



Bundaberg State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Established in 1912, Bundaberg State High School is a comprehensive secondary school. Our vision is “*preparing the citizens of tomorrow*”. We pride ourselves on quality teaching and learning. We provide students with a range of options and opportunities to transition successfully from school into further education, training and work. This is critical to our reputation within the community. Through our structures, procedures and curriculum Bundaberg State High seeks to provide an educational environment and outcomes consistent with the needs and the interests of all students, parents, staff, and members of the wider school community. All outcomes, and the values implicit in them, are continually being evaluated in light of the aspirations of all who form the community of the school. Bundaberg High enjoys an excellent reputation for maintaining high standards in all activities and this is reflected in a range of academic, cultural and sporting successes over the years. Our next QSR is 2017.

Principal’s Foreword

Introduction

Bundaberg State High School is proud of our achievements in 2016. 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, Hospitality, Information Technology, Industrial Technology and Design, LOTE and Humanities, 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 2016 outcomes, however of most note are:

- An above 89% attendance rate by our students
- 99.1% QCE attainment overall with 100% Indigenous QCE attainment
- 100% VET certificate attainment in our Year 12 cohort

School Progress towards its goals in 2016

Our AIP priorities for 2016 centred on continuing to improve literacy and numeracy for all students through the success agenda and supported by I4S funding. Our key agenda within this framework was initiating our Whole School Reading Framework, with Rapid Reading as our signature reading support program. Our Junior and Secondary HUB structures allowed us to focus on knowing our students within our sub schools and provided a support team for student welfare. 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, Science and History and other curricula is being developed in other subject areas as more National Curriculum documents come on line. The commitment to ongoing development of Teaching and Learning in 2016, was supported through the Literacy and Numeracy coaching program which allows staff to work with school coaches to ensure consistent outcomes. The dedication of all our staff is to be acknowledged and commended as a contributing factor to the success of our students in all areas of curriculum and extra-curricular activities.

Future Outlook

The priorities for our next 12 months 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

INVESTING FOR SUCCESS

In 2016 BSHS received funding under the Investing for Success program which was used to:

- Continue to improve percentage of students at or above National Minimum Standard (NMS) in NAPLAN for Year 7 and Year 9 students in Reading and Numeracy. This year we aim for at least 98% above NMS in both areas.
- Continue to develop the performance of Upper 2 Band students in NAPLAN. 20% in Upper 2 Bands in Years 7 and 9.
- Aim for at least 90% A-C academic attainment in reporting across all subjects in all year levels.
- Implement a Whole School Reading Framework from Years 7 - 12.
- 100% Queensland Certificate of Education (QCE) / Queensland Certificate of Individual Achievement (QCIA).

Our initiatives included

- Professional development of staff in Reading strategies to enable delivery of Whole School Reading Framework from years 7 - 12.
- Implementation of the Rapid Reading Program with all identified students 7 - 9.
- Focused lessons for Literacy and Numeracy based on cohort / class / individual requirements.
- NAPLAN preparation program with Upper 2 Band students.
- Professional development of staff in teaching students how to demonstrate "what they know".
- Literacy and Numeracy coaches to work in classrooms with teachers.
- Coaching staff in providing feedback from observations of professional practice.
- Continuing to inform parents about how to support student's academic improvement.

Our school improved student outcomes by

- Providing coaches in Literacy / Numeracy to work with staff and classes and lead agendas.
- Engaging trained staff to deliver the Rapid Reading Program across Years 7 - 9.
- Upskilling staff in leadership and coaching conversations to provide relevant feedback following observation of professional classroom practice and delivery of Whole School Reading Framework.
- Upper 2 Band targeted Mathematics and Writing programs.
- Resources to deliver Rapid Reading, Whole School Reading Framework and intervention programs.
- Intervention programs for students at risk of disengaging / non completion of QCE.

BUSINESS EDUCATION

Business Education – "Skilling for the Future". In 2016 the focus has been 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 again in 2016. Years 11 and 12 Retail and Year 11 Vocational Workplace Practices students have had hands-on experience working in the School Uniform shop and the newly developed Café.

Our Café is now open on a fulltime basis with our very own qualified barista working our students. Commencing in Term 4, our café has had 15 Senior classes work through it for the first 6 weeks of the term, while during the final 4 weeks of term, every SEU Student has been working in the café. Students are gaining experience in such duties as; making drinks, customer service, handling money and workplace health and safety.

Our Junior students are developing the skills required to succeed in our Senior program. Our continued curriculum development is aimed at aligning our Junior curriculum with our Senior Curriculum.

ICT

We have made a large investment into our ICT programs during 2016. Robotics and Programming have become a major focus of our curriculum development as we begin aligning our ICT offerings with the National Curriculum. This has included our school's involvement in the QCAA 2016 Endorsement Curriculum Trial - Information Technology Systems and our key teachers involvement in Professional Development at learning and teaching seminars which also included visiting schools with Robotics and Programming embedded in their ICT curriculum. 2016 also saw the inclusion of a new Senior Subject, Information Communication Technology built around Robotics and Programming.

ENGLISH

For the English department, and the whole school, 2016 has been a year with a particular focus on implementing a Whole School Reading Framework. This has been a large commitment for the English faculty, students and staff with the implementation of fortnightly reading strategies across each year level in each subject, reading groups in years 7-9 visiting the library for scheduled lessons and the Rapid Reading program introduced in the Learning support area to assist students struggling to read competently.

Ensuring students are able to read and comprehend texts ensures they are able to function successfully in all other subjects and in the wider community and this will continue to be an explicit focus into next year.

Again, many of our senior students participated in a range of public speaking events, including Rostrum, Quota and Lions Voice of Youth, with success. Junior students also successfully represented the school in the Rostrum competition and we are aiming to improve the level of participation across the school in such events.

The dedication and guidance of English staff is to be commended as a contributing factor to the success of students in both curricular and non-curricular activities.

HEALTH AND PHYSICAL EDUCATION

In 2016, the Health and Physical Education Department has continued to change and evolve to meet the needs of our students. The continued implementation of the Senior Physical Education syllabus over Years 11 & 12 has 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.

Senior Recreation provided students the opportunity to participate in a variety of activities including snorkeling, coaching, gym and fitness activities, fishing and ten pin bowling. Highlights of the year were the trip to Wide Bay Cross Fit where Tyson and his team of instructors put the students through their paces, and the fishing trip to Walker's point for the Year 12 students. Although there weren't a huge number of keepers there were several stories that came back about Layton's 91cm Flathead which was successfully released back to the water after several photographs.

In Year 10 we continued the implementation of the elective program where students are given the choice of HPE, Recreation or Health. This has allowed students to develop a greater focus on where their senior education path will take them as well as investigate 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.

2016 has seen exciting changes to the Health and Physical Education Faculty as Bundaberg State High School has started preparation for the implementation of Aquatic Practices in 2017. This subject is offered to Year 11 students and covers course units such as boating, sustainable fisheries, oceanography, and water based activities. Health Education has also seen great success in its first year and students have received fantastic results from their course of study and have said the subject is interesting and the units create great debate amongst the classes.

The implementation of the Junior Secondary model and development of a new curriculum to align with the National Curriculum has given the students an opportunity to participate in a variety of sports and develop an understanding of many of the health related aspects involved in adolescents. With an exposure to a variety of sports including

athletics, touch football, AFL, soccer, netball, basketball, and many others, students are given the opportunity to improve their skills as well as build relationships and enjoy the practical side of schooling.

HOSPITALITY & CREATIVE INDUSTRIES

Throughout the year 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 7 to Year 12. They have incorporated the core learning priorities of literacy and numeracy in our subject offerings and have analysed data and provided constructive feedback to students on to how to improve their outcomes.

Hospitality and Creative Industries subjects offer a wide range of learning experiences and incorporate skills and knowledge that will ensure students experience success and develop employability skills. As a result, students have 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 with students participating in a range of practical activities. Our Junior curriculum is aligned with our Senior curriculum and has been developed to move students toward success in our Senior subjects.

Excursions and out of school training once again provide a valuable learning experience for our students. Our 2016 excursions included food tours, master classes and craft exhibitions at restaurants, cafés and markets across our state and have again proved popular learning experiences for our students. While work placement continues to play a significant role in the development of our Early Childhood students.

In 2016 staff participated in a wide range of professional development. These opportunities enhance 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 all of our students.

INDUSTRIAL TECHNOLOGY AND DESIGN

Designing 3D models using the latest Auto-desk software to prototyping and manufacturing using industry equipment, such as: 3D printers, laser cutters, computer numeric machines, plasma cutters and micro-routers in Design and Technology classes, is now becoming part of everyday life in our industrial arts programs in preparing our students for the future. Industrial Technology & Design covers many areas from Design, Make and Appraise in technology classes to Vocational (Trade) subjects such as: Building Construction, Engineering and Manufacturing Pathways / Technology.

Building Construction and Engineering with our continued partnership between Blue Dog Training and Bundaberg State High School has provided students with the latest training methods used in modern apprenticeships. Through this relationship it has enabled our students to reach their full potential with many students gaining full time employment in these trades.

Achievements for 2016:

CO2 Dragsters

Bundaberg State High School again congratulates William on his CO2 Dragster achievements in 2016. William represented our school at the state finals as part of the RACQ - Maryborough Technology Challenge and was first in his division, Technology and Engineering. He went on to the National Finals in Perth and again came first in Technology and Engineering with the first 3D printed dragster and again won **Outright National Champion**. William is the first student to win this National Competition two years running.

Human Powered Vehicle (HPV)

2016 was a fantastic year of racing, with the "Bundy High Hornets" smashing it at the RACQ Maryborough 24-hour HPV. Our school was fortunate to be able to enter 5 teams: two open boys and two open girls' teams along with one junior boys' team.

The field consisted of 141 teams from 47 different schools from all over Queensland, it was fast and furious. By the end of the day our teams had risen triumphantly to the best results ever recorded by our school.

Our open girls team had their efforts rewarded by winning second place in their category, the open boys have had their best ever result by finishing 7th in their category and 11th overall. Our second Open boys' team in one of our open wheeled bikes finished 67th overall beating many shell bikes from surrounding schools. Our second open girl's bike which had students from Yr. 7 - 12 finished in front of some well-known prestige teams in Queensland. Our junior boys' team did our school proud by completing the 24 hours without failure.

This race ended the most successful year this school has had to date, with multiple wins throughout the year with our girls winning first place at the Gold Coast in May. Both our senior boys and senior girls teams were rewarded with the Best Pit Crew award at the Willowbank race in July. At the Benaraby raceway event, our girls again won first position and our senior boys for the first time were awarded 3rd in category.

The Bundy High Hornets students and staff are very grateful to the many helpers and supporters of our racing ventures, without their support and efforts these events would not be possible.

This dynamic team of teachers, coaches and students have had a great experience this year in participating in all three major events: Gladstone Technology Challenge, (8 hours) Gold Coast (8 hours) and the finally RACQ Maryborough Technology Challenge (24 hours)

It's been a wonderful year thanks to a dedicated staff and great students.

INTERNATIONAL STUDENTS

Bundaberg State High School is an accredited Education Qld International (EQI) school. Overseas students approach EQI, view our profile page on the website and choose a Queensland school they would like to study. Bundaberg State High School has become a popular destination. Students stay anywhere from 3 months to 5 years – depending on the program of study they choose. Our longer term International students also have the choice of further study at TAFE or Uni.

2016 saw the program increase in numbers with 18 students being hosted from Vietnam, Italy, Germany, Norway, Japan, Papua New Guinea, the Solomon Islands and again from Finland and England.

In 2016 we welcomed a Short Term Study Tour from Kashiwa Minami State High School in July with 21 students from Year 11 visit for an eleven night experience. Students were hosted by Homestay Families from the school community and engaged in classes at school to experience Australian culture and education. This was the first tour welcomed and was such a success the school intends to return again in 2017 to enjoy the culture and educational experience again.

The cross cultural experience for our International students, local students, their families and our broader school community is a memorable one. Most students and families keep in touch long after they return home and form lifelong friendships. Students live with Homestay Families from both the school and Bundaberg Community. They are welcomed as a member of the family into a warm and caring home where they can be supported with their education and social outings, sporting activities and friendship groups.

LOTE/SOCIAL SCIENCE

Japanese

A group of 23 students and staff experienced a very enjoyable and educational trip to Japan in December, 2016, visiting our two sister schools in Tokyo and Osaka as well as seeing many of the key historical and cultural sights of Japan. The group were awestruck with the views of Mt Fuji, the castles of Kyoto, the temples and shrines in Tokyo as well as the Peace Memorial in Hiroshima.

Shijonawate Senior High School visited us in March for a ten day stay where students got to experience many of the typical Australian activities with their homestay families and attended BSHS for specialist lessons and the cultural exchange program. We are looking forward to their next visit in March 2017.

We also hosted a group from our other sister school from Tokyo in August where they too got a taste of the real Australian life and thoroughly enjoyed themselves. These visits give our students and host families an opportunity to build on their Japanese language proficiency and intercultural skills. Many made friends for life. Thanks to those families who were able to host our visitors and we look forward to more visits next year.

BSHS played host to the district Japanese Language competitions in Term 3 with many students from district primary and secondary schools participating in speaking, writing and communication competitions. A number of BSHS students were successful in the competitions – particularly in the art and craft sections and also the speaking competitions.

With the generous support of the P&C we have expanded the Taiko drumming group this year to enable students to learn this traditional Japanese instrument and the benefits of performing as a team. The group has now participated in a number of cultural events and also performed at the Regional Council event for visiting dignitaries. They are looking forward to expanding the group further in 2017 and having many more chances to perform.

During Terms 3 and 4 BSHS welcomed a visiting Japanese teaching assistant to work with our staff and students in the classrooms and to provide expert assistance for students in day to day immersion in the language. We are very pleased with the outcomes and hope to continue the program in 2017. We have also been fortunate to have three of last year's year 12 students come back and work as classroom assistants in the Japanese rooms throughout the year on their "gap" year. They proved to be invaluable assets to students and staff and we thank them for their time.

German

Year 9 students undertook a one day trip around Bundaberg with Frau Britz and Chappie Craig to visit a number of local tourist attractions. They then developed a range of teaching resources in German to inform visitors about these attractions.

A very excited group of Year 9 students travelled to Brisbane to experience "Oktoberfest" at the RNA grounds organised by the Goethe Institute. Students really enjoyed the traditional games and activities as well as German food and entertainment. This year we were able to include three of our international students who are studying German externally through BSDE in this trip as well and they too enjoyed the excursion.

Students have been involved each term in cooking activities including pancakes, Bratwurst, sauerkraut and embracing German Christmas activities.

We have been fortunate to have hosted a number of international exchange students from Germany and German speaking countries and they have met with our students to tell about their lives at home.

Chinese

We have been very fortunate to have been hosting a number of visiting Chinese assistant teachers throughout the year and everyone has loved having them in the room and have enjoyed interacting with them. We have already signed up for more visiting Chinese teachers in 2017 and look forward to many more fun activities.

Big History

BSHS has been one of only a few Qld schools selected to take part in the international program in cooperation with Macquarie University. Students study the whole gamut of Earth's history from the Big Bang to the present in this course sponsored by the Bill Gates foundation.

Teacher Miss Gorlick who started the program has left us to study in Tasmania and Mr Allen and Mr Sheriff rolled out the two Year 10 classes in 2016 and we look forward to even greater success.

Junior Social Science

The introduction of Year 7's into high school last year has been very well organised with students undertaking a semester each of Geography and History with the Semester 1 unit proving most enjoyable about ancient civilisations and artefacts. The research project they undertook in Term 4, looking at development opportunities in the region including a local excursion, came up with some innovative ideas.

Year 8 students undertook a combined full day excursion with Science where they looked at local sites for their geology, topography, land use and impacts and then wrote a report about these aspects. Students thoroughly enjoyed the trip and produced some outstanding reports.

Year 9 students have explored a number of topics in Modern Australian History and are currently doing a detailed study of the impact of WW1 on Australian identity and our world view.

Senior Social Science

Outstanding results across all subjects with many students achieving in the VHA and HA range is evidence of the interest shown by students and staff. This is particularly so in Year 12 where our students again performed very well.

Year 12 Legal Studies students really enjoyed a recent trip to Brisbane to see the Supreme Court (including two high profile murder cases), a number of interesting civil cases, a trip to University of Queensland to look at studying Law there in the future and a visit/tour of Parliament House.

LIBRARY

2016 has seen a change in Library staffing so a huge thanks to Mr Allen for his management of the Library in the past two years. He has now returned to the classroom full-time and Mr Shane Symonds has returned to his role as Teacher Librarian.

The introduction of the Whole School Reading Framework has meant that students from Years 7, 8 and 9 visit the Library once per fortnight to focus on a specific reading strategy. This has also allowed them the chance to browse the collection, share reading experiences and borrow. Developing an interest in reading and literature is also one of the objectives of the program so it has been great to see students interact with the resources.

All students now have access to the Clickview Library which is a collection of video resources available online. It operates in a similar fashion to YouTube, streaming the videos to the student on whatever device they use. Each student has a username and can access the material which has been designed to help them in their studies.

Together with access to their coursework on eLearn (the online elearning portal used by the school), this highlights the growing move towards the requirement for students to have some form of computer access at home. It need

not be a computer; it might be a tablet or phone. All of these can access the internet and this will become more important in the future.

Of course, it is not all about the internet! We have continued to see increases in student borrowing of novels, manga and graphic novels. The magazines continue to be popular and we are always after suggestions for new titles which might interest students. Chess remains popular and can be played anytime; there are also board games and puzzles for those not interested in reading!

We look forward to seeing everybody visit the Library during the next twelve months!

MATHEMATICS

2016 has seen the continuation of a number of our new initiatives from last year within the Mathematics Faculty at Bundaberg State High School. As part of our ongoing agenda to support a diverse range of students with basic numeracy and problem solving skills, the Faculty has continued to be involved in the Numeracy Success program. This involves the identification of prerequisite knowledge and key misconceptions that students may have that could be hindering their learning with the concepts taught in class. Students are exposed to Open Ended tasks that improve their problem solving and reasoning skills, a major component of the Australian Curriculum, while also targeting some of these misconceptions.

There have been many highlights throughout the year with a number of students achieving individual success. 146 students participated in the Australian Mathematics Competition in August across all year levels. Of those 4 students received High Distinctions, 18 received Distinctions and 49 received Credit awards for the competition. Of particular note was the efforts of Joshua in Year 8 who received a Prize Award in the competition for being in the top 0.3% of competitors, for the second year in a row. This allowed him to participate in the next Invitational round to compete against students from Year 7 to 10 during a 4 hour exam. The school also performed well in team competitions. The Mathematics department entered a total of 20 teams in the Maths Team Challenge, winning both the Senior (Year 11 and 12) and Year 8 competitions against very strong opponents. Our teams also placed second in the Junior Secondary event (Year 9 and 10) and we achieved a second place in the Year 8 competition. This is our best result in the competition for a number of years. Two teams were also entered in the QAMT Year 7/8 Quiz this year. Our teams placed third and fifth in the Bundaberg round, with our best placed team progressing to the regional final.

The Mathematics department has continued to use the Mathletics Program to cater for individual student needs and support students in their learning, and will investigate new ways to use the software more effectively.

The major challenge facing the Faculty for 2017 is the development of our new Senior Programs for the start of 2018.

The Mathematics faculty looks forward to building on our successes in 2016 and the exciting challenges and opportunities ahead in 2017.

PATHWAYS OFFICER

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

In 2016, 165 students from Bundaberg State High School were placed into local Bundaberg businesses for work experience or structured workplace learning.

65 students (Years 10-12) have 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 are extremely grateful to those businesses that have accepted, trained and given feedback on our students. Without their generosity, the work experience program could not be run.

SCIENCE

In 2016, the Science Faculty continued to provide a range of opportunities to students and staff to promote our vision "To create informed global citizens by inspiring and engaging with the wonders of Science." Several opportunities were provided to students in various year levels to engage in a range of activities. The Year commenced with the inaugural Heron Island Trip attended by 21 students and 3 staff.

In early February, Engineers Without Borders from UQ presented workshops to Year 9 students whilst late in February, 3 students had the opportunity to participate in the Dream Big Event at CQU. This was closely followed by the successful selection of Kiele for the Girl Power Camp in Brisbane and her establishment as BSHS Science ambassador.

On 12th March, 29 students, accompanied by three teachers attended the World Science Festival in Brisbane. Later in March, the Year 7s had the opportunity to attend a Starlab incursion and due to the popularity of this event, it was presented in August to Year 10s and feeder schools as well. The drive to inspire students continued and culminated in the Science Week; a whole week of activities followed by an Open day on 18th August which showcased various internal and external presenters. In addition to our students, the event was well attended by 4 feeder schools and all feedback indicated a massive success. The Science Showcase Open day will become a biannual event. More recently the Deadly Australians presentation wowed students with a display of dangerous animals.

At curriculum level the Excel program for Year 7s and 8s progressed well with excellent results and potential being displayed by these classes. In a joint Science/SOSE excursion students in Year 8 visited numerous geological sites while the Year 9s examined the ecology of local areas including the rocky foreshore. The senior school saw the continuation of subject based excursions with trips to Dream World, Eurimbula, local farms, Ginger Beer Factory and CQU. Students have continued to participate in ICAS tests and titration competitions. The Year 11 Chemistry cohort participated in the External Assessment Trial with outstanding results being achieved by Natalia and Zoe. The 10 Extension classes have been productive and have helped increase senior science enrolment numbers and enhance Year 11 results. 2016 has seen some of the best Year 12 results to date.

Staff have also embraced opportunities to complete Professional Development opportunities in various sectors and this has increased the aspirant pool. The highly accomplished David Austin retired in Semester 2 and has been replaced by a new Physics teacher Graham O'Shanesy.

Looking ahead, in 2017, the Faculty will strive to focus and prepare for the new senior curriculum for 2019. Scientific Literacy/Numeracy and using data to make informed decisions will be additional focuses. The promotion of our vision will be sustained and additional opportunities and links created.

SPORT

The Bundaberg State High sporting calendar has 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 saw 50 teams participate across both seasons resulting in the school winning 10 premierships.

Just over 120 Bundaberg SHS students represented Bundaberg District Teams with over 65 going on to represent Wide Bay and 12 students reaching the pinnacle in their chosen sport, gaining selection in the Queensland team across a wide range of individual and team sports. In addition to competing against local schools, Bundaberg SHS also competed in a range of both State and National competitions.

Highlights from 2016 include:

- The school Swimming team placed 3rd overall with 3 individual champions and 7 going on to represent Wide Bay
- The school Athletics team had 3 individual age champions and saw 11 students represent Wide Bay at the state titles
- 40 students represented Bundy High across the individual and teams cross country events
- The school Rowing team achieved 3rd place at the annual Head of the River Regatta and also achieved four top 8 performances at the Queensland Schools Championship Regatta
- The 13 years girls and 15 years boys All Schools Touch Football teams both placed in the top 10 of the QLD competition
- The HPV Squad competed in 4 events this year with our senior girls finishing top 5 in each event and senior boys achieving three top 10 performances

STUDENT SERVICES/SUPPORT

In 2016, Student Services has continued to provide significant support to staff, students and parents through various support programs including:

- Chaplaincy Program (delivered by two chaplains) - Daily Breakfast Club, NO Limits and Unlimited Programs, Betterman Program, Self Esteem Programs, involvement in Leadership camps and Year 8 camp, Christian Support Group, Prayer Group, lunchtime craft and mentoring services by Boom Youth
- School Based Police Officer/School based Youth Health Nurse/Youth Support Coordinator - Anti Bullying Programs (victims and perpetrators), Anger Management Programs, information and support, Year 8 and 9, Immunisation Programs, Deadly Choices Health Programs, Drug and Alcohol Awareness Programs and

- Mental Health Week activities, curriculum involvement with Healthy Relationships and Safer Sexual Health for young people, Harm Minimisation, Puberty, Growth and Development and Reproduction.
- Indigenous Support - Formation of an Indigenous Support team including local Elders, school staff and community members. Junior school excursion to Cherbourg and senior school excursion to Fraser Island. Year 6 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, Year 12 celebrations, Betterman Program, WYLD Projects, Clap Sticks, home visits, Indigenous Sport & Rec Committee, Deadly Choices Program, UQ Deadly Choices Leadership Camp, Japanese Exchange students and a variety of assessment support for indigenous students.
 - Guidance Officers - Work Skills Programs, Pathways Program, Tertiary Awareness Program in partnership with CQU and individual sessions with students.

Other programs include: Drumbeat, Life Skills, Brainstorm presentation and 'Jigsaw' presentation.

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

THE ARTS

In 2016, The Arts Department has 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 2016 are evident within the school community, local community and at state level with students receiving recognition for various 'Arts' activities.

Achievements include:

- 70 students participated in The Scene Project- Bundaberg facilitated by Queensland Theatre.
- Shaleigh was selected & performed with the Creative Generations On-Stage Orchestra at the Brisbane Entertainment Centre
- Five students selected / attended the 2015 State Honours Ensemble Program.
- Instrumental Music Winton/Longreach Outback Tour; including performances at Winton SS, Longreach SHS & Longreach SS
- "Brillantes" String Ensemble performed at the 2016 Regional Fanfare Finals
- Choir, String Ensemble and Concert Band performed at the 2016 Bundaberg Eisteddfod
- Choir workshop with Opera Queensland
- Large selection of student art work at the 'Emerge' Combined Schools Exhibition.
- Drama students attended a live theatre performance and participated in workshops conducted by Grin & Tonic.

SPECIAL EDUCATION PROGRAM

The Special Education Program has continued to provide specialised learning opportunities for students with disabilities (hearing, visual, physical, intellectual, speech language impairments and autistic spectrum condition).

This year, achievements have included:

- Three students represented Bundaberg State High School at the Wide Bay Cross Country
- Three students represented Bundaberg at the Wide Bay Cross Country
- Three students were part of the Queensland Para Table Tennis that participated in competitions on the Gold Coast

Para Athlete of the Year: Johnny

Para Excellence Awards: Cori, Nathaniel, Johnny, Nicholas, Zara

Table Tennis has become a favourite lunch time activity along with SEP Students being involved in the Inter-School Competition on Wednesday afternoons.

Programs: As part of the transition process, the Special Education Program has partnered with Endeavour, Epic and Bundaberg Businesses providing Work Experience for the Year 11 and 12 students. This has been highly successful and we look forward to continuing these partnerships in the coming year. Partnerships have been formed with Community groups such as EPIC Assist, IMPACT and STEPS Group Australia which will assist with student's transition from school to post-school pathways.

Senior students have also participated in the ASDAN program bronze and silver awards and QCIA and QCE.

Number of Students achieving a QCIA – 1

Nicholas

Number of Students achieving a QCE – 9

Shanese	Michael
James	Tahlya
Josh	Tiahna
Siara	Lachlan
Joanne	

Number of Students and the type of ASDAN Cert

Nicholas – Silver (pending moderation)
Lilly – Bronze
Nathaniel – Bronze (pending moderation)
Troy – Bronze (pending moderation)

SENIOR PHASE OF LEARNING

2016 has seen the formation of the Senior Hub whereby students have one-stop location for Year 10, 11 and 12 Year Level Co-ordinators and Heads of Department Senior Secondary. This change has proven to be effective to both teachers, students and parents. The Hub personnel are keen to improve on the inaugural year of implementation.

The senior phase of learning involves providing students with a range of opportunities and pathways that are tailored to suit the individual. Students have 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 2015 Year 12 Destination Study results whereby the majority of students have either continued their studies at University or TAFE or are engaged in paid employment, whether it be part-time or full-time.

Two students were been successful in gaining early entry offers through the University of the Sunshine Coast. The majority of students have been successful in gaining a Vocational Education qualification from either school, external provider or a school-based traineeship/ apprenticeship.

All Year 11 and 12 students 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 has proved to be an excellent process which students and staff both highly value. Again, majority of students exited 2016 with the QCE.

JUNIOR SECONDARY

2016 has been a year of consolidation across the Junior Secondary School as we continue to develop our knowledge and understanding of the needs of our Year 7 students, with this the second year in which Year 7 has been part of the secondary school landscape in Queensland. Our Junior Secondary (Years 7, 8 and 9) focus throughout 2016 has been on ensuring the bridge between primary and secondary school is safe, strong and consistent for all our students. This has been achieved through an age-appropriate education, and support for students' wellbeing as they transition into secondary schooling. BSHS Junior Secondary has a distinct identity, which includes a separate precinct, including a recently established Junior Secondary Hub, and a Junior Secondary uniform.

Our Junior Secondary philosophy is founded on evidence based research which surrounds the Middle Phase of Learning. We believe that students should feel safe, valued and have a sense of belonging while at school. A key to achieving such a supportive environment is the development of strong relationships between students and their teachers. With this in mind, we have ensured students have a reduced number of teachers which has strengthened relationships and improved the level of pastoral care, resulting in better educational outcomes for all students. At BSHS, throughout 2016, our Junior Secondary program has offered students a rich, engaging and differentiated curriculum in Years 7, 8 and 9 and this has allowed for successful individual student achievement and personal growth while facilitating a smooth transition to the Senior Secondary School.

As a way of supporting this philosophy and further enhancing the social and emotional needs of our junior school, this year has seen the introduction of the Junior Secondary Hub. Operating out of the old uniform shop in T-Block. The Hub is the first point of contact for all students in Years 7, 8 & 9 and their parents and carers. Students have access to office staff, who can assist with attendance, uniform and general enquiries, as well as their Year Level Coordinators and JS HODs. Situated within the JS precinct, students can access the resource, without entering the senior school, supporting our philosophy of students feeling safe, valued and having a sense of belonging.

Now in its second year the EXCEL (Enhancing Excellence in Curriculum, Extra-curricular & Leadership) Extension Programs in Year's 7 and 8 has continued to extend and enrich the academic needs of our upper two band students.



Once again the demand from students wishing to be part of the 2016 program far exceeded places available, with the class of 28 selected from over 70 applicants from primary schools across the district. The EXCEL Program is aimed at supporting students as they become increasingly responsible for their own learning. The program has encouraged students to be complex thinkers, active investigators, effective communicators and self-directed learners through engagement in authentic and meaningful learning opportunities, which are provided by the school. Evidence of the success of the EXCEL Program in achieving these aims was witnessed in the 2016 Australian Maths Competition (National and International Test) results, with 12 students, from the Year 8 EXCEL class, achieving either High Distinctions or Distinctions in the test, in comparison to 5 students from the same group the previous year.

Linked to our EXCEL Program in 2016 was the continuation of the Bundaberg State High School Junior Secondary Scholarships. The P&C Association generously offered 6 scholarships to Year 7 students attending Bundaberg State High School in 2016. These excellence scholarships reward outstanding students who have succeeded academically, are good role models to their peers and are strong across a range of disciplines including English, History, Geography, Maths and Science. Our scholarship recipients for 2016 came from 6 different primary schools from across the region.

Another feature of the middle school philosophy at BSHS is to identify and utilise the leadership qualities our students possess as a result of leadership positions within their primary schools. 2017 will see an expanded Junior Representative Council (JRC) lead by our 4 newly elected Junior Secondary Captains. A leadership position at BSHS is a great privilege with students elected to the Junior Representative Council (JRC) having the opportunity to lead the school community with a sense of pride and responsibility. The 50+ elected members have had the opportunity throughout the year to help guide peers through fundraising, awareness, team-building, sporting and recreational events. These leadership positions will give students the opportunity to showcase organisational and resilience skills. It was with great pleasure at the annual Awards Night at the end of 2016 that we were able to name Year 9 students Samantha, Katie, Ben and Henry as our Junior Secondary Captains for 2017.

Some new initiatives introduced into the junior school throughout 2016 included:

- New Year 7 playground equipment
- Year 7 participation in Gifted and Talented program at Meridan State College
- Year 8 participation in the Julie Arliss Academy Conferences for Gifted and Talented students at Kawana State College
- Year 7 & 8 participation in the \$20 BOSS program
- Year 8 Participation in the Hermitage Seed Program

With a range of new initiatives planned for next year there is little doubt that our Junior Secondary School will continue to go from strength to strength and build on the proud achievements of 2016.

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.

2016 monies raised have been used to fund the following:

Recurrent support:

Scholarships/bursaries <i>(ten x \$500 from the 2015 Year 7 & 8 cohorts)</i>	\$5,000
Chaplaincy Programs	\$5,000
Swimming Carnival <i>(subsidised cost of pool entry)</i>	\$4,000
School Representatives <i>(individuals representing the school at a Regional, State or National level)</i>	\$3,000
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 (50% of machines for the BSHS Rowing Team)	\$3,500
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 2016 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:

2 School Based Trainees

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.

EXTRA-CURRICULAR ACTIVITIES**Optiminds**

Our students received the honour of National winners in the junior science and engineering section in 2016. Three teams competed in Brisbane as regional winners across both senior and junior after participating in our local competition.

Constitutional Convention

BSHS was represented at the regional Constitutional Convention in Maryborough when Mr Allen and four Year 11 students participated. Year 12 student Jayden represented Queensland at the National Convention in Canberra in February and came back really excited by the experience.

ANZAC Day

ANZAC Day ceremonies within the school and community were well supported and students and staff are to be commended for their involvement. We had a record number of students participate in the town parade and ceremony and were officially represented at the Bargara Dawn service for the first time this year. Thank you to the students and staff who supported this worthwhile activity.

Fundraising

Red Shield Appeal to support the Salvation Army was again very well supported in Term 2

Relay for Life was also a great success with four teams of senior students representing BSHS. In 2016 we were able to include a number of our visiting international students in our teams and they certainly got something out of the experience. We raised a record amount for the Cancer Council through a trivia night, raffle and other fundraising. Well done to everyone involved.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1300	630	670	149	90%
2015*	1466	685	781	162	90%
2016	1462	707	755	163	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Bundaberg State High School is proud to be recognised as one of the oldest schools in Queensland and currently has a population of 1440 students and 189 staff. The demographic characteristics of Bundaberg are truly represented within our School population; including an indigenous population in excess of 12%, 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. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	21	21
Year 11 – Year 12	18	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include:

- EXCEL (Excellence in Curriculum, Extracurricular and Leadership)
- Manufacturing and Engineering Gateway School
- TAFE and University subjects (Starting University Now, Tertiary Aspiration program)
- Certificate II and III in Tourism
- Sports 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 Bundaberg 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.

Co-curricular 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/Rowing)
- 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

In 2016 Bundaberg State High School undertook a transition to a BYOD model. This transition has seen the increased use of technology in the classroom with both students and teachers equipped to access various online learning opportunities as well as the use of various programs, apps and other ICTs both at school and at home. The school also introduced an Equity program, which provides a school owned device for students who cannot afford to purchase their own.

Social Climate

Overview

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, Head of Junior/ Senior Secondary and a Deputy Principal who meet weekly with other support staff to monitor student well-being.

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

- Chaplaincy programs with the addition of an extra part – time chaplain including daily Breakfast Club feeding up to 60 students each time.
- No Limits, Unlimited, Mechanics program, Self Esteem, and Prayer Group, Anti Bullying Programs (Victims and perpetrators), experiential learning programs.
- Providing health information and support, Year 7 and 8 Immunisation program, Mental Health week.
- 'Deadly Choices' 'Deadly Dukes', 'Betterman', 'Better 2 Give', 'Solid Pathways' and 'WYLDE' 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.
- Anti-Bullying programs, Drug and Alcohol awareness, drug & sex education, bullying and party safe programs
- Counselling.
- Individual case management of 'at risk' students, student morning pickup, alternative programs, student health awareness education, First Aid/medication.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	97%	95%
this is a good school (S2035)	90%	95%	94%
their child likes being at this school* (S2001)	91%	92%	97%
their child feels safe at this school* (S2002)	91%	91%	97%
their child's learning needs are being met at this school* (S2003)	85%	94%	95%
their child is making good progress at this school* (S2004)	87%	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	94%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	90%	92%
teachers at this school motivate their child to learn* (S2007)	81%	90%	92%
teachers at this school treat students fairly* (S2008)	78%	93%	92%
they can talk to their child's teachers about their concerns* (S2009)	89%	95%	94%
this school works with them to support their child's learning* (S2010)	86%	89%	94%
this school takes parents' opinions seriously* (S2011)	77%	91%	89%
student behaviour is well managed at this school* (S2012)	74%	85%	91%
this school looks for ways to improve* (S2013)	92%	94%	98%
this school is well maintained* (S2014)	92%	97%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	95%	91%
they like being at their school* (S2036)	83%	94%	83%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	89%	95%	90%
their teachers motivate them to learn* (S2038)	87%	90%	88%
their teachers expect them to do their best* (S2039)	98%	99%	94%
their teachers provide them with useful feedback about their school work* (S2040)	86%	92%	83%
teachers treat students fairly at their school* (S2041)	74%	84%	73%
they can talk to their teachers about their concerns* (S2042)	74%	81%	75%
their school takes students' opinions seriously* (S2043)	75%	83%	65%
student behaviour is well managed at their school* (S2044)	71%	71%	71%
their school looks for ways to improve* (S2045)	88%	96%	85%
their school is well maintained* (S2046)	85%	93%	83%
their school gives them opportunities to do interesting things* (S2047)	89%	95%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	95%	89%
they feel that their school is a safe place in which to work (S2070)	99%	95%	92%
they receive useful feedback about their work at their school (S2071)	92%	88%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	85%	85%
students are encouraged to do their best at their school (S2072)	100%	96%	91%
students are treated fairly at their school (S2073)	98%	90%	87%
student behaviour is well managed at their school (S2074)	93%	79%	83%
staff are well supported at their school (S2075)	97%	81%	71%
their school takes staff opinions seriously (S2076)	92%	76%	66%
their school looks for ways to improve (S2077)	99%	96%	89%
their school is well maintained (S2078)	96%	86%	80%
their school gives them opportunities to do interesting things (S2079)	91%	94%	87%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

It was another successful year for the Bundaberg State High School P&C association. Some of the highlights of 2016 include:

- The continuity of our book keeper: It has made the job of treasurer much easier. Each month's reports allow us to see clearly all of the tuckshop sales and receipts, which enables us to see how best to improve the service.
- Trainees in the tuckshop: It was great to see two of our five school based trainees complete their traineeship. One student has continued in a paid position until the new trainees commence. There will be another three trainees in 2017 following the success of 2016.
- Bunnings Sausage Sizzles: July 2016- We raised \$1,100 for the Japanese trip. February 2017- We raised \$900 for the Human Powered Vehicle (HPV) teams. Each sausage sizzle had heaps of enthusiastic students.



and parents all volunteering their time to help raise much needed funds.

- P&C funded projects around the school: We donated a total of \$55,025 which included the refurbishment of the hall, including a new sound system, representative subsidies to numerous students for their outstanding achievements in being selected for sporting and cultural activities, Year 7 scholarships, the Swimming Carnival, the Gifted and Talented Program and the Chaplaincy program.
- Update of tuckshop employee forms: All tuckshop employees have a new current contract and job descriptions to help them perform their jobs more effectively. All staff completed a Food Safety Certificate for the commencement of 2017.
- Tuckshop: Pam and her staff have worked hard to have a very successful year which included a new menu.
- Guest speakers: Throughout the year we had many staff and community members come along to our monthly meetings to share their wealth of knowledge about various topics. All were very informative and gave us the opportunity to understand more about the school and the programs and projects that were being implemented at BSHS.

Respectful relationships programs

Our Respectful relationships program is delivered within and across subjects at BSHS. Our programs are underpinned by commercial programs such as Mind matters, Beyond Blue, Headspace and focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence. We work with students to encourage them to recognise, react and report when they, or others, are unsafe. Our Bust a Bully program enables reporting of bullies.

Our Student Services faculty support the school wide program with specialist delivery of target programs for selected students.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	313	446	468
Long Suspensions – 6 to 20 days	14	23	18
Exclusions	5	4	4
Cancellations of Enrolment	18	20	6

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

To improve our environmental footprint we have actively sought grants, including a successful grant that allowed us to install Solar Panels. Additionally, staff are notified monthly regarding the consumption of power within the school and are reminded to turn off lights, fans and air-conditioners when rooms are not being occupied to further reduce electricity usage. Students participate in environmental activities within the school, including 'Plant a Tree' Day, Clean Up Australia' Day and the establishment and maintenance of a vegetable garden and greenhouse.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	527,273	9,355
2014-2015	533,329	6,824

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	513,805	11,694

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	119	64	6
Full-time Equivalent	113	49	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate Diploma etc.**	27
Bachelor degree	78
Diploma	6
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$91,480.

The major professional development initiatives are as follows:

Reading Framework, Numeracy Success, Profiling, Beginning Teachers & Curriculum Development.

The proportion of the teaching staff involved in professional development activities during 2016 was 69%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	82%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

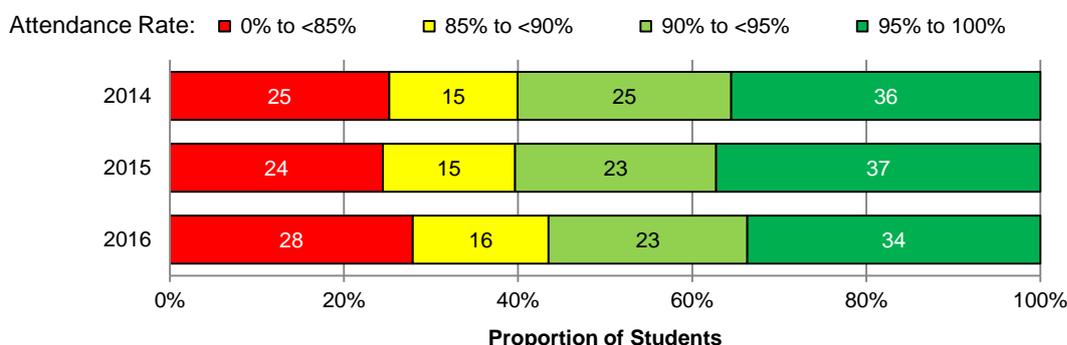
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	88%	86%	88%	90%
2015								91%	91%	89%	88%	88%	90%
2016								91%	88%	87%	86%	87%	88%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is recorded electronically 5 times per day, Form Class, Session 1, Session 2, Session 3 and Session 4.

For students who are absent or unexplained late for Form and the beginning of Session 1 a 'text message' is generated to the primary caregiver requesting a reason for the absence/lateness which allows them to respond to the 'text message'.

Roll marking by class teachers is monitored by the Junior and Senior HUBS which allows the Year Level Co-Ordinators to identify any individual class truancy throughout the school day/week and to follow up with appropriate disciplinary measures if applicable.

Additionally, fortnightly absentee letters are sent to caregivers listing days/periods of absence and requesting the reason/s.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	211	189	218
Number of students awarded a Queensland Certificate of Individual Achievement.	9	5	1
Number of students receiving an Overall Position (OP)	84	62	69
Percentage of Indigenous students receiving an Overall Position (OP)	27%	11%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	25	30
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	205	189	216
Number of students awarded an Australian Qualification Framework Certificate II or above.	126	127	151
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	178	181	216
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	68%	94%	100%
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.	68%	73%	78%
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.	98%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	94%	96%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	9	20	28	27	0
2015	4	19	22	14	3
2016	12	23	19	14	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	203	114	28
2015	184	117	17
2016	214	145	28

As at 3rd February 2017. The above values exclude VISA students.

Our VET staff, in conjunction with more than 22 external RTOs assisted students to gain qualifications across a broad range of courses. These included Hospitality, Information technology, Fitness and Manufacturing

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	72%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	65%	59%	69%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September. A quick link on the home page will open the document once available.

Early 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 the retail, farming and hospitality sectors, in addition to various trades areas. Our Youth Support Coordinator worked closely with students at risk of disengaging in an attempt to keep students in school whenever possible.

Conclusion

To be a school of excellence, we must have standards and high expectations and we must have teams of parents, staff and students to follow through on the expectations we set. Our student results are directly attributed to the relationships and engaged learning that happens in our classrooms each day. The pride we all feel when a young person's dreams come true as a result of the goals they set for themselves and the hard work and determination that follows is second to none. Students who in some way have added value to their school, in doing so have fulfilled personal goals. Thank you to each student whose efforts assist in ensuring BSHS maintains the great reputation we have in our community. Success doesn't just happen; it comes as a result of setting goals, planning actions to achieve the goals, sacrifice, and collaboration. Thank you to each member of our school community and most particularly, to our students for acknowledging that taking on personal responsibility does make a difference to your outcomes, as does making choices that impact positively on not only yourself and your families, but on your school and I thank all of you for being the young adults you are now, and will become as we complete your schooling journey together.

.We would be lost without our parent volunteers who each day do amazing things such as work in classrooms, coaching sport, or hosting our international students through our homestay program. We would be just as lost without our program providers such as PCYC and business partners who assist us each day to make a difference to the lives of our students. The ongoing feedback our students and staff receive from members of the community across the year is humbling as is the realisation of the depth we have in our academic, cultural and sporting talents.

Excellence is never an accident.
It is always the result of
high intention, sincere effort, and
intelligent execution;
it represents the wise choice of
many alternatives - choice,
not chance, determines your
destiny. ~ Aristotle