

Our school at a glance



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Principal's foreword

Introduction

I am pleased to provide you with a copy of the Annual Report for Bundaberg State High School for 2012.

In 2012 Bundaberg State High School celebrated 100 years of excellence in public education with a number of significant events.

From its beginning in 1912 the school has grown and developed to meet the needs of the community it serves. Former students have become civic and political leaders, Rhodes Scholars, professionals, tradespeople, business leaders, Olympians, sporting, cultural leaders and community workers and volunteers.

On reading the school's history it is evident that quality of the teachers and school principals were important to the success of the students and school. For the first 45 years the school had only 2 principals so a level of consistency, community trust and resilience in difficult times was evident. During this time, former students returned to teach at the school for anything up to 46 years and were important in establishing sporting and cultural programs that became important community events. As well as, a number of traditions were introduced such as the 'Ad Astra', first published in 1948, which still exists today.

The present school site has been occupied since 1921. While there have been additional buildings since then to accommodate the increases in student population the original administration building is still used for classes. The P&C were instrumental in raising funds and volunteering to ensure the construction of the Jack Pizzey Memorial Hall and the Memorial Library. Over time, inkwells and chalk have disappeared to be replaced by i-pads, computers and Interactive whiteboards. The emphasis for the future is ensuring students are able to communicate and explore knowledge in a global economy regardless of the bricks and mortar.

In 2012 we reviewed and implemented changes to our National Partnership Strategic Plan. There has been significant investment in extra human resources and program initiatives to deliver improved student outcomes especially in literacy and numeracy. Data from 2012 has indicated a continuation in a trend of improved student outcomes.

Bundaberg State High School continues to develop a distinctive school culture which through its management structure, operating procedures, school curriculum and teaching and learning practices, provides an educational environment in collaboration with the needs and interests of members of the school community. This culture is built on a set of values fundamental to a successful democracy. These include:

- * Respecting the uniqueness of each individual.
- * Accepting personal, social, civic and environmental responsibility for one's own actions.
- * Learning through understanding and tolerance of other people's differences.
- * Developing honesty, trust and loyalty to ensure consistency between words and deeds.
- * Stressing the importance of care, compassion and co-operation in developing relationships.
- * Striving for excellence through commitment.

Our school at a glance

It is a privilege to be the thirteenth principal of this great school of 1300 students and 175 staff as we move into the next century. I have no doubt with support of the community that the school will continue to produce the citizens of tomorrow through quality teaching and learning.

RAELENE FYSH
PRINCIPAL



School progress towards its goals in 2012

Considerable progress has been made towards the targets and goals in our Four Year National Partnership Strategic Plan. During 2012 our key priorities included:

Literacy/Numeracy and Curriculum Improvement -ensure all students meet literacy and numeracy benchmarks and achieve improved outcomes in English, Mathematics and Science using data to inform practice across the curriculum

Pathways- ensure all students are provided with the opportunity to access a pathway from school to work or further education

Improving Participation - develop more rigorous processes to tackle student attendance, engagement and participation

Behaviour Management -establish more consistent behaviour management practices across the school

Closing the Gap- continue to implement strategies to support our indigenous and other disadvantaged students through a climate of high expectations

Family and Community Engagement - further develop our links and communication processes with the community and, in particular, parents

Student Well-Being -provide a greater range of social and emotional learning programs for students and families

Workforce Growth - continue to support, source and value staff and provide increased access to professional development including developing leadership capacity

Improve Learning Environments – continue the redevelopment of school facilities and infrastructure *In 2010 we commenced and implemented our National Partnership Strategic Plan.*

FACULTY REPORTS & ACHIEVEMENTS

Business Education

“Skilling for the Future”. In 2012 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. Junior students had opportunities to gain valuable information on financial literacy and personal budgeting from visiting speakers, participating in excursions to local shopping centres, competing in the ASX Share Market Game and attending a 2-day program called Ecoman.

English

The English faculty implemented the National Curriculum in years eight to ten in 2012. This meant a year of change as all members of the faculty worked to accommodate new and different programs and more rigorous expectations in content and assessment requirements.

Success continued in a variety of arenas both curricular and extracurricular and is reflected in improvements in results across all year levels. Many students represented the school in writing and public speaking competitions under the continued guidance of our talented teachers and achieved wins or placing in both mediums.

Again a key and continuing focus for the faculty has been literacy and grammar, enhanced through the support of the literacy mentors who work in classrooms with teachers and students. Improvements in individual results and NAPLAN results for the school have indicated that this focus is indeed assisting our students to achieve and succeed. The dedication and professionalism of all faculty staff as they continue to support and encourage all students is to be commended as a key factor in these results.

Health and Physical Education

In 2012, the Health and Physical Education Department fully implemented the new Senior Physical Education syllabus over years 11 & 12. Mapping the Junior HPE units through to Senior ensured that our students had tremendous success and improved subject selection. Students utilising technology, including data projectors, laptops, iPads and smart phones continued to be a major focus again this year. With this in mind, the department has had to evaluate and change the way Health and Physical Education is taught,

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to best meet the changing needs of students as they participate in activities including, canoeing, squash, volleyball, basketball, athletics and touch.

Senior recreation studies proved extremely popular with students again this year with 4 classes participating in activities such as Scuba Diving, Golf, Fitness, Squash, Snorkelling, Coaching (primary school students) and Fishing. The change to Walker's Point for the fishing unit annual excursion was a highlight, with all students and staff reporting an enjoyable and successful day's fishing. The implementation of the National curriculum in the 2013 timetable will see changes to the year 10 HPE program with all students undertaking HPE for 1 semester only. Sport will now become an elective for year 10 students wishing to advance sport specific skills in touch, soccer, rugby league and for the first time, netball.

Changing and evolving the Health and Physical Education subject, particularly with the upcoming implementation of the National Curriculum and introduction of year 7s into high school, will be the main focus for the HPE department in 2013.

Home Economics

The Bundaberg Regional Trade Training Centre upgrade to our facility was completed in February, 2012. The refurbished facility features two commercial kitchens, a restaurant and a demonstration kitchen. Staff and students worked tirelessly and relentlessly to set up the facility and as a result have a great sense of pride and ownership of the facility and the resources. We are all now working in 'Industry Standard' kitchens and have embraced the challenge of using the new commercial equipment and the associated technologies. Staff and students are deriving immense satisfaction and a great deal of pleasure from utilizing the facility every day. The facility's physical resources now support and enhance not only our Hospitality Certificate courses, but all of our food programs across all year levels. A large number of students have selected these subjects for 2013 and are looking forward to working in the facility. Staff have an ongoing commitment to maintain high standards in our programs. They are incorporating industry standards and commercial kitchen technologies into their planning, with a view to providing greater career and employment opportunities for students. The refurbishment will ensure the future success of our curriculum.

Information Technology

2012 saw the successful introduction of our Laptop Program in years 9 and 10. Our intention is to continue the program in 2013 with our year 9s. Should the take up rate be similar to this year, it will mean that approximately 650 students across three year levels will have access to their own laptop at school and at home. One of our aims for this year was to increase the use of online learning. Each teacher was provided with an online space to create content for their classes. This allows students to access teacher prepared resources both in class and at home. A significant number of staff have begun to use this. One aim for 2013 is to continue the development of this area. After many years of infrastructure development, our focus can more fully shift to pedagogy and ensuring that students' learning is enhanced through the use of Information Communication Technologies.

Industrial Technology and Design:

CAD CAM DESIGN CENTRE

HIGH SCHOOL STUDENTS WILL EXPERIENCE MORE TECHNOLOGY THAN ENGINEERS!

The year is now! It's not your typical Industrial Arts classroom at Bundaberg State High School. This year a group of year 7 to 12 students have been standing around a computer discussing the finer points of computational fluid dynamics whilst others in the class are using the world's best three dimensional software. Imagine high school students being exposed to more technology than professional engineers or architects! Imagine how attitudes about the engineering profession will change from the misconception that it is "old fashioned" or "dirty" and how many of them will thereafter prefer a possible career in engineering or manufacturing. This dream is now a reality.

With funding from the Bundaberg Regional Trade Training Centre our high school has extended its state of the art computer aided design and manufacturing centre. The goal of the centre is to extend employment opportunities for our students in engineering and manufacturing. To further facilitate this development of required skills, the program has now linked with other school subjects: Science, Technology Engineering & Mathematics. STEM is a trans-disciplinary approach that enhances the skills of individuals and provides them with greater opportunities. Bundaberg State High School has also linked these programs with local engineering and manufacturing companies giving more relevance to these programs. Computer software such as: Auto-Cad Academy Suite 2012 and Catia are currently used. Computer Numeric Controlled (CNC) machines include a three Dimensional Printer, Lasers, Micro routers, Lathe and Milling machine. After exposure with this equipment and working on industry-based projects, students will be prepared to take a leading role in the development of manufacturing in Bundaberg. The development of our Trade Training Center has been extended to improve our engineering workshops and will allow our students to use world class manufacturing equipment and meet the growing demands for engineering and manufacturing in this country.

LOTE/Social Science:

Highlights for 2012 include:

- Japanese students excursion to district schools to participate in a range of half and full day activities to develop their language skills.
- German language day with cluster schools and Goethe Society at Woongarra SS
- German classes delivering Fashion Parade to show their usage of contemporary German language, local area excursion to German speakers

Our school at a glance

- Senior Geography students undertaking a field excursion to Woodgate as part of their field research process
- Year 8 Geography classes undertaking a full day local area excursion to study local features and land use as part of their research
- ANZAC Day school service and town parade. Launch of Centenary Honour Board in Library.
- Tourism Expo for students and TAFE students in the Hall where students mounted displays and made presentations to industry members and the general public as part of their assessment, Full day excursion for Cert 11 Tourism students to local attractions, providers and retailers to look at jobs in the industry.
- Continued close links with Wide Bay TAFE in jointly delivering Certificate III and IV courses in Tourism with all students successfully obtaining this qualification.
- Success of Teagan Johnson as Outstanding Tourism student through WBIT winning an award at Presentation Night.
- Year 11 Ancient History Archaeology dig
- Hosting Japanese schools - Shijonawate High School in March and Teisei Gakuen High School in August – Thank you to all those who helped organise the events or hosted students
- Planning completed for biennial visit to Japan for senior Japanese students in December this year when a group of 14 students and staff will spend 16 days in Japan visiting both of our sister schools and experiencing a wide range of cultural experiences.
- Planning is underway for 44 Ancient History students to travel to Sydney in April next year to view the Alexander the Great display and a number of other historical sites. This follows on from the very successful trip to Melbourne in 2011.

Library

This has been our first full year without any interruptions due to construction or electrical work (so far) and we have continued to see an increase in borrowing and usage of the resources as well as general traffic. We have established a student helpdesk in the Library to deal with the rollout of laptops to students and their technical queries, as well as maintenance work; the Library is also the management centre for student eLearning and this has added another facet to the work done by the staff. The regular chess group meets every Thursday and continues to grow in membership. All of this activity creates a very busy and vibrant learning hub, quite different to the stereotypical image that libraries are quiet and boring. By providing a diverse range of resources and reading materials, we are hopefully giving students as many opportunities as possible in the National Year of Reading!

Mathematics

This year has been another successful year for the Mathematics department at Bundaberg State High School. Major challenges for the year have included the development and implementation of the Australian Curriculum into Year 8, 9 and 10. Work has continued on the development of numeracy programs to support a diverse range of students.

There have been many highlights throughout the year with a number of students achieving individual success. Nine students achieved Distinction awards in the Australian Mathematics Competition with many more achieving Credit awards. The school also performed well in team competitions, with the Junior Secondary team retaining the trophy in the annual Maths Team Challenge. The Mathematics department entered a total of 19 teams in the competition. Two teams were also entered in the QAMT Year 8 Quiz this year, narrowly missing out on a place in the Wide Bay and Central Coast final.

The Mathematics department has continued to use the Mathletics Program to continue to cater for individual student needs. Improvements are evident across the board and students are encouraged to use this program at home.

Pathways Officer

Many students participated in Work Experience and Structured work placement programs in Hospitality, Mechanical, Childcare, Carpentry/Building, Medical, Plumbing, Veterinary, Teaching, Retail, Hairdressing and Office Administration just to mention a few.

School-based Traineeships and Apprenticeships were offered to a number of our students with many gaining casual, after school and weekend jobs. This venture has led to many students learning how to write great Cover Letters, Resumes and preparing for a job interview.

The Pathways Department is involved in working with students in Years 10, 11 and 12, sourcing employment, Work Experience, Structured Workplace Learning and School-Based Traineeships/Apprenticeships. We also work with the Learning Support Department, Jets Program, Wide Bay TAFE and Indigenous Students from Years 10 to 12.

Science

This year the Science department has been working to implement the Australian Curriculum through years 8, 9 and 10. The implementation of the Australian Curriculum has been challenging for many students however much improvement has been seen since first term. Due to the implementation of the Australian curriculum the science department has also invested a large portion of its budget into ICT's for science including the purchase of 8 new PASCO SPARK dataloggers and 8 iPads, which students have been regularly using during their practicals this year. Bundaberg State High School also hosted its first annual science fair in 2012 to commemorate the Bundaberg State High School centenary. This event was very successful with over 800 students from Bundaberg regional schools participating in a number of hands on activities with over 50 students submitting projects in the science fair competition. The science fair has helped to solidify partnerships between sponsors: Ergon Energy, McDonalds and CQ University this year and we look forward to their continued support in 2013.

Our school at a glance

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 disorder). This year, achievements have included:

- * 14 Athletes with Disabilities (AWDs) qualified to represent Bundaberg District at the Regional Athletics carnival held in Gympie
- * 4 AWDs qualified to represent Bundaberg District at Regional Cross Country in Murgon
- * 4 AWDs qualified to represent Wide Bay at the State Cross Country competition.



Congratulations to Rheed McCracken on his selection and performance in the Paralympics in London 2012, the youngest member of the team.

- * Rheed McCracken – AWD Athlete of the Year.

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 resulted in the school winning 15 premierships across 9 different sports; with 122 Bundaberg SHS students representing the Bundaberg District and 50 going on to represent Wide Bay. Five students reached the pinnacle in their chosen sport, gaining selection in the Queensland team to compete at the National titles. In addition to competing against local schools, Bundaberg SHS also competed in a range of both State and National competitions. Highlights from 2012 include:

- The school Athletics team won the Junior Division and were placed 2nd in the Senior Division at the Inter-school carnival
- 3 teams attended the All Schools Touch competition in Brisbane with the Open Boys making the final and the Junior Boys placing in the top 16
- The school Rowing team achieved 3rd place at the annual Head of the River Regatta
- The 14's and Open Rugby League teams placed in the top 16 in the Broncos Challenge
- Open Ten Pin Bowling team qualified and competed in the QLD schools state championships in Brisbane
- Vicki Wilson Netball team - regional finalists
- 14 BSHS teams competed in the Interschool Cross Country
- A Brisbane Lions coaching clinic conducted by Gary O'Donnell (Assistant Coach) and Andrew Raines (Current Player)
- Testing of students by the National Centre of Rowing Excellence

Student Services/Support

In 2012 Student Services has continued to provide significant support to staff, students and parents through various support programs including:

- * Learning Support - Literacy & Numeracy programs to develop students' reading & mathematical skills, lunchtime activities, assignment support, programs to support students with English as a

second language, Literacy & Numeracy intervention.

- * Chaplaincy Program (delivered by two chaplains) - Daily Breakfast Club (feeding up to 60 students

a day), Stepping Up Program, Connect Program, Self Esteem Programs (Girl talk & Catwalk), Peer Skills Program, Random Acts of Kindness Program, Experiential Learning Programs, and Prayer Group.

- * School Based Police Officer / School Health Nurse / Youth Support Coordinator - Anti Bullying Programs (victims and perpetrators), Anger Management Programs, Defensive Driving and Driver Education Programs, health information and support, Year 8 and 10 Immunisation Programs, Party Safe Programs, Drug and Alcohol Awareness Programs and Mental Health Week activities.

- * Indigenous Support - 'Dare to Lead' and 'Partners for Success' Programs supporting Indigenous students, Year 7 to Year 8 transition for Indigenous students, Health Programs, Tertiary aspirations support, Pathways – Year 12 students, NAIDOC Week celebrations and a variety of assessment support for indigenous students.

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

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

The Arts

Our school at a glance

In 2012, The Arts Department have 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 2012 are evident within the school community, local community and at state level with students receiving recognition for various 'Arts' activities.

Achievements include:

- "The Wizard of Oz" -school musical. Involved 160 students and 40 teachers/parents /past students throughout the various facets of the production.
- Large selection of student art work at the in 'Emerge' Combined School's Exhibition
- One student selected/attended the 2012 State Honours Ensemble Program
- Public performances by the, Concert Band & String Ensemble, including Fanfare, Bundaberg Eisteddfod, Childers Multi Cultural Festival
- Drama "Clowning" performances for local State School Students

30- Year 12 Film, Television and New Media & Visual Art students travelled to view exhibitions exclusive to Sydney: Picasso & Harry Potter Exhibition, & the live set of Sunrise.

SENIOR PHASE OF LEARNING

2012 has been another busy year for the senior students of Bundaberg State High School. The senior phase of learning involves providing students with a range of opportunities and pathways that are tailored to suit the individual. The school has increased its links with the broader community in 2012 and is looking in 2013 to further expand these links. 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 2011 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.

This year the school underwent a 1-day external audit by QSA to verify the quality of the programs being delivered to our students. It was pleasing to see that this school is compliant and there is quality and challenging work is being completed by our students.

This is the second year that 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.

MIDDLE PHASE OF LEARNING

As we reflect on our Centenary year at Bundaberg State High School it is opportune to highlight a number of great achievements within the junior secondary school. In particular, this year has seen the implementation of the Australian Curriculum across the core subjects of English, Maths and Science with History to follow next year. While this National approach to learning has provided its share of challenges it has also presented students and staff with unique opportunities for maximising learning outcomes for all. This National approach to learning, combined with our sporting and cultural achievements continue to inspire our next generation of leaders. This year has also seen the implementation and expansion of a range of new and existing school programs such as the year 8 and 9 STEM Program, Year 5 and 7 enrichment programs, Incentive Days, Parent Nights and Career Days. As we embark on the challenges facing education in the 21st century we remain committed to providing quality education for today's world. With your help and support we look forward to partnering together to provide the best possible outcomes for your child in the world of school and beyond.

FUTURE OUTLOOK

With the increase in funding, staff, students and the community have the opportunity to engage in activities to improve student outcomes. Key activities and priorities are focussed around teaching and learning. Our key priority is to implement the National Partnership Outcomes which are listed below:

- * All students are successfully engaged in learning
- * Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- * Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children
- * Australian students excel by International standards
- * Young people make a successful transition from school to work and further study
- * Community confidence in the capability of schools.

Our Strategic Plan outlines the strategies we will implement to deliver these outcomes.

ENROLMENTS

Our school at a glance

	2009	2010	2011	2012
Year 8	289	262	273	283
Year 9	274	293	264	285
Year 10	337	274	297	267
Year 11	267	316	265	279
Year 12	18	241	266	234
Total	1351	1386	1365	1349

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1330	656	674	89%
2011	1319	644	675	90%
2012	1318	628	690	90%

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

Characteristics of the student body:

Bundaberg State High School is proud to be recognised as one of the oldest schools in Queensland and currently has a population of 1330 students and 190 staff. The demographic characteristics of Bundaberg are truly represented within our School population; including an indigenous population in excess of 10%, a Special Education Program that accommodates over 100 students, a significant number of students exposed to extreme economic and social disadvantage and a significant number of students that 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.

In 2012 Bundaberg High School became an accredited international school whereby students attend from Europe, South America, Asia and New Guinea as fee paying students.

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

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	19	22	22
Year 11 – Year 12	15	19	19

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	285	289	274
Long Suspensions - 6 to 20 days	48	33	25
Exclusions	7	2	4
Cancellations of Enrolment	20	12	10

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

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



Extra curricula activities

Include:

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



Our school at a glance

How Information and Communication Technologies are used to assist learning

During 2012 the Technology Committee developed a strategic IT Plan for the school. The school achieved for the first time an ICT index rating.

The Federal Government's aim is to ensure that we have 1 computer for every student in years 9 to 12 was achieved with 400 computers rolled out to Year 9 and 10 students. In addition to this, new technical devices including Scientific calculators, GPS Units, I Pads and I Pods are being utilised within classrooms. Additional professional development for staff is ensuring that the digital pedagogy can be used within the classroom.

To support E Learning initiatives, every classroom in the school has a Data Projector and speakers installed.

Social climate

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

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

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

*The Phonics program to develop students' reading skills, lunchtime activities, assignment support, programs to support students with English as a second language, Literacy & Numeracy intervention.

*Chaplaincy program with the addition of an extra part – time chaplain, daily Breakfast Club feeding up to 60 students each time. Stepping Up, Self Esteem, and Prayer Group, Anti Bullying Programs (Victims and perpetrators), experiential learning programs.

* Providing health information and support, year 8 and 10 Immunisation program, Mental Health week.

*'Dare to Lead' and 'Partners for Success' programs supporting Indigenous students, Year 7 to Year 8 transition for Indigenous students, Health programs, Tertiary aspirations, Pathways – Year 12 students, NAIDOC Week celebrations, assessment support.

* Defensive driving programs, Anti-Bullying Program, Drug and Alcohol awareness. Driver Education, student morning pickup, work skills programs, drug & sex education, Docudrama, pathway program, bullying program and party safe programs, Tertiary Awareness Program with CQU, counselling.

* Individual case management of 'at risk' students, alternative programs, student health awareness education, First Aid/medication.

Parent, student and staff satisfaction with the school

Parent, student and teacher satisfaction with the school

It was very pleasing to see sustainable improvement regarding student and staff satisfaction with the school. Of particular improvement was staff morale. The data reflects confidence in the school that students are receiving a good education. Performance targets in key areas such as literacy and numeracy are being met. Indigenous student data also reflects improvement in academic achievement and the successful completion of Year 12. Student attendance and retention is an area that continues to improve every year.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	97.1%
their child likes being at this school*	91.4%

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their child feels safe at this school*	94.4%
their child's learning needs are being met at this school*	97.1%
their child is making good progress at this school*	91.4%
teachers at this school expect their child to do his or her best*	97.2%
teachers at this school provide their child with useful feedback about his or her school work*	94.3%
teachers at this school motivate their child to learn*	88.9%
teachers at this school treat students fairly*	86.1%
they can talk to their child's teachers about their concerns*	94.3%
this school works with them to support their child's learning*	97.1%
this school takes parents' opinions seriously*	90.6%
student behaviour is well managed at this school*	94.4%
this school looks for ways to improve*	97.1%
this school is well maintained*	97.2%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.9%
they like being at their school*	88.1%
they feel safe at their school*	94.1%
their teachers motivate them to learn*	94.1%
their teachers expect them to do their best*	99.2%
their teachers provide them with useful feedback about their school work*	89.9%
teachers treat students fairly at their school*	78.6%
they can talk to their teachers about their concerns*	74.8%
their school takes students' opinions seriously*	78.8%
student behaviour is well managed at their school*	80.7%
their school looks for ways to improve*	93.2%
their school is well maintained*	95.0%
their school gives them opportunities to do interesting things*	91.6%

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Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	84.2%
with the individual staff morale items	90.1%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The P&C has conducted monthly meetings during the year with many regular members attending. The meetings are held on the 3rd Monday of each month in the school's library. The P&C have provided financial assistance to students representing the school at state sporting and cultural events. Staff and volunteers in the tuckshop provide lunches daily to students and staff. This year the Parents and Citizens Association has given to the school a contribution of \$90,000.00 which has been used for the refurbishment of the canteen and the improvement of school areas including the retaining wall and shade structures.

Parents are welcomed during parts of the school's daily operations.

A summary of parental involvement in the school activities includes:

- * Information Evenings
- * Parent/Teacher Evenings
- * Access to teaching staff by appointment any time during the year
- * Actively encouraging parents and carers to become volunteers in school classrooms and in other activities
- * Graduations
- * Academic Awards & Sports Awards Evening
- * P&C Association
- * Indigenous round table meetings
- * Sports events
- * Special Education programs activities as well as IEP Meetings
- * Partnerships with local businesses and industry groups
- * Text messaging to parents of upcoming events and student absences
- * Working Bees
- * Centenary Committee.

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	485,460	14,774
2010-2011	438,386	13,042
2011-2012	485,240	6,715

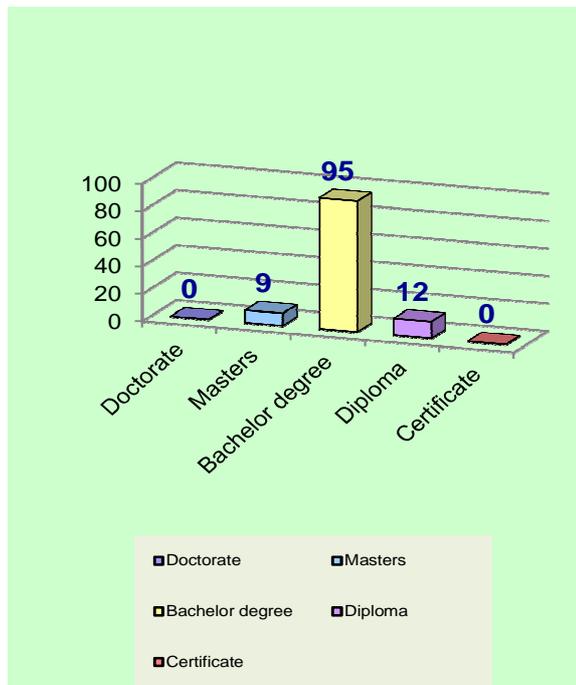
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	116	57	5
Full-time equivalents	105.9	43.3	3.4

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Bachelor degree	95
Diploma	12
Certificate	0

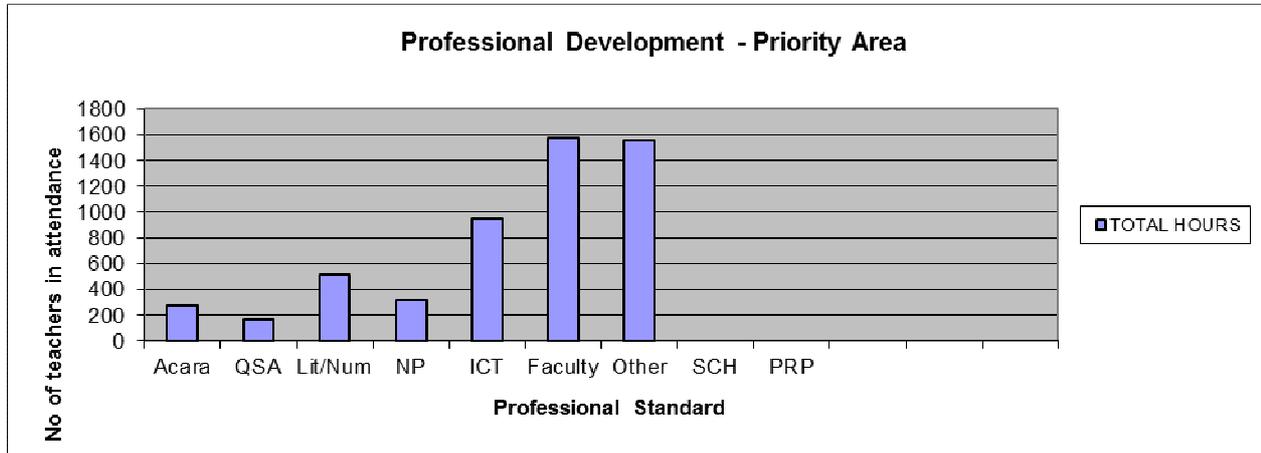


Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$126,634.00.

The major professional development initiatives are as follows:



The major professional development initiatives are as follows:

- Pedagogical Framework
- Differentiation
- Essential skills for teachers
- ACARA and senior curriculum
- Aspiring leaders

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	96.7%	96.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.9% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

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

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

Our staff profile

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

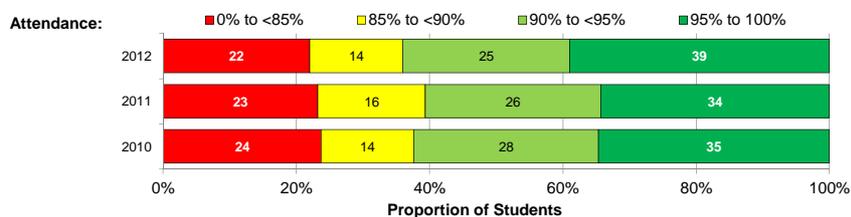
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	90%	89%	89%	89%
2011								91%	87%	88%	90%	91%
2012								92%	89%	88%	91%	93%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Roll marking is completed each day and rolls are taken in each lesson. Attendance information is placed on ID Attend. Parents are notified by SMS Text Message of unexplained absences from the Form Roll taken at the beginning of the day. Long term unexplained absences are dealt with through the truancy process. ID Attend is also used to record late arrivals and students away on excursions. The school also has an agreement with Hinkler Central Shopping Centre to report any student who does not have an identifiable "Exit Pass". The appointed Participation Officer tracks and monitors a range of data pertinent to absences as well as making regular contact with parents of students with unexplained or regular absences.

Incentives for individual classes and year levels are provided each term.

Proactive marketing to parents, students and community gives a consistent message and has built a culture of attendance with a consequent improvement in attendance. Clear expectations of high attendance rates are conveyed to senior students if they are to receive an invitation to the formal.

“Attendance Builds Success Today, Tomorrow and in the Future”

- Every day counts... because children achieve better when they attend school all day, every day
- Every day counts... because going to school means getting a better chance at life
- Every day counts... because school helps children build social and emotional skills such as communication, teamwork and resilience
- Every day counts... because going to school is a legal requirement



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

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

As one of our key priorities data from Closing the Gap initiatives has indicated an improvement in academic achievement, retention rates including a 20% retention improvement from year 10 to year 11.

3 Year 12 indigenous students received The Pearl Duncan Scholarships.

Closer ties have been developed with the local indigenous community which culminated in a shared school celebration for indigenous students completing year 12.

The school has initiated an indigenous leadership group from YR 8 to 12. With regular meetings, this group organizes special celebrations, meets with elders, and contributes to the newsletter and school functions.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	70%	81%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	200	225	213
Number of students awarded a Queensland Certificate Individual Achievement.	10	9	7
Number of students receiving an Overall Position (OP).	105	97	81
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	26	28
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	171	191	189
Number of students awarded an Australian Qualification Framework Certificate II or above.	64	79	100
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	135	173	161
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.	65%	74%	69%
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.	90%	94%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	98%	92%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	15	28	25	33	4
2011	16	26	30	22	3
2012	7	22	27	24	1

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	169	58	15
2011	181	74	12
2012	178	87	34

As at 2 May 2013. The above values exclude VISA students.

Students completed Certificate I in IT, Construction, Hospitality, Retail, Tourism, Engineering, Manufacturing, Business



Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

Students who leave prior to Year 12 either transfer to another school, attend TAFE or engage with private RTO's. Support for early leavers include the Participation Officer, Guidance Officer, Year Level Co-Ordinator and Chaplain.



Roll of Honour Anzac Day Centenary Celebration