



Bundaberg State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 QSR takes place in 2018.

Principal’s Foreword

Introduction

Bundaberg State High School is proud of our achievements in 2017. 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 2017 outcomes, however of most note are:

- An above 89% attendance rate by our students
- 98.01% QCE attainment overall with 91% Indigenous QCE attainment
- 100% of Year 12 students who attended school and earned a QCE/QCIA/VET qualification
- 100% of Year 12 students achieved a Vocational certificate in at least one area
- 35% of our exiting OP eligible students received an A or B on the QCS test
- 74.2% of OP eligible students achieved an OP 1 to 15
- There were 121 Certificate II qualifications and 25 Certificate III qualifications awarded to Year 12 students
- 55 students of our Year 12 cohort who applied for QTAC placements on time with 49 students receiving offers of which 8 have deferred and 1 rejected their offer.

School Progress towards its goals in 2018

Our AIP priorities for 2017 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 continuing 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 2017, 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. We will finalise our 2018 – 2021 priorities as part of our QSR. At this point, we continue to

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

This year 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

Traditional Senior Business and Accounting classes continued to maintain the focus for a select group of students with an interest in business management, processes and accounting. Curriculum development in our Junior Program is showing an increased interest in Business amongst our Junior Secondary students. We again experienced growth in our Vocational Educational and Training (VET) offerings across Year 11 and 12.

The School Café continued to be an important focus for our VET students. Learning is focused on the production of quality products, improving customer service and financial management, while adhering to Workplace Health and Occupation policies and processors. Additional projects included the construction of sustainable gardens including a herb garden for use in the School’s Hospitality Faculty, Mother’s Day Plant Sale and Father’s Day Gift Shop.

The sustained success in our VET Program has prompted the introduction of our subjects to Year 10 in 2018 and will again drive growth in the Business Faculty.

ICT (DIGITAL TECHNOLOGY)

Strong interest in Digital Technology among junior students continued as we rejuvenate the subject curriculum and increase investment in this area of the School. Increased Student selection of our subject has enabled the introduction of a Digital Technology Extension class in 2018.

Our Teachers were again involved in Professional Development Programs and we continue to be involved in a number of initiatives to deliver improved teaching and learning for our students.

ENGLISH

2017 has seen the continued focus on whole school reading – culminating in our program being declared a state finalist in the Junior Secondary. This has been a large commitment for the school and indeed the English faculty students and staff. We have continued with the delivery of fortnightly reading strategies across each year level in each subject, reading groups in years 7-9 visiting the library for scheduled lessons and introduced the Rapid Reading program 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. This will continue to be an explicit focus across the school into 2018.

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 interschool debating and we are aiming to improve the level of participation across the school in such events.

Staff have worked hard on reviewing and revising programs in order to be prepared for the introduction of the new syllabus and assessment requirements from 2019. This early preparation ensures students have the skills necessary for their senior schooling phase and their entry into the workforce.

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 2017, the Health and Physical Education Department (HPE) has continued to change and evolve to meet the needs of our students. This year, the continued implementation of the Senior Physical Education syllabus over Years 11 and 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 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 come back about the ones that got away.

This year 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.

2017 has seen exciting changes to the Health and Physical Education Faculty at Bundaberg State High School with the implementation of Aquatic Practices. This subject is offered to Year 11/12 students and covers course units such as boating, sustainable fisheries, oceanography, and water based activities. Health Education has also seen great success in its cycle 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

Investment in industry standard machinery and utensils was a priority for the Hospitality section of the Faculty as we continue to expose our students to both commercial and non-commercial cookery skills and knowledge. Strong student interest in Early Childhood continues and increased numbers in 2018 has facilitated the introduction of a second Year 10 class and sustained high numbers in our other Year levels. The introduction and success of Fashion in Year 9 this year will drive growth in the Creative Industry arm of our Faculty. Our Fashion curriculum will be extended into Years 7 and 10 in 2018 and Years 8 and 11 in 2019.

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, these are 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. This relationship has enabled our students to reach their full potential with many students gaining full time employment in these trades.

ACHIEVEMENTS FOR 2017:

CO2 Dragsters

Bundaberg State High School congratulates Ayden Cook on his CO2 Dragster achievements in 2017. Ayden 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 at the University of Newcastle, New South Wales and again came first in Technology and Engineering with the first combination 3D printed and CNC Router dragster. Ayden received the highest points and won Outright National Champion. This is an outstanding achievement for Bundaberg SHS, winning the National Competition for three years running. Our school wishes to thank our major sponsors DATTA Queensland, Me3d printers and Gilking School Supplies.

Congratulations also to:

Cody Coe 3rd Division B Engineering Queensland State Finals Maryborough Technology Challenge
Merv Howard 1st Teacher's Open Queensland State Finals Maryborough Technology Challenge
Paul Gardiner 1st Show and Shine Queensland State Finals Maryborough Technology Challenge
Taj Cornale 2nd Division C National Finals University of Newcastle NSW
Merv Howard 2nd Teachers Open National Finals University of Newcastle NSW
Paul Gardiner 2nd Show and Shine National Finals University of Newcastle NSW

Bundy High Hornets HPV Racing

2017 gave birth to the inaugural running of the **Semi School Bundaberg HPV Super Sprint** event which took the racing calendar to 5 events for the year. Our senior boys and senior girl's teams raced at all 5 events dominating the competition with our girls finishing No. 1 in Queensland for a second year in a row. Our senior boys who are mostly Year 12 students gave it their all this year and accomplished many great results as well, to finish 3rd in the state.

Our race brought 12 different schools to the region and raised the level of HPV racing in Queensland to a new and exciting realm. We were fortunate to have been able to raise enough money this year to give our seniors two new competitive bikes which in turn gave our two mixed team's upgraded bikes as well. This brought the whole calibre of the Bundy High Hornets to greater heights of competitiveness. The greatest rise was for our new junior mixed team that competed extremely well winning two of their three races for their 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. We would also like to acknowledge our community sponsors for their continuing support: Semi School, Zonta, Roids, Madle Mechanical, Kens Kepnock Butchery, Bundy Cycles, Repco, Jabiru, Jay Car.

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 attend. 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 University.

This year has seen the program increase in numbers with 21 students being hosted from Vietnam, Italy, Germany, Norway, Japan, Papua New Guinea, and Philippines. We also have had one exchange student from Finland.

This year we welcomed the return of a Short Term Study Tour from Kashiwa Minami State High School in July with 21 students from Year 11, staying for a 13 night Australian cultural and educational experience after the first tour in 2016 was such a success.

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. 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.

LOTE/SOCIAL SCIENCE

Japanese

A group of 23 students and staff had 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. We want to thank everyone for their support of this trip. Planning is now well underway for similar trip next December.

Shijonawate Senior High School again 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 2018 where we have added a number of extra activities such as a farm tour and viewing the turtle hatchlings at Mon Repos.

We also hosted a group from our other sister school, Kashima Minami High School in July when 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 hosted the district Japanese Language competitions in Term 4 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 further 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 including Chinese New Year, Moore Park Beach Festival, Read to Grow and the huge Caravan convention and also performed at the recent Regional Council event for visiting dignitaries. They are looking forward to expanding the group further in 2018 and having many more chances to perform.

BSHS also again hosted a visiting Japanese teaching assistant for Term 4 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 2018.

German

Year 9 students undertook a one day trip around Bundaberg with Frau Britz 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 again travelled to Brisbane to experience “Oktoberfest” for Teens at the RNA grounds, organised by the Goethe Institute. Students really enjoyed the traditional games and activities as well as German food and entertainment; the sights and sounds of Germany.

Students have been involved each term in cooking activities, including German pancakes and the yearly food festival with Knackwurst, Black Forest cake, pretzels, rye bread and cheese.

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. We have also this year had 2 students in Year 10 who studied German through Distance Education in Brisbane. A volunteer German speaking teacher from Switzerland, Marija Bachman, also visited the classes on a regular basis, and for a few weeks assisted the two Year 10's with their studies.

Junior Social Science

Year 7's students undertaking a semester each of Geography and History and they particularly enjoyed the Semester 1 unit about ancient civilisations and artefacts. The research project they undertook in Term 4 was looking at development opportunities in the region including a local excursion is coming up with some innovative ideas.

Year 8 students undertook a full day excursion 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 WWI on Australian identity and our world view. History in Year 9 is to be expanded next year to be three lessons a week for the whole year so planning is currently underway to expand the topics covered and allow for greater in depth research projects.

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. Which is reflected in QCAA data whereby every student currently studying a Social Science or LOTE subject in Year 12 has achieved a Sound or better with a number of excellent results such as VHA 10 and VHA 9 across the board.

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

LIBRARY

There have been many developments in the Library during 2017 and the most significant has perhaps been the introduction of a new Library Management System. The move to the Concord Infiniti system was generally smooth and now allows staff and students to access the catalogue from anywhere in the world, on any device. They simply use their school username, set a password and from there they can view their current loans, renew them as required, reserve and review items and much more.

An important aspect of the Whole School Reading Framework is the focus on reading strategies and these have continued to be modelled and taught in the Library. Classes have also been given guidance with their borrowing, allowing them an opportunity to broaden their reading tastes. This has proven to be very successful with a marked increase in loans.

The continued use of ClickView and eLearn as important educational resources once again highlight the need for students to have access to a device and the internet. These devices will be vital as schools move from traditional text-based resources to more online support materials.

Students are always welcome in the Library and both mornings and lunch breaks continue to be busy with chess, reading, games, jigsaws and research. It is a great place for any activity and we look forward to being of service in the future.

MATHEMATICS

2017 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 Project. 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. 113 students participated in the Australian Mathematics Competition in August across all year levels. Of those 3 students received High Distinctions, 14 received Distinctions and 45 received Credit awards for the competition. The school also performed well in team competitions. The Mathematics department entered a total of 20 teams in the Maths Team Challenge, winning the Senior (Year 11 and 12) competition for the second year in a row. Our teams also placed second and third in the Junior Secondary event (Year 9 and 10), with both these teams composed only of Year 9 students. They placed second to a Year 10 team. This is a fantastic effort and indicates that we have some strong mathematicians moving forward. Two teams were also entered in the QAMT Year 7/8 Quiz this year. Our teams placed fourth and fifth in the Bundaberg round, unfortunately not quite strong enough to participate in the Wide Bay final.

The major challenge facing the Faculty for 2018 is the development of our new Senior Programs for the start of 2019. This also involves a lot of planning and preparation for our Junior subjects so our students are well prepared for the new curriculum and format of assessment they will face.

The Mathematics faculty looks forward to building on our successes this year and the exciting challenges and opportunities ahead in 2018.

PATHWAYS OFFICER

The Pathways Department is involved in working with students in Years 9 to 12 to assist students' to source employment, work experience, structured workplace learning and school-based traineeships/apprenticeships.

In 2017, 167 students from Bundaberg State High School were placed into local Bundaberg businesses for work experience or structured workplace learning. In addition, there were 59 students from Years 10-12 engaged in school-based traineeships and apprenticeships with many more students gaining casual, after school/weekend jobs. This venture has enabled many students to learn how to write great cover letters, resumes and preparing for job interviews.

This year also saw the implementation of Work Experience for the year 10 cohort. 126 students were placed in various occupations which aligned with their SET Plan and career aspirations. A number of students secured holiday and casual employment as a result of this program. This experience provided students with the chance to develop their confidence, employability skills and valuable knowledge of the workplace – whilst establishing community contacts for future networking opportunities. We thank all participating businesses for contributing their time and training to the benefit of our students and future community leaders.

SCIENCE

In 2017, 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 annual Heron Island UQ Trip attended by 20 Biology students and 3 staff. This was followed by the successful selection of Kasey Chandler to attend the STEM Girl Power Camp in Brisbane. In March, approximately 50 students and teachers attended the World Science Festival in Brisbane. Also in Semester 1, the Year 7s had the opportunity to attend a Starlab incursion and a Forensic Science workshop was attended by classes across the junior cohort. The drive to inspire students culminated in August's National Science Week; a whole week of activities including, displays, science demonstrations, visits from research students from Griffith University and the year 9 cohort visiting CQU's inaugural 'Science Rocks' event.

At curriculum level, the Excel program for Year 7s and 8s progressed well with excellent results and potential being displayed by the students. Additionally, this year the Year 8 Excel class participated in the Hermitage Project and the Year 7 Excel class experienced the trial of a teaching strategy called New Pedagogy for Deepening Learning (NPDL), which has been very successful and will be growing to include other classes in 2018. All Excel classes from Years 7, 8 and 9 also had the opportunity to participate in the Wonder of Science (WofS) Program. This culminated in groups participating in the Regional WofS competition, with first place being achieved in each year level. The Year 7 and 8 classes have also participated in a trial of STILE, an on-line science resource that will be a part of our 3 year plan for the Excel program.

Also at the curriculum level, the entire Year 9 cohort examined the ecology of local areas including the rocky foreshore at Innes Park. The senior school continued subject-based excursions with trips to Dream World, Eurimbula National Park, a local winery, local farms, the Ginger Beer Factory and CQU. The Year 10 Extension classes continued to be productive, helping to increase senior science enrolment numbers for 2018 and enhancing Year 11 results. This year's Year 12 results were again impressive with 5 VHA in Physics, 7 in Chemistry and 13 in Biology.

At the extra-curricular level, student successes have included; the selection of Indy Burt to attend the National Science Youth Forum in Canberra, Samantha Budd and Katie McCord being successful in their application to attend the Avoid Island Marine Science Program, 140 students participating in the ICAS Science Competition with 6 Distinctions awarded, and 2 teams competing in the National Titration Competition.

The Department goals for this year and into 2018 include, preparation for the new Senior Curriculum in readiness for the introduction of ATAR, development of three specific pathways in senior science beginning in Year 10, and the progression of our 3 year plan for the Excel program. As another very successful year draws to a close, we are already looking forward to the great things coming to Science at Bundaberg State High School in 2018 – watch this space!

SPORT

Bundaberg State High School has once again provided students with numerous opportunities to participate in a variety of sports conducted within the District, Regional and State school sporting competitions. This year, 41 teams represented Bundaberg State High School in both Summer and Winter sporting competitions, resulting in 11 premierships. On 221 occasions Bundaberg SHS students gained selection in Bundaberg District Sporting Teams. On 72 occasions, our students went on to represent Wide Bay with 12 of our students reaching the pinnacle in their chosen sport by gaining selection in a Queensland team or making a Top 10 final in an individual sport. In addition to competing against local schools, Bundaberg SHS also competed in a range of both State and National competitions.

Highlights from 2017 include:

- 3 x Swimming Age Champions at the Bundaberg District Swimming Carnival
- 2 x Age Champions at the Bundaberg District Athletics Carnival
- 2 x Age Champions at the Bundaberg District Cross Country Carnival
- The 13 years girls and 15 years boys All Schools Touch Football teams both placed in the top 10 of the QLD competition
- Junior Sportsman of the Year – Cayleb Johnson
- Junior Sportswoman of the Year – Kharla Hills
- Senior Sportsman of the Year – Macson Cottle
- Senior Sportswoman of the Year – Kirsten Buckholz

STUDENT SERVICES/SUPPORT

In 2017, Student Services has continued to provide significant support to staff, students and parents through various support programs including:

- Chaplaincy Programs (delivered by Chappy Lynne)

- Daily Breakfast Club
- NO Limits and Unlimited Programs, Self Esteem Programs, Wednesday lunchtime craft
- Involvement in Leadership camps
- Prayer Group
- School Based Police Officer
 - Supporting staff with delivery of information regarding Anger Management
 - Assisting with home visits and parent interviews
 - Curriculum support throughout the school
- School based Youth Health Nurse
 - Supporting individual students through the self-referral process
 - Curriculum support for Year 9 HPE, Year 10 Early Childhood Studies, Year 11 Health, Year 12 At Risk Boys and Year 8 Science
 - C Card program in partnership with Sexual Health Services
 - Immunisation support for Years 7 and 10
 - School health promotion
 - Safer Sexual Health for young people and Harm Minimisation, puberty, growth and development and reproduction
 - Mental Health Week activities
- Youth Support Coordinator
 - Supporting youth to engage or re-engage in school and/or referrals to alternative programs or support to transition to work
 - Positive Behaviour (anti-bullying, victims and perpetrators), Anger Management and Drug and Alcohol Awareness information and support
 - Curriculum involvement with Healthy Relationships.
- Indigenous Support
 - Continuation of an Indigenous Support team including local Elders, school staff and community members.
 - Health Programs, Team Up, Pathways for Year 12 students, NAIDOC Week celebrations, Year 12 Graduation
 - Implementation of programs and initiatives including: QATSIF, Indigenous Youth Sports Program, WYLD Projects (Taste program), Clap Sticks, Indigenous Sport & Rec Committee, Deadly Choices Program, Stanley River Camp, Indigenous Cultural program for Japanese Exchange students, Allied Health Pathways Tour, Taribelang Tour
 - Assessment support for indigenous students.
 - IWC lunchtime activities and mentoring services
 - Bridges mentoring services
 - Home visits
- Guidance Officers –
 - Work Skills Programs, Pathways Program, Tertiary Awareness Program in partnership with CQU and individual sessions with students.

Other programs include: PCYC - Catch Me if You Can, Drumbeat, Life Skills.

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 2017, 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 2017 are evident within the school community, local community and at state level with students receiving recognition for various 'Arts' activities.

Achievements include:

- 55 Year 9 students participated in The Scene Project - Bundaberg facilitated by Queensland Theatre culminating in a performance at The Moncrieff Entertainment Centre
- Shaileigh Thompson was selected & performed with the Creative Generations On-Stage Orchestra at the Brisbane Entertainment Centre
- Three students selected / attended the 2017 State Honours Ensemble Program.
- Senior Film, Television & New Media and Drama Sydney excursion
- String Ensemble and Concert Band performed at the 2017 Bundaberg Eisteddfod
- Large selection of student art work at the 'Emerge' Combined Schools Exhibition at the Bundaberg Regional Art Gallery. Ri-Enna Linton received the Emerging Artist Award
- Drama students attended the live theatre performance "Hoods" and participated in workshops conducted by Grin & Tonic Theatre Troupe.

SPECIAL EDUCATION PROGRAM

The Special Education Program (SEP) 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:

Senior Camp

20 students and five staff attended a 4 day camp on the Gold Coast. The activities included dragon boating, a visit to Seaworld and Outback Spectacular. We also visited the border at Coolangatta, went shopping, rode a tram and played plenty of beach games. The students and staff had a great time and the staff at Burleigh CYC were fantastic.

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

Showcase saw 40 BSHS students receive an award for their work which was on display as part of our annual Showcase. The showcase displays works from students within SEP classes from work samples right through to artworks and photos of special events and achievements. This showcase allows students the opportunity to invite family and friends to come along and witness all the hard work and achievements of their children.

Multiclass Sport

- 1 student represented Bundaberg State High School at the Bundaberg District Swimming Carnival
- 1 student represented Wide Bay at the QLD State Schools swimming titles.
- 6 students represented Bundaberg State High School at the Bundaberg District Cross Country
- 4 students represented Bundaberg at the Wide Bay Cross Country
- 12 students represented Bundaberg State High School at Bundaberg District Track and Field
- 5 students represented Bundaberg at the Wide Bay Track and Field Trials
- 4 students represented Wide Bay at the Queensland State School Track and Field competition.
- 3 students were part of the Queensland Para Table Tennis that participated in competitions on the Gold Coast

Multiclass Athlete of the Year: Nakia Venner and Johnny Barrett

Multiclass Excellence Awards: Kane Evans, Decklin Kenzler, Johnny Barrett, Nakia Venner

Senior Sports Merit Award: Cori Watson

Programs: As part of the transition process, the Special Education Program has partnered with Endeavour, Impact, Epic and Bundaberg Businesses to provide Work Experience for the Years 9, 10, 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 – 4 students

Number of Students achieving a QCE – 13 students

Number of Students and the type of ASDAN Certificates

- Bronze Awards - 7 Students
- Silver Awards - 1 Student

EPIC Traineeship Completion

- 2 students completed Cert 2 Retail Traineeships (Nathaniel Edwards and Harrison World)

SEP Student of the Year - Harrison World

SENIOR PHASE OF LEARNING

2017 is the second year of operation for the Senior Hub whereby students have one-stop location for Year 10, 11 and 12 Year Level Co-ordinators, Heads of Department Senior Secondary and Administration Officer. This change has proven to be overall effective to both teachers, students and parents. Processes have been streamlined and this change has had a positive impact on the student and school community.

The Senior Representative Council which is made up of Year 10, 11 and 12 students have been busy participating in a range of activities to support community groups and provide lunch time activities for junior school students. Some of the activities that the team supported were Crazy Hair Day, Colour Run and Trivia Quiz for senior students in addition to assisting with Parent-Teacher Interviews, Year 7 Camp Days, selling poppies for Remembrance Day to name a few. There was a large contingent of students who participated in the ANZAC Day services.

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 2016 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.

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 have 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 are going to exit 2017 with the QCE.

JUNIOR SECONDARY

2017 has been a highly productive year across the Junior Secondary School as we continue to develop our knowledge and understanding of the diverse needs of our Year 7 students, and strive to meet the individual needs of all students across the Junior Secondary School. Our Junior Secondary (Years 7, 8 and 9) focus throughout 2017 has been on ensuring the bridge between primary and secondary school is safe, strong and consistent for all our students. As well in 2017 there has been an added focus on insuring the transition between the junior and senior school, as students moved toward the new ATAR system, is as seamless as possible. This has been achieved through an age-appropriate education, and support for students' wellbeing as they transition into junior and senior secondary schooling.

Our Junior Secondary (JS) 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. BSHS Junior Secondary has a distinct identity, which includes a separate precinct, including a Junior Secondary Hub, and a Junior Secondary uniform. At BSHS throughout 2017 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 consolidation of the Junior Secondary Hub. 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, JS HODs, Guidance Officers and various other support staff. 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.

The EXCEL (Enhancing Excellence in Curriculum, Extra-curricular & Leadership) Extension Programs in Year's 7, 8 and 9 has continued to extend and enrich the academic needs of our upper two band students and build a strong reputation across the school community for excellence in the academic achievements of students. Once again the demand from students wishing to be part of the 2017 program far exceeded places available, with the class of 30 selected from over 70 applicants from primary schools across the district. The demand for places in the 2018 program has continued to grow, to an extent where there will be two Year 7 EXCEL classes offered in 2018. This is testament to the hard work of teachers and students, the past success of the program and the strong reputation it has forged within the wider school community.

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 were provided by the school. Evidence of the success of the EXCEL Program in achieving these aims was evidenced by the outstanding results of the Year 9 EXCEL class of 2017 across a range of external tests, including NAPLAN, ICAS Science and the Australian National Mathematics Competition. This year's Year 9 EXCEL class is the inaugural Year 7 EXCEL class in 2015, and the first EXCEL group to complete the three year program. We look forward with interest to tracking their academic progress through the senior school, culminating in the first cohort to exit school through the new ATAR system.

Linked to our EXCEL Program in 2017 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 2017. These excellence scholarships reward outstanding students who have succeeded academically, are good role models to their peers, future leaders of the school and are strong across a range of disciplines including English, History, Geography, Maths and Science. Our scholarship recipients for 2017 came from 5 different primary schools from across the region.

Another cornerstone 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. 2018 will see a strong Junior Representative Council (JRC), consisting of Year 8 and 9 students, led 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 2017 that we were able to name Year 9 students Hannah Munro, Ebony Linning, Dylan Heycox and Reece Buckholz as our JS Captains for 2018.

Preparing our Year 9 students for entering the Senior School has certainly been another Junior School priority in 2017. As a means of educating Year 9 for the many changes they will see, particularly with the introduction of ATAR in 2019, all students were provided the opportunity to meet with a personal transition coach. Every coach ensured that our Year 9 students were educated about subject options for 2018, explored their personal strengths and personality type, were involved in goal setting and gained awareness of future learning or employment opportunities and pathways. In addition to these factors, students were coached in recognising the need to embrace the 21st Century skills of communication, teamwork, social skills, ICT skills as well as critical and creative thinking - all aspects highly valued in the senior phases of schooling and beyond.

Lastly, to mark and celebrate the end of Junior School, our Year 9 cohort will commemorate this significant milestone with their very first 2017 Yearbook and Celebration Dinner. Our Junior Representative Committee have been active in planning and preparing for this exciting event. No doubt the students and staff will enjoy this special evening and appreciate reflecting on the many events and photos captured in their Yearbook. We wish our Year 9 cohort all the best as they transition into Senior Schooling and look forward to observing the diverse array of pathways they choose to embark on.

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 2017.

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 association. It would be remiss not to acknowledge and thank the team who keep the Tuckshop running - Pam, Kerrie, Ann and our volunteers. 2017 monies raised have been used to fund the following:

Recurrent support:

Year 7 Scholarships	\$1,600 plus \$1,000
Gifted and Talented/ Swimming Carnival <i>(subsidised cost of pool entry)</i>	\$7,400
School Representatives <i>(individuals representing the school at a Regional, State or National level)</i>	\$1,000
Chaplaincy gift	\$100

Combined Capital Projects:

Music/Choir Uniforms	\$5,000
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Program Resources:

A \$5,000 grant from Bundaberg Regional Council was acquired to purchase new Taiko drums for the Japanese department.

The P&C helped to organise 2 Bunnings sausage sizzles, using the money raised to support the HPV program and the Japanese department.

Sporting Subsidies:

This year the P&C was able to provide subsidy amounts to 4 students for representing sport in Athletics, Cross Country, Ruby League, Rugby Union and Netball Umpiring.

To cater for the additional enrolments during 2017 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:

This year there were 3 School Based Trainees who started and one successfully continued.

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.

EXTRA – CURRICULAR ACTIVITIES

BSHS was represented at the regional Constitutional Convention in Maryborough when Mr Allen and four Year 11 students participated. Mr Allen and Mrs Chambers also coordinated a group of four of our indigenous students to participate in the Indigenous Student Parliamentary Conference in October and are looking forward to even greater input next year.

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 again this year. Thank you to the students and staff who supported this worthwhile activity.

Relay for Life was again a great success with four teams of students and staff representing BSHS. This year 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 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1466	685	781	162	90%
2016	1462	707	755	163	90%
2017	1406	671	735	157	89%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 1406 students and 165 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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	21	22
Year 11 – Year 12	18	18	17

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 I 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 7, 8 and 9
- Students with Disabilities programs – especially in hearing impaired and visually impaired
- Visits by Authors and Poets and other industry experts.

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 2017 Bundaberg State High School continued to operate a BYOD model, with an Equity program, which provides a school owned device for students who cannot afford to purchase their own. The use of technology in the classroom with both students and teachers enabled access to 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 purchased a class set of Apple Macs to enhance specialist curriculum delivery for student success.

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, Self Esteem, 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’ ‘Taste’, ‘Deadly Murri Women’s Group’, ‘Better 2 Give’, ‘Solid Pathways’, ‘WYLDE’, ‘IWC’, ‘Bridges’ and a wide variety of mentoring 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:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	95%	91%
this is a good school (S2035)	95%	94%	90%
their child likes being at this school* (S2001)	92%	97%	94%
their child feels safe at this school* (S2002)	91%	97%	94%
their child's learning needs are being met at this school* (S2003)	94%	95%	91%
their child is making good progress at this school* (S2004)	93%	94%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	88%
teachers at this school motivate their child to learn* (S2007)	90%	92%	88%
teachers at this school treat students fairly* (S2008)	93%	92%	88%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	90%
this school works with them to support their child's learning* (S2010)	89%	94%	90%
this school takes parents' opinions seriously* (S2011)	91%	89%	90%
student behaviour is well managed at this school* (S2012)	85%	91%	81%
this school looks for ways to improve* (S2013)	94%	98%	86%
this school is well maintained* (S2014)	97%	97%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	91%	90%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they like being at their school* (S2036)	94%	83%	76%
they feel safe at their school* (S2037)	95%	90%	89%
their teachers motivate them to learn* (S2038)	90%	88%	75%
their teachers expect them to do their best* (S2039)	99%	94%	96%
their teachers provide them with useful feedback about their school work* (S2040)	92%	83%	86%
teachers treat students fairly at their school* (S2041)	84%	73%	74%
they can talk to their teachers about their concerns* (S2042)	81%	75%	61%
their school takes students' opinions seriously* (S2043)	83%	65%	69%
student behaviour is well managed at their school* (S2044)	71%	71%	59%
their school looks for ways to improve* (S2045)	96%	85%	86%
their school is well maintained* (S2046)	93%	83%	84%
their school gives them opportunities to do interesting things* (S2047)	95%	84%	79%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	89%	86%
they feel that their school is a safe place in which to work (S2070)	95%	92%	88%
they receive useful feedback about their work at their school (S2071)	88%	75%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	85%	82%
students are encouraged to do their best at their school (S2072)	96%	91%	86%
students are treated fairly at their school (S2073)	90%	87%	85%
student behaviour is well managed at their school (S2074)	79%	83%	67%
staff are well supported at their school (S2075)	81%	71%	60%
their school takes staff opinions seriously (S2076)	76%	66%	52%
their school looks for ways to improve (S2077)	96%	89%	81%
their school is well maintained (S2078)	86%	80%	77%
their school gives them opportunities to do interesting things (S2079)	94%	87%	76%

* 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 2017 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 our school based trainee complete their traineeship. **One student has continued in a paid position until the new trainees commence.**
- Bunnings Sausage Sizzles: We raised Money for the Japanese trip and Human Powered Vehicle (HPV) team.



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 successful year.
- 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	2015	2016	2017
Short Suspensions – 1 to 10 days	446	468	501
Long Suspensions – 11 to 20 days	23	18	22
Exclusions	4	4	5
Cancellations of Enrolment	20	6	7

Environmental Footprint

Reducing the school's environmental footprint

To improve our environmental footprint we have actively sought grants. Additionally, staff are notified regularly 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
2014-2015	533,329	6,824
2015-2016	513,805	11,694
2016-2017	573,735	12,020

ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	115	73	<5
Full-time Equivalent	110	55	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Graduate Diploma etc.**	22
Bachelor degree	78
Diploma	8
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 2017 were \$204 015.

The major professional development initiatives are as follows:

- Reading Framework
- Numeracy Success
- Profiling
- Beginning Teachers
- Curriculum Development
- IT

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	82%	83%

*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 2017 for all Queensland Secondary schools was 90%.

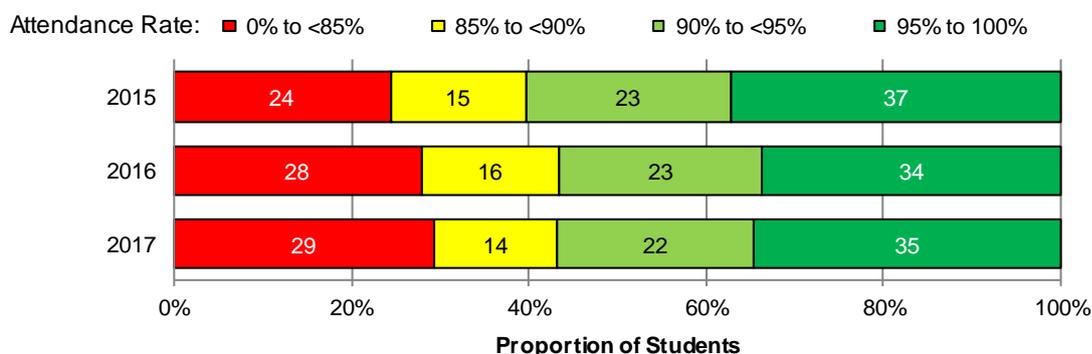
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	91%	89%	88%	88%	90%
2016								91%	88%	87%	86%	87%	88%
2017								91%	88%	85%	88%	87%	87%

*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 Department of Education 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.

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' via '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.

At the end of each school day an email is sent to the parent/caregiver following up on any absence/lateness that has not been explained for the day.

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

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	2015	2016	2017
Number of students receiving a Senior Statement	189	218	202
Number of students awarded a Queensland Certificate of Individual Achievement.	5	1	4
Number of students receiving an Overall Position (OP)	62	69	68
Percentage of Indigenous students receiving an Overall Position (OP)	11%	0%	18%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	30	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	189	216	202
Number of students awarded an Australian Qualification Framework Certificate II or above.	127	151	130
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	181	216	194
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	94%	100%	91%
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.	73%	78%	74%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	96%	98%

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
2015	4	19	22	14	3
2016	12	23	19	14	1
2017	11	20	19	15	3

As at 14th February 2018. 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
2015	184	117	17
2016	214	145	28
2017	199	123	24

As at 14th February 2018. 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, Early Childhood, Business and Manufacturing amongst others.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	78%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	59%	69%	84%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

https://bundabergshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Next%20step/2004_BundabergStateHighSchool_NextStep2017_Summary.pdf

Or click on the quick link on the school's homepage.

Early leaver's information

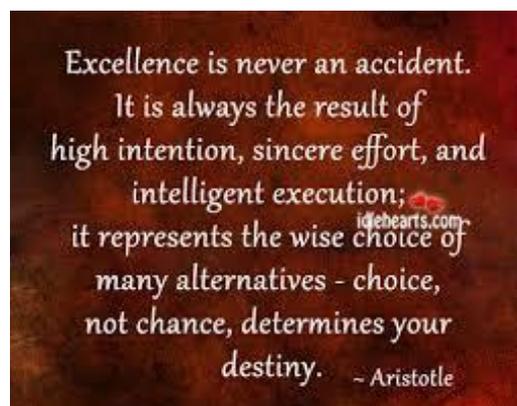
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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 trade 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 academic 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.