



School Improvement Unit Report

Bundaberg North State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Bundaberg North State High School from 4 to 6 May 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Marks Street, Bundaberg North
Education region:	North Coast region
The school opened in:	1974
Year levels:	Year 7 to Year 12
Current school enrolment:	750
Indigenous enrolments:	11.86 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	937
Year principal appointed:	2013
Number of teachers:	66 (full-time equivalent)
Nearby schools:	Bundaberg North SS, Oakwood SS, Moore Park SS, Gooburrum SS, South Kolan SS, Yandaran SS, Avondale SS.
Significant community partnerships:	Bundaberg Regional Youth Hub (BRYH) – Industry Reference Group and Operational Group.
Unique school programs:	nil



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and two deputy principals
 - Seven Heads of Department (HOD), Head of Special Education (HOSE), two guidance officers and a master teacher
 - 26 teachers and six teacher aides
 - 27 students
 - Business Services Manager (BSM), three administration officers, school nurse, chaplain and four ancillary staff
 - Parents and Citizens' Association (P&C) treasurer , tuckshop convenor and three parents
 - Two principals of partner primary schools
 - Aunty Alice Long, Indigenous Elder
 - Three community partner representatives

1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Cameron Hodges	Peer reviewer
Graeme Hall	External reviewer



2. Executive summary

2.1 Key findings

- The school leadership team is driving a rigorous improvement agenda.

The school leadership team has a plan on how to enact the improvement agenda. The improvement agenda responds to areas in need of development and explicit targets have been set to align with this agenda.

Whole-school targets have informed faculty plans. Strategies have been developed to achieve attendance targets. There has been improvement over the last 12 months in a range of school targets. The pace of change to achieve this has impacted upon the energy of staff.

- The school has set clear targets for performance in key areas and the cyclical nature of the whole-school data plan allows for the improvements to be measured over time.

The school leadership team work within the administration team and with key teams on reviewing the school's achievement data within their areas of responsibility. Time has not yet been set aside for in-depth staff discussions on achievement data and the strategies utilised for the continuous improvement of student outcomes.

- The sharing and showcasing of best practice are becoming embedded in the professional life of the school.

Opportunities are provided for teaching staff to undertake leadership roles beyond the classroom, particularly in teams with responsibility for developing the pedagogical capacity across the school. In the Professional Learning Community (PLC) meetings there is an emphasis on teaching strategies for improving student learning and on the shared analysis of student outcomes from utilising these strategies.

- The school provides opportunities for meaningful observation and feedback as means for improving specific pedagogical practices.

Key staff members have designated roles as literacy and numeracy coaches, and a master teacher, with the responsibility for mentoring and supporting teaching staff in the ongoing development of pedagogical skills in the school's priority areas.

- A teaching framework providing teaching staff with a common language to discuss student progress, knowledge and skills is established.

Professional Development (PD) regarding differentiation strategies aligned with the school's teaching framework, including the reflection and consolidation of new skills is yet to be fully developed.



2.2 Key improvement strategies

- Monitor the pace of change to enact the consolidation of the initiatives undertaken and celebrate the success of these initiatives across the school community.
- Identify commendable practices and data improvements by individual faculties and teaching staff so that these can be shared, celebrated and adopted.
- Develop and implement a consistent structure for teacher data reflection and faculty review with line managers to improve line of sight.
- Continue to refine and embed the collegial mentoring, observation and feedback processes that have been initiated.
- Continue to provide teaching staff with specific PD aligned with the school's teaching framework that supports differentiation in the classroom.
- Develop an implementation strategy that incorporates opportunities for teaching staff to reflect, consolidate and celebrate the successful implementation of new effective teaching strategies and share these through the PLC.