

# Bundaberg State High School

## Queensland State School Reporting

### 2013 School Annual Report



CRICOS PROVIDER  
NUMBER 00608A

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## Principal's foreword

### Introduction

Bundaberg State High School was proud of its achievements in 2013. Our School can be proud of continuing on our journey of working constantly and consistently with our students to ensure they achieve success. This report summarises our progress in delivering successful student outcomes across our various agendas.

Our faculties of Arts, Business Education, English, Health and Physical Education, Home Economics, Information Technology, Industrial Technology and Design, LOTE and Social Sciences, Mathematics, Science, and Special Education have all contributed to this report. In addition, our Library, Pathways, Sport, and Student Services programs also highlight their outcomes. We are proud of many 2013 outcomes, however of most note are

- A 90% attendance rate by our students
- A 17% improvement between 2011 and 2013 in retention - moving up from 70% to 87%
- Our best ever OP 1-15 results, with 80% achieving this result
- A significant improvement in students achieving a Vocational Education Qualification
- 97% of students achieving a VET, QCE, or QCIA qualification
- Outstanding results in our School Opinion Survey from parents, student and staff

### School progress towards its goals in 2013

Our AIP priorities for 2013 centred on continuing to improve literacy and numeracy for all students, a focus on Teaching and Learning through the ASOT agenda, and maintaining the exceptional attendance rates we worked hard to achieve in recent years. A school wide maintenance of facilities agenda has seen our school transformed and we are proud of our ongoing commitment to providing our students a stimulating learning environment.

We have completed implementation of National Curriculum in English, Maths and Science. National Curriculum in History was developed for implementation in 2014 and other curricula is being developed as in other subject areas as more National Curriculum documents come on line. The commitment to ongoing development of Teaching and Learning in 2013, was supported through the mentor program which allows staff to work with school coaches in consistent literacy and numeracy delivery. 2013 was our final year as a National Partnership School, and in ending this commitment, we undertook our QSR through extensive consultation with our community to identify our key agendas moving forward. The priorities for our next 4 years will be organized through the fields of

Successful Learners, Engaged Partners, Great People, with High Standards underpinning all we do.

## **FACULTY REPORTS & ACHIEVEMENTS**

### **The Arts**

In 2013, The Arts Department continued to develop and implement an array of engaging learning opportunities and experiences for students throughout all subject areas. Various outcomes and achievements for 2013 were evident within the school community, local community and at state level with students receiving recognition for various 'Arts' activities.

Achievements included:

- Four students selected / attended the 2013 State Honours Ensemble Program.
- Public performances by the Concert Band & String Ensemble, including Bundaberg Eisteddfod, Bundaberg Multi- Cultural 3 Day Festival Workshop and performances at the Moncrieff Theatre.
- Large selection of student art work at the 'Emerge' Combined Schools Exhibition.
- 10 Music students performed with cluster Bundaberg State Schools in the Music Council of Australia "Count Us In".

### **Business Education**

Business Education – “Skilling for the Future”. During 2013 the focus was the continued development of programs to ensure that students who completed Business subjects had the opportunity to gain the skills required to function effectively in today’s technological world. 2013 saw the resurgence of Senior Accounting to the curriculum along with strong growth in other business subjects.

Year 9 Business classes, as part of their studies, competed in the Buy Smart Competition 2013. 3 students were short-listed as state finalists from over 1000 entries for this Competition. This was a tremendous achievement which showcased the great work that occurred at this school.

Junior students had opportunities to gain valuable information on financial literacy and personal budgeting from visiting speakers and competing in the ASX Share Market Game.

### **English**

2013 saw continued success for students in many arenas and this was reflected in the improvements in results across all year levels. Many students represented the school in writing, public speaking and Optiminds competitions achieving wins or placings to go on to further represent both the school and district.

The key focus of literacy and grammar has become an explicit expectation school wide and the literacy mentors worked tirelessly with colleagues to ensure a depth of understanding and resources to enhance and ensure success and positive student achievement.

### **Health and Physical Education**

During 2013, the Health and Physical Education Department oversaw the second full implementation of the new Senior Physical Education syllabus for Years 11 & 12. Mapping the Junior HPE units through to Senior ensured that 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. With this in mind, the department had to evaluate and change the way Health and Physical Education was taught, to best meet the changing needs of students as they participated in activities including canoeing, squash, volleyball, basketball, athletics and touch.

Senior Recreation Studies proved extremely popular with students 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.

Changes to the Year 10 program to have HPE compulsory for one semester enabled the Faculty to implement new initiatives. Unit plans were designed around the National curriculum model that will be introduced in 2015. There is a greater focus on personal safety and personal wellbeing issues and the inclusion of life-long recreational and sporting activities.

Sports Excellence programs in Soccer, Touch and Rugby League were retained and for the first time Netball was introduced with great success. This program allowed students wishing to advance sport specific skills in these activities an engagement within the HPE program.

### **Home Economics**

Staff and students alike continued to enjoy the Trade Training facility upgrade. Throughout the year staff continued to focus on teaching and learning and meeting curriculum requirements in order to cater to student’s interests and abilities. Home Economic subjects offered a wide range of learning experiences and incorporated skills and knowledge that ensured students experienced success and developed employability skills. As a result, students participated actively in curriculum offerings. Programs provided quality options in authority and non-authority pathways. Staff’s high expectations were communicated to students and were evident in student work and performance.

For twelve days in the June/July break, sixteen Year 11 and 12 Home Economics students and four Staff headed to Vietnam for a very successful study tour. Staff and students embraced the culture. They participated in cooking schools and a rice noodle making workshop - enjoyed the diverse cuisine, shopped at markets- learned to barter, had dresses and shoes tailor made – Prom dresses included for some, visited a silk village – observed silk production, as well as museums, temples and historic sites. Students and Staff described the tour as an incredible experience, amazing, eye opening and full of surprises.

### **Information Technology**

The school continued the rollout of laptops to students, primarily in Year 10. For the teachers and classes that used the virtual classrooms provided at the Learning Place, the availability outside normal school hours meant students could access revision sheets, homework and course documents easily.

### **Industrial Technology and Design:**

2013 WHAT A YEAR! The completion of the trade training centres both at BSHS Industrial Arts centre and the TAFE campus saw the first group of industrial arts students known as the B-Techs. B-Techs are students interested in a career in the metal trades or manufacturing industries, who participated in the program on Tuesdays, Wednesdays and Fridays.

“Houston we have a problem” The International Space Settlement Design Challenge was held again in Houston Texas USA in July-August. A Year 12 student was selected to represent Bundaberg SHS and joined fellow students from around Australia. Jinnene said “she had a wonderful time” learning about living in space and returned with an address book with many international contacts from NASA.

Achievements – 2013 RACQ Maryborough Technology Challenge was a great success for our Human Powered Vehicle teams. Three teams were entered and all gave their best over the 24 hour event. The challenge also incorporated the Queensland state finals of the CO2 Dragsters. Congratulations to students Elijah Mankoski, Andrew Gibbs and Layton Chambers who were successful in

winning Queensland state honours . The next leg in the CO2 dragsters series was held at Governor Sterling High School in Western Australia. Congratulations to Layton Chambers and Mr Smith who went on to win the Australian Honours.

#### **LOTE/Social Science:**

2013 Social Science /LOTE faculty highlights included:

- Very successful trip to Japan in December 2012 where students undertook two homestays with our sister schools in Tokyo and Osaka and visited a number of culturally significant sites.
- Visits to Bundaberg and weeklong home stays by each of our Japanese sister schools which saw our visitors engaged in the full range of Bundy High experiences and visits to local attractions.
- The introduction of Mandarin as another LOTE in Year 8. This proved to be very popular with a number of senior students attending these classes in their spares to broaden their language skills. Following the signing of a sister school agreement with two Chinese High schools we looked forward to hosting exchange groups again.
- Outstanding results in senior Japanese with students achieving VHA 10 and similar results for each of the last three years.
- Similar results across other Social Science subjects with students represented heavily in the top bands and their work being selected as exemplars for other schools to study.
- Year 8 students undertook a full day excursion to study local geography and landforms in Term 2 which they really enjoyed and produced some excellent reports.
- Senior Geography classes undertook two excursions to study the impacts of flooding on the Burnett catchment and also the proposed redevelopment of the old showgrounds site. These then led to research reports about these issues.
- Senior Tourism students undertook a full day excursion to look at local attractions, accommodation, venues and transport as part of their study of contemporary tourism industry.
- The roll out of the National Curriculum in History in Years 8, 9 and 10 was very successful with both staff and students commenting favourably on the course work, assessment tasks and real life applications of the research skills and historical understandings.
- Staff and students were highly committed to a range of social justice issues with involvement in activities such as: Red Shield Appeal, Relay For Life, Big Cuppa Morning Tea, Daffodil Day, Bandana Day etc. They were commended for their commitment to these causes.

#### **Mathematics**

2013 was another successful year for the Mathematics department at Bundaberg State High School. Teachers continued to refine and work on the Australian Curriculum in Mathematics and the incorporation of a variety of strategies to assist students with basic numeracy and problem solving skills supporting a diverse range of students.

There were many highlights throughout the year with a number of students achieving individual success. Sixteen students achieved Distinction awards in the Australian Mathematics Competition with many more achieving Credit awards. The school also performed well in team competitions. The Mathematics department entered a total of 20 teams in the Maths Team Challenge. They had some very good performances with the Senior Team placing fourth. Two teams were also entered in the QAMT Year 8 Quiz, with one team placed first in Bundaberg and runner up in the Wide Bay/Central Coast Region.

The Mathematics department continued to use the Mathletics Program to cater for individual student needs and support students in their learning. The department also invested in a new suite of wireless graphics calculators to enhance the learning of students within the classroom, with staff excited about the opportunities this created for students.

#### **Science**

Bundaberg State High School Science Department continued its implementation of the Australian Curriculum with the introduction of Year 8, 9 and 10 textbooks to support student learning and engagement. It also continued to build technology resources to support National Curriculum programs including science software and data loggers, which were used in both the senior and junior science areas. Students in Years 8, 9 and 10 had the opportunity to enjoy interactive experiences presented by Case of Conspiracy: Forensic Science and Ruben Meerman: The Surfing Scientist. These programs were well received by students and encouraged interest in the science area through their real life applications of science concepts and skills. Senior students continued their subject based excursions with trips to Dreamworld, Eurimbula and the Brisbane Science Centre.

#### **Special Education Program**

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

- 8 students represented Bundaberg SHS at the District Cross Country.
- 3 students were selected to represent Bundaberg at the Wide Bay Cross Country competition in Bundaberg.
- 20 students represented Bundaberg SHS at the Bundaberg District Track and Field Competition.
- 10 students represented Bundaberg District at the Wide Bay Track and Field Competition.

**Programs.** As part of the transition process the Special Education Program partnered with the Tom Quinn Centre and offered 14 Year 11 and 12 students a range of off campus courses. This proved highly successful and we looked forward to continuing this partnership. Students also participated in a Land care project that involved clearing weeds from a remnant piece of dry rainforest in the East Bundaberg area.

### **Library**

2013 Students and staff continued to read widely and used a range of other resources. Students' interest in fiction remained high, especially as wide-reading tasks are embedded in all areas of English. Students borrowed a range of magazines, graphic novels and other items.

### **Pathways Officer**

The Pathways Department was involved in working with students in Years 10, 11 and 12, sourcing employment, work experience, structured workplace learning and School-Based Traineeships/Apprenticeships. Many students participated in the fields of Hospitality, Mechanical, Childcare, Carpentry/Building, Medical, Plumbing, Veterinary, Teaching, Retail, Hairdressing and Office Administration. A number of students gained casual, after school and weekend jobs as a result of Pathways intervention. Students learnt how to write great cover letters, resumes and preparing for a job interview.

Pathways also worked with the Learning Support Department, Jets Program, Wide Bay TAFE and Indigenous Students from Years 10 to 12.

### **Sport**

The Bundaberg State High sporting calendar once again provided students with numerous opportunities to participate in a variety of sports conducted within the conventional District, Regional and State school sport structure. The summer and winter sporting fixtures resulted in the school winning 12 premierships across 10 different sports; with 107 Bundaberg SHS students representing the Bundaberg District and 56 going on to represent Wide Bay. Nine 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 2013 included:

- The 15's Rugby League team winners of the Keith Gibbs shield for the Wide Bay and Sunshine Coast region
- Courtney Rose and Brett Fourro combined to win the Doubles Table Tennis title at the Qld championships
- The school Athletics team placed 2<sup>nd</sup> in both the Junior and Senior divisions at the Inter-school carnival
- 3 teams attended the All Schools Touch competition in Brisbane
- The school Rowing team achieved 3<sup>rd</sup> place at the annual Head of the River Regatta
- District champions in the 14's Rugby League
- 4<sup>th</sup> in the Qld Ten Pin Bowling championships in Brisbane
- Vicki Wilson Netball team - Regional finalists
- 24 BSHS teams competed in the Interschool Cross Country
- A Brisbane Roar coaching clinic conducted by Clare Polkinghorne
- Bill Turner Cup – Boys regional champions

## **Student Services/Support**

In 2013 Student Services continued to provide significant support to staff, students and parents through various support programs including:

\* Learning Support - Literacy & Numeracy programs developed 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 (fed up to 60 students a day), NO Limits and Unlimited Programs, Self Esteem Programs (A2B, Girl Talk & Catwalk), Peer Skills Program, Random Acts of Kindness Program, 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 supported Indigenous students, Year 7 to Year 8 transition for Indigenous students, Health Programs, Pathways – Year 12 students, NAIDOC Week celebrations and a variety of assessment support for indigenous students.

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

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

## **SENIOR PHASE OF LEARNING**

The senior phase of learning involved providing students with a range of opportunities and pathways that were tailored to suit the individual. Students had opportunities to attend TAFE, CQ University, undertake School-based Traineeship/Apprenticeship and participated in Work Experience/Structured Workplace Learning.

It was pleasing to see the 2012 Year 12 Destination Study results whereby the majority of students had either continued their studies at University or TAFE or were engaged in paid employment, whether it be part-time or full-time.

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

<b>Apparent retention rates Year 10 to Year 12</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	81%	87%

<b>Outcomes for our Year 12 cohorts</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Number of students receiving a Senior Statement.	225	213	238
Number of students awarded a Queensland Certificate Individual Achievement.	9	7	11
Number of students receiving an Overall Position (OP).	97	81	101
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	28	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	191	189	230
Number of students awarded an Australian Qualification Framework Certificate II or above.	79	100	136
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	173	161	179
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.	74%	69%	80%
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.	94%	92%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	92%	95%

As at 5 May 2014. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
<b>Number of students in each Band for OP 1 to 25.</b>					
	<b>OP 1-5</b>	<b>OP 6-10</b>	<b>OP 11-15</b>	<b>OP 16-20</b>	<b>OP 21-25</b>
2011	16	26	30	22	3
2012	7	22	27	24	1
2013	10	32	39	16	4

As at 5 May 2014. The above values exclude VISA 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
2011	181	74	12
2012	178	87	34
2013	219	129	20

## MIDDLE PHASE OF LEARNING

At Bundaberg State High School the Junior Secondary Schooling phase begins in Year 8 and continues through to the end of Year 9. With the transition of Year 7 into high school in 2015 we anticipate the Junior Secondary model incorporating these three year levels. The needs of students in this phase of learning are addressed through a number of school initiatives including team teaching, the National Curriculum, excellence programs and learning support. In particular, this year we have seen the implementation and expansion of a range of new and existing school programs such as the Year 8 / 9 STEM (Science, Technology, Engineering, Maths) Program, Year 5 and 7 enrichment transition programs, Incentive Days and various parent information evenings. This strategic and co-ordinated approach to teaching and learning continues to inspire our next generation of leaders and productive citizens. As we embark on the challenges facing education in the 21<sup>st</sup> 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

The priorities for our next 4 years will be organized through the fields of

Successful Learners, Engaged Partners, Great People, with High Standards underpinning all we do.

### **Successful Learners**

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

### **Great People**

- Implement performance reviews for all staff (eg. 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

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1319	644	675	90%
2012	1318	628	690	90%
2013	1357	651	706	91%

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 1357 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 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

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	22
Year 11 – Year 12	19	19	19

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	289	274	253
Long Suspensions - 6 to 20 days	33	25	23
Exclusions	2	4	4
Cancellations of Enrolment	12	10	11

### Curriculum offerings

Our distinctive curriculum offerings include:

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

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### Extra curricula activities

Include:

- \* NASA Space Design competition USA
  - \* Academic competitions
  - \* Technological competitions
  - \* Public Speaking
  - \* Music (Bands, Choral and Musical Production)
  - \* The Arts (Drama Performances)
  - \* Sport (Summer and Winter)
  - \* Student Council (Junior and Senior)
  - \* Awards Night
  - \* Di Vinci Mathematics camp
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\* 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

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How Information and Communication Technologies are used to assist learning

BSHS offers our students access to a laptop hire program which many of our students choose to participate in. Many of our learning tools are based on an e – environment and our teaching staff choose to use various multi media options as part of everyday teaching practice. Our school uses a web based storage option to enable student access to on line learning tools through the learning place. Our teachers provide many class resources through this on line option.

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## Social climate

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

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

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

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

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

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

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

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

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

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## Parent, student and staff satisfaction with the school

The most recent School Opinion survey demonstrates the level of satisfaction all members of our school community have in the school and our practices. These results have been consistent in recent times.

**Performance measure** *(Nationally agreed items shown\*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	91%	95%
their child feels safe at this school* (S2002)	94%	100%
their child's learning needs are being met at this school* (S2003)	97%	100%
their child is making good progress at this school* (S2004)	91%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%
teachers at this school motivate their child to learn* (S2007)	89%	95%
teachers at this school treat students fairly* (S2008)	86%	95%
they can talk to their child's teachers about their concerns* (S2009)	94%	95%
this school works with them to support their child's learning* (S2010)	97%	95%
this school takes parents' opinions seriously* (S2011)	91%	88%
student behaviour is well managed at this school* (S2012)	94%	84%
this school looks for ways to improve* (S2013)	97%	95%
this school is well maintained* (S2014)	97%	90%

**Performance measure** *(Nationally agreed items shown\*)*

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

**Performance measure**

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	86%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	97%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

The P&C conducted monthly meetings during 2013 with many regular members attending. The meetings were held on the 3rd Monday of each month in the school's library. The P&C provided financial assistance to students representing the school at state sporting and cultural events. Staff and volunteers in the tuckshop provided lunches daily to students and staff. The Parents and Citizens Association gave a contribution of \$50,000.00 to the school, spent in the following way:

\$1,500 for support to the uniform project

\$500 towards the Awards Night

\$3,500 ½ share in a Rowing Scull

\$34,000 Shade area for The Gym and Q Block.

Financial assistance to the School Chaplains

Students representing the school at sporting events.

A summary of parental involvement in the school activities includes:

- \* Academic Awards & Sports Awards Evening
- \* Information Evenings
- \* Parent/Teacher Evenings
- \* Graduations
- \* P&C Association
- \* Sports events
- \* Actively encouraging parents and carers to become volunteers in school classrooms and in other activities
- \* Indigenous round table meetings
- \* 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
- \* Access to teaching staff by appointment any time during the year.

## Reducing the school's environmental footprint

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	438,386	13,042
2011-2012	485,240	6,715
2012-2013	508,223	10,278

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint

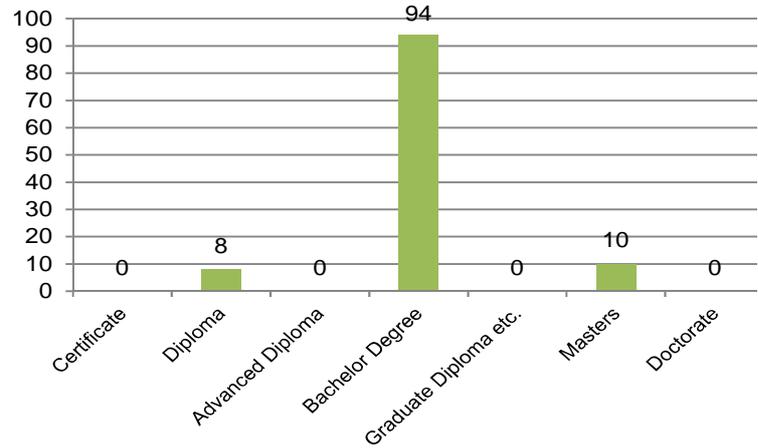
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	112	57	5
Full-time equivalents	103	44	3

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	94
Graduate Diploma etc.	0
Masters	10
Doctorate	0
<b>Total</b>	<b>112</b>



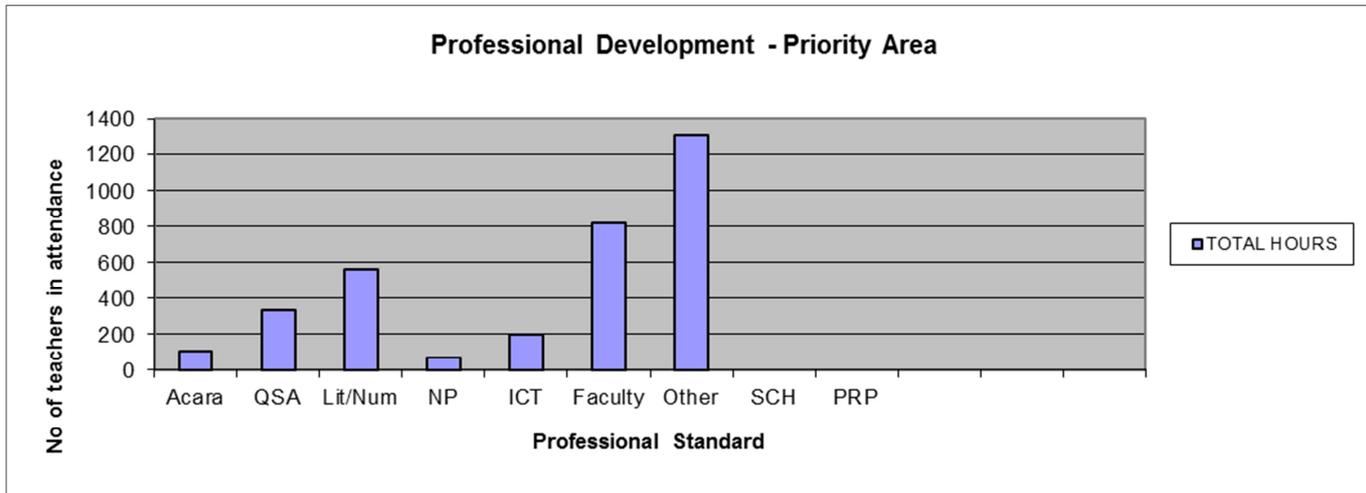
\* Teaching Staff includes School Leaders

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

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$98 656.00 .



TOTAL HOURS 106 335 560 74 195.5 816 1307

### Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Staff attendance for permanent and temporary staff and school leaders.

97% 97% 97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2013 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

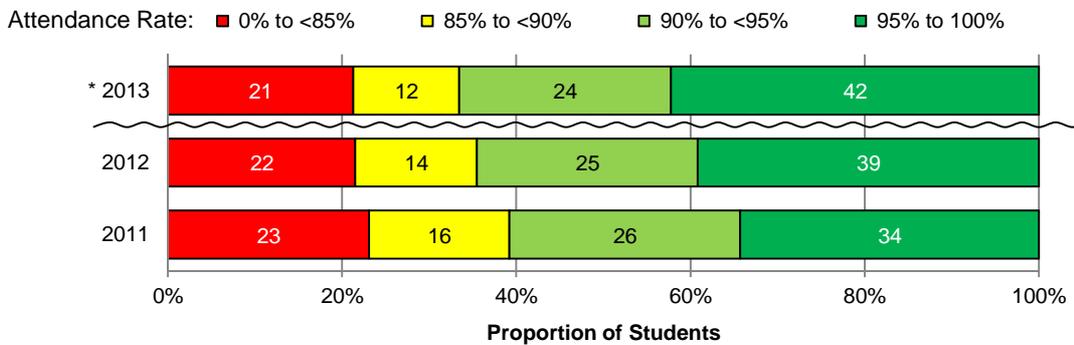
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	90%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

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
2011								91%	87%	88%	90%	91%
2012								92%	89%	88%	91%	93%
2013								91%	91%	89%	90%	91%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



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

### Description of how non-attendance is managed by the school

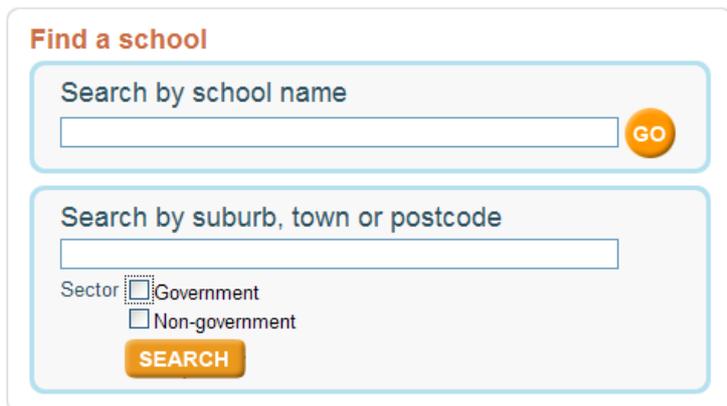
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

# Performance of our students

## 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

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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

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

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

## Achievement – Closing the Gap

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

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	81%	87%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	225	213	238
Number of students awarded a Queensland Certificate Individual Achievement.	9	7	11
Number of students receiving an Overall Position (OP).	97	81	101

## Performance of our students

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	28	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	191	189	230
Number of students awarded an Australian Qualification Framework Certificate II or above.	79	100	136
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	173	161	179
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.	74%	69%	80%
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.	94%	92%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	92%	95%

As at 5 May 2014. 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
2011	16	26	30	22	3
2012	7	22	27	24	1
2013	10	32	39	16	4

As at 5 May 2014. The above values exclude VISA 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
2011	181	74	12
2012	178	87	34
2013	219	129	20

As at 5 May 2014. The above values exclude VISA students.

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

### Post-school destination information

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

# Performance of our students

## Early leavers information

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