



Bundaberg State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Established in 1912, Bundaberg State High School is a comprehensive secondary school. Our vision is to provide the foundation for productive citizenship through quality teaching and learning. Providing students with a range of options and opportunities to transition successfully from school into further education, training and work is crucial to our reputation within the community. Through our structures, procedures and curriculum Bundaberg High seeks to provide an educational environment and outcomes consistent with the needs and the interests of all students, parents, staff, and members of the wider school community. All outcomes, and the values implicit in them, are continually being evaluated in the light of the aspirations of all who form the community of the school. Bundaberg High enjoys an excellent reputation for maintaining high standards in all activities and this is reflected in a range of academic, cultural and sporting successes over time.

Introduction

Bundaberg State High School is proud of our achievements in 2018. Our School can be proud of continuing on our journey of working constantly and consistently with our students to ensure they achieve success. This report summarises our progress in delivering successful student outcomes across our various agendas.

Our faculties of Arts, Business Education, English, Health and Physical Education, Hospitality, Information Technology, Industrial Technology and Design, LOTE and Humanities, Mathematics, Science, and Special Education have all contributed to this report. In addition, our Library, Pathways, Sport, and Student Services programs also highlight their outcomes. We are proud of many 2018 outcomes, however of most note are:

- Two OP 1 students – congratulations Indy & Shannon
- Alice & Tiarn - OP 3
- Samuel & Harry - OP 4
- Rachel, Jayden & Paris – OP 5
- Congratulations to the 98% of Year 12 students who attended school and earned their QCE/QCIA/VET qualification!
- 97% of Year 12 students achieved a Vocational certificate in at least one area
- 58% of our exiting OP eligible students received a C or better on the QCS test
- 58.9% of OP eligible students achieved an OP 1 to 15
- There were 167 Certificate II qualifications and 25 Certificate III qualifications awarded to Year 12 students

All Year 12 OP students who continued to focus to the end, resulting in a focused shift upward in OP scores. This did not just happen but was the result of staff support and ongoing program refinement to ensure we meet the needs of our individual groups.

School progress towards its goals in 2019

Our AIP priorities for 2018 centred on continuing to improve literacy and numeracy for all students through the success agenda and supported by I4S funding. Our key agenda within this framework was continuing our Whole School Reading Framework, with Rapid Reading as our signature reading support program. Our Junior and Secondary HUB structures continue to allow us to focus on knowing our students and providing a support team for their welfare. A school wide maintenance of facilities agenda has seen our school transforming and we are proud of our ongoing commitment to providing our students a stimulating learning environment. The Renewing our Schools agenda has ensured a master planning program has been completed, in readiness for extensive refurbishment of our sports centre, Year 8 classrooms and the construction of a new building in the junior secondary area which will include a new library. Our new Performing Arts Centre opened in 2018, to much acclaim.

We have completed implementation of National Curriculum in English, Maths, Science and History and other curricula will be in place end 2010. The commitment to ongoing development of Teaching and Learning in 2018, was supported through the Literacy and Numeracy coaching program which allows staff to work with school coaches to ensure consistent outcomes. The dedication of all our staff is to be acknowledged and commended as a contributing factor to the success of our students in all areas of curriculum and extra-curricular activities.

Future outlook

The priorities for our next 12 months are organised through the fields of Successful Learners, Engaged Partners, Great People, with High Standards underpinning all we do. Our school review and QSR confirm our commitment to ongoing improvement for our students. At this point, we continue to

Successful Learners

- Implement the Australian Curriculum

- Key literacy and numeracy improvement strategies
- Differentiation strategies
- Senior Performance Targets

Great People

- Implement performance reviews for all staff (e.g. DPF)
- Learning and Wellbeing Framework
- Further Develop and enact ASoT as our pedagogical framework

Engaged Partners

- Getting Ready For Secondary School
- Parent and Community Engagement Framework

High Standards

- T&L Audit priorities
- Discipline Audit priorities
- Internal Audit priorities
- Opinion Survey priorities

Faculty Reports and Achievements

INVESTING FOR SUCCESS

This year BSHS received funding under the Investing for Success program which was used to

- Continue to improve percentage of students at or above National Minimum Standard (NMS) in NAPLAN for Year 7 and Year 9 students in Reading and Numeracy. This year we aim for at least 98% above NMS in both areas.
- Continue to develop the performance of Upper 2 Band students in NAPLAN. 20% in Upper 2 Bands in Years 7 and 9.
- Aim for at least 90% A-C academic attainment in reporting across all subjects in all year levels.
- Implement a whole school reading framework from Years 7 - 12.
- 100% Queensland Certificate of Education (QCE) / Queensland Certificate of Individual Achievement (QCIA).

Our initiatives included

- Continued implementation of the Rapid Reading Program with all identified students 7 - 10.
- Focused lessons for Literacy and Numeracy based on cohort / class / individual requirements.
- NAPLAN preparation program with Upper 2 Band students.
- Professional development of staff in teaching students how to demonstrate "what they know".
- Literacy and Numeracy coaches to work in classrooms with teachers.
- Coaching staff in providing feedback from observations of professional practice.
- Continuing to inform parents about how to support student's academic improvement.

Our school improved student outcomes by

- Providing coaches in Literacy / Numeracy to work with staff and classes and lead agendas.
- Engaging trained staff to deliver the Rapid Reading Program across Years 7 - 10.
- Upskilling staff in leadership and coaching conversations to provide relevant feedback following observation of professional classroom practice and delivery of whole school reading framework.
- Upper 2 Band targeted Mathematics and Writing programs.
- Resources to deliver Rapid Reading, whole school reading framework and intervention programs.
- Intervention programs for students at risk of disengaging / non completion of QCE.

BUSINESS EDUCATION

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

Senior Business

Our senior Business, Business Certificate and Accounting classes have continued to not only achieve excellent academic success, but also experience some wonderful Extra-Curricular opportunities.

Four exceptional year 12 students participated in the annual CQU Business Challenge. After winning the Regional section of the competition they progressed to the National Final. After a tense competition, they were narrowly defeated in the final round, gaining second place. Each of the students won scholarships to CQU in 2019.

Four Year 11 Business students were involved in this year's ECOMAN challenge hosted by ULTON. They worked together as a team for 3 days learning valuable skills needed to take a floundering business and make it successful. This was undertaken through real life and simulated business scenarios. We are very proud of the way they represented our school.

One Year 12 Business student was successful in competing for a chance to win 2 weeks paid work experience at ULTON. She gained valuable skills to help her continue her career journey and we thank ULTON for this wonderful opportunity.

Our Accounting students participated in the annual Business Educators of Queensland competition, again gaining invaluable experience. We were lucky enough to once again have Guest Speaker Tracey McPhee from Alowishus present to our senior students about the day to day running of a business and the real life stories involved in maintaining a professional reputation in our local community.

The sustained success in our VET programs has prompted the introduction of a Cert III in Business and Applied Business in 2019. We are excited for the opportunities these subjects will give our students.

Junior Business

Our Junior students continue to develop the Business skills needed for the new Business curriculum to be introduced in 2019.

Year 7 students, starting their studies in Business, enjoyed the introductory unit involving learning new terminology and the basics of how a business works. They achieved well in their first assignment.

Year 8 students focused on not for profit businesses. They had the opportunity to choose a not for profit business that they are passionate about and research the importance and impact of this organisation on the current Global community.

Our Year 9 students have had a focus on economics. They engaged in their assignment on innovative market disrupting business, Uber. They also studied basic economics and budgeting allowing them to be better financial citizens.

Year 10 Business students have enjoyed a year of studies focused on introducing the Senior Curriculum. They had the opportunity to focus on Business Strategic planning, Introductory Accounting and completing their Certificate I Information, Digital Media and Technology. The completion of this certificate gives them a handy 2 QCE points leading into their Senior Studies.

We are extremely proud of Our Business students and their fantastic achievements in 2019. The Business Faculty is looking forward to expanding into running mini businesses in 2019, to further allow students to experience 'real life' business scenarios.

ICT (DIGITAL TECHNOLOGY)

The Information Technology Department was proud to be part of the STEM Year 5 Program this year. The program involved prototyping, CAD design, 3D printing on our new 3D printers and basic electric motors. The year 5's attended BSHS and created their own destruction derby vehicles with custom-designed 3D printed bumpers culminating in a competition. It was exciting to see the wonderful designs of our future students.

We are excited to once again participate in another joint Digital Technologies/STEM project with our feeder school Year 6's at the end of term 4. This is an annual event and an ideal opportunity for our 2019 Year 7 students to get a 'sneak peek' into Digital Technologies at Bundaberg State High School.

Our current students engaged in many and varied curriculum opportunities in 2018. Year 7 students had an introduction to Digital Technologies by undertaking a unit of Programming basics through the Scratch online program. Year 8 students thoroughly enjoyed their unit on Web Design, learning HTML and CCS to design a website on a topic of their own choice. Some Brilliant outcomes from this unit.

Year 9 students further developed their skills learning about Computer Systems, Networking, and Programming using the Python programming language and finished the year with a unit on Robotics. Year 10 students were given the opportunity to capitalise on the skills learnt in Junior IT and further develop this skills in preparation for senior studies. They completed units on Data Management; Web Design using HTML, CSS, Bootstrap and Responsive design principles; Databases; Information Systems; Programming and Game Design. All Units use real life examples to showcase how these technologies are used in industry and our daily lives. We look forward to these students continuing their studies in 2019.

Our Senior students continued to achieve excellent results. They have undertaken units on Information Systems, Robotics and the importance of social & ethical issues within the technology industry. Our Senior students also had an opportunity to engage in 3D Design and Game Design. We once again offered a Certificate II in Information Digital Media and Technology. Student completion rates were excellent providing students with a real life qualification when they finish school.

The Information Technology department is keen to continue assisting students to work towards the new senior curriculum in 2019 and look forward to the introduction of the Drone program.

ENGLISH

The focus on reading has once again continued during 2017 and the Rapid Reading program is ensuring students are being assisted to improve their reading ability along with comprehending texts more effectively. All junior secondary students continued to visit the library on a fortnightly basis to engage with texts and apply reading strategies. In 2019, we will start to implement a focus on writing in the junior school to provide further strategies to ensure success.

Again, many of our senior students participated in the Quota and Lions Voice of youth public speaking competitions, with some success. Junior students also successfully represented the school in the interschool debating and were commended for their excellent preparation and abilities in public speaking. We hope to improve the level of participation across the school in 2019.

This year has been, unfortunately, one with many unavoidable disruptions both within the English faculty and across the school but staff have continued to dedicate themselves to ensuring students are best prepared for their school lives. This preparation has been evident in development of curriculum and content in senior year levels to ensure the new QCE system is a seamless transition for students in 2019.

The dedication and guidance of English staff is to be commended as a contributing factor to the success of BSHS students.

HEALTH AND PHYSICAL EDUCATION

In 2018, the Health and Physical Education Department has continued to change and evolve to meet the needs of our students. This year, the continued implementation of the Senior Physical Education Syllabus over Years 11 & 12 as well as the introduction of the new Senior Syllabus for year 11 students starting in 2019 has been a strong focus. The consistent improvement in the mapped approach ensures that the Junior HPE units complement and support the students' success into the Senior years and created ease for the students throughout their subject selection process.

Senior Recreation provided students the opportunity to participate in a variety of activities including coaching, gym and fitness activities, ten pin bowling and attaining their first and CPR certificates. Highlights of the year were trips to Cross Fit United where a team of instructors put the students through their paces, and the end of year bowling trips for the year 12 students. The bowling high score to beat in 2019 is 157, though claims the bumpers where in place are yet to be confirmed.

This year in Year 10 we continued the implementation of the elective program where students are given the choice of HPE, Recreation or Sports Extension. This has allowed students to develop a greater focus on where their senior education path will take them as well as investigate personal safety and personal wellbeing issues while participating in life-long recreational and sporting activities.

The Sports Excellence programs in Soccer, Touch, Rugby League and Netball, has seen an increase in the popularity and engagement of HPE across many classes. These programs allow students an opportunity to advance their sport specific skills and in turn play at a more advanced level while also aiding selection in representative teams. This has been improved further for 2019 by implementing a Soccer Sports Program, Rugby League development and HPE extension subjects to better cater and streamline students into year 11 and 12.

2018 has seen exciting changes to the Health and Physical Education Faculty as Bundaberg State High School implemented a year 10 Aquatic Practices class to compliment the year 11 and 12 classes currently running. These subjects now offered from year 10-12 cover course units such as boating, sustainable fisheries, oceanography and water based activities. Health Education in year 9 has also seen great success in its first year and students have received fantastic results from their course of study and have said the subject is interesting and the units create great debate amongst the classes.

The implementation of the Junior Secondary model and development of a new curriculum to align with the National Curriculum has given the students an opportunity to participate in a variety of sports and develop an understanding of many of the health related aspects involved in adolescents. With an exposure to a variety of sports including athletics, touch football, AFL, soccer, netball, basketball, and many others students are given the opportunity to improve their skills as well as build relationships and enjoy the practical side of schooling.

HOSPITALITY & CREATIVE INDUSTRIES

It was an exciting 2018 for our Faculty. During the year we moved away from the Business and Digital Technology Faculties to be a 'standalone' Faculty. We introduced a number of new subjects and also welcomed 3 VET Workplace subjects to our Faculty. These developments allowed us to stay focused on our key areas and we have experienced some exiting results.

Our Faculty Staff have continued to focus on teaching and learning. We continue to improve our curriculum in order to cater to our student's interests and abilities. Following our School's objectives, we incorporate the core learning priorities of literacy and numeracy in all of our subjects and have analysed data and provided constructive feedback to students on to how to improve their results.

The Hospitality and Creative Industries Faculty offers a wide range of learning experiences and incorporate skills and knowledge that will ensure students experience success and develop employability skills. As a result, students have participated actively in our curriculum offerings. Our programs provide quality options in authority and non-authority pathways with VET subjects proving popular with students seeking to fast track their careers.

Our Teacher's high expectations are communicated to students and are evident in student work and performance with students participating in a range of practical activities. Our Junior curriculum is aligned with our Senior curriculum and has been developed to move students toward success in our Senior subjects.

Excursions and out of school training continue to provide a valuable learning experience for our students. The wonderful experiences that are now available to us in the greater Bundaberg region have seen us moved away from tours involving copious amounts of travel and concentrate on local opportunities. These have included the master classes at local restaurants and cafes, tours of coffee roasting operations and in the Bundaberg State High School Read to Grow program. Once again these events have proved very popular learning experiences for our students. Work placement continues to play a significant role in the development of our Certificate III in Early Childhood Education & Care and Certificate II in Kitchen Operations students.

This year our Teachers have participated in a wide range of professional development. These opportunities enhance the capability of our teachers and allow them to maintain currency, increase knowledge and develop the skills necessary to provide high quality training and learning experiences for all of our students.

We look forward to an even bigger 2019 with the addition of more new subjects and record numbers of students selecting to study our VET subjects. We will introduce the new General subject; Food & Nutrition to our Year 10 and 11 students, and Certificate II in Active Volunteering in the VET area for Year 11 and 12 students. Our VET subject student numbers have increased by over 700% from 2018 to 2019.

INDUSTRIAL TECHNOLOGY AND DESIGN

National Curriculum 2019 ACARA in Design and Technology will see our students learning new 21st Century Skills from Design to Reality and use the latest Cad/Cam software. Our students will develop skills in rapid prototyping and manufacturing using the latest industry equipment, such as: 3D printers, laser cutters, computer numeric machines, plasma cutters and micro-routers in Design and Technology classes. These are now becoming part of everyday life in our Industrial Arts programs in preparing our students for the future. Industrial Technology & Design covers many areas from Design, Make and Appraise in technology classes to Vocational (Trade) subjects such as: Building Construction, Engineering and Industrial Skills Pathways / Technology.

Building Construction and Engineering with our continued partnership between Blue Dog Training and Bundaberg State High School has provided students with the latest training methods used in modern

apprenticeships. Through this relationship it has enabled our students to reach their full potential with a current success rate of 100% pass rate and many of our students gaining full time employment in these trades.

Achievements for 2018:

Space Design Competition Australia

January 2018, five students Alex B, Samantha B, Casey C, Brooklyn D and Aiden F from Bundaberg SHS were selected to participate in this year's Australian finals. Our students joined with Padua College, The Hutchins School Tasmania to take part in one of its largest competitions in 14 years. After 17 hours with very little sleep Borealis Company was crowned the winners of the 2018 Space Design Competition Australia.

International Space Settlement Design Competition

After such a great win three of our students Alex B, Casey C and Brooklyn D were selected to be part of the Australian representative team to contest the International Finals in Cape Canaveral USA. Our students from Bundaberg SHS, Queensland Australia had the privilege to join with the following countries Argentina, China, England, India and United States to contest the NASA world titles. After three days our company Grumbo AeroSpace were crowned the International winners. Our students now have the true understanding of the meaning of our school motto "through hard work, the stars". These students have returned to Australia as true "stars".

CO2 Dragsters

Bundaberg State High School would like to congratulate the following students Owen S 3rd place National Finals Division A and Sean C 1st Place Outlaw division on their achievements receiving honours in State and National challenges. Our school wishes to thank our major sponsors DATTA Queensland, Gilking School Supplies, Ace Grinding and Trade Tools and GHD Bundaberg.

Science and Engineering Challenge Newcastle University

Science & Engineering Challenge was held at Agro Trend site due to the number of schools in our region participating this year. This is a one day event designed to show year 9 and 10 students that Science Technology Engineering and Mathematics (STEM) isn't just for nerds. Each school can have a team between 24 and 32 students to compete against 8 other teams from our regional schools. The engineering challenges involve the involuntary application of principles of science and engineering.

Bundaberg State High School has been involved in this competition for the last 12 years and has won this event in 2016 and 2017 and have been a runner up on several occasions, with a combined team of students from years 9/10 and Industrial Technology and Design and Mathematics only just missing out on winning the trifecta. Congratulations to our bridge building team that won the record for the lightest construction and the best design for 2018.

Human Powered Vehicle (HPV)

2018 Racing Season

The Hornets started the year off in February with a record number of students wanting to sign up for the sport, 66 students' trialling to make 1 of the 5 race teams. The teams were able to compete at 6 different events this year, starting off with our own race in April. Once again Semi School Driver Training sponsored the running of the Bundaberg HPV 6 Hr. This year saw a rise in entries to 40 teams from 20 different schools. And for the first time, Bundy Hornets were able to enter a special education team of which they finished second in their category. Then for the first time 3 teams travelled to Yeppoon to compete in the new 8 hr race, which for the first time in our schools racing history we won the race outright with our supped up Senior Mixed team. Also for the first time, Bundy Hornets had 3 teams in the top 10 of a race.

The Hornets then went on to race at Willowbank, which for the first time the senior girls' team and bike won the best Presented team and bike. The crews went on to race at Benaraby and Maryborough 24hr with 4 teams. The Senior boys team for the first time finished 3rd overall and in their category, and the Junior Mixed team finished first in their category as well, yet another 2 firsts for our schools HPV program.

With the normal Queensland season over, our senior girls teams completed the year undefeated and No. 1 in Queensland for the 3rd year in a row. Our senior boys' team finished the year No. 2, our Junior Mixed team also finished the year No. 1 in Queensland for the 1st time. Placing our school in the No. 2 position behind St Marys.

This year our Senior boys team were given a great opportunity to travel to South Australia to compete in the Murray Bridge 24 hour in what has become the best and biggest HPV track racing event in the world. In a field of 207 teams our senior boys' team finished 38th overall and 9th in their category.

This has been an outstanding year for our racing teams and the HPV program, with I think the best bunch of students so far, while our students love to race and win they also love to make new friends and help improve the quality of HPV racing in Queensland. After each event our students always congratulate the teams they race against and strengthen their friendships with their friends and rivals. It is an absolute pleasure to be a part of this unique and exciting group of students that make us proud of their efforts and their attitudes everyday.

The Bundy High Hornets staff and students are very grateful to the many helpers and supporters of our racing ventures, without their support and efforts these events would not be possible.

Thank you for helping us have a great year.

INTERNATIONAL STUDENTS

As an accredited Education Qld International (EQI) school, we are fortunate to have students choose to visit our school to experience an Australian education and culture. Students stay for two weeks on Group Study Tours or for longer experiences they range from 3 months to 5 years – depending on their choice of program. Some students come for a short stay to experience the culture while others choose to join the Graduate program to complete their Senior Schooling in Queensland. Many Graduate students choose to continue further study at TAFE or University.

We welcomed 16 students this year from nine different countries: Vietnam, Italy, Germany, Norway, Cambodia, China, Japan, Papua New Guinea and the Philippines. We also farewelled a Year 12 student who successfully graduated and will now pursue further education at CQ University studying nursing. We have had many international families visit Bundaberg and their childrens' host families to enjoy the Australian and Bundaberg way of life. In return, many families travel overseas to visit their hosted students and families in their home countries.

Kashiwa Minami High School from Japan again visited us in July for a 13 night school visit and homestay experience. Students were hosted by Homestay Families from the school community and engaged in classes at school to experience Australian culture and education, including a one day Human Powered Vehicle race day and BBQ. A photobook of the tour is available to view in the school foyer and captures the students and many activities involved in this exchange.

The cross cultural experience for our International students, local students, their families and our broader school community is a memorable one. Most students and families keep in touch long after they return home and form lifelong friendships. Our visiting students live with Homestay Families from both the school and Bundaberg Community. They are welcomed as a member of the family into a warm and caring home where they can be supported with their education, social outings, sporting activities and friendship groups. If you would like to become a Homestay Family please contact the Homestay Coordinator for further information.

LOTE/SOCIAL SCIENCE

Japanese

A group of 29 students and staff are in the final throws of readiness for the upcoming Study Tour of Japan. This bi-annual excursion opens the floodgates to the meaning of their culture and language in real life experiences for our students. A dedicated group of families worked hard to fundraise and these funds will help towards creating experiences such as visiting our sister school in Osaka as well as historical and cultural sights of Japan. The awesome views of Mt Fuji, the castles of Kyoto, the temples and shrines in Tokyo as well as the Peace Memorial in Hiroshima are all on the list of places to visit. Thank you to everyone involved in the planning of the trip. It promises to be an adventure to remember.

Our sister school in Osaka (Shijonawate Senior High School) visited us for their annual trip in March where 20 Japanese students experienced typical Australian activities with their homestay families and attended BSHS for specialist lessons and a cultural exchange program. Mon Repos even turned on a fantastic display and the students were dazzled by more than 140 baby turtles hatching and making their way to the ocean. We are eagerly planning for their next visit in March 2019.

We also hosted a group from our other sister school, Kashiwa Minami High School in July when they too got a taste of the real Australian life and thoroughly enjoyed themselves. These visits give our students and host

families an opportunity to build on their Japanese language proficiency and intercultural skills. Many make friends for life. Thanks to those families who were able to host our visitors and we look forward to more culturally enriching experiences next year.

BSHS hosted the district Japanese Language competition again in term 4 with many students from primary and secondary schools participating in the speaking and art components of the competition. It is a pleasure to see students get so enthusiastic about speaking in Japanese to a crowd and also putting so much effort into their creative submissions for the art competition.

With the generous support of the Bundaberg Council through a Community Grant, we have further expanded the Taiko drumming group this year to enable students to learn this traditional Japanese instrument and the benefits of performing as a team. The group has now participated in a number of cultural events including Chinese New Year, Moore Park Beach Festival, South Kolan SS 125th anniversary, Read to Grow and many more. They are looking forward to expanding the group further in 2019 and this includes influences from performances that some of the music students experienced in their trip to China this year.

BSHS has also again hosted a visiting Japanese teaching assistant for term 4 to work with our staff and students in the classrooms and to provide expert assistance for students in day to day immersion in the language. We are very pleased with the outcomes and hope to continue the program into the future.

German

This year saw the start of a German Club in school for students in yr. 9, 10 and 11 who could not continue with German as a subject. This very excited group travelled to Brisbane in October to experience the "Oktoberfest" at the RNA grounds, organised by the Goethe Institute. Students enjoyed the traditional games and activities, as well as the German food and entertainment. An international German student in yr. 10, Fanny Kung, addressed the club about the differences in school life between Germany and Australia. Students in yr. 7 and 8 were involved in baking German buttermilk pancakes and making masks, and the yr. 7's had a taste of traditional German food when doing the Food unit in term 3, such as Black Forest cake, Pretzels, Cheese and Knakwurst. Six year 8 German students were involved in 'Read to Grow' this year and the visiting primary schools loved the Ping-pong and Gummy bear games. All students are now looking forward to the traditional German Christmas activities and games.

Junior Social Science

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

Year 8 students undertook a full day geography excursion where they looked at local sites for their geology, topography, land use and impacts and are now utilising this in their town planning assignment. This is particularly relevant given the significant changes that have occurred in the local area following the 2011 and 2013 floods which prompted the relocation of a number of key pieces of infrastructure.

Year 9 students have explored a number of topics in Modern Australian History and are currently doing a detailed study of the impact of WWI on Australian identity and our world view. History in Year 9 is to be expanded next year to be three lessons a week for the whole year so planning is currently underway to expand the topics covered and allow for greater in depth research projects.

Geography was reintroduced into year 9 this year and students have studied the key impacts on biomes and environments that the earth is currently facing. They are completing a detailed research task at present looking at the impact of globalisation and trade on the environment and society.

This year we had a much larger group of students choosing History in year 10 and they have explored two ancient (Persian and Viking) civilisations as well as two Twentieth century topics (World War 2 and Modern Australia) to introduce them to the study of History in senior. Students have obviously enjoyed these topics and have produced some outstanding results.

Senior Social Science

Outstanding results across all subjects with many students achieving in the VHA and HA range is evidence of the interest shown by students and staff. This is particularly so in Year 12 where our students again performed very well. This is particularly reflected in QCAA data whereby every student currently studying a Social Science or LOTE subject in Year 12 has achieved a Sound or better with a number of excellent results such as VHA 10 and VHA 9 across the board.

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

Extra – Curricular Activities

ANZAC Day ceremonies within the school and community were well supported and students and staff are to be commended for their involvement. We had a record number of students participate in the town parade and ceremony and were officially represented at the Bargara Dawn service for the again this year. Thank you to the students and staff who supported this worthwhile activity.

LIBRARY

While the Library is a physical place, it is so much more than that! We provide access to many of the online services available to students and staff, highlighting again the advantages of students having access to a device. From ClickView to eLearn and other services, many of these are managed via the Library and we can usually help students if they have issues.

One of the key briefs of the Library is to provide access to information and this role continues to expand with the development of the school intranet. This is a secure online space which students can access from anywhere in the world, on any device. Using SharePoint, students can access notices and events as well as key documents. There are also links to study guides designed to help students with various assignments.

The Library collection continues to grow and develop but the core task of providing access to interesting and relevant reading materials remains the same. New titles are available for loan and the library system which was introduced last year allows students to access the catalogue from home, so they can renew items, reserve and review as well! Students in all year levels are expected to be reading widely as part of their English courses and we offer guidance and support for these tasks and challenges.

MATHEMATICS

2018 has seen the continuation of initiatives from last year within the Mathematics Faculty at Bundaberg State High School. As part of our ongoing agenda to support a diverse range of students with basic numeracy and problem solving skills, the Faculty has continued to be involved in the Numeracy Success Project. This involves the identification of prerequisite knowledge and key misconceptions that students may have that could be hindering their learning with the concepts taught in class. Students are exposed to Open Ended tasks that improve their problem solving and reasoning skills, a major component of the Australian Curriculum, while also targeting some of these misconceptions. In addition to this, these Open Ended Tasks also support students in developing skills leading to the requirements of the new Senior Syllabuses, particularly in regard to Investigative Mathematics.

A major focus this year has been the development of programs and assessment for the new Mathematics courses that will be offered to Year 11 students for the first time in 2019. This is the first major change in Mathematics programs for almost 30 years, involving teachers using a lot of their own time for training and development of these new courses in our school context.

There have been many highlights throughout the year with a number of students achieving individual success. This year 180 students participated in the Australian Mathematics Competition in August across all year levels. Of those 3 students received High Distinctions, 23 received Distinctions and 63 received Credit awards for the competition. This is a significant increase in the number of awards obtained by students. For the first time this year, students in Year 7 and 8 were given the opportunity to participate in the Computational and Algorithmic Thinking Competition (CAT). This competition is used to identify students who are able to think through processes, a foundational skill required for computer programming and engineering. 38 students sat this test, with 4 students achieving Distinctions and 12 students awarded with Credits.

The school also performed well in team competitions. The Mathematics department entered a total of 20 teams in the Maths Team Challenge. This year our Junior Secondary teams in Year 10 claimed first and fourth places. Our Senior Year 12 team placed third in a very competitive Senior division. Two teams were also entered in the QAMT Year 7/8 Quiz this year. One of the teams placed third in the Bundaberg round of the competition, earning them the right to compete in the Wide Bay round against teams from Gladstone, Hervey Bay and Maryborough.

The major challenge facing the Faculty for 2019 is continuing the development of our new Senior Programs as we prepare for the first students to graduate under the new system in 2020. The Faculty will continue to develop the programs in the Junior school to allow alignment with the Senior curriculum so that students are

better prepared for the challenges of Year 11 and 12. One of the biggest challenges will be preparing students next year for sitting the first of the large external exams in Mathematics and preparing our teachers to support our students better during 2020.

The Mathematics faculty looks forward to building on our successes this year and the exciting challenges and opportunities ahead in 2019.

PATHWAYS OFFICER

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

In 2018, 219 students from Bundaberg State High School were placed into local Bundaberg businesses for work experience or structured workplace learning. In addition, there were 52 students from Years 10-12 engaged in school-based traineeships and apprenticeships with many more students gaining casual, after school/weekend jobs. This venture has led to many students learning how to write great cover letters, resumes and preparing for job interviews.

For the second year in a row the year 10 cohort undertook a one-week Work Experience block as part of their Career Development studies. 169 students were placed in various occupations which aligned with their SET Plan and career aspirations. A number of students secured holiday and casual employment as a result of this program as well as some offers of school-based traineeships and apprenticeships. This experience provided students with the chance to develop their confidence, employability skills and valuable knowledge of the workplace – whilst establishing community contacts for future networking opportunities. We thank all participating businesses for contributing their time and training to the benefit of our students and future community leaders.

SCIENCE

In 2018, the Science Faculty continued to provide a range of opportunities to students and staff to continue to promote our vision, "To create informed global citizens by inspiring and engaging with the wonders of Science."

Several opportunities were provided to students in various year levels to engage in a range of science activities. The year commenced with what is now our annual expedition to the World Science Festival. More than 50 students and teachers travelled to Brisbane for the event. This was followed by the successful selection of Laura E as a Regional STEM Ambassador and her establishment as a BSHS Science Ambassador. Then Laura and 5 other of our Year 10 science students attended the Myrid High/QUT Conference for Females in Science. Term 2 also saw the introduction of our new BSHS Science Club.

In Semester 1 the Year 8s had the opportunity to attend a Forensic Science workshop and in Semester 2 the Year 7s attended the 'Starlab' astronomy incursion. The drive to inspire students culminated in August's National Science Week and the reintroduction of our school 'Science Fair'. Attended by almost 500 students from 6 Primary schools, science classes from Years 7 to 11 displayed and demonstrated a range of science activities. Due to its success it is planned as an annual event!

At curriculum level, the Excel Science Program has progressed well with excellent results and potential being displayed by the students. All Excel classes from 7, 8 and 9 were extended with the opportunity to participate in the Wonder of Science Program (WoS). This culminated in groups participating in the Regional WoS competition at CQU with first place being achieved in Year 8 and 9. Both winning teams went on to compete at the State WoS Conference at UQ with the Year 9 girls awarded as the State Champions for their year level. The 7 and 8 classes have also participated in a year of STILE, an on-line science resource that is part of our 3 year plan for the Excel program.

Also at the curriculum level, the Year 9 cohort studied the ecology of local areas including the rocky foreshore at Innes Park and the entire Year 7 cohort visited the Meadowvale Nature Park. The senior school continued subject-based excursions with trips to Dream World, Eurimbula National Park, a local winery, local farms, the Ginger Beer Factory and CQU. The Year 10 Extension classes continued to be productive, helping to increase senior science enrolment numbers for 2019.

At the extra-curricular level, successes have included; two of our Year 9 students being successful in their application to attend the Avoid Island Marine Science Program, 104 students participating in the ICAS Science Competition with 6 Distinctions awarded, and 2 teams competing in the National Titration Competition. The final success for the year was announced in early December as Year 9 student, Ebony L was successful in her application to the STEM Girlpower Camp in March 2019.

The Department goals for this year, and into 2019, have included, preparation for the new Senior Curriculum, development of three specific pathways in senior science beginning in Year 10, and the progression of our 3 year plan for the Excel Science Program. As another successful year draws to a close we are already looking forward to the exciting times ahead in Science for 2019.

SPORT

The Bundaberg State High sporting calendar has once again provided students with numerous opportunities to participate in a variety of sports conducted within the conventional District, Regional and State school sport structure. The summer and winter sporting fixtures saw 50 teams participate across both seasons resulting in the school winning 11 premierships. 88 Bundaberg SHS students represented Bundaberg District Teams with 48 going on to represent Wide Bay and 4 students reaching the pinnacle in their chosen sport, gaining selection in the Queensland team across a wide range of individual and team sports. In addition to competing against local schools, Bundaberg SHS also competed in a range of both State and National competitions.

Highlights from 2018 include:

- The school swimming team placed 4th overall with 2 individual age champions and 4 going on to represent Wide Bay
- The school Athletics team had 2 individual age champions and saw 7 students represent Wide Bay at the state titles
- Over 700 students ran in this year's Inter-house Cross Country with 51 students representing Bundy High across the individual and teams cross country events
- The school Rowing team achieved 3rd place at the annual Head of the River Regatta and also achieved 3 Top 8 performances at the Queensland Schools Championship Regatta
- The Open Boys All Schools Touch Football teams both placed in the top 10 of the QLD competition
- The Open Boys Rugby League team won the state-wide NRL Queensland Schoolboys Trophy Competition.

STUDENT SERVICES/SUPPORT

In 2018, Student Services has continued to provide significant support to staff, students and parents through various support programs including:

- Chaplaincy Programs
 - Daily Breakfast Club
 - NO Limits and Unlimited Programs, Self Esteem Programs
 - Involvement in Leadership camps
 - SPARC Program
 - Community Improvement Program
 - Prayer Group
- School Based Police Officer
 - Support staff with delivery of information regarding Anger Management
 - Assisting with home visits and parent interviews
 - Curriculum support throughout the school
- School based Youth Health Nurse
 - Supporting individual students through the self-referral process
 - Curriculum support for Year 9 HPE, Year 10 Early Childhood Studies, Year 11 Health, Year 12 At Risk Boys and Year 8 Science
 - C Card program in partnership with Sexual Health Services
 - Immunisation support for Years 7 and 10
 - School health promotion
 - Safer Sexual Health for young people and Harm Minimisation, puberty, growth and development and reproduction
 - Mental Health Week activities
- Youth Support Coordinator
 - Supporting youth to engage or re-engage in school and/or referrals to alternative programs or support to transition to work
 - Positive Behaviour (anti-bullying, victims and perpetrators), Anger Management and Drug and Alcohol Awareness information and support, Wednesday lunchtime craft
 - Curriculum involvement with Healthy Relationships.
- Indigenous Support

- Continuation of an Indigenous Support team including local Elders, school staff and community members.
- Health Programs, Team Up, Pathways for Year 12 students, NAIDOC Week celebrations, Year 12 Graduation
- Implementation of programs and initiatives including: QATSIF, Indigenous Youth Sports Program, WYLD Projects (Taste program), Indigenous Sport & Rec Committee, Deadly Choices Program, Stanley River Camp, Indigenous Cultural program for Japanese Exchange students, Allied Health Pathways Tour, Taribelang Tour
- Assessment support for indigenous students.
- IWC lunchtime activities and mentoring services
- Bridges mentoring services
- Home visits
- Guidance Officers
 - Work Skills Programs, Pathways Program, Tertiary Awareness Program in partnership with CQU and individual sessions with students.

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

This year Student Services began the Ignite Program. Ignite is based at the Welcome Creek Campus which focuses on improving literacy and numeracy skills in a supportive, modified environment that provides individual learning programs for students.

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

THE ARTS

In 2018, The Arts Department has continued to develop and implement an array of engaging learning opportunities and experiences for our students throughout all five strands of The Arts. This year saw The Arts staff and students move into our new Performing Arts venue - a move that has been well received by all who have visited and made use of the facility. Various outcomes and achievements for 2018 are evident within the school community, local community and also at a state and national level with students receiving recognition for various Arts activities.

Achievements include:

- 60 Drama students participated in "The Scene Project - Bundaberg", facilitated by "Queensland Theatre", culminating in a performance at The Moncrieff Entertainment Centre.
- "Fanfare 2018" was successful with all three of our groups achieving a Gold Award.
- Our Instrumental students toured and performed around Sydney, The Jenolan Caves and Canberra on our "CJS Instrumental Music Tour".
- The BSHS String Orchestra and Concert Band performed at the "2018 Bundaberg Eisteddfod" taking 2nd place (Strings) and Highly Commended (Concert Band).
- The Brilliantes (String Ensemble) had a busy year with performances at various local events within our school community and our wider community. The students also had the amazing opportunity to perform at the "ASEAN Expo" in Nanning, China.
- Our Instrumental students were showcased throughout the year on ABC-FM Wide Bay. Recordings of the students during their rehearsals were also featured on air.
- A large selection of our student artwork was featured at the "Emerge Combined Schools Exhibition" at the Bundaberg Regional Art Gallery.
- Drama students attended three live theatre performances, visiting BSHS, including "Ruby Moon", "Discovering Black Diggers" and "Romeo and Juliet". The students also participated in workshops conducted by "Grin & Tonic Theatre Company"
- Drama and Dance Excellence students travelled to Maryborough to attend the performance of the musical "Singing in the Rain" at the Brolga Theatre.
- Our Film and Media students received recognition for their participation in a Statewide anti-domestic violence campaign highlighting important messages regarding the topic. The students' two commercial

productions were screened to an audience (including local dignitaries) at the Moncrieff Entertainment Centre.

- Dance Excellence students participated in a range of activities and workshops with a visit from "Queensland Ballet".
- BSHS Performing Arts Club students were state winners and national nominees in the "National Wakakirri Story-dance" with students having the opportunity to be involved in managing all aspects of the performance including acting, dancing, directing, choreography, lighting, sound and set design and backstage management.
- Our senior Performing Arts Club students achieved 1st place in the very competitive Abstract Mime section of "The Bundaberg Speech and Drama Eisteddfod".
- Drama Excellence students competed in the "Bundaberg Speech and Drama Eisteddfod", (some for the very first time) and went on to win the Choral Verse speaking section.

The Arts department continues to maximise opportunities for students to pursue their arts and cultural interests and expose the wealth of talent that exists within our school community.

SPECIAL EDUCATION PROGRAM

The Special Education Program (SEP) has continued to provide specialised learning opportunities for students with disabilities (Hearing, Visual, Physical, Intellectual, Speech Language Impairments and Autistic Spectrum Disability). This year, achievements have included:

Senior Camp

20 students and 5 staff attended a 3 day camp in Brisbane. The activities included attending a theatre performance of Aladdin, visiting the Gallery of Modern Art. We enjoyed a swim at Southbank, rode The Wheel of Brisbane and visited the Planetarium. The students and staff had a great time and the staff at Brisbane YHA were fantastic.

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

The SEP **Showcase** we had 37 students receive an award for their work which was on display as part of our annual Showcase. The showcase displays works from students within SEP classes which encompasses work samples, artwork and photos of special events and achievements. This showcase allows students the opportunity to invite family and friends to come along and witness all the hard work and achievements of their children.

A number of our SEP students participated in Semi School Bundaberg **HPV** Super Sprint racing taking home a 1st place Open Girls, 2nd place Open Boys and a 2nd place Junior Mixed Team.

Multiclass Sport

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

Multiclass Athlete of the Year: Johnathan Barrett and Zara Pukallus

Multiclass Excellence Awards: Johnathan Barrett, Decklin Kenzler, Josh Streeter, Nakia Venner, Abbey Hogan and Samantha Schmidt

Programs

As part of the transition process, the Special Education Program has partnered with Endeavour, Impact, Epic and other local Bundaberg Businesses providing Work Experience for students in years 10, 11 and 12. This has been highly successful and we look forward to continuing these partnerships in the coming year.

Partnerships have been formed with Community groups such as EPIC Assist, IMPACT and STEPS Group Australia which will assist with student's transition from School to Post-School pathways.

Senior students also participated in the ASDAN program bronze and silver awards and QCIA and QCE.

Number of Students achieving a QCIA – 6 students

Number of Students achieving a QCE – 4 students

Number of Students and the type of ASDAN Certificates

- Bronze Awards - 12 Students
- Silver Awards - 6 Student
- Foodwise Certificates – 13 students

EPIC Traineeship Completion

- 3 students completed Cert 2 Retail Traineeships
- 1 student completed Cert 2 Hospitality Traineeship

SEP Student of the Year: Isabella Doss

SENIOR PHASE OF LEARNING

The Senior Hub supports the daily co-ordination of communication and activities for Year 10, 11 and 12. The Hub is staffed by dedicated Year Level Co-ordinators, Heads of Department Senior Secondary and an Administration Officer, and enhances the relationships between teachers, students and parents. This has a positive impact on the student and school community.

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

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

Continuing on from 2017, this year there has been a targeted focus on insuring the transition to the ATAR and the new QCE system for the current year 10s entering senior in 2019 is as seamless as possible. Year 10 SET Plans were conducted by select staff to ensure subject selections were reflective of academic achievement and future career plans.

It was pleasing to see the 2017 Year 12 Destination Study results whereby the majority of students have either continued their studies at University or TAFE or are engaged in paid employment, whether it be part-time or full-time.

The majority of students have been successful in gaining a Vocational Education qualification from either school, external provider or a school-based traineeship/ apprenticeship.

All Year 11 and 12 students have attended interviews with a member of the School Administration team to review their progress in terms of attendance and results over the previous semester/s, to provide an OP estimate based on their results to date and to discuss whether the student is on track to achieve the Queensland Certificate of Education (QCE). This has proved to be an excellent process which students and staff both highly value. Again, majority of students are going to exit 2017 with the QCE.

JUNIOR SECONDARY

With an enrolment of over 800 Students across the Junior School, 2018 has been another highly productive year as we continue to develop our middle phase of learning program, and strive to meet the individual needs of all Junior Secondary (JS) students. Our Junior Secondary (Years 7, 8 and 9) focus throughout 2018 has been on ensuring the bridge between primary and secondary school is safe, strong and consistent for all our students. In addition to this primary into secondary transition, 2018 has seen a continued focus on insuring the transition between the junior and senior school, as students moved toward the new ATAR system, is as

seamless as possible. This has been achieved through an age-appropriate education, and support for students' wellbeing as they transition into junior and senior secondary schooling.

Our Junior Secondary philosophy is founded on evidence based research which surrounds the Middle Phase of Learning. We believe that students should feel safe, valued and have a sense of belonging while at school. A key to achieving such a supportive environment is the development of strong relationships between students and their teachers. With this in mind, where ever possible, we have ensured students have a minimal number of teachers, which has strengthened relationships and improved the level of pastoral care, resulting in better educational outcomes for all students. Further to this students have access to a differentiated curriculum based on their individual strengths and weaknesses - Extension Core, Average to Above or Average to Below and Support Classes. BSHS Junior Secondary has a distinct identity, which includes a separate precinct, including a Junior Secondary Hub, designated Junior Secondary homerooms, separate eating areas, a Junior Secondary Oval, as well as this there is a Junior Secondary uniform, and specialist Junior Secondary teachers. At BSHS throughout 2018 our Junior Secondary program has offered students a rich, engaging and differentiated curriculum in Years 7, 8 and 9 and this has allowed for successful individual student achievement and personal growth while facilitating a smooth transition to the Senior Secondary School.

The Junior Secondary Hub continues to play an important role in supporting this philosophy and further enhancing the social and emotional needs of our junior school. The Hub is the first point of contact for all students in Years 7, 8 & 9 and their parents and carers. Students have access to office staff, who can assist with attendance, uniform and general enquiries, as well as their Year Level Coordinators, Heads of Department, Guidance Officers and various other support staff. Situated within the JS precinct, students can access the resource, without entering the senior school, supporting our philosophy of students feeling safe, valued and having a sense of belonging.

The EXCEL (Enhancing Excellence in Curriculum, Extra-curricular & Leadership) Extension Programs in Year's 7, 8 and 9 have continued to extend and enrich the academic needs of our upper two band students and build a strong reputation across the school community for excellent academic achievements of students. This year for the first time our excellence program offer has seen the inclusion of Drama Excellence and a Dance Excellence in Year 7. This offer will continue in year's 7 & 8 in 2019. The interest and demand from students across the district to be part of these programs has far exceeded expectations and places available, with the 2019 EXCEL class of 28 selected from over 85 applicants. This is testament to the hard work of teachers and students, the past success of the program and the strong reputation it has forged within the wider school community.

The EXCEL Program is aimed at supporting students as they become increasingly responsible for their own learning. The program has encouraged students to be complex thinkers, active investigators, effective communicators and self-directed learners through engagement in authentic and meaningful learning opportunities, which were provided by the school. These highly desirable 21st Century skills will ensure these students are well placed to meet the demands of a highly-competitive twenty first global marketplace. We look forward with interest to tracking their academic progress through the senior school, and as they transition into university or employment.

Supporting our EXCEL Program in 2018 was the continuation of the Bundaberg State High School Junior Secondary Scholarships. The P&C Association generously offered 10 scholarships to Year 7 students attending Bundaberg State High School in 2018. These excellence scholarships reward outstanding students who have succeeded academically, are good role models to their peers, future leaders of the school and are strong across a range of disciplines including English, History, Geography, Maths and Science. Our scholarship recipients for 2018 came from 6 different primary schools from across the region. We would like to thank the P&C Association for their ongoing commitment to the EXCEL Program, and their support of the scholarship beneficiaries.

As well as providing opportunities to extend and enrich the learning experiences of our upper two band students, students requiring additional support are also catered for in our Junior Secondary model. Students participating in the Learning Support Program are exposed to the same National Curriculum as their year level peers and assessed accordingly (ACARA). Content may be resourced, delivered and assessed differently to core classes but cover the same standards and skills. These classes are smaller in numbers and are supported by teacher-aides. The Teacher-aide supports all classes, both core and elective subject areas, resulting in a positive rapport with students, as well as ensuring a strong focus on learning and social and emotional development. This year has seen the introduction of ICP (individual curriculum plan) classes in Year 7 and 8. These students are working at levels that are informed by the student's individual performance data. Students in these classes are generally achieving success and increased engagement with their education.

Another cornerstone feature of the middle school philosophy at BSHS is to identify and utilise the leadership qualities our students possess as a result of leadership positions within their primary schools. 2019 will see a strong Junior Representative Council (JRC), consisting of Year 8 and 9 students, led by our 4 newly elected Junior Secondary Captains. A leadership position at BSHS is a great privilege with students elected to the Junior Representative Council (JRC) having the opportunity to lead the school community with a sense of pride and responsibility. The 50+ elected members have had the opportunity throughout the year to help guide peers through fundraising, awareness, team-building, sporting and recreational events. These leadership positions will give students the opportunity to showcase organisational and resilience skills. It was with great pleasure at the annual Awards Night at the end of 2018 that we were able to name Nikki C, Hanna-Rose W, Nathan F and Brayden S as our JS Captains for 2019.

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

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

With a range of new initiatives planned for next year there is little doubt that our Junior Secondary School will continue to go from strength to strength and build on the proud achievements of 2018.

INVOLVEMENT OF PARENTS AND COMMUNITY MEMBERS

At Bundaberg State High School we are fortunate to have a quietly proactive, productive and supportive team of volunteers and employees who generously give their time and experience to support the staff, students, families and members of the wider school community to achieve the best possible outcomes for all.

One avenue of support is attendance at our monthly P&C meetings which are held at 7pm on the third Monday of each month in the Library. We pride ourselves on chairing our meetings in an encouraging, relaxed, informative and productive manner. Usually the meetings last an hour and ***all are welcome***.

The canteen is the primary source of income for the P&C Association. Following an independent review of the canteen in early 2018 it was decided that the P&C could no longer continue to successfully manage the canteen and the staff into the projected future. It would be remiss not to acknowledge and thank the dedicated team who worked tirelessly for many years as P&C staff in the canteen - Pam, Kerrie, Ann and our volunteers. As of the 1 July, 2018 Bundaberg State High School has managed the canteen and the staff with all monies received being donated back to the P&C Association.

2018 monies raised have been used to fund the following:

Recurrent support:

Year 7 Scholarships	\$1,600
Gifted and Talented/Swimming Carnival (<i>subsidised cost of pool entry</i>)	\$7,400
School Representatives (<i>individuals representing the school at a Regional, State, National or International level</i>)	\$2,350
Read to Grow transport costs	\$5,000

Program Resources:

The P&C helped to organise a Bunnings sausage sizzle, using the money raised to support the Brilliantes tour of Nanning, China and the visiting of the 2 sister city schools Nanning 4 and Nanning 8.

Sporting Subsidies:

This year the P&C was able to provide subsidy amounts to 6 students for representing sport in Cricket, Touch, Softball, Football, Cross Country and Rugby League.

Academic Representative Subsidies:

This year the P&C was able to provide subsidy amounts to 3 students for representing BSBS at the International Space Settlement Design Challenge in Cape Canaveral, USA.

Canteen:

This year there was a School-Based Trainee who successfully completed his traineeship. In 2019 two school-based trainees are due to commence.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1462	1406	1395
Girls	707	671	673
Boys	755	735	722
Indigenous	163	157	136
Enrolment continuity (Feb. – Nov.)	90%	89%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Bundaberg State High School is proud to be recognised as one of the oldest schools in Queensland and currently has a population of 1406 students and 165 staff. The demographic characteristics of Bundaberg are truly represented within our School population; including an indigenous population in excess of 12%, a Special Education Program that accommodates over 140 students and a significant number of students who consistently excel academically, culturally and on the sporting field. Our challenge as a school in a regional centre is to cater for the needs of not only our students but also the needs of our community as 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. We also welcome numerous short term study tours.

An Enrolment Management Plan manages the popularity of Bundaberg State High School as a preferred location for secondary education.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	22	21
Year 11 – Year 12	18	17	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- EXCEL (Excellence in Curriculum, Extracurricular and Leadership)
- Manufacturing and Engineering Gateway School
- TAFE and University subjects (Starting University Now, Tertiary Aspiration program)
- Certificate II and III in Tourism
- Sports Excellence in Years 9 and 10
- Certificate I and II in Construction Program
- Certificate I and II in Retail
- Certificate III in Fitness
- Off campus programs in conjunction with Bundaberg North SHS, Kepnock SHS to ensure transition for “Students at risk”
- Social & Emotional Learning Programs
- Intervention programs (Learning Support and Gifted and Talented)
- Alternate programs for Years 7, 8 and 9
- Students with Disabilities programs – especially in hearing impaired and visually impaired
- Visits by Authors and Poets and other industry experts.

Co-curricular activities

- NASA Space Design competition USA
- Academic competitions
- Technological competitions
- Public Speaking
- Music (Bands, Choral and Musical Production)
- The Arts (Drama and Dance Performances)
- Sport (Summer and Winter/Rowing)
- Rugby League Development program
- Student Council (Junior and Senior)
- Awards Night
- Di Vinci Mathematics camp
- Maths Team Challenge
- Maths and English tutorials after school
- Leadership program
- F1 Cars in Schools
- Charity work and collections
- Peer mediators
- Ski Trip

- Chess
- Excursions
- Books in Homes project
- Read to Grow

How information and communication technologies are used to assist learning

In 2018 Bundaberg State High School continued to operate a BYOD model, with an Equity program, which provides a school owned device for students who cannot afford to purchase their own. The use of technology in the classroom with both students and teachers enabled access to various online learning opportunities as well as the use of various programs, apps and other ICTs both at school and at home. The school also purchased a class set of Apple Macs to enhance specialist curriculum delivery for student success.

Social climate

Overview

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

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

- Chaplaincy programs with the addition of an extra part – time chaplain including daily Breakfast Club feeding up to 60 students each time.
- No Limits, Unlimited, Self Esteem, Prayer Group, Anti Bullying Programs (Victims and perpetrators), experiential learning programs.
- Providing health information and support, Year 7 and 8 Immunisation program, Mental Health week.
- 'Deadly Choices' 'Taste', 'Deadly Murri Women's Group', 'Better 2 Give', 'Solid Pathways', 'WYLDE', 'IWC', 'Bridges' and a wide variety of mentoring programs supporting Indigenous students, Year 7 to Year 8 transition for Indigenous students, Health programs, Tertiary aspirations, Pathways – Year 12 students, NAIDOC Week celebrations, assessment support.
- Anti-Bullying programs, Drug and Alcohol awareness, drug & sex education, bullying and party safe programs
- Counselling.
- Individual case management of 'at risk' students, student morning pickup, alternative programs, student health awareness education, First Aid/medication.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	91%	93%
• this is a good school (S2035)	94%	90%	89%
• their child likes being at this school* (S2001)	97%	94%	92%
• their child feels safe at this school* (S2002)	97%	94%	85%
• their child's learning needs are being met at this school* (S2003)	95%	91%	92%
• their child is making good progress at this school* (S2004)	94%	90%	92%
• teachers at this school expect their child to do his or her best* (S2005)	98%	94%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	88%	94%
• teachers at this school motivate their child to learn* (S2007)	92%	88%	90%
• teachers at this school treat students fairly* (S2008)	92%	88%	80%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	94%	90%	94%
• this school works with them to support their child's learning* (S2010)	94%	90%	92%
• this school takes parents' opinions seriously* (S2011)	89%	90%	77%
• student behaviour is well managed at this school* (S2012)	91%	81%	75%
• this school looks for ways to improve* (S2013)	98%	86%	80%
• this school is well maintained* (S2014)	97%	91%	85%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	90%	94%
• they like being at their school* (S2036)	83%	76%	83%
• they feel safe at their school* (S2037)	90%	89%	92%
• their teachers motivate them to learn* (S2038)	88%	75%	89%
• their teachers expect them to do their best* (S2039)	94%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	86%	87%
• teachers treat students fairly at their school* (S2041)	73%	74%	78%
• they can talk to their teachers about their concerns* (S2042)	75%	61%	75%
• their school takes students' opinions seriously* (S2043)	65%	69%	78%
• student behaviour is well managed at their school* (S2044)	71%	59%	77%
• their school looks for ways to improve* (S2045)	85%	86%	88%
• their school is well maintained* (S2046)	83%	84%	85%
• their school gives them opportunities to do interesting things* (S2047)	84%	79%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	86%	82%
• they feel that their school is a safe place in which to work (S2070)	92%	88%	90%
• they receive useful feedback about their work at their school (S2071)	75%	73%	71%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	82%	88%
• students are encouraged to do their best at their school (S2072)	91%	86%	93%
• students are treated fairly at their school (S2073)	87%	85%	86%
• student behaviour is well managed at their school (S2074)	83%	67%	82%
• staff are well supported at their school (S2075)	71%	60%	63%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	66%	52%	51%
• their school looks for ways to improve (S2077)	89%	81%	81%
• their school is well maintained (S2078)	80%	77%	77%
• their school gives them opportunities to do interesting things (S2079)	87%	76%	85%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

It was another successful year for the Bundaberg State High School P&C association. Some of the highlights of 2018 include:

- The continuity of our bookkeeper: It has made the job of treasurer much easier. Each month's reports allow us to see clearly all of the tuckshop sales and receipts, which enables us to see how best to improve the service.
- Trainees in the tuckshop: It was great to see our school based trainee complete their traineeship.
- Bunnings Sausage Sizzles: We raised Money for the Japanese trip and Human Powered Vehicle (HPV) teams. Each sausage sizzle had heaps of enthusiastic students and parents all volunteering their time to help raise much needed funds.
- P&C provided representative subsidies to numerous students for their outstanding achievements in being selected for sporting and cultural activities, Year 7 scholarships, the Swimming Carnival, the Gifted and Talented Program and the Chaplaincy program.
- Update of tuckshop employee forms: All tuckshop employees have a new current contract and job descriptions to help them perform their jobs more effectively. All staff completed a Food Safety Certificate for the commencement of 2018.
- Guest speakers: Throughout the year we had many staff and community members come along to our monthly meetings to share their wealth of knowledge about various topics. All were very informative and gave us the opportunity to understand more about the school and the programs and projects that were being implemented at BSHS.

Respectful relationships education programs

Our Respectful relationships program is delivered within and across subjects at BSHS. Our programs are underpinned by commercial programs such as Mind matters, Beyond Blue, Headspace and focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence. We work with students to encourage them to recognise, react and report when they, or others, are unsafe. Our Bust a Bully program enables reporting of bullies.

Our Student Services faculty support the school wide program with specialist delivery of target programs for selected students.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	468	501	443
Long suspensions – 11 to 20 days	18	22	15
Exclusions	4	5	8
Cancellations of enrolment	6	7	3

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

To improve our environmental footprint we have actively sought grants. Additionally, staff are notified regularly regarding the consumption of power within the school and are reminded to turn off lights, fans and air-conditioners when rooms are not being occupied to further reduce electricity usage. Students participate in environmental activities within the school, including 'Plant a Tree' Day, Clean Up Australia' Day and the establishment and maintenance of a vegetable garden and greenhouse.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	513,805	573,735	484,950
Water (kL)	11,694	12,020	10,835

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	116	67	<5
Full-time equivalents	110	52	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	7
Graduate Diploma etc.*	41
Bachelor degree	16
Diploma	21
Certificate	29

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$208,788.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	88%	87%
Attendance rate for Indigenous** students at this school	82%	83%	80%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

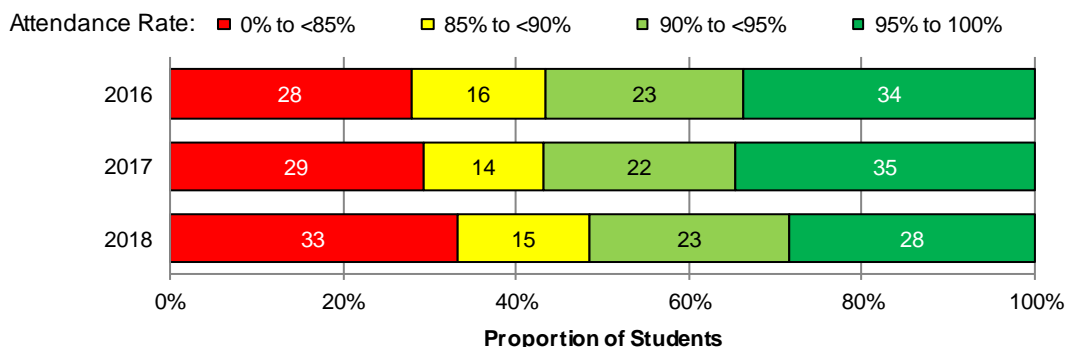
Year level	2016	2017	2018
Year 7	91%	91%	91%
Year 8	88%	88%	87%
Year 9	87%	85%	86%
Year 10	86%	88%	83%
Year 11	87%	87%	85%
Year 12	88%	87%	86%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Student attendance is recorded electronically 5 times per day, Form Class, Session 1, Session 2, Session 3 and Session 4.

For students who are absent or unexplained late for Form and the beginning of Session 1 a 'text message' is generated to the primary caregiver requesting a reason for the absence/ lateness which allows them to respond to the 'text message' via 'text message'.

Roll marking by class teachers is monitored by the Junior and Senior HUBS which allows the Year Level Co-Ordinators (YLCs) to identify any individual class truancy throughout the school day/week and to follow up with appropriate disciplinary measures if applicable.

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

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

Our dedicated YLCs regularly make contact with parents/caregivers regarding absenteeism and various support methods available to encourage regular attendance. BSHS also reward our students with Incentive Days for Making Every Day Count as well as awarding certificates for 95% and 100% attendance for each term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	218	202	196
Number of students awarded a QCIA	1	4	6
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	216	194	184
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	91%	100%
Number of students who received an OP	69	68	71
Percentage of Indigenous students who received an OP	0%	18%	6%
Number of students awarded one or more VET qualifications (including SAT)	216	202	192
Number of students awarded a VET Certificate II or above	151	130	118
Number of students who were completing/continuing a SAT	30	22	30
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	78%	74%	61%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	98%
Percentage of QTAC applicants who received a tertiary offer.	96%	98%	93%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	12	11	9
6-10	23	20	14
11-15	19	19	20
16-20	14	15	25
21-25	1	3	3

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	214	199	181
Certificate II	145	123	114
Certificate III or above	28	24	26

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Our VET staff, in conjunction with more than 22 external RTOs assisted students to gain qualifications across a broad range of courses. These included Hospitality, Information Technology, Fitness, Early Childhood, Business and Manufacturing amongst others.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	78%	77%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	69%	84%	50%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 is varied. Many of our students who left Bundaberg State High School moved due to family relocation. In other cases, our students were offered apprenticeships, opportunities in the retail, farming and hospitality sectors, in addition to various trade areas.

Our Youth Support Coordinator, Senior HUB staff and Deputies worked closely with students at risk of disengaging in an attempt to keep students in school whenever possible or referred them to alternative educational pathways or employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.bundabergshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Conclusion

To be a school of excellence, we must have standards and high expectations and we must have teams of parents, staff and students to follow through on the expectations we set. Our student academic results are directly attributed to the relationships and engaged learning that happens in our classrooms each day. The pride we all feel when a young person's dreams come true as a result of the goals they set for themselves and the hard work and determination that follows is second to none. Students who in some way have added value to their school, in doing so have fulfilled personal goals. Thank you to each student whose efforts assist in ensuring BSHS maintains the great reputation we have in our community. Success doesn't just happen; it comes as a result of setting goals, planning actions to achieve the goals, sacrifice, and collaboration. Thank you to each member of our school community and most particularly, to our students for acknowledging

that taking on personal responsibility does make a difference to your outcomes, as does making choices that impact positively on not only yourself and your families, but on your school and I thank all of you for being the young adults you are now, and will become as we complete your schooling journey together.

We would be lost without our parent volunteers who each day do amazing things such as work in classrooms, coaching sport, or hosting our international students through our homestay program. We would be just as lost without our program providers such as PCYC and business partners who assist us each day to make a difference to the lives of our students. The ongoing feedback our students and staff receive from members of the community across the year is humbling as is the realisation of the depth we have in our academic, cultural and sporting talents.

