

Bundaberg State High School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 1041 Bundaberg 4670
Phone	(07) 4154 5333
Fax	(07) 4154 5300
Email	the.principal@bundabergshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Karen McCord



Karen McCord
Principal



Rick Dallas
Deputy Principal



Chris Gill
Deputy Principal



Desley Kirby
Deputy Principal



Nancy Paterson
Deputy Principal
(Acting)



Norelle Kasberger
H.O.S.E.S
(Acting)

Principal's Foreword

Introduction

Bundaberg State High School is proud of our achievements in 2014. Our School can be proud of continuing on our journey of working constantly and consistently with our students to ensure they achieve success. This report summarises our progress in delivering successful student outcomes across our various agendas.

Our faculties of Arts, Business Education, English, Health and Physical Education, Home Economics, Information Technology, Industrial Technology and Design, LOTE and Social Sciences, Mathematics, Science, and Special Education have all contributed to this report. In addition, our Library, Pathways, Sport, and Student Services programs also highlight their outcomes. We are proud of many 2014 outcomes, however of most note are:

- An above 90% attendance rate by our students
- A 15% improvement between 2011 and 2014 in retention - moving up from 70% to 85%
- 343 students achieved a Certificate I, II or III or above and 13% of Year 12's achieved a Certificate III
- 98% of students achieving a VET, QCE, or QCIA qualification
- Outstanding results in our School Opinion Survey from parents, student and staff

School Progress towards its Goals in 2014

Our AIP priorities for 2014 centred on continuing to improve literacy and numeracy for all students, a focus on Teaching and Learning through the ASOT agenda, and maintaining the exceptional attendance rates we worked hard to achieve in recent years. A school wide maintenance of facilities agenda has seen our school transformed and we are proud of our ongoing commitment to providing our students a stimulating learning environment.

We have completed implementation of National Curriculum in English, Maths and Science. National Curriculum in History was developed for implementation in 2014 and other curricula is being developed as in other subject areas as more National Curriculum documents come on line. The commitment to ongoing development of Teaching and Learning in 2014, was supported through the mentor program which allows staff to work with school coaches in consistent literacy and numeracy delivery.

Future Outlook

The priorities for our next 3 years are organised through the fields of Successful Learners, Engaged Partners, Great People, with High Standards underpinning all we do.

Successful Learners

- Implement the Australian Curriculum
- Key literacy and numeracy improvement strategies
- Differentiation strategies
- Senior Performance Targets

Great People

- Implement performance reviews for all staff (e.g. DPF)
- Learning and Wellbeing Framework
- Further Develop and enact ASoT as our pedagogical framework

Engaged Partners

- Getting Ready For Secondary School
- Parent and Community Engagement Framework

High Standards

- T&L Audit priorities
- Discipline Audit priorities
- Internal Audit priorities
- Opinion Survey priorities

Faculty Reports and Achievements

Business Education

Business Education – “Skilling for the Future”. In 2014 the focus was the continued development of our programs to ensure that students who complete Business subjects have the opportunity to gain the skills required to function effectively in today’s technological world. There was a strong growth in all Business classes in 2014 which was pleasing to see. Years 11 and 12 Retail students had hands-on experience working in the School Uniform shop during each of their lessons.

Year 9 Business classes as part of their studies competed in the Buy Smart Competition 2014. Year 10 students had opportunities to gain valuable information on financial literacy and personal budgeting from visiting speakers and competing in the ASX Share Market Game.

Planning for 2015 was well underway with the introduction of Business into Years 7 and 8 whereby all students will study this program. This will provide a great foundation and insight into Business for the student’s future years of schooling.

Elearning and Information Technologies

2014 was a transition year for the use of technologies in school, as we prepared to move from having only school-provided devices to a mixture of school-owned and privately-owned devices.

There continued to be money spent on devices used within the school, especially as Year 7 students began their schooling here. The intention is for students to have access to devices which will assist them in their learning.

B.Y.O.D. (Bring Your Own Device): From the beginning of 2015, students were able to bring a device of their own to school which will then be able to connect to the internet to access learning resources, found within the Learning Place, a safe and secure environment, accessible from anywhere in the world, at any time. Advice regarding these devices can be found on the school website or by contacting the school.

English

2014 saw continuing success for students in many arenas and this is reflected in the improvements in results across all year levels. Many students represented the school in writing, public speaking and Optiminds competitions under the expert guidance of our talented and passionate teachers, achieving wins or placings to go on to further represent both our school and the district.

The dedication of English staff is to be acknowledged and commended as a contributing factor to the success of our students. The continued focus of literacy and grammar became an explicit expectation school wide; the desire to enhance and ensure successful and positive student achievement being paramount.

Health and Physical Education

In 2014, the Health and Physical Education Department continued to change and evolve to meet the needs of our students. The continued implementation of the Senior Physical Education syllabus over Years 11 and 12 remained a strong focus. The consistent mapped approach ensured that the Junior HPE units complemented and supported the students’ success into the Senior years and created ease for the students throughout their subject selection process. The students continued utilizing a variety of technology, including data projectors, laptops, iPads and smart phones.

Senior Recreation Studies adopted a new camp in 2014 for all students. The camp focused on team-building activities which challenged the students’ communication and problem solving skills. Activities included high ropes, alpine rescue, catapults, leadership activities and other fun events including a night time pool party and body boarding. The students enjoyed this opportunity and it allowed them to connect and develop deeper friendships with other students as they transitioned into senior schooling.

The new National Curriculum model and initiatives were implemented in the Year 10 program allowing students to develop a greater focus on personal safety and personal wellbeing issues while participating in life-long recreational and sporting activities.

The continuation of the Sports Excellence programs in Soccer, Touch, Rugby League and Netball, has seen an increase in the popularity and engagement of HPE across many classes. These programs allow students an opportunity to advance their sport specific skills and in turn play at a more advanced level while also aiding selection in representative teams.

The beginning of 2015 has seen exciting changes to the Health and Physical Education subject as Bundaberg State High School welcomed the Year 7's into high school. This change was the main focus for the HPE department throughout the remainder of 2014 and into 2015 for readiness of the Junior Secondary model.

Home Economics

Throughout 2014, faculty staff continued to focus on teaching and learning and meeting curriculum requirements in order to cater to student's interests and abilities from Year 8 to Year 12. They incorporated the core learning priorities of literacy and numeracy in Home Economic subjects offered and analysed data and provided constructive feedback to students on how to improve their outcomes.

Home Economic subjects offered a wide range of learning experiences and incorporate skills and knowledge that ensured students experience success and develop employability skills. As a result, students participated actively in our curriculum offerings. Our programs provide quality options in authority and non-authority pathways with VET subjects proving popular with students seeking to fast-track their careers. Staff's high expectations are communicated to students and are evident in student work and performance.

Home Economics students participated in a range of practical activities. In practical cookery, students prepared and presented: Asian banquets, restaurants, coffee shops, soup kitchens, table d'hôte luncheons, café lunches, cake shops, bake sales, edible gift baskets, breakfast cookery, fruit kebabs and their own take home cookery.

In textile units studied, students have designed and created rag dolls, soft furnishings, clothing, tote bags, tea towel bags, pencil cases and soft toys.

In 2014, staff participated in a wide range of professional development. These opportunities enhanced the capability of our teachers and allow them to maintain currency, increase knowledge and develop the skills necessary to provide high quality training and learning experiences for students.

Staff and students continued to appreciate our Trade Training Centre facility upgrade.

Industrial Technology and Design

In 2014, the year started with reaching for the stars at the Australian Space Design Challenge attended by Jessica Fraser and Curtis Hooper. Our team was made up of students from Sheldon College, Australian Maths and Science College and Bundaberg State High School and won. Jessica was selected to be part of the Australian team to contest the 2014 International Space Settlement Design Challenge held at the Kennedy Space Centre. Jessica stated "it was the best" learning about living in space and returned with many international friends from NASA.

During May, our Year 9/10 STEM students took part in the Science and Engineering Challenge at CQ University. The competition was a success for our students winning some of minor events and coming runner up overall.

RACQ Maryborough Technology Challenge was again a success for our Human Powered Vehicle teams. We entered three teams and all gave their very best. Mr Greg Smith (coach) was proud of every student for doing their best over the 24-hours. The challenge also incorporated the Queensland state finals of the CO2 Dragsters. Congratulations to Ben Kruger, Corey Richter and William Howard who excelled in their divisions. Congratulations to teachers Mr Merv Howard, Mr Dave Knight and Teacher Aide Ms Lychelle Smith who were successful in winning Queensland state honours in the teacher's division. Next in the CO2 dragsters series was the National finals held in South Australia supported by DATTA SA and Wirreanda High School. Congratulations

to Ben Kruger, Blake O’Keeffe 2nd and 3rd and Kyle Mills 2nd in his division. National honours to Mr Jason Carlile (2nd) Teachers and Ms Lychelle Smith (1st show and shine).

International Students

As most of you are already aware, Bundaberg State High School is accredited to educate International Students. These students approach Education Queensland International, view our profile page on the website and then choose a school in Queensland where they would like to study. Bundaberg State High School is quickly becoming a popular destination! Students stay anywhere from 3 months to 5 years – depending on which program of study they choose. Our longer term International students also have the choice of further study at TAFE or Uni.

During 2014, we had an increase in numbers hosting students from Indonesia, Italy, Germany, Norway, Japan, Papua New Guinea, Brazil and the UK. We also hosted 2 exchange students – one from Belgium and one from Denmark.

The cross cultural experience for both our International students and our local students is one which is memorable for a long time to come.

LOTE/Social Science

2014 was a very busy year for staff and students in the Social Science/LOTE faculty with a continued emphasis on delivering engaging activities and experiences. Highlights included:

- Visits to Bundaberg and weeklong home stays by each of our Japanese sister schools which saw our visitors engaged in the full range of Bundy High experiences and visits to local attractions. This will be continued next year with even larger groups expected.
- Hosting the Principal of Shijonawate High School in Osaka and his wife for a weekend and giving them a good overview of the area and its industries and attractions. In December, we had a wonderful time meeting them again when we visited Japan.
- Having 21 students along with staff visit with both our sister schools in Tokyo and Osaka from 28 November to 12 December. They will also visited Disneyland, Mt Fuji, Hiroshima and many other tourist attractions.
- Continuation of Mandarin as another LOTE in Year 8. The signing of a sister school agreement with two Chinese High schools means we are looking forward to hosting exchange groups in the future. Following Mrs McCord’s trip to China we are hoping to expand our offerings of Mandarin to also include Years 7 and 9 in the future.
- Outstanding results in senior Japanese with students achieving VHA 10 and similar results for each of the last four years. In 2014 over 60% of students achieved a VHA at exit so they and their teachers are to be congratulated on their great work.
- Year 8 students studying German had a wide and varied range of activities including crafts, food and cultural exercises and have produced some great work. All the LOTE staff were keenly looking forward to moving back in to the revamped T Block with its modern facilities and flexible spaces.
- Similar results across other Social Science subjects with students represented heavily in the top bands and their work being selected as exemplars for other schools to study. This was particularly evident in Ancient History with 17 students achieving a VHA and two of those achieving a VHA10 - the top result possible. Similar results across all senior subjects show the commitment to excellence by students and staff.
- Year 8 students undertook a full day excursion to study local geography and landforms during Term 3 in collaboration with Science in a joint field trip. They obviously enjoyed the day and produced some excellent reports.
- Senior Geography classes undertook a full-day excursion to Woodgate Beach to study the impacts of possible sea level rises and increasing urbanisation on the settlement. Students then had to propose possible solutions to the competing demands on development and write a formal report on same.
- The continued roll out of the National Curriculum in History in Years 8, 9 and 10 was very successful with both staff and students commenting favourably on the course work, assessment tasks and real life applications of the research skills and historical understandings. From 2015 all students in Years 8 and 9 will study History and Year 10’s can choose to study History for the full year as a lead in to Senior History.

- In collaboration with Macquarie University and The Bill Gates Foundation Year 10 students were offered the opportunity to enrol in "Big History" - a course that looks at the entire history of the Earth from The Big Bang to the Future. Bundaberg High is one of only ten schools in the state to be chosen to participate in this entertaining and innovative course. Ms Gorlick was able to attend two seminars in Sydney and continue her involvement through webinars and on line seminars. Students thoroughly enjoyed the course and its delivery model and produced some outstanding research work. The course is being expanded in 2015.
- Staff and students were highly committed to a range of social justice issues with involvement in activities such as: Red Shield Appeal, Relay for Life, Big Cuppa Morning Tea, Daffodil Day, Bandana Day, ANZAC Day etc. They are to be commended for their commitment to these causes.
- Planning was finalised for the Year 7's joining us for 2015.

Library

2014 was another busy year in the Library, with students and staff continuing to read widely and use a range of other resources. The challenge was preparing for the arrival of Year 7 students, both in regards to curriculum resourcing and providing a range of suitable fiction. In other year levels, student interest in fiction remained high, especially as wide-reading tasks are embedded in all areas of English, but we have also seen students borrow a range of magazines, graphic novels and other items.

Mathematics

2014 was another successful year for the Mathematics department at Bundaberg State High School. Teachers continued to refine and work on the Australian Curriculum in Mathematics and the incorporation of a variety of strategies to assist students with basic numeracy and problem-solving skills supporting a diverse range of students. They also worked with the ASoT framework to develop and refine their teaching practice.

There were many highlights throughout 2014 with a number of students achieving individual success. 191 students participated in the Australian Mathematics Competition, with fourteen students achieving Distinction awards. One student also achieved a High Distinction, a rare honour in the competition. A large number of other students received Credit awards. The school also performed well in team competitions. The Mathematics department entered a total of 18 teams in the Maths Team Challenge, winning the Year 10 Intermediate division. Teams placed well in the two other divisions of the competition. Two teams were entered in the QAMT Year 8 Quiz, with our best team placing sixth in a very close competition.

The Mathematics department continued to use the Mathletics Program to cater for individual student needs and support students in their learning. The department incorporated the use of new technology, including new graphics calculators, across all year levels in class and assessment.

Pathways Officer

Many students participated in work experience and structured work placement programs in hospitality, automotive, childcare, carpentry/building, medical, plumbing, veterinary, teaching, retail, hairdressing and office administration just to mention a few.

In 2014, 268 students from Bundaberg State High School were placed into local Bundaberg businesses for work experience or structured workplace learning.

There were 36 school-based traineeships and apprenticeships with many more students gaining casual, after school/weekend jobs. This venture has led to many students learning how to write great cover letters, resumes and preparing for job interviews.

The Pathways Department is involved in working with students in Years 10, 11 and 12 helping students to source employment, work experience, structured workplace learning and school-based traineeships/apprenticeships. They also work with the Learning Support Department, Jets Program, Wide Bay TAFE and Indigenous students from Years 10 to 12.

We were extremely grateful to those businesses that accepted, trained and gave feedback on our students. Without their generosity, the work experience program could not be run.

Science

During 2014, the Bundaberg State High School Science Department continued to implement the Year 8, 9 and 10 national curriculum programs while planning the implementation of the Year 7 curriculum for 2015.

To support the implementation of the Year 7 curriculum we continued to build our technology and laboratory resources to support National Curriculum programs. Students in Year 8 had the opportunity to enjoy interactive experiences including a presentation entitled *Case of Conspiracy: Forensics* and visiting numerous sites as geologists in a joint science and geography excursion. Year 9 students also participated in a field trip to examine the ecology of local areas including the rocky foreshore. In the senior school, students also continued their subject based excursions with trips to Dreamworld, Eurimbula and the CQU forensics crash site. The response by students to excursions conducted was positive with students applying the knowledge and skills obtained during their excursions to their assessment.

Looking ahead, the Bundaberg State High School Science Department will continue to plan for the Year 7's who joined our school in 2015 and also the continuation of the Bundaberg Regional Schools Science Fair.

Sport

The Bundaberg State High sporting calendar once again provided students with numerous opportunities to participate in a variety of sports conducted within the conventional District, Regional and State school sport structure. The summer and winter sporting fixtures resulted in the school winning 7 premierships across 14 different sports; with 102 Bundaberg State High School students representing the Bundaberg District and 60 going on to represent Wide Bay. Six students reached the pinnacle in their chosen sport, gaining selection in the Queensland team to compete at the National titles. In addition to competing against local schools, Bundaberg State High School also competed in a range of both State and National competitions. Highlights from 2014 include:

- The school Athletics team placed 2nd in both the Junior and Senior divisions at the Inter-school carnival with 6 individual age champions.
- The school Rowing team achieved 3rd place at the annual Head of the River Regatta and also claimed 2 Bronze and 1 Silver medal at the State Titles.
- 3 teams attended the All Schools Touch competition in Brisbane with the Open Mixed team placing in the Top 8.
- 13's Rugby League won the local competition.
- 14's Rugby League won the local competition and were Wide Bay Champions.
- 15's Rugby League won the local competition and were Wide Bay Runner's- Up.
- Vicki Wilson Netball team - State Finalists (Top 16 from 175 teams).
- 17 BSHS teams competed in the Interschool Cross Country.

Student Services/Support

In 2014, Student Services continued to provide significant support to staff, students and parents through various support programs including:

- Chaplaincy Program (delivered by two chaplains) - Daily Breakfast Club (feeding up to 60 students a day), NO Limits and Unlimited Programs, Self Esteem Programs (A2B, Girl Talk & Catwalk), Peer Skills Program, Random Acts of Kindness Program, involved in Leadership camps and Year 8 camp, Love Bites, Christian Support group and Prayer Group.
- School Based Police Officer/School Health Nurse/Youth Support Coordinator - Anti Bullying Programs (victims and perpetrators), Anger Management Programs, information and support, Year 8 and 10 Immunisation Programs, Party Safe Programs, Safe Night Out program, Drug and Alcohol Awareness Programs, Love Bites and Mental Health Week activities.
- Indigenous Support - 'Dare to Lead' and 'Partners for Success' Programs supporting Indigenous students, Love Bites, Year 6 and 7 transition to high school for Indigenous students, Health Programs, Team Up, Pathways for Year 12 students, NAIDOC Week celebrations, Rick Rosser visit, QATSIF, Indigenous Youth Sports Program, Badi Athu Indigenous access for Year 10-12 students at university, Year 12 celebrations and a variety of assessment support for indigenous students.

- Other programs include: Work Skills Programs, Docudrama, Pathway Program and a Tertiary Awareness Program in partnership with CQU.

Student Services is also heavily involved in the individual case management of 'at risk' students and associated programs to support these students and is also responsible for the administration of first-aid and medication within the school.

The Arts

In 2014, The Arts Department continued to develop and implement an array of engaging learning opportunities and experiences for our students throughout all subject areas. Various outcomes and achievements for 2014 were evident within the school community, local community and at state level with students receiving recognition for various 'Arts' activities.

Achievements include:

- "Aladdin. The Rock Pantomime" Biannual school musical that involved over 100 students as cast, musicians, backstage crew, set and prop designers and creators.
- Five students selected / attended the 2014 State Honours Ensemble Program.
- Public performances by the Concert Band & String Ensemble, including Bundaberg Eisteddfod, 2014 Fanfare, Bundaberg Multi-Cultural 3 Day Festival Workshop and performances.
- Two senior Visual Art students had work selected for the Creative Generations Exhibition.
- Large selection of student art work displayed at the 'Emerge' Combined Schools Exhibition.
- Drama students attended simulcast performance of "Black Diggers" with follow up drama workshop conducted by the Queensland Theatre Company.
- Senior Film, Television and New Media excursion to Sydney. Experiences included attending 7 Sunrise, tour of ABC and film locations from The Matrix and Superman Returns.

Renewal of School Facilities

- Acquisition of Barber Park and the PCYC to support the transition of Year 7 students to High School in 2015.
- Refurbishment of T and Q Blocks in preparation for Year 7 students including external areas.
- Installation of 4 additional classrooms as part of the Year 7 program.
- Completed security fencing around the perimeter of Barber Park and the PCYC.
- Relocation of Performing Arts to the PCYC.
- Repainting of numerous buildings.
- Refurbishment of a number of areas within the school grounds through an extensive maintenance program – O Block, Admin area.
- Continued the renewal of classroom furniture
- Replanting of native trees and shrubs around the school.

Special Education Program

The Special Education Program continued to provide specialised learning opportunities for students with disabilities (hearing, visual, physical, intellectual, speech language impairments and autistic spectrum disorder). During 2014, achievements have included:

- 9 students represented Bundaberg State High School at the District Cross Country.
- 4 students were selected to represent Bundaberg at the Wide Bay Cross Country competition in Bundaberg.
- 19 students represented Bundaberg State High School at the Bundaberg District Track and Field Competition.
- 12 students represented Bundaberg District at the Wide Bay Track and Field Competition

AWD Athlete of the Year: Amber Mabb

AWD Excellence Awards: Rheed McCracken, Amber Mabb, Ty Batchelor-Wenham

AWD Service Award: Ty Batchelor-Wenham, Tymone Robinson, Amber Mabb

Programs: As part of the transition process the Special Education Program partnered with the Tom Quinn Centre and offered 14 Year 11 and 12 students a range of off campus courses. It was highly successful and we look forward to continuing this partnership during 2015.

Senior students participated in a land care project that involved clearing weeds from a remnant piece of dry rainforest in the East Bundaberg area.

Senior Phase of Learning

2014 was another busy year for the senior students of Bundaberg State High School. The senior phase of learning involved providing students with a range of opportunities and pathways that were tailored to suit the individual. Students had opportunities to attend TAFE, CQ University, undertake a School-based Traineeship/Apprenticeship and participate in Work Experience/Structured Workplace Learning.

It was pleasing to see the 2013 Year 12 Destination Study results whereby the majority of students had either continued their studies at University or TAFE or are engaged in paid employment, whether it be part-time or full-time.

All Year 11 and 12 students had attended interviews with a member of the School Administration team to review their progress in terms of attendance and results over the previous semester/s, to provide an OP estimate based on their results to date and to discuss whether the student is on track to achieve the Queensland Certificate of Education (QCE). This proved to be an excellent process which students and staff both highly value.

Junior Secondary

During 2014 at Bundaberg State High School the Junior Secondary Schooling phase began in Year 8 and continues through to the end of Year 9. With the transition of Year 7 into high school in 2015 the Junior Secondary model incorporated Year's 7 through to 9. Junior Secondary ensured the bridge between primary and secondary school is safe, strong and consistent for all our students. At Bundaberg State High School our Junior Secondary school has a distinct identity within the school which includes an individual precinct and a Junior Secondary uniform.

Our philosophy around this important adolescent phase of development is founded on evidence-based research, which believes students should feel safe, valued and have a sense of belonging whilst at school. A key to achieving such a supportive environment is the development of strong relationships between students and their teachers. Bundaberg State High School Junior Secondary offered students a rich, engaging and differentiated curriculum in Years 7, 8 and 9, which allowed for successful individual student achievement and personal growth while facilitating a smooth transition to Senior Secondary.

In particular during 2014, we had seen the implementation and expansion of a range of new and existing school programs such as the Year 8/9 STEM (Science, Technology, Engineering, Maths) Program, the EXCEL extension programs which commenced in 2015, Year 5 enrichment programs, Incentive Days and various parent and student information evenings.

This strategic and coordinated approach to teaching and learning continues to inspire our next generation of leaders and productive citizens. As we embark on the challenges facing education in the 21st century we remain committed to providing quality education for today's world. With your help and support we look forward to partnering together to provide the best possible outcomes for your child in the world of school and beyond.

Involvement of Parents and Community Members

At Bundaberg State High School we are fortunate to have a quietly proactive, productive and supportive team of volunteers and employees who generously give their time and experience to support the staff, students, families and members of the wider school community to achieve the best possible outcomes for all.

One avenue of support is attendance at our monthly P & C meetings which are held at 7pm on the third Monday of each month in the Library. We pride ourselves on chairing our meetings in an encouraging, relaxed, informative and productive manner. Usually the meetings last an hour and ***all are welcome.***

The tuckshop is the primary source of income for the P & C. It would be remiss of me not to acknowledge and thank the team who keep the Tuckshop running - Pam, Gloria, Ann and our volunteers.

2014 monies raised have been used to fund the following:

Recurrent support:

Scholarships / bursaries	\$5,000
<i>(ten x \$500 from the 2015 Year 7 & 8 cohorts)</i>	
Chaplaincy Programs	\$5,000
Swimming Carnival	\$4,000
<i>(subsidised cost of pool entry)</i>	
School Representatives	\$3,000
<i>(individuals representing the school at a Regional, State or National level)</i>	
Academic & Cultural Enhancement Programs	\$6,000
Awards Night	\$500

Combined Capital Projects:

Outdoor furniture	\$15,000
Air-conditioning Q Block	\$15,000
Refrigerated water system	\$5,000
Music/Choir Uniforms	\$5,000

Program Resources:

Taiko Drums	\$5,000
Rowing machines	\$3,500 <i>(50% of machines for the BSHS Rowing Team)</i>
3 x laptops - P & C use	\$2,400

The P & C financially supported a range of initiatives to ensure that a maximum number of students, staff, families and volunteers benefit from the monies raised.

To cater for the additional enrolments during 2015 and to continue providing a safe and healthy workplace for our tuckshop team, we allocated funds for the repair, maintenance and upgrading of our tuckshop facilities.

Tuckshop:

Electronic cash registers	\$20,000
Coldroom	\$18,000
Pie warmer	\$1,000

If you have attended a meeting, helped out at a school sporting, cultural or academic event, provided your child with money to spend at the tuckshop, hosted an exchange student, supported fund raising ventures, made a donation of time, money or resources to the school, got your child/children to school each day—fed, dressed and prepared, then you are one of the many quietly proactive, productive and supportive members of the Bundaberg State High School community.

We applaud your generosity and look forward to your continued support.

Our 2014 P & C Executive: President, Tania Stevens, Vice President, Shane Symonds, Treasurer, Maurice Wilson, Secretary, Bronwyn Bonser.

Our 2015 P & C Executive: President, Tania Stevens, Vice-President Shane Symonds, Treasurer Renee Ginn, Secretary, Bronwyn Bonser.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1318	628	690	90%
2013	1357	651	706	91%
2014	1300	630	670	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

Bundaberg State High School is proud to be recognised as one of the oldest schools in Queensland and currently has a population of 1480 students (including Year 7 students who began this year – 2015) and 180 staff. The demographic characteristics of Bundaberg are truly represented within our School population; including an indigenous population in excess of 10%, a Special Education Program that accommodates over 140 students and a significant number of students who consistently excel academically, culturally and on the sporting field. In 2014, two of our Year 12 students received scholarships in excess of \$25,000. Our challenge as a school in a regional centre is to cater for the needs of not only our students but also the needs of our community and we continually strive to improve.

Bundaberg High School is an accredited International school, enrolling students from Europe, South America, Asia and New Guinea as fee paying students.

An Enrolment Management Plan was gazetted in 2006 to manage the popularity of Bundaberg State High School as a preferred location for secondary education.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7			
Year 8– Year 10	22	22	22
Year 11 – Year 12	19	19	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	274	253	313

Long Suspensions - 6 to 20 days	25	23	14
Exclusions [#]	4	4	5
Cancellations of Enrolment	10	11	18

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

- STEM (Science Technology Engineering and Mathematics)
- Manufacturing and Engineering Gateway School
- TAFE and University subjects (Starting University Now, Tertiary Aspiration program)
- Certificate II and III in Tourism
- Sport Excellence in Years 9 and 10
- Certificate 1 and II in Construction Program
- Certificate I and II in Retail
- Certificate III in Fitness
- Off campus programs in conjunction with North SHS, Kepnock SHS to ensure transition for "Students at risk"
- Social & Emotional Learning Programs
- Intervention programs (Learning Support and Gifted and Talented)
- Alternate programs for Years 8 and 9
- Students with Disabilities programs – especially in hearing impaired and visually impaired
- Visits by Authors and Poets.

Extra curricula activities

- NASA Space Design competition USA
- Academic competitions
- Technological competitions
- Public Speaking
- Music (Bands, Choral and Musical Production)
- The Arts (Drama Performances)
- Sport (Summer and Winter)
- Student Council (Junior and Senior)
- Awards Night
- Di Vinci Mathematics camp
- Maths Team Challenge
- Maths and English tutorials after school
- Leadership program
- F1 Cars in Schools
- Charity work and collections
- Peer mediators
- Ski Trip
- Chess
- Excursions
- Books in Homes project

How Information and Communication Technologies are used to assist learning

Bundaberg State High School offers our students access to a laptop hire program which many of our students choose to participate in. In 2015, BYOD also began. Many of our learning tools are based on an e – environment and our teaching staff choose to use various multimedia options as part of everyday teaching practice. Our school uses a web based storage option to enable student access to on line learning tools through the learning place. Our teachers provide many class resources through this on line option.

Social Climate

Bundaberg State High School has a student Responsible Behaviour Plan linked with clearly defined processes which monitor and modify negative behaviour and also identifies and acknowledges positive behaviour in students. Each year level is managed by a Year Level co-ordinator and a Deputy Principal who meet weekly with other support staff to monitor student well-being.

As part of our National Partnership Strategic agenda the school has embarked on implementing School Wide Positive Behaviour where positive behaviours are explicitly taught.

Student Services faculty has continued to provide significant support to staff, students and parents through various support programs including:

- The Phonics program to develop students' reading skills, lunchtime activities, assignment support, programs to support students with
- English as a second language, Literacy & Numeracy intervention.
- Chaplaincy program with the addition of an extra part – time chaplain, daily Breakfast Club feeding up to 60 students each time.
- Stepping Up, Self Esteem, and Prayer Group, Anti Bullying Programs (Victims and perpetrators), experiential learning programs.
- Providing health information and support, Year 8 and 10 Immunisation program, Mental Health week.
- 'Dare to Lead' and 'Partners for Success' programs supporting Indigenous students, Year 7 to Year 8 transition for Indigenous students, Health programs, Tertiary aspirations, Pathways – Year 12 students, NAIDOC Week celebrations, assessment support.
- Defensive driving programs, Anti-Bullying Program, Drug and Alcohol awareness. Driver Education, student morning pickup, work skills programs, drug & sex education, Docudrama, pathway program, bullying program and party safe programs, Tertiary Awareness
- Program with CQU, counselling.
- Individual case management of 'at risk' students, alternative programs, student health awareness education, First Aid/medication.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	87%
this is a good school (S2035)	97%	100%	90%
their child likes being at this school* (S2001)	91%	95%	91%
their child feels safe at this school* (S2002)	94%	100%	91%
their child's learning needs are being met at this school* (S2003)	97%	100%	85%
their child is making good progress at this school* (S2004)	91%	100%	87%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	94%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	85%
teachers at this school motivate their child to learn* (S2007)	89%	95%	81%
teachers at this school treat students fairly* (S2008)	86%	95%	78%
they can talk to their child's teachers about their concerns* (S2009)	94%	95%	89%
this school works with them to support their child's learning* (S2010)	97%	95%	86%
this school takes parents' opinions seriously* (S2011)	91%	88%	77%
student behaviour is well managed at this school* (S2012)	94%	84%	74%
this school looks for ways to improve* (S2013)	97%	95%	92%
this school is well maintained* (S2014)	97%	90%	92%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	95%	93%
they like being at their school* (S2036)	88%	86%	83%
they feel safe at their school* (S2037)	94%	94%	89%
their teachers motivate them to learn* (S2038)	94%	94%	87%
their teachers expect them to do their best* (S2039)	99%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	86%
teachers treat students fairly at their school* (S2041)	79%	79%	74%
they can talk to their teachers about their concerns* (S2042)	75%	76%	74%
their school takes students' opinions seriously* (S2043)	79%	74%	75%
student behaviour is well managed at their school* (S2044)	81%	77%	71%
their school looks for ways to improve* (S2045)	93%	92%	88%
their school is well maintained* (S2046)	95%	96%	85%
their school gives them opportunities to do interesting things* (S2047)	92%	89%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	97%
they feel that their school is a safe place in which to work (S2070)		100%	99%
they receive useful feedback about their work at their school (S2071)		86%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		97%	98%
student behaviour is well managed at their school (S2074)		97%	93%
staff are well supported at their school (S2075)		92%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school takes staff opinions seriously (S2076)		89%	92%
their school looks for ways to improve (S2077)		98%	99%
their school is well maintained (S2078)		95%	96%
their school gives them opportunities to do interesting things (S2079)		97%	91%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The P&C conducted monthly meetings during 2014 with many regular members attending. The meetings were held on the 3rd Monday of each month in the school's library. The P&C provided financial assistance to students representing the school at state sporting and cultural events. Staff and volunteers in the tuckshop provided lunches daily to students and staff. The Parents and Citizens Association gave a contribution of the below to the school, spent in the following way.

2014 monies raised have been used to fund the following:

Recurrent support:

Scholarships / bursaries	\$5,000
<i>(ten x \$500 from the 2015 Year 7 & 8 cohorts)</i>	
Chaplaincy Programs	\$5,000
Swimming Carnival	\$4,000
<i>(subsidised cost of pool entry)</i>	
School Representatives	\$3,000
<i>(individuals representing the school at a Regional, State or National level)</i>	
Academic & Cultural Enhancement Programs	\$6,000
Awards Night	\$500

Combined Capital Projects:

Outdoor furniture	\$15,000
Air-conditioning Q Block	\$15,000
Refrigerated water system	\$5,000
Music/Choir Uniforms	\$5,000

Program Resources:

Taiko Drums	\$5,000
Rowing machines	\$3,500 <i>(50% of machines for the BSHS Rowing Team)</i>
3 x laptops - P & C use	\$2,400

The P & C financially supported a range of initiatives to ensure that a maximum number of students, staff, families and volunteers benefit from the monies raised.

To cater for the additional enrolments during 2015 and to continue providing a safe and healthy workplace for our tuckshop team, we allocated funds for the repair, maintenance and upgrading of our tuckshop facilities.

Tuckshop:

Electronic cash registers	\$20,000
Coldroom	\$18,000
Pie warmer	\$1,000

Reducing the school's environmental footprint

To improve our environmental footprint we have applied for grants and installed Solar Panels. As well, staff are notified monthly of the consumption of power within the school. Students participate in environmental activities within the school, including Plant a Tree Day, Clean up Australia Day activities and the establishment of a vegetable garden and greenhouse.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	485,240	6,715
2012-2013	508,223	10,278
2013-2014	527,273	9,355

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

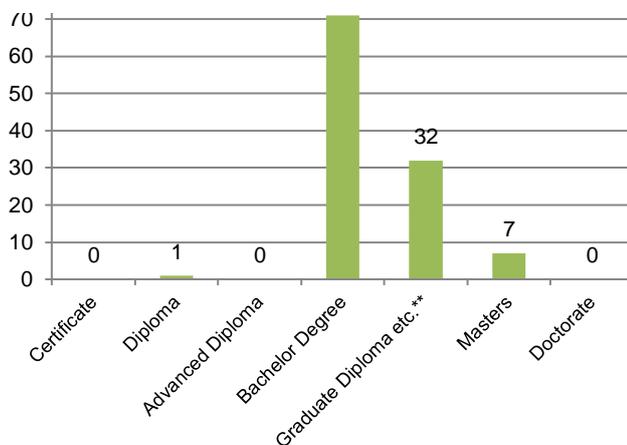
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	111	53	<5
Full-time equivalents	103	41	<5

Qualification of all teachers

Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	71
Graduate Diploma etc.**	32
Masters	7
Doctorate	0
Total	111



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$79,329.

The major professional development initiatives are as follows:

- ASoT Pedagogy training
- Literacy and Numeracy Workshop
- Whole School Training Essentials Skills for Classroom Management
- Profiling Training

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	89%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

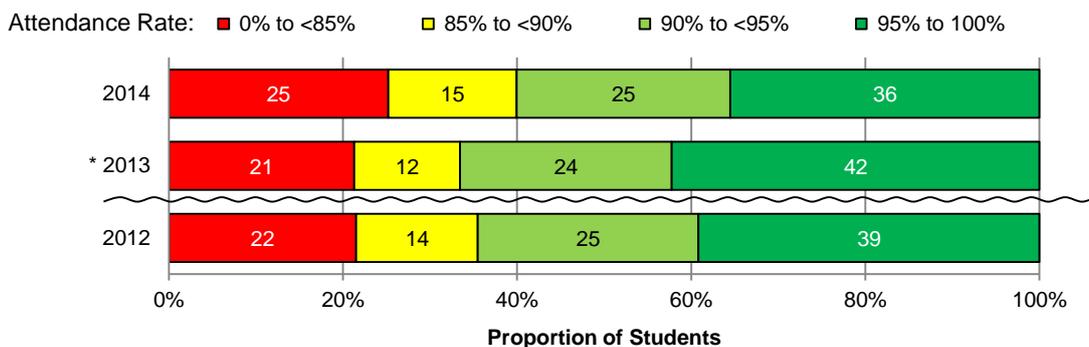
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								92%	89%	88%	91%	93%
2013								91%	91%	89%	90%	91%
2014								92%	88%	86%	88%	90%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Our Indigenous students continue to perform well across all areas. Their attendance, attainment, and retention have been consistent in recent years. We employ an Indigenous liaison counsellor who, along with our support services team, works to ensure our indigenous students have relationships built on trust and focus on personal achievement. Several of our Indigenous students are currently linked to University Scholarship programs.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	87%	85%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	213	238	211
Number of students awarded a Queensland Certificate of Individual Achievement.	7	11	9
Number of students receiving an Overall Position (OP)	81	101	84
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	28	22	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	189	230	205
Number of students awarded an Australian Qualification Framework Certificate II or above.	100	136	125

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	161	179	178
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	69%	80%	68%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	97%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	95%	96%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	7	22	27	24	1
2013	10	32	39	16	4
2014	9	20	28	27	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	178	87	34
2013	219	129	20
2014	203	114	27

As at 19 February 2015. The above values exclude VISA students.

Students at Bundaberg State High School choose to study from a variety of Certificate courses. These include Retail Cert 2, Business, Information Technology, Hospitality, and Children's services.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 is varied. Many of our students who left Bundaberg State High School moved due to family relocation. In other cases, our students were offered apprenticeships, opportunities in retail, farming and hospitality sector, in addition to trades areas. Our Youth Support Coordinator worked closely with students at risk of disengaging in an attempt to keep students in school whenever possible.

