



Bundaberg State High School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement 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 a good reputation for maintaining high standards in all activities and this is reflected in a range of academic, cultural and sporting successes. The school's nomination as a National Partnership School is providing increased learning opportunities for students by funding additional resources and staff in all school sectors during the next four years.

Introduction

Bundaberg State High School is proud of our achievements in 2020. 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 2019 outcomes.

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 2020

Our AIP priorities for 2019 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 will be 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 include

- Professional development of staff in Reading strategies to enable delivery of whole school Reading framework from years 7 - 12.
- Implementation of the Rapid Reading Program with all identified students 7 - 9.
- 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 will improve 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 - 9.
- 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.

ENGLISH/LOTE

The focus for English staff in the Senior Secondary area this year has been split between the two systems - the new ATAR system implemented for year 11s and the final year of the QCS/OP system for year 12s. Staff have worked tirelessly to ensure all students received the best information and best preparation for the future schooling as possible. The expectations for students have also been strengthened and more rigorous ensuring the best outcomes for all Bundy High senior students.

In the junior secondary area, staff continued to focus on reading and writing strategies to improve student outcomes. Year 7 students visit the library on a fortnightly rostered basis for borrowing and reading strategy sessions, and many readers still have one-on-one contact for rapid reading. Staff have also been applying themselves to ensuring the version 8 National Curriculum expectations are being met throughout years 7-9 to ensure our students are prepared for future studies.

Along with curriculum studies, many students have again involved themselves heavily in extra-curricular events such as interschool debating, Lions Voice of Youth and Quota speaking competitions as well as entering a variety of writing competitions. Whilst we may not have had any State or National winners, all of our competitors did themselves, and Bundaberg State High School, proud with their dedication and professionalism being acknowledged by judges across these two styles of competition.

The dedication of English teachers to ensuring students are successful is again recognised and commended.

Japanese

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 baby turtles hatching and making their way to the ocean. We are eagerly planning for their next visit in March 2020.

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 for the Primary division in August. Seeing the students overcome nerves and use their Japanese to speak in front of an audience was extremely rewarding. The Art Competition was held in conjunction with the BRAG and we look forward to continuing this relationship from 2020 and holding both Junior and Senior speaking competitions at the Civic Centre and displaying artworks from students across the region.

The Taiko drumming group is going from strength to strength with the students collaborating to create their own music and performing it both at school and throughout the community.

BSHS has again hosted visiting Japanese teaching assistants this year. Asari Fukuchi and Airi Fukuhara were with us at different times throughout this year and worked with our students to develop their speaking skills. We are so lucky to have supportive families who host these teachers as our students make firm friendships with them and benefit from real life communication.

German

Year 9 students undertook a one day trip around Bundaberg with Frau Britz to visit a number of local tourist attractions; they then developed a teaching resource in German to inform visitors about these attractions. A very excited Yr. 9 group also travelled by train to Brisbane in October to experience the "Oktoberfest" at the RNA grounds, organised by the Goethe Institute. The Students enjoyed the traditional games and activities, as well as the German food and entertainment. 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 baked

Cheese cake, Pretzels, Rye bread and Knakwurst. All students are now looking forward to the traditional German Christmas activities and games.

HEALTH AND PHYSICAL EDUCATION

In 2019, 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 new Senior Physical Education and Health Education Syllabus for year 11 students. 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.

This year in Year 10 we continued the implementation of the elective program where students are given the choice of HPE, Recreation, Health, Sports development programs for Football and Rugby League, Aquatic Practices and Early Childhood Studies. 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 Development programs in Soccer and Rugby League, 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.

2019 has also seen the continued development of the Aquatic Practices program in grade 10-12. These subjects offer units such as boating, sustainable fisheries, oceanography and water based activities. Health Education in year 9 has also seen great success in its second 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.

INDUSTRIAL TECHNOLOGY AND DESIGN

Another busy year for the Industrial Technology and Design Department as we began to focus on how the Australian Curriculum 'Design Technologies' syllabus will impact on student learning. With more of an emphasis on design, make and evaluate, our junior students used a range of technologies from traditional hand tools to 3D printers, laser cutters and static machines to produce a variety of items, such as acrylic bowls, timber pencil boxes, solar boats, laser-cut plywood parts for hydraulic robot arms, aluminium key holders and balsa wood CO2 dragsters, just to name a few.

Our senior students performed well in recognised Certificate courses in Construction and Engineering in partnership with Bluedog Training; they are now equipped with essential knowledge and skills to transition into an apprenticeship in these areas.

Other senior courses of Graphics and Industrial Technology Skills also provided students with employment ready skills, with many going on to employment or further education in these areas.

We hosted several trade days in conjunction with Queensland Minerals and Energy Academy, with students gaining first-hand knowledge of different trades in the mining area and the importance of following WH&S procedures in the workforce.

In addition to our normal school activities, 32 students across Years 9 and 10 participated once again in the Science and Engineering Challenge. They rotated through a series of challenges including bridge building and anti-earthquake tower building. Bundaberg State High School won the competition against schools from across the region.

Students across all age groups had the opportunity to be involved in the Human Powered Vehicle (HPV) racing season, where Bundaberg State High School performed admirably in all of their races, starting the season with our own 6 hour Sprint in April and concluding with a very hot race in Toowoomba in October. A huge thanks to all those who participated in any way.

We are looking forward to another great year in 2020.

DIGITAL TECHNOLOGIES

The Technologies Department was proud to be part of the STEM Year 5 Program AGAIN this year. The program involved prototyping, CAD design, 3D printing on our 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 5's at the end of term 4. This is an annual event and an ideal opportunity for our 2021 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 2019. Year 7 students had an introduction to Digital Technologies by undertaking a unit of physical computing using Micro:Bits. Year 8 students thoroughly enjoyed their unit on programming with the Python programming language.

Year 9 students further developed their skills learning about Computer Hardware & Software, Networking, Web Design 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 these skills in preparation for senior studies. They completed units on Data Management; Web Design using HTML, CSS, Bootstrap and Responsive design principles; 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 2020.

Our Senior students continued to achieve excellent results. They have undertaken units on Database Queries, Computer Systems, Computer Human Interaction and the importance of social & ethical issues within the technology industry. Our Senior students also had an opportunity to engage in Hardware, Networking and Graphic Design units. 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 Technologies department is keen to continue assisting students to achieve success in 2020.

HOSPITALITY & HOME ECONOMICS

The Hospitality and Home Economics 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 multiple 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 move 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 2020 with the alignment of our junior subjects with the Australian Curriculum, and our ever-popular senior classes resulting in students with real-life skills ready for the workforce.

INTERNATIONAL STUDENTS

In the September school holidays, Bundaberg State High School staff and students travelled to PNG as one of 12 Australian secondary schools chosen to join the 2019-2020 PNGAus Partnership Secondary Schools. The 'Growing School Partnerships' program, an initiative of the Australian High Commission in PNG, enabled us to develop a sister school arrangement with Gumine High School in the Simbu Province of PNG. As school partners we have been working together to strengthen priority areas in education, such as Science, Technology, Engineering and Mathematics (STEM), English language, youth agency and leadership, and girls' education and inclusivity. We were privileged to welcome our PNG sister school team from Gumine High School to Bundaberg in November for their reciprocal visit. They enjoyed many experiences through an immersion program designed for us to share knowledge and cultures. The initiative has connected Papua New Guinean and Australian students, teachers and school leaders to better prepare our future generations to thrive in a technology-driven and globally interconnected 21st century. The program will continue into 2020 with reciprocal visits to be held once again to both countries.

Our graduating international students this year were Vietnamese and Papua New Guinean students Mai Nguyen and Livingstone Lingawa who enjoyed their homestay and schooling as international students for two and five years respectively. Both have received offers from their chosen universities to study health and aviation.

As an accredited Education Qld International (EQI) school, we are fortunate to have students choose to study in our school to experience Australian education and culture.

Kashiwa Minami High School from Tokyo, Japan experienced a two week Group Study Tour with us in July. 22 students lived in homestay whilst experiencing the lifestyles of our students families and sightseeing throughout our region. Integrated classroom activities enabled students across all year levels to interact with our visitors and trips to local attractions ensured they experienced koalas, emus, snakes, turtles, kangaroos and many of our magical beaches.

Our Study Abroad Program, being stays of one to four school terms, welcomed students into our school and homestay to enjoy an Australian cultural experience, immerse themselves in an English speaking environment and enjoy a homestay with local families.

Rich multi-cultural experiences and global learning opportunities have been experienced across the school with over 60 students visiting and studying at Bundaberg State High School from over nine countries including Italy, Germany, Cambodia, Vietnam, Japan, Papua New Guinea, Canada, Iraq and Denmark.

The cross cultural experience for our International students, local students, their families and our broader school community is a memorable one. Many 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.

HUMANITIES AND SOCIAL SCIENCE

Junior Social Science

Year 7 students undertaking a semester each of Geography and History and they 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 to Moore Park Beach and surrounds 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. They are now putting this into practice by planning a city to meet all of the needs of the inhabitants whilst ensuring sustainability.

Year 9 History students have explored a number of topics in Modern History from the Industrial revolution to World War 1 and are currently doing a detailed study of the impact of WWI on Australian identity and our world view. Geography 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. The third group of students did both History and geography this year as a trial for the introduction of the national curriculum next year.

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. A high light of the year was the full day excursion to Maryborough where they visited the local military museum, took part in a range of activities, walked the ANZAC Walk in Queen's park etc. We plan on including this again next year as it was very successful. Students also had the opportunity to attend a live performance of a play called "Hitler's Daughter" at the Moncrieff Theatre which they also enjoyed.

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 for our final cohort on the OP/QCS program where students again excelled with some outstanding results.

Year 11 and 12 Legal Studies students really enjoyed a three day 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. They got to meet with our local members and receive a tour of parliament also. A new addition to the trip this year was a visit to the Queensland Police Museum where

they got to take part in forensic examination of a well known case "The suitcase murders". Students found the whole trip a highlight of their year.

This year three of our year 12 Legal Studies students: Erika, Bonnie and Tessa were invited to participate in the Youth Parliament as representatives of our community. They each had to prepare and deliver a speech about a topic of interest to their community and participate in a mock parliament for the day. This was well supported with the Speaker, Deputy -Premier, a number of ministers and many backbenches giving of their time to work with the students. Our students performed very well and were a credit to the school.

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 again this year. Thank you to the students and staff who supported this worthwhile activity.

Relay for Life was again very successful this year with three teams entered and over \$4000 raised for the Cancer Council. As always, our students and staff performed admirably and gained a lot from the weekend.

Senior Business students participated in the Ecoman Competition run by ULTON. Students learnt real life skills for Business Development.

We once again participated in the CQU Business Challenge. Students competed admirably.

Year 11 Cert III Business students undertook a business venture for RUOK Day and raised over \$500 for the charity.

In 2020 the new subject HASS will be introduced in years 7-9 inclusive where all students will address all four element of the National Curriculum: History; Geography; Civics and Citizenship and Business and Economics. Staff are currently engaged in writing these work programs and units and we look forward to its implementation.

LIBRARY

As usual, the year has seen the Library boom with activity. From the structured lessons to the casual borrowing, there is always something going on.

One of the more significant changes this year has been the slow transition from hard copies of textbooks to the use of digital editions in some subjects. There are still physical copies of some books available for students who do not have access to a device but some subjects operate purely from a digital book. These often have extra activities for students to work through, as well as a version that can be read off-line by the student.

Providing access to online resources also extends to ClickView and the virtual classrooms used by students, and the requirement for students to have access to devices could not be emphasised enough. We still provide access to reading materials, of course, and the books and magazines continue to be popular with all year levels.

We have also begun mentoring community members, walking to the local branch of the Regional Council Library and showing clients how to operate their own devices. Students have loved working with the elderly and they have also learnt a trick or two themselves!

MATHEMATICS

2019 has seen the introduction of new challenges and new exciting opportunities in the Mathematics Faculty at Bundaberg State High School. We have continued to identify key misconceptions that students bring to their maths classes that hinder their learning 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.

The major challenge for 2019 has been the implementation of the new QCE subjects for Mathematics. The focus for this year has been the development of engaging teaching resources for all the new subjects and the new assessment that needs to be endorsed, or approved, before use in Year 12 for 2020. Time has been spent discussing expectations with our Year 10 students about the links between their studies and results in Year 10 Mathematics and their pathway into Senior. Time has also been spent by teachers to refine and align our current year 10 courses to provide students with the best possible chance of success moving into Year 11.

One of the most exciting aspects of the year has been the introduction of Maths Pathway in Year 7. This platform uses an online system to deliver mathematics based on an individual students needs. The online software provides detailed real time data to teachers which allow them to intervene and provide targeted instruction to the needs of the individual learner. The system allows teachers more time to assist individuals and small groups, while still allowing development of 21st century skills such as collaboration and creativity, through engaging problem solving activities and rich learning tasks. It has been fantastic to see the increased levels of engagement amongst our Year

7 students since the introduction of the program, as well as the gains students have made, either closing identified gaps in their Maths knowledge, or mastering new knowledge.

There have been many highlights throughout the year with a number of students achieving individual success. This year 189 students participated in the Australian Mathematics Competition in August across all year levels. Of those 1 student received a High Distinction, 13 received Distinctions and 63 received Credit awards for the competition. Students in Year 7 and 8 also participated 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. 52 students sat this test, with 1 student achieving a Distinction and 8 students awarded with Credits in this challenging test.

The school also performed well in team competitions. The Mathematics department entered a total of 19 teams in the Maths Team Challenge. This year our Junior teams in Year 7/8 came second, while our Intermediate Year 10 team placed in third place. Our Senior teams in Year 11 placed 3rd and 5th overall. They were beaten by teams of Year 12s from other schools, an exciting feat for them.

The next major challenge is working with our senior students as we prepare them for the first round of external exams at the end of 2020. This will be a new experience for students and for many staff.

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 2019, 164 students from Bundaberg State High School engaged in industry specific learning through their placements in work experience across our local businesses. In addition, 40 students from Years 10-12 engaged in school-based traineeships and apprenticeships with many more students gaining casual, after school/weekend jobs. Through the engagement with employers, many students secured employment, and developed skills in writing cover letters and resumes as well as improving their communication skills and undertaking interviews with employers. These are life skills they will take with them to adult hood.

For the third year in a row the year 10 cohort undertook a one-week Work Experience block as part of their studies. Placements occurred in various occupations which aligned with students SET Plan and career aspirations. As a direct result of the work experience program a number of students secured holiday and casual employment, were offered school-based traineeships and apprenticeships and others who gained a clearer picture of their career pathway. 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 2019

In 2019, the Science Faculty continued to provide a range of opportunities to students and staff to promote our vision, "To create informed global citizens by inspiring and engaging with the wonders of Science."

The year commenced with our annual extra-curricular Biology excursion to the UQ Heron Island Research Station to experience the Reef and island wildlife. In March, more than 50 students and teachers travelled to Brisbane to visit the World Science Festival and Science Museum.

In Semester 1 the Year 9s were environmentally inspired by our guest speaker from the Burnett Mary Regional Group, 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 continued with August's National Science Week and our annual school 'Science Fair', which was attended by almost 500 students from 5 Primary schools. Science classes from Years 7 to 12 displayed and demonstrated a range of science activities to engage and inspire. The continued success of the Science Fair has led to the application of Grants to expand the project and extend the experience to a wider community audience.

At curriculum level, the Excel Science Program continues to progress with our 3 year plan. All Excel classes from 7, 8 and 9 were extended again through their participation in the Wonder of Science (WoS) STEM Program. This led to 8 groups participating in the Regional WoS competition. Winning teams in years 7, 8 and 9 will now go on to compete at the State WoS Conference at QUT later this month. Also, the year 7 and 8 classes have again participated in a year of the on-line science resource, STILE. The success of STILE has now led to access for all Year 7s in 2020.

Also at the curriculum level, the Year 11s have completed their first units of the new SATE/QCE system which has seen the subject choices expand for Senior Science. For the first time students have 6 subjects to select from including Psychology and a Certificate in Health and Community Services.

At the extra-curricular level, successes have included; Ebony Lining attending the STEM Girlpower Camp in March; two of our Year 10 students attending the Concophillips Science Experience at CQU; two Year 11 students being selected to attend the QUT STEM Camp; Year 12 chemistry students competing in the National Titration Competition and our school Science Ambassadors continuing to inspire primary students at the CQU STEM Aspirations Day.

Other Faculty goals for this year have included the strengthening of the pathways for students into the Senior Curriculum and the reviewing and planning of the Junior Curriculum for 2020. As a successful 2019 draws to a close we are already looking forward to the next year ahead.

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 49 teams participate across both seasons resulting in the school winning 15 premierships. Bundaberg SHS was represented in Bundaberg District Teams on 109 occasions in 2019 with 44 of our students going on to represent Wide Bay and 3 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 2019 include:

- The school swimming team placing 4th place overall
- The school Athletics team had 3 individual age champions and saw 14 students selected to represent Wide Bay at the state titles
- The Year 8 QUAD Rowing crew achieved 6th place Queensland Schools Championship Regatta
- The Open Boys Rugby League team finished runner-up in the state-wide NRL Queensland Schoolboys Trophy Competition.
- 3 BSHS students being selected in respective QSSS teams

Swimming Carnival Champion House	Courtice
Athletics Carnival Champion House	Loney
Ad Astra Shield	Courtice
Multiclass Athlete of the Year	Samantha S
Junior Sportswoman of the Year	Sophie M
Junior Sportsman of the Year	Sam S
Senior Sportswoman of the Year	Tayla V
Senior Sportsman of the Year	Alex B
Terry Doherty Medal	Samantha S
Margaret Simpson Award	Alex B
Luke Turnbull Award	Max S
QLD Representatives	Cricket – Sam S and Lachlan H Athletics – Samantha S

STUDENT SERVICES/SUPPORT

The 2019 focus for Students Services has been around the continuation and introduction of new initiatives to support the educational outcomes for students as well as improved connections with our community and key stakeholders.

Programs

2019 has seen strengthening ties with our local program providers such as the PCYC, Peirsons Services (Set4Life), Qld Health, QPS and The Relationship Mechanic and well as with our Indigenous Education including Deadly Choices, WYLD Projects, IWC, CQ Rugby League, The Wakka Boy, Joe Williams (The Enemy Within) and CQID.

This year, the PCYC has offered many fantastic program opportunities for over one hundred of our students from years 7 to 11. These have included Team Up, Drumbeat, Love Bites, Mentoring, All about You and IOWNIT as well as supporting programs delivered by our own SBPO around fitness and wellbeing. We look forward to working again with the PCYC in 2020.

Indigenous Education

Students from years 7 to 10 engaged with the Deadly Choices program, designed to empower young Aboriginal and Torres Strait Islander students to make healthy choices regarding diet and lifestyle. Students thoroughly enjoyed the program and looked forward to the games and physical activities led by the Deadly Choices team.

Our year 11 and 12 Dreamtimers were also very fortunate to be able to work with local artist Adrian Chapman aka Wakka Boy around designing and painting their own mural. An amazing level of creativity, collaboration and team work resulted in a fantastic mural which now takes pride of place in our Student Services building.

NAIDOC Day was another other highlight of 2019. It was fantastic to see so many of our students, staff, Elders, parents and community members engage with our school and share a day full of culture and celebration. The powerful message around this year's theme, Voice, Treaty Truth helped many of our students understand that the Indigenous voice of this country is over 65 000 years old and the key elements to the reform set out in the Uluru Statement of the Heart. For some of our students, this was the first time they have learnt about these reforms and were given the opportunity to voice their hopes and dreams for Indigenous people of this land. We thank the many community members and special guests such as The Girls Academy, The Taribelang Cultural Aboriginal Corporation, Gidarjil Language Centre, IWC, CQID, NRL Qld, Deadly Choices, PCYC, QPS, Isaiah Firebrace, Headspace, APM employment centre and Bundaberg Aboriginal Corporation for Women.

Other highlights regarding 2019 Indigenous Education include:

- The graduation of 13 of our year 12 students
- A success of 21 QATSIF applications for Round 11 and a continuing 5 students for Round 10 which in total equates to \$43 000 of funding to assist students in gaining their QCE in 2021/2022
- The Australian Defence Force visits
- The Rights of Passage camp
- The Indigenous Cultural program for Japanese exchange students and the Dreamtime themed stall for Read to Grow.
- We were also very proud of the induction of 14 Indigenous Student Leaders who have represented our school to a very high standard during 2019.

A huge congratulations to Kiah Luhrs and Nicholas Mahoney for earning the QATSIF Young Leader Awards for 2019. Congratulations also to our School Captain, Dustin Budda-Deen for being awarded the Senior Indigenous Achievement Award and Jordan Anderson in gaining the Junior Indigenous Award, both very deserving students.

To conclude our Indigenous Education for 2019, we will welcome our future year 7 students at the end of November. Over 30 students will attend our Indigenous Transition Day, which will help students connect with support services such as the Girls Academy, Deadly Choices, our CEC services and to get a general feel for 'high school life'.

Managing Student Health Needs

Student health needs has been one of the many focuses for 2019. An emphasis on staff training has seen most teaching and non-teaching staff trained in the management of asthma, anaphylaxis and diabetes and an improved communication between parent/guardians and the school in regards to new and existing health needs. Our year 7 and 10 students have also just completed the 2019 immunisation program with again a very good uptake from both cohorts.

Chaplaincy Program

The 2019 Chaplaincy Programs included the continuation of SPARC, a wellbeing program designed to develop resilience, communication and self-esteem, Breakfast Club and Prayer Group. Our Chaplain has also been involved in the Year 7 Beach Days and the mentoring of many students throughout the year.

School Based Youth Health Nurse

Throughout 2019, this service has again supported many students via the self-referral process. Curriculum support was provided for students in year 8 and 9 around sexual reproduction and healthy relationships. All year 7 girls also attended growth and development sessions to better inform them around the changes experienced during puberty. The C Card program in partnership with Sexual Health has also continued this year.

Youth Support Coordinator

The Youth Support Coordinator has supported the delivery of programs such as Drumbeat, Love Bites and the Friends Program, all of which are designed to assist students in recognising healthy relationships, building self-esteem and a greater engagement in education. The YSC has also supported youth to engage or re-engage in learning via referrals to support services or transition to work programs.

School Based Police Officer

Our SBPO has continued to support the education around anger management, domestic violence, cyber safety and anti-bullying with the assistance of special guest speakers and presentations from The Carly Ryan Foundation and The Matthew Stanley Foundation.

Supporting the delivery of information around being safe during schoolies week and changes to the law around online activity were also delivered via parades throughout the year.

THE ARTS

In 2019, 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 was a big year for cultural opportunities at Bundaberg State High School. Our school musical, "Little Shop of Horrors" involved students across all year levels and required countless hours of rehearsal time, prop and set design and construction, from a large number of staff and students, over several months. The result was a successful performance, over two big nights with some amazing reviews, from audience members.

Our Instrumental Music program has been busy this year. The school's small string ensemble, called "Brilliantes" performed as part of the Governors visit, in February and for the Chinese New Year celebrations, with our council sister city Nanning. Our whole school instrumental band have played at our ANZAC ceremony, while our Jazz group performed at the Bundaberg Music Eisteddfod.

Many of our Instrumental Music students were able to workshop with Brisbane conductors at the Bundaberg "Music Fest" and recorded a version of "I Am Australian" in front of Bert Hinkler House for the AMEB online orchestra. The nationwide video can be viewed on the AMEB Facebook page. The school band performed at this year's Music Eisteddfod, while three of our string students travelled to China to play at the folk festival in Nanning.

Our Drama and Dance Excellence Programs continued throughout 2019 with our talented young students participating in a variety of different workshops and performances with industry professionals, including Queensland Theatre and Queensland Ballet. Our students participated in a range of community events, including "Read to Grow", "The Scene Project", "Music Fest" and performed amazingly at our "Arts Showcase" evening.

Our Drama Excellence students competed in the Bundaberg Speech and Drama Eisteddfod, with Year 8s winning first and second places in the Abstract Mime section. Our Year 7s also received a second place and a highly commended.

2019 proved to be a challenging and productive year for our Senior Art students who produced a variety of interesting and creative artworks. Zahra Smith's biro drawings of her sister and grandfather and Lucy Mann's expressionist eyes were both chosen for the "Emerge Art Exhibition" at the Bundaberg Regional Gallery.

Year 12 student Melita Marschke's exquisitely rendered pair of colour pencil boots entitled 'City Slicker' was selected and transformed into a poster which is sitting in front of the Bundaberg Regional Council chambers. Jianne Duke's pen and watercolour painting entitled 'Clarity of Wonder' has also been transformed into a poster which is on the windows of the Police Beat building in the CBD. Year 12 student Natasha Venz claimed the "People's Choice" Award at the "Emerge Combined Schools Exhibition" with her highly expressive imagery.

Various outcomes and achievements for 2019 are evident within the school community and the local community with students receiving recognition for various Arts activities.

Achievements include:

- Drama Excellence and Year 9 Drama students participated in "The Scene Project - Bundaberg", facilitated by "Queensland Theatre", culminating in a performance at The Moncrieff Entertainment Centre with other local high schools.
- The BSHS String Orchestra and Concert Band performed at the "2019 Bundaberg Music Eisteddfod" taking out 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. Three students also had the amazing opportunity to perform in Nanning, China.
- Our Instrumental students were showcased in the recording of "I Am Australian" as part of the AMEB online orchestra.
- A large selection of our student artwork was featured at the "Emerge Combined Schools Exhibition" at the Bundaberg Regional Art Gallery, with Year 12 student, Natasha Venz claiming the "People's Choice" Award.
- Year 10, 11 and 12 Visual Art and Visual Arts In Practice students were able to view a range of exhibitions including traditional and contemporary artworks at the QAGOMA (Queensland Art Gallery and the Gallery of Modern Art) in Brisbane, including the Creative Generation exhibition of senior school artworks from around the state.
- Drama and Drama Excellence students attended three live theatre performances, visiting BSHS and participated in workshops conducted by "Shake and Stir Theatre Company"
- Dance Excellence students attended an evening with The Russian Ballet to view the incredible performance of "Swan Lake" at the Moncrieff Entertainment Centre.
- Our Film and Media Arts students received recognition for their participation in a statewide campaign (in partnership with the Bundaberg PCYC) highlighting important messages regarding teenage anxiety. The students' two productions were screened to an audience of local dignitaries.
- BSHS Performing Arts Club students performed two highly acclaimed performances of the musical "Little Shop of Horrors" with students both performing and managing backstage.
- Drama and Dance Excellence, Senior Drama, 11 Drama in Practice, Instrumental Music, Senior Music and Performing Arts students performed for the Arts Showcase Evening which also showcased the work of Visual Arts and Media Arts students.
- Chosen Drama Excellence students worked with Qld Theatre and RACQ on a Docudrama program.
- Year 11 Drama in Practice students worked with RACQ to perform for the car crash Docudrama for year 12 students.
- Drama Excellence students from Year 8 competed in the "Bundaberg Speech and Drama Eisteddfod", winning first and second places in the Abstract Mime section, while our Year 7 students were awarded second place and highly commended.

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:

Camps

This year the senior SEP students have had the opportunity to attend 3 camps. In March, 20 students and 4 staff attended camp at the Capricorn Caves just north of Rockhampton. The students enjoyed 4 days of adventure caving, team activities, a trip to the Cathedral cave and abseiling. They also managed to fit in a Native animal encounter, a visit to the Rockhampton Botanical Gardens, a trip to the Yeppoon Lagoon and a visit to the local shopping centre.

In August, 20 students and 4 staff camped out at Mon Repos. As part of their ASDAN survival challenges the students camped out in tents overnight. There were a number of challenges for the students over the 2 days. These included cooking on hexi stoves, walking to and from Bargara and creating stretches out of timber and rope. We made our dinner of campfire stew over the fire and cooked our breakfast the same way. We worked in teams to complete all activities.

Lastly a group of 20 students and 4 staff attended the Global Games in Brisbane in October. We watched Jessie Venner from Kepnock State High represent Australia in athletics. We stayed at the Sleeman Sports Centre right above the International Table Tennis competition. This fantastic location meant we could attend the swimming a number of times and watch a Futsal game between Portugal and Russia. We also fitted in shopping and a BBQ dinner on the foreshore at Wynnum. On our way back to Bundaberg we fitted in a quick stop at the Big Pineapple and a tour of the Ginger factory including tastings and the Honey Bee Show.

All of these camps provide the students with opportunities to work on their independent living skills (making beds, cooking food, sticking to a budget and independently negotiating new environments) in a safe way that is away from their parents.

Work Experience

This year, we had 14 students who did either Work Experience through school, Work Experience through STEPS, or Traineeships through EPIC.

All the students enjoyed their time "in the real world". It provided students with a 'taster' of that particular job, and students could decide if that was the job for them.

Most of the Year 10's and 11's who did Work Experience are looking forward to trying it again next year, while the Year 12's now have certificates, references and the possibility of paid work once they leave school at the end of this year.

We really appreciate all the businesses who take on our students, and give them the chance to experience actually being at work!

Table Tennis

This year, 3 of our SEP students played in the Bundaberg SHS Interschool Table Tennis teams. Taylah, Hayden played in both summer and winter seasons, while Dylan joined up for the winter season. They all played really well, coming 5th out of 8 teams in the Summer Division 2 competition, and just missing out on the finals in the Winter Division 2 competition.

Hayden and Taylah went to the Gold Coast in May to represent Bundaberg SHS SEP in the Queensland Schools Para State Championships. They played very well against the Mabel Park SHS and Beaudesert SHS teams (which included past Bundy High students, Johnny Barrett and Kai Jackson) Unfortunately, Hayden and Taylah were just edged out of the final, but got the Bronze Medal to bring home to BSHS.

In 4th Term, Hayden and Taylah were the first to put their names down for the SEP Table Tennis competition. They have both been excellent sportspeople, in the Interschool and the SEP competition. They are always willing to help set up and take down the tables, and to coach other SEP students who have joined the group, which practices at lunchtimes. I hope that those newcomers will follow in the footsteps of previous Table Tennis Champions from the SEP.

SEP BBQ's

This year we held 7 SEP BBQ's. The Year 11's and 12's did a fantastic job catering for the BBQ's, cooking up a storm every time. This year we started having Bacon and Egg muffins, which were a huge hit.

We regularly had several Employment and Disability Agencies visiting on the Day. CPL, STEPs, MAX, IWC and IDSS all came to let our students know how they could help them after they finished school.

We also had plenty of past students come to visit us during the year. They were able to let us know what courses they were taking, which agency was helping them, what jobs they have had or were doing, and what leisure activities they were enjoying.

Many thanks have to go to Mrs Stack and her fine motor class for doing some of our cooking. Bridgette Dingsdag (a past student as well) has done a marvellous job being our secretary, sending out the invitations to many of our past students, and coming to almost every BBQ.

Craft

During recess on Wednesdays students attend craft sessions with Robyn and Marion who volunteer their time to help the students get creative. Each week students enjoy an informal chat and make something to take home.

Transition

This year we have more than 30 Year 6 students from our feeder primary schools participating in the Transition to High School program. Students are introduced to life as a student of Bundaberg SHS with information sessions as well as participating in activities such as cooking, science experiments, gym, Lego therapy and Art.

Showcase

The SEP **Showcase** we had 23 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.

Human Powered Vehicle

The Green Hornets - Atyaf, Charlotte, Kara, Jared, Jamie and Steven - took part in a six hour race in the Human Powered Vehicle Competition in Bundaberg in April. Their training paid off with a trophy in Multi Class Division.

Multiclass Sport

In October we co-hosted a Multi-Sport expo with Walkervale State School. At Bundaberg SHS we had all our SEP based students involved in sports throughout the day. The sports we had were Cricket, Golf, Basketball, NRL and Ten Pin Bowling. The students were joined by students from Kepnock SHS. The students enjoyed the activities, a BBQ lunch and a cold Bundy Juice. It was a warm day and moving forward we will look at having the event in Term 2 when it might be cooler.

Cross Country and Athletics

We had 7 students compete in the Interschool Teams Cross Country at St Lukes. There were 8 students who competed in the Individual Interschool Cross Country at Gin Gin. 3 of these students represented Bundaberg at the Wide Bay trials in Maryborough.

At the school athletics carnival we had the largest number of competitors we have had in years. A group of 18 students represented Bundaberg High School at the Bundaberg District Carnival. This group of impressive young athletes won the District Multiclass Shield. 12 students were chosen to represent Bundaberg at the Wide Bay Track and Field trials. All of the athletes competed well and 6 students qualified to represent Wide Bay at the State Championships in Cairns. Due to the cost and distance involved in the titles being held in Cairns only 2 athletes competed at the State Championships. Samantha achieved 4 Gold medals and one Bronze medal. Nathan was part of the 4x100m relay that won a Bronze medal and finished 4th and 5th in 100m and 200m respectively.

Football Gala - Maryborough

We took a senior and junior team to the Football Gala in Maryborough for a very successful and enjoyable day out. This is a friendly competition where students from Special Education Programs and Special Schools from around the region, come together to play soccer. Students had been training for weeks prior to the day. They were enthusiastic and very eager to participate. Our senior team took out runners up and came away with a medallion. It is great to see our students shine. They showed great sportsmanship and conducted themselves well. We were very proud.

Multiclass Athlete of the Year: Samantha S

Multiclass Excellence Awards: Nathan S & Samantha S

Sporting Merit Awards: Nakia V and Decklan K

PROGRAMS

Autism Qld

We had a number of our students receive support from the Autism Qld team throughout the year. Autism Qld is an organisation that provides support, education and programs to help families living with Autism.

ASDAN

This year we have engaged students in 3 different ASDAN programs. Our year 9 students have been engaged with the New Horizons program.

We have 4 students (2 x Yr. 9 –in a vertical class, 2 xY.11) who have undertaken the Towards Independence Program. The students have achieved a number of certificates throughout the year. They have been awarded amongst them the following:

- Making Pictures (3)
- Money Progression (2)
- Meal Preparation : Introduction (2)
- Baking: Introduction (3)
- Photography and Multimedia (2)

This group of students are presently working on their Personal Safety certificates. These will be completed by the end of the year.

We have grade 10, 11 and 12 students working on the Personal Development Programs. The students have been working on their Bronze, Silver, Gold and a number of Short Courses.

The year 10 students have been working on their awards in LAP and ADN. A number of them will be ready for verification at the end of the year and will be able to commence their Silver awards in 2020.

In 2019 we have awarded the following certificates to our year 11 students:

- 5 x Bronze Awards
- 7 x Foodwise Short Course

A number of these students will have completed their Silver by the end of the year will commence Gold at the start of 2020.

Our graduating year 12s have achieved the following in ASDAN during senior:

- 11 x Bronze Awards
- 6 x Silver Awards
- 4 x Gold Awards
- 10 x Foodwise Short Course
- 8 x Sport and Fitness Short Course
- 8 x Disability and Sport Short Course
- 3 x Roadwise Short Course
- 1 x Independent Living Short Course
- 10 x Employability Skills Course

As part of ASDAN these three year levels have been on a number of excursions including:

- Bundaberg Show
- Careers Expo
- Shopping Comparisons
- Eating out at the Brother's Club
- Bargara Exploration
- Sporting complexes
- Botanical Gardens
- Cinema Visits

Students who completed their Gold Award this year also completed required Community Service. To do this they volunteered at Agrotrend in the BBQ stall assisting Rotary and Bundaberg Girl Guides. They also volunteered in the canteen and café at the Bundaberg Show assisting the Uniting Church and the Bundaberg Girl Guides. At the Bundaberg Show the students also worked in the Bundaberg Fruit and Vegetable Growers display. They were responsible for watching the display and answering questions about the entries. The students learnt valuable work skills from these experiences.

Number of Students achieving a QCIA – 10 students

Number of Students achieving a QCE – 6 students

SEP Student of the Year: Zachary D

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 has been busy participating in a range of activities to support community groups and provide activities for our students. Some of the activities that the team supported were Crazy Hair Day and Colour Run, in addition to assisting with Parent-Teacher Interviews and a range of other school events. 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, complete University subjects while at school and participate in Work Experience/Structured Workplace Learning. A number of students have met their educational pathways by participating in additional study via Distance Education which has been a valuable experience for all.

Continuing on from our preparations in 2018, this year has seen the introduction of the ATAR and new QCE system for the current year 11s which has brought about a major change in the operations in our senior school. Meanwhile, the 2019 year 12 cohort has been the last to experience the QCS test and to exit on the OP system. Bridging this changeover has been a challenge for all in ensuring both groups of students were accommodated.

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 proven to be an excellent process which students and staff both highly value. Again, the majority of students are going to exit 2019 with the QCE.

Our year 12 students will finish their time at Bundaberg State High School having received intensive support in preparing for their futures. Their formal dinner and graduation is a wonderful way for our staff to farewell the cohort.

JUNIOR SECONDARY

With an enrolment of over 850 Students across the Junior School, including 320 fresh-faced Year 7s, 2019 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 2019 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, 2019 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, Average to Above or Average to Below Core classes 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 2019 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. The interest and demand from students across the district to be part of these programs has far exceeded expectations and places available, with the 2020 EXCEL class of 28 selected from over 60 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 2019 was the continuation of the Bundaberg State High School Junior Secondary Scholarships. The P&C Association generously offered four scholarships to Year 7 students attending Bundaberg State High School in 2019. 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 2019 came from 3 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 continuation 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.

2019 has seen the introduction of a Year 7 Camp into our junior pastoral care program. The 2-Day camp involving all Year 7 students was held on Fraser Island in the final week of Term 2. The camp, along with the Year 7 Beach Day at the start of the year, play an important role in ensuring that the transition from primary to secondary is as seamless as possible. The program is aimed at students getting to know themselves, each other, and their teachers better, to work effectively in teams, and improve conflict resolution skills. The experience develops stronger relationships through a variety of activities and helps improve student self-esteem and confidence.

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. 2020 will see a strong Junior Representative Council (JRC), consisting of Year 8 and 9 students, led by our four 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 on our junior parade at the end of 2019 that we were able to name Georgia H, Tiarna L, David M and Damon P as our JS Captains for 2020.

Preparing our Year 9 students for entering the Senior School has continued to be a priority throughout 2019. 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 this year, 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 2020, 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 commemorated this significant milestone with a Celebration Dinner, which was held at the Rowers Club. Our Junior Representative Committee have been active in planning and preparing for this exciting event. Students and staff had a wonderful evening reflecting on the many events that occurred over the past three Years. 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 2019.

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 P&C Association handed over management of the canteen to the school in 2018 following an independent review. The canteen has continued to grow and expand, catering for a diverse range of dietary requirements within our community. Although the school manages the canteen, all profits are donated back to the P&C Association to support the needs of the students of the school.

2019 monies raised have been used to fund the following:

Recurrent support:

Year 7 Scholarships	\$1,600
Gifted and Talented/Sports carnivals	\$10,000
School Representatives (<i>individuals representing the school at a Regional, State or National level</i>)	\$1,875
Di Barritt staff wellbeing	\$2,000

Sporting Subsidies:

This year the P and C was able to provide subsidy amounts to 17 students for representing sport in basketball, cricket, netball, rugby league, touch football and netball umpiring.

Program Resources:

The P&C helped to organise a Bunnings sausage sizzle, using the money raised to support 8 students and staff participating in the Kokoda Challenge on the Gold Coast.

Woolies Earn and Learn Rewards Program was managed by members of the P&C this year. The 16,200 points earned was donated to the Learning Support staff to purchase a variety of resources to support students in the learning of Science, reading and Aboriginal Studies.

If you have attended a meeting, helped out at a school sporting, cultural or academic event, provided your child with money to spend at the canteen, hosted an exchange student, supported fund raising ventures, made a donation of time, money or resources to the school, got your child/children to school each day—fed, dressed and prepared, then you are one of the many quietly proactive, productive and supportive members of the Bundaberg State High School community.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Year 7 - Year 12

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 1505 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.

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1406	1395	1414
Girls	671	673	673
Boys	735	722	741
Indigenous	157	136	141
Enrolment continuity (Feb. – Nov.)	89%	91%	90%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	21	20
Year 11 – Year 12	17	18	16

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

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.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

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

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	91%	93%	97%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• this is a good school (S2035)	90%	89%	93%
• their child likes being at this school* (S2001)	94%	92%	95%
• their child feels safe at this school* (S2002)	94%	85%	93%
• their child's learning needs are being met at this school* (S2003)	91%	92%	92%
• their child is making good progress at this school* (S2004)	90%	92%	92%
• teachers at this school expect their child to do his or her best* (S2005)	94%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	92%
• teachers at this school motivate their child to learn* (S2007)	88%	90%	90%
• teachers at this school treat students fairly* (S2008)	88%	80%	90%
• they can talk to their child's teachers about their concerns* (S2009)	90%	94%	97%
• this school works with them to support their child's learning* (S2010)	90%	92%	92%
• this school takes parents' opinions seriously* (S2011)	90%	77%	85%
• student behaviour is well managed at this school* (S2012)	81%	75%	89%
• this school looks for ways to improve* (S2013)	86%	80%	94%
• this school is well maintained* (S2014)	91%	85%	97%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	90%	94%	95%
• they like being at their school* (S2036)	76%	83%	84%
• they feel safe at their school* (S2037)	89%	92%	93%
• their teachers motivate them to learn* (S2038)	75%	89%	92%
• their teachers expect them to do their best* (S2039)	96%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	87%	90%
• teachers treat students fairly at their school* (S2041)	74%	78%	87%
• they can talk to their teachers about their concerns* (S2042)	61%	75%	86%
• their school takes students' opinions seriously* (S2043)	69%	78%	87%
• student behaviour is well managed at their school* (S2044)	59%	77%	84%
• their school looks for ways to improve* (S2045)	86%	88%	96%
• their school is well maintained* (S2046)	84%	85%	93%
• their school gives them opportunities to do interesting things* (S2047)	79%	89%	93%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	86%	82%	86%
• they feel that their school is a safe place in which to work (S2070)	88%	90%	92%
• they receive useful feedback about their work at their school (S2071)	73%	71%	67%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	88%	86%
• students are encouraged to do their best at their school (S2072)	86%	93%	87%
• students are treated fairly at their school (S2073)	85%	86%	84%
• student behaviour is well managed at their school (S2074)	67%	82%	71%
• staff are well supported at their school (S2075)	60%	63%	63%
• their school takes staff opinions seriously (S2076)	52%	51%	55%
• their school looks for ways to improve (S2077)	81%	81%	80%
• their school is well maintained (S2078)	77%	77%	76%
• their school gives them opportunities to do interesting things (S2079)	76%	85%	76%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at

<https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	501	443	390
Long suspensions – 11 to 20 days	22	15	17
Exclusions	5	8	6
Cancellations of enrolment	7	3	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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	573,735	484,950	542,199
Water (kL)	12,020	10,835	3,567

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb', three dropdown menus labeled 'School sector', 'School type', and 'State', and a magnifying glass search icon.

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

The screenshot shows a rectangular button with the text 'View School Profile' in a light blue font.

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

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted in a darker blue), 'VET in schools', 'Senior secondary', and '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	122	73	<5
Full-time equivalents	114	55	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	88%	87%	88%
Attendance rate for Indigenous** students at this school	83%	80%	82%

* 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	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

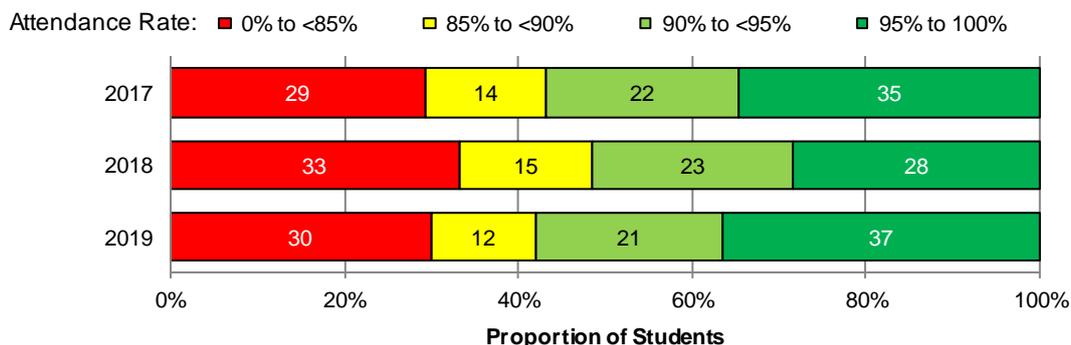
Year level	2017	2018	2019
Year 7	91%	91%	91%
Year 8	88%	87%	88%
Year 9	85%	86%	87%
Year 10	88%	83%	86%
Year 11	87%	85%	84%
Year 12	87%	86%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Search by school name or suburb 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.

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	2017	2018	2019
Number of students who received a Senior Statement	202	196	127
Number of students awarded a QCIA	4	6	10
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	194	184	114
Percentage of Indigenous students awarded a QCE at the end of Year 12	91%	100%	69%
Number of students who received an OP	68	71	42
Percentage of Indigenous students who received an OP	18%	6%	8%
Number of students awarded one or more VET qualifications (including SbAT)	202	192	121
Number of students awarded a VET Certificate II or above	130	118	80
Number of students who were completing/continuing a SbAT	22	30	14
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	74%	61%	64%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	98%	97%
Percentage of QTAC applicants who received a tertiary offer.	98%	91%	95%

Notes:

- The values above:
 - are as at 05 February 2020
 - 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	2017	2018	2019
1-5	11	9	4
6-10	20	14	7
11-15	19	20	16
16-20	15	25	14
21-25	3	3	1

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	199	181	116
Certificate II	123	114	74
Certificate III or above	24	26	12

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	77%	73%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	84%	50%	72%

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.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 <https://bundabergshs.eq.edu.au>.

