intervention.
- Extensive links have been formed with external agencies, for example, Jobs Education Training Success (JETS) and the newly formed Bundaberg Regional Youth Hub, to provide targeted intervention and support for a wide range of students.

Recommendations:
- Maintain the school’s focus upon improving student attendance.
- Consider the development of a matrix for the application of standards for Effort and Behaviour to guide teacher comments on report cards.
- Continue to review and refine the role of the year coordinators to ensure the role remains responsive to student and staff members’ needs.
- Continue with the implementation of ASoT, to ensure a consistency of approach and enhanced student engagement. Consider the provision of professional development in classroom profiling.
- Review the RAS program and expand to cater for incoming Year 7 students in 2015. Incorporate a leadership component to develop the leadership capacity of Junior Secondary students.
- Explore strategic ways to further engage the wider school community in the supportive school environment; enhancing relationships, developing parent skills and strengthening the school’s positive profile.