Principal’s foreword

I am pleased to provide you with a copy of the Annual Report for Bundaberg State High School for 2010. Our mission continues to be to provide the foundation for successful citizenship through quality teaching and learning. In 2010 we commenced and implemented our National Partnership Strategic Plan. Significant investment has been made in extra human resources and program initiatives to deliver improved student outcomes especially in literacy and numeracy. Data from 2010 has indicated that we have established 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 harmony 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.

RAELENE FYSH
PRINCIPAL
Considerable progress has been made towards the targets and goals in our Four Year National Partnership Strategic Plan. During 2010 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

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FACULTY REPORTS & ACHIEVEMENTS

ENGLISH. 2010 has been a particularly successful year for the English faculty at Bundy High. Our senior results have been the best in several years, with fourteen students awarded Very High Achievement levels at verification. Also particularly pleasing has been the participation of several students in public speaking awards and experiencing considerable success. One of our senior students was awarded a grant by the Foundation for Young Australians to support his development as a writer and a number of students participated in various writing competitions.

This year also saw the introduction of the role of Literacy Support Mentor. These teachers have worked in classrooms to support their colleagues in the delivery of focused literacy lessons and have also prepared extensive resources for classroom use. In addition, a large number of teachers have given their time on a regular basis to deliver intensive literacy tutorials to selected students in small groups. Continued emphasis on the fundamentals of language has had positive results, as indicated by a significant improvement in the school’s NAPLAN results.

In another pleasing development, a number of our budding authors had the opportunity to visit the Brisbane Writers’ Festival, participating in writing workshops and attending presentations by successful authors. Later in the year, a considerable number of students will participate in sessions with our visiting author, James Moloney.

SCIENCE. Aligning the Year 10 Curriculum with the course offerings in Year 11 and 12 through the provision of the Physical Science program and more rigorous assessment items has seen an overall improvement of student’s performance in Year 11. The current Year 10 subject offerings are being continually reviewed in order to ensure a seamless transition into senior science.

Planning for the implementation of the Certificate III in Laboratory Skills course and its articulation with Year 11 and 12 Science in Practice is well under way and will see students exit with 8 points towards their QCE and nationally accredited certification.

The refurbishment of the B Block Science laboratories made possible through the BER grant has been the major resource management focus this year. As a result Bundaberg State High now has five modern teaching laboratories, three experimental investigation rooms and 2 preparation rooms with state of the art safety features and full ICT compatibility including wireless. Delivery of senior science syllabuses Certificate III in Laboratory Skills, 10 Physical Science and the keenly anticipated Year 8 STEM program will now be more flexible and meet the needs of more students.

HEALTH AND PHYSICAL EDUCATION. In 2010, the Health and Physical Education Department undertook the process of introducing new technology into classrooms. Data projectors, computers and some innovative online courses in Senior Recreation has seen the department evolve and change the way Health and Physical Education has been taught at Bundaberg State High School.

The Year 10 programme, in which students elect to follow either, the Health and Physical Education or Recreation Strand has once again proven successful, with students experiencing greater satisfaction and success through being able to choose a strand that is most appropriate to their abilities and pathways.

Successful off campus curriculum activities throughout the year have continued to enrich and extend students’ learning experiences. Some of the diverse range of activities that the faculty has allowed students to experience outside the school grounds this year are: Canoeing, Scuba Diving, Golf, Squash, Snorkelling, Coaching (primary school students) and Fishing.

Planning is currently underway for the implementation in 2011 of the new Physical Education syllabus for Year 11.
THE ARTS. 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 2010 are evident within the school community, local community and at state level with students receiving recognition for various ‘Arts’ activities.

Achievements include:
* Joseph & The Amazing Technicolor Dream Coat - school musical. Involved 148 students and 40 teachers/parents/past students throughout the various facets of the production.
* Student artwork selected for the Creative Generations Excellence Awards in Visual Art & Design, Regional Exhibition
* Large selection of student art work at the in ‘Emerge’ Combined School’s Exhibition
* Five students in the 2010 State Honours Ensemble Program
* One student selected for the Cinesparks Junior Film Jury
* Public performances by the Mezzo Singers, Concert Band & String Ensemble, including Fanfare, Bundaberg Eisteddfod, Multicultural Festival, TAFE Open Day, Art on the Grass (Crush Festival).
* 26 Year 11 & 12 Film, Television and New Media students excursion to Australian Centre for the Moving Image (ACMI) and The Tim Burton Exhibition – Melbourne.

BUSINESS EDUCATION. 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. Five students from Year 10 and 12 participated in a world-recognized business simulation "Ecoman" where students work in teams to run a business over three days. Our team of Year 10 boys won the competition against teams from several local private and state high schools. Junior students had opportunities to gain valuable information on financial literacy and personal budgeting from visiting speakers such as Commonwealth Bank, participating in excursions to local shopping centres and competing in the ASX Share Market Game.

SPECIAL EDUCATION PROGRAM. The Special Education Program has continued to provide specialized learning opportunities for students with disabilities (hearing, visual, physical, intellectual, speech language impairments and autistic spectrum disorder). This year, achievements have included:
* 17 Athletes with Disabilities (AWDs) qualified to represent Bundaberg District at the Regional Athletics in Gayndah. 1 AWD received Aged Champion
* 10 AWDs were chosen to represent Regional at State Athletics
* 1 AWD represented Regional and State Cross Country Competition
* 1 AWD successful in Paralympics Talent Search for pre-selection for 2012 Paralympics in London

INDUSTRIAL TECHNOLOGY AND DESIGN. INTAD’s successes this year have been:
* Top four places in RACQ Maryborough Technology Challenge, Engineering Division - CO2 Dragsters.
* First place in Outlaw class - CO2 Dragsters, RACQ Maryborough Technology Challenge.
* Two successful participation teams in the Human Powered Vehicles section, RACQ Maryborough Technology Challenge.
* Go-Design and Unlimited design workshops, Bundaberg and Brisbane QUT
* F1 in Schools car challenge, our primary and secondary represented Bundaberg region at the state finals.

The highlight for the year was BSHS students joining with St. Laurence's Grammar School, St. Aiden's Grammar School and Canterbury College for the International Space Settlement Design Challenge. 2 students were part of the team that represented Australia in Houston Texas USA. This was a great success culturally and educationally, plus we placed second overall. This was an outstanding achievement.

HOME ECONOMICS. The Home Economics faculty continues to provide a diverse curriculum which incorporates a variety of learning activities and opportunities for all students. The textile sector of Home Economics has not been overlooked in terms of technology. The purchase of an embellishing machine and a computerized embroidery machine, including software will enhance the delivery of textiles across all year levels.

Staff continue to foster and sustain Partnerships with Wide Bay Institute of TAFE, community organizations and businesses to deliver Certificate III in Children's Services and Certificate I & II in Hospitality to senior students. Students in both subjects participate in structure Work Placement within the associated industry to complete aspects of their course. These opportunities provide them with practical experiences in the world of work.
LOTE/SOCIAL SCIENCE. Highlights for 2010 include:

* Japan trip for 15 students and 4 staff during September: Excellent opportunity to practice their language skills and explore the culture of Japan through school visit, home stay, stay at traditional style hotel and visit to Hiroshima.

* Japanese excursion to Brisbane: Visit to Japanese Consulate, University of Queensland, Little Tokyo Japanese Restaurant, Japanese gardens at Mount Cootha and Animal Convention

* German language day with cluster schools

* Development of Asian Language Centre

* Modern History students participating in Constitutional Convention with other schools in region

* Senior Geography students undertaking field excursion to Woodgate

* 8 Geography classes undertaking full day local area excursion

* ANZAC Day school service and town parade

* Tourism Expo for our students and TAFE Students

* 11 AHS Archaeology dig

* 10 Geography excursion to Hinkler Mall

* Excellent results in National Geography Competition

* Staff Professional Development through accessing NP funding: QSA Conference, up skilling in Tourism through work experience, QTC Conference

* ICT PD for LOTE teachers at Sunshine Coast University

* Participation in National Geography Teachers Association Conference.

MATHEMATICS. Bundaberg State High School’s status as a National Partnerships school has resulted in a range of opportunities and resources. Major initiatives include developing numeracy programs, supporting a diverse range of students, developing innovative new programs and recognising enthusiasm.

A record number of students entered the Australian Mathematics Competition. Bundaberg State High was also well represented in the Mathematics Teams Challenge, picking up the major prize in the senior division. With the assistance of additional funding, all year 8 students were able to participate in the ICAS Mathematics testing which will allow teachers to analyse results and better support students throughout year 9.

The Mathematics Camp was revived this year under a new name, the Developing Da Vincis Camp, with a focus on Science and Technology in addition to Mathematics. Year 8 students demonstrating enthusiasm for Mathematics and Science were invited to attend and the camp was a resounding success.

For the first time Bundaberg State High School was able to provide all students with free access to Mathletics, a dynamic online learning environment. Teachers and students were equally excited by the new software with both groups spending the year growing accustomed to using this excellent new resource. Staff will continue to explore the benefits of Mathletics and include it in future planning.

SPORT. The Bundaberg High 2010 sporting calendar has once again provided students with fantastic opportunities to participate in numerous sports conducted within the conventional District, Regional and State, school sport structure. The domestic winter and summer seasons resulted in 22 district premierships across 12 different sports, with 126 Bundy High students representing Bundaberg District and 77 going on to Wide Bay honours. Eight students reached the pinnacle in their chosen sport, gaining selection in the Queensland team to compete at the National titles. In addition to the local competition, the school competed in a number of State and National invitational competitions.

Highlights from 2010 include:

* Bill Turner Cup boys and girls football teams both regional champions, with the boys reaching the 3rd round and the girls the 4th round of the state wide competition.

* Vicki Wilson netball team district champions.

* The school rowing team performed honourably at the Head of The River Regatta.

* Ten Pin teams won both the scratch and handicap divisions of the domestic season. The senior team won the regional competition to qualify for and compete in the Qld schools state championships.

* Five teams attended the state all schools touch competition.

* The 18s and 15s Rugby league teams district premiers. The 15s also won through to the quarter finals of the Kevin Walters Trophy state knockout competition.

* At the ARL 9 a side competitions Bundy High won the 13s and 15s shields with the 14sand 18s runners up in their age divisions.
At a curriculum level, Sport as an elective subject in the junior school has proven both popular and successful again this year. As an extension to the senior sport program it provides students with multiple pathways for study in years 11 and 12. The year 7 enrichment programs in rugby league and touch have provided elite skill development and a fantastic introduction to high school life for 2011 year 8s. The senior sport program will see its third year of successful graduates attaining their Certificate III in Fitness. This course is co-delivered at school through the Wide Bay TAFE school links program and with the assistance of the Bundaberg YMCA.

INFORMATION TECHNOLOGY. Perhaps our biggest challenge is maintaining pace with the changes that take place in the world of IT. Ensuring that our content is up-to-date means that we are constantly reviewing our programs and 2010 has been no different in this respect.

In addition to consolidation of our IT curriculum offerings, Bundaberg SHS is also working towards the federal government’s goal to have 1 computer for every student in years 9 to 12. This has included purchasing Laptop trolleys, a take home laptop trial and exploration of iPads and iPod touches as learning tools. There has also been significant investment in professional development for staff to ensure information technology is at the forefront of learning at Bundaberg SHS. While this has provided some challenges for the school, it has meant that we are better prepared for the introduction of additional computers for student use.

SENIOR PHASE OF LEARNING

2010 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. This year the Senior School Improvement Framework was established to refine the practices at Bundaberg State High School to optimise learning outcomes for all senior students. 2010 has seen a range of activities within the area of Senior Schooling to support this goal.

These include –

This year students have had opportunities to attend TAFE, CQ University, undertake a School-based Traineeship/Apprenticeship and participate in Work Experience/Structured Workplace Learning as part of their Senior Phase of Learning.

Vocational Education and Training (VET) – successful implementation of a variety of courses including School offered VET Qualifications and Partnership agreements in conjunction with TAFE has provided students with qualifications that will set them on their career journey.

Student Leadership Program – National Partnership funding was used to assist more than 50 Year 10 and 11 students, identified by their teachers, to attend a three day Camp in July at “Chaverim”. This Camp was highly successful with all students thoroughly enjoying themselves and learning more about themselves and others. Additional, with NP funding supported our student leaders’ participation in the Y-Lead Student Leadership Conference. This conference brought together the student leaders of local high schools for two action packed days of guest speakers and workshops.

Staff and students have participated in the following community activities: Australia’s Big Cuppa Morning Tea; Relay for Life; RSPCA Bike-athon; Cancer Fund Coast to Coral Fun Run: Red Shield Appeal.

Year 10 SET Plan process – In Term 2 students participated in a Career Education Program every Monday, then at the start of Term 3 students attended Wide Bay TAFE Auditorium to receive information about Year 11/12 subjects and the OCET. This started the subject selection process which culminated with SET Plan interviews in mid August. Term 4, Year 10 students are being provided with information about Year 11 such as Expectations in Year 11/12; Study Skills; Work related Skills; Assignment writing and Plagiarism; and Information about Vocational Education and School-based Apprenticeships/Traineeships

As part of weekly tutorial sessions all Year 12 students have had the opportunity to attain Certificate I in Information Technology, as well as participate in preparation program for the Queensland Core Skills Test.

MIDDLE PHASE OF LEARNING

2010 has seen a number of exciting middle school initiatives develop in relation to our National Partnership funding from the Federal Government. Whilst our academic, sporting and cultural achievements continue to improve each year it is worth noting a number of significant individual achievements such as our excellent NAPLAN results in year 9. This year we have sought to offer a range of incentives and programs targeted at those who are the quiet achievers of our school. Those students who positively contribute to the culture and community of BSHS are rewarded through Incentive days, 100% Club and leadership development courses. Furthermore, a number of primary links programs have been instigated from weekly enrichment courses, camps and specialists programs. It is anticipated that all these programs will further enhance Bundaberg SHS commitment to excellence in teaching and learning for the future.
RENEWAL OF SCHOOL FACILITIES
* Complete refurbishment of Senior Science Centre
* Significant redevelopment and landscaping throughout the school grounds
* Significant increase in number of computers, data projectors and internet access
* 4 new shade structures for students
* Creation of 6 additional classrooms
* New solar energy system
* Improved car parking facilities
* Upgrade of classroom furniture and teaching facilities
* Complete refurbishment and extension of Library
* Air-conditioning provided for 6 classrooms
* Creation of a vegetable garden for students
* Purchase of utility vehicle
* Lighting upgrade of the Assembly Hall

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. As we work towards our Centenary in 2012 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.
School Profile

Coeducational or single sex: Coeducational

Year levels offered: 8-12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1330</td>
<td>656</td>
<td>674</td>
<td>84%</td>
</tr>
</tbody>
</table>

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.

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

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>19</td>
<td>97%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>15</td>
<td>99%</td>
</tr>
<tr>
<td>All Classes</td>
<td>17</td>
<td>98%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>285</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>48</td>
</tr>
<tr>
<td>Exclusions</td>
<td>7</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>20</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings include:

* Industrial Technology and Design
* Manufacturing and Engineering Gateway School
* Certificate IV in Music
* Certificate II and II 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
* Goori Jets Program for Indigenous students
* 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.
How Information and Communication Technologies are used to assist learning.

During 2010 the technology committee was formed to develop a strategic IT Plan for the school.

The Federal Government’s aim is to ensure that we have 1 computer for every student in years 9 to 12. 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 had 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 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 with every year.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>66%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>72%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education.

IN VolVEMENT OF PARENTS AND COMMUNITY MEMBERS

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 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 $25,000.00 which has been used for air-conditioning in the classrooms.

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 & School Council
* 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.

Reducing the school’s environmental footprint

To improve our environmental footprint we have applied for grants and installed Solar Panels. As well, staff are notified 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity kWh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$173,299</td>
<td>$89,980</td>
<td>$50,112</td>
<td>$2,470</td>
<td>$22,097</td>
<td>$0</td>
<td>$8,640</td>
<td>485,460</td>
<td>14,774</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$152,399</td>
<td>$85,066</td>
<td>$0</td>
<td>$0</td>
<td>$13,718</td>
<td>$0</td>
<td>$53,615</td>
<td>507,570</td>
<td>11,340</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 2009 - 2010 14% 6% N/A N/A 61% N/A -84% -4% 30% N/A
Performance of our students

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>118</td>
<td>61</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>109</td>
<td>46</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Teaching Staff</th>
<th>School leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>80</td>
<td>68%</td>
</tr>
<tr>
<td>Diploma</td>
<td>28</td>
<td>24%</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $125,120.00.
The major professional development initiatives are as follows:
* Literacy and Numeracy
* Analysing NAPLAN and Senior Schooling data
* Technology
* Curriculum implementation
* Leadership development.

The involvement of the teaching staff in professional development activities during 2010 was 89.1%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.
From the end of the previous school year, 93% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010
The average attendance rate for the whole school as a percentage in 2010 was 89%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>90%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
</tr>
</tbody>
</table>

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 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 to report any student who does not have an identifiable “Exit Pass”.

Achievement – Years 3, 5, 7, and 9

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 MySchool website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/)

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.
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, attendance. Closer ties have been developed with the local indigenous community which culminated in a shared school celebration for indigenous students completing year 12.

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 74%

Outcomes for our Year 12 cohort of 2010

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>200</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).</td>
<td>10</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>105</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>16</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications.</td>
<td>171</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>64</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>135</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>65%</td>
</tr>
<tr>
<td>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.</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>98%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Band</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>15</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>28</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>25</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>33</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>4</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>169</td>
</tr>
<tr>
<td>Certificate II</td>
<td>58</td>
</tr>
<tr>
<td>Certificate III or above</td>
<td>15</td>
</tr>
</tbody>
</table>

All year 12 students were given the opportunity to complete Certificate I in Information Technology, Retail and Hospitality, Building Construction and Engineering.
Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 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

Early Leavers follow pathways into full time apprenticeships or traineeships, training programs to become work ready as well as move interstate.