



**BUNDABERG
STATE HIGH SCHOOL**

"Preparing the Citizens of Tomorrow"

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Introduction

I am pleased to provide you with a copy of the Annual Report for Bundaberg State High School for 2011. Our mission continues to be to provide the foundation for successful citizenship through quality teaching and learning. In 2011 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 2011 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 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



School progress towards its goals in 2011

Considerable progress has been made towards the targets and goals in our Four Year National Partnership Strategic Plan. During 2011 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 2011 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 and competing in the Share Market Game.

English

2011 sees a continuation of the success for the English Faculty at Bundaberg State High. The participation and success of a number of students in a variety of writing and public speaking competitions along with English results which reflect a continuing improvement across all year levels, has been very pleasing. Megan Hindmarch and Katy Gorlick continue to support and coach our public speakers and young writers further to the work of the classroom teachers.

Again, a key focus for the faculty has been the focus on literacy and grammar, enhanced by the literacy mentors who work in classrooms with students and teachers and the after school focused tutorials to small groups of students. Again, NAPLAN results for the school have indicated that this focus is indeed assisting our students to succeed and achieve.

There have been pleasing results across all year levels this year and the dedication of the staff is a key factor in these results. Thanks must go to all faculty members who continue to encourage and support students.

Health and Physical Education

In 2011, the Health and Physical Education Department implemented the new Senior Physical Education syllabus for Year 11. Mapping the Junior HPE units through to Senior ensured that our students had tremendous success. Students utilising technology was a major focus as they continuously worked towards improving their physical results after analysing and implementing performance techniques. Introducing new technology into classrooms (including data projectors, computers and innovative online courses) in Senior Recreation has seen the department evolve and change the way Health and Physical Education is taught at Bundaberg State High School. The Year 10 program, 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. This approach will continue again in 2012.

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 have been: Canoeing, Scuba Diving, Golf, Squash, Snorkelling, Coaching (primary school students) and Fishing. Changing and evolving the Health and Physical Education subject will be the main focus for the HPE department in 2012, particularly as the Year 9 & 10 students move towards individual laptop resourcing. Continuing to update ‘real-world’ subject matter to find the best method of delivery ensures the success of our subject in the future.



Athletics Day



Home Economics

This has been a challenging year for our faculty. We have finally packed up our kitchens and are now eagerly awaiting the completion of our Trade Training Centre in January 2012.

The refurbishment to our existing facility will incorporate "industry standard" commercial kitchens.

The upgrade will provide many modern technologies and further support and enhance the delivery of Certificate qualifications in Hospitality. The new facility will be utilized by all year levels.

The Home Economics Faculty continues to deliver a diverse curriculum which incorporates a variety of learning activities and opportunities for all students.



Information Technology

During the 2007 election campaign, Kevin Rudd promised that every student in years 9 to 12 would have access to a computer. It has taken some time, but that promise is being fulfilled this year.

Bundaberg SHS reached the 2:1 target in March as required. By the end of October, we will receive the additional 546 laptops required to meet the 1:1 target. We are now in a position to offer a take

Home program to our year 9 and 10 students in 2012. We have been preparing for this for some time. As part of the state government's Computers for Teachers initiative, each teacher has their own laptop

Computer. These are now three years old and are in the process of being replaced.

Over the past two years, we have installed data projectors and speakers in each room. These initiatives, plus our recently completed wireless network, mean that each classroom now has a permanent

Connection to our school network and the internet.

Teachers used to wish for the level of access to information that students now have in every

Classroom. 2012 will be a very interesting year.

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 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 a trans-disciplinary approach 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 be used. Computer Numeric Controlled (CNC) machines including, 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 demands the growing demands for engineering and manufacturing in this country.



LOTE/Social Science:

Highlights for 2011 include:

- * 42 senior Ancient History students travelling to Melbourne to visit the King Tutankhamen Exhibition, the Old Melbourne Gaol, the National Gallery of Victoria, the Melbourne Zoo, the MCG to watch an AFL game and Melbourne's Icehouse for an evening of ice skating
- * Japanese excursion to the Sunshine Coast University for the Asian Immersion Language Day, including workshops for the 'Opening a Door into Asia' event
- * German language day with cluster schools
- * Modern History students participating in Constitutional Convention with other schools in region, where Year 12 student Bronson Thomas went on to win the public speaking section and was selected to represent the district at the Canberra Convention
- * Senior Geography students undertaking a field excursion to Woodgate
- * 8 Geography classes undertaking a full day local area excursion
- * ANZAC Day school service and town parade
- * Tourism Expo for our students and TAFE students
- * Year 11 Ancient History Archaeology dig
- * Excellent results in Year 12 Ancient History with more than half of the cohort achieving a VHA
- * Hosting Japanese schools - Shijonawate High School in March and Teisei Gakuen High School in August – Thank you to all those helped organise the events or hosted students



- * Excellent results in National Geography Competition
- * Year 10 SOSE excursion to the Police Station
- * Year 9A SOSE planning and maintaining a vegetable garden and undertaking an excursion to Kookaburra Park to investigate sustainable practices.

Library

Term 4, 2010 saw the beginning of the refurbishment of the Library as part of a State

Schools of Tomorrow project. This involved removing asbestos, replacing furniture,

re-orienting the building so that the entrance faces the school and extending class spaces. The project is nearing completion as we await the arrival of some furniture but there have already been noticeable rewards: increased student patronage, especially during the breaks and increased borrowing of resources. The purchase of a wide range of interesting reading materials has led to more student and staff borrowing, especially of fiction, which has been very pleasing.

Mathematics

The Mathematics department at Bundaberg State High School has been very busy the past year. Major focuses include developing numeracy programs, supporting a diverse range of students, developing innovative new programs and recognising enthusiasm.

There have been many highlights throughout the year with a number of students achieving individual success. Almost twenty students achieved Distinction awards in the Australian Mathematics Competition, and many more achieved Credit awards. A special mention must go to Year 12 student Aiden Price who achieved a High Distinction, and placed in the top

1% of entrants Australia wide. Students from Bundaberg State High also performed outstandingly in team competitions. Nineteen teams participated in the annual Maths

Teams Challenge, and teams from Bundaberg State High School took out first place in every division. Since this competition has been run in the Bundaberg Region, no one school has ever achieved this feat before.

Staff within the Mathematics Department made extensive use of the online Mathletics program to better cater to individual student needs. Improvements are evident across the board and parents are encouraged to keep their children using the program at home. Additionally, through the National Partnerships program, extra resources were available to help improve school-wide numeracy. This renewed focus on improved numeracy outcomes will continue in the years to come.

2012 will be a very important year for Mathematics, with the school officially adopting the Australian Curriculum in Years 8 to 10. Staff have been busy preparing for the implementation of the curriculum and it will be all systems go from the start of next year.



Science

In 2011 the Science Department farewelled Richard Mann after many years of service leading the Science program; congratulations to Mrs. Crystal Caton on her permanent appointment as Head of Department. This year also sees the final Year 12 Multistrand Science cohort graduating, with the subject bowing out after being part of the curriculum for the past twenty years.

Successful implementation of the Australian Curriculum across Years 8, 9 and 10 for 2012 has been the major planning focus in 2011. Planning also for the introduction next year of the Certificate II in Sampling and Measurement and its articulation with Year 11 Science in Practice is well under way and will see students exit with 6 points towards their QCE and a nationally accredited certification.

The refurbished B Block laboratories has led to further curriculum offerings including an industry standard spectrophotometer and a very modern greenhouse for the Biology and Science in Practice students.

244 students participated in the ICAS science competition with the following great results:

3 High Distinctions, 15 Distinctions and 66 Credits.

Other activities students found very worthwhile this year were: A Case of Conspiracy,

CSIRO Young Scientist and Robotics programs, Try a Trade, Food Science, Questacon, Biology camp, Dream world Physics, Toyota Tree Planting and the Titration Competition.

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:

- * 15 Athletes with Disabilities (AWDs) qualified to represent Bundaberg District at the Regional Athletics in Kingaroy.
- * 3 AWD received Aged Champion at Bundaberg District Athletics
- * 9 AWDs were chosen to represent Region at State Athletics
- * 4 AWDs qualified to represent Bundaberg District at Regional Cross Country in Gympie.
- * 1 qualified to represent Wide Bay at State Cross Country competition
- * 1 AWD successful in Paralympics Talent Search for pre-selection for 2012 Paralympics in London.

Sport

The Bundaberg High 2011 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 domestic winter and summer seasons resulted in 9 district premierships across 12 different sports, with 135 Bundaberg High students representing Bundaberg District and 88 going on to Wide Bay honours. Six 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 2011 include:

- * The school rowing team achieved 2nd place at the annual Head of The River Regatta, finishing with 3 gold, 29 silver & 21 bronze medals
- * Bill Turner Cup boys soccer team regional champions
- * Bill Turner Cup girls soccer team district champions
- * Vicki Wilson netball team regional finalists
- * Open Ten Pin team regional champions; qualified for and competed in the Qld schools state championships
- * Four teams attended the state all schools touch competition with the open boys finishing in the top 4 and junior boys the top 16
- * The 13s and 15s Rugby league teams district premiers with the 13s & open boys winners of the ARL development 9 a side competition
- * Australia Post Open cricket team district champions.

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, touch and netball have provided elite skill development and a fantastic introduction to high school life for 2012 Year 8s. The senior sport program will see its fourth 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.



Student Services/Support

In 2011 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

In 2011, The Arts Department has continued to develop and implement an array of engaging learning opportunities and experiences for our students throughout all subject areas. Various outcomes and achievements for 2011 are evident within the school community, local community and at state level with students receiving recognition for various 'Arts' activities. Achievements include:

- * Our music students joined over half a million performers as part of Australia's biggest school music gig – "Count Us In" in September.
- * A large selection of quality student art work from Years 9, 10, 11 and 12 were selected for inclusion in the 'Emerge' Combined School's Exhibition.
- * Three of our students took part in the 2011 State Honours Ensemble Program
- * Year 12 student Morgan Todd was selected to design and produce the logo for Child Protection Week in Bundaberg. Her logo will become a recognised symbol for the future.
- * Some of our students engaged in public performances at the Multi Cultural Festival, while our String Trio took part in the Bundaberg Eisteddfod.

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.

SENIOR PHASE OF LEARNING

2011 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 2011 and is looking in 2012 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. This year the school underwent a rigorous 2-day external audit by QSA to verify the quality of the training and assessment for all of the Vocational Education Training courses delivered at this site. It was pleasing to see that this school is compliant with the Australian Quality Training Framework (AQTF). In 2011, 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

This year has seen a number of exciting middle school initiatives develop in relation to our National Partnership funding from the Federal Government. Our academic, sporting and cultural achievements continue to highlight the exciting opportunities available to our children today. This year has seen the implementation and expansion of a range of new and existing school programs such as the Year 8 STEM program, Year 7 and 8 Da Vinci Camp, Enrichment Programs and Incentive programs. As we face the challenges of implementing the National Curriculum in 2012 and the future inclusion of Year 7 into the high school in 2015, Bundaberg State High School remains committed to providing quality education for today's world. With your help and support we look forward to the exciting challenges facing education in the 21st Century.

RENEWAL OF SCHOOL FACILITIES

- * Completion of the expansion and refurbishment of the Library
- * Complete refurbishment of the Home Economics kitchens to industry standard as part of the Bundaberg Regional Trade Training Centre initiative
- * Refurbishment of the Senior Manual Arts Workshop and construction of a new CAD CAM centre and a small motors workshop as part of the Bundaberg Regional Trade Training Centre initiative
- * National Secondary School Computer Funds roll out of laptops to students
- * Repainting of numerous buildings
- * Continued the renewal of classroom furniture
- * Air conditioning for 5 more classrooms
- * New Solar Power generating systems
- * Installation of additional water tanks
- * Construction of a Greenhouse to support innovative science programs
- * Construction of a security fence around the perimeter of the school
- * Continued renewal of areas of the school grounds including new indigenous murals
- * Replanting of native trees and shrubs around the school
- * Creation of innovative learning spaces to complement increased IT equipment and school-wide wireless internet connection.

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

Record:

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1319	644	675	90%

Characteristics of the student body:

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 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	21.5
Year 11 – Year 12	19.1
All Classes	20.6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	289
Long Suspensions - 6 to 20 days	33
Exclusions	2
Cancellations o Enrolment	12

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
- * 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 2011 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 over 400 computers were 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 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.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	90%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	90%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	64%
Percentage of staff members satisfied with morale in the school	77%

DW – Data withheld

Involving parents in their child's education

INVOLVEMENT 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
- * Centenary Committee.

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, 2010-2011

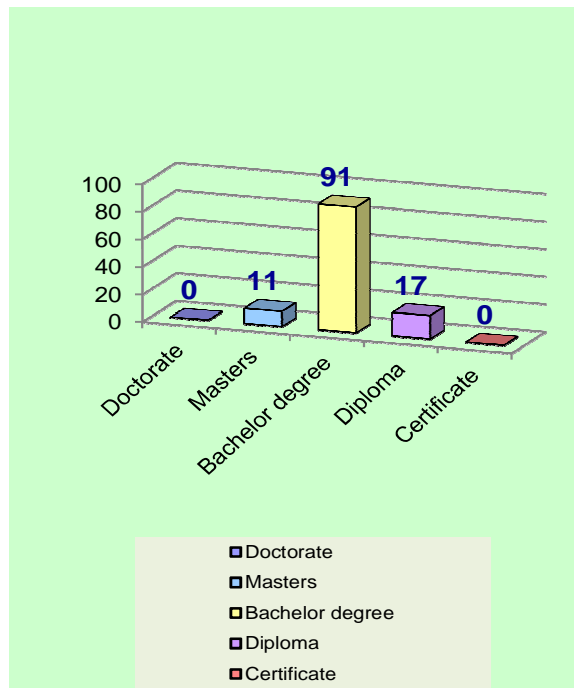
	Electricity KwH	Water KL
2011	438,386	13,042
2010	485,460	14,774
% change 10 - 11	-10%	-12%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	119	61	5
Full-time equivalents	109	45	<5

Qualifications of all teachers

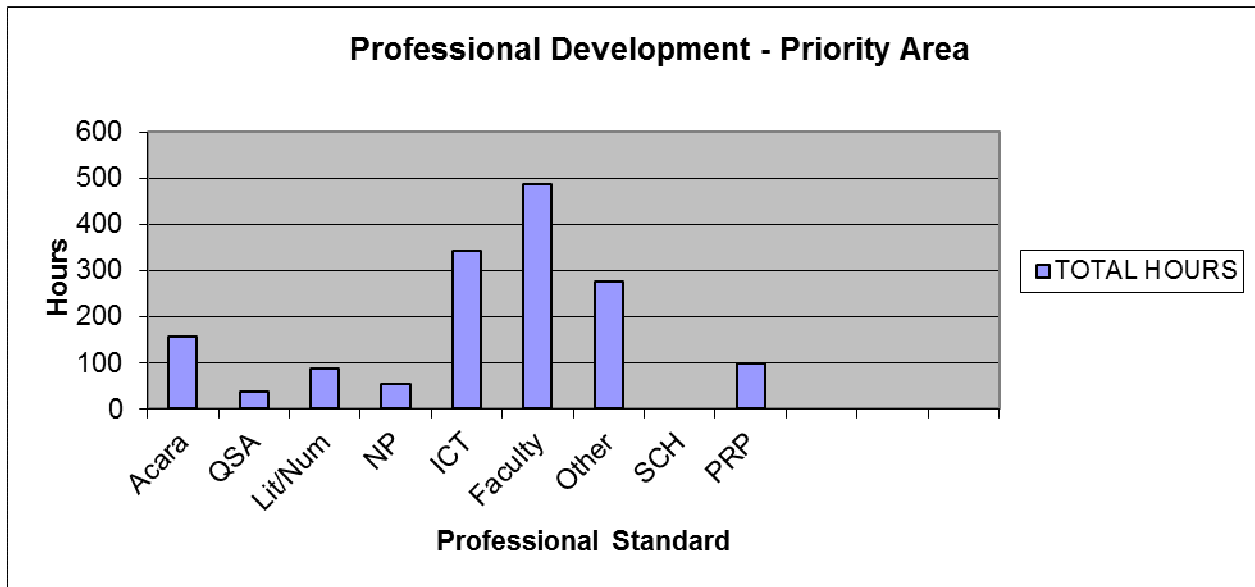
Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Bachelor degree	91
Diploma	17
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$92,588.14.

The major professional development initiatives are as follows:



The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 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**.

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

Key student outcomes

Student attendance - 2011

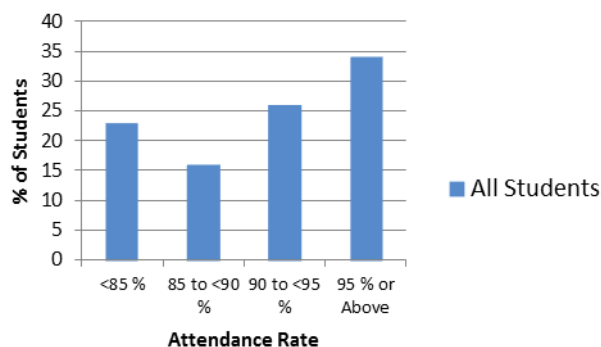
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.
 The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

	Year 8	Year 9	Year 10	Year 11	Year 12
	91%	87%	88%	90%	91%

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 class and year levels are provided.

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.

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. Four Year 12 students received Pearl Duncan and Peggy Hunter Scholarships.

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. 76%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	225
Number of students awarded a Queensland Certificate Individual Achievement.	9
Number of students receiving an Overall Position (OP).	97
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	26
Number of students awarded one or more Vocational Educational Training qualifications.	191
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	79
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	173
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	74%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%

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
16	26	30	22	3

PERFORMANCE – In 2011 our year 12 student showed significant improvement in OP results (3 OP1s) and VET certificate completion. Monitoring of all students was conducted on 2 occasions throughout the year and attendance for the year 12's improved significantly. As a result the Dux of the school received the TJ Ryan Medal for outstanding academic achievement, the University of Qld Academic Excellence scholarship, the Australian Government Academic Excellent scholarship. and the Buss bursary. Other achievements by students included 3 Pearl Duncan scholarships, 1 Peggy Hunter scholarship, QUT Dean scholarship, UQ Merit Scholarship and various apprenticeships awarded to 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
181	74	12

Certificate 1 in Business, Engineering, Hospitality, Retail, Manufacturing, Construction.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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

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

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

NEXT STEP 2012 STUDENT DESTINATIONS Bundaberg State High School



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Bundaberg State High School

Table 1 below reports the response rate for Bundaberg State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Bundaberg State High School in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
191	226	84.5

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2012, 52.9 per cent of young people who completed Year 12 at Bundaberg State High School in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (22.0 per cent). The combined VET study destinations accounted for 30.9 per cent of respondents, including 14.7 per cent in campus-based VET programs, with 2.1 per cent of Year 12 completers entering programs at Certificate IV level or higher.

16.2 per cent commenced employment-based training, either as an apprentice (8.4 per cent) or trainee (7.9 per cent).

In addition to the above study destinations, a further 9.9 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination).

47.1 per cent did not enter post-school education or training, and were either employed (36.1 per cent), seeking work (8.9 per cent) or neither studying nor in the labour force (2.1 per cent).

Figure 1 Main destinations of Year 12 completers

