Our school at a glance

Postal address  P O Box 4342 Bundaberg South 4670
Phone          (07) 4130 8333
Fax            (07) 4153 2764
Email          the.principal@bundsoutss.eq.edu.au

Webpages       Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.

Contact Person Christine Brittain

Principal’s foreword

Introduction

Established in 1891, Bundaberg South State School has a long and proud history of providing excellent education opportunities in the Prep and primary school years. School curriculum is undergoing a re-organization and realignment around the objectives of the National Curriculum. In 2011 the focus has been mainly in the key learning areas of English, Mathematics and Science with units of work and school wide activities which provide a framework of instruction for our students. The continuation of the Rotary Readers Program has again resulted in improved literacy outcomes for individual students. Acknowledgement of the success of this program was evidenced by the newly introduced State wide Ready Readers Program which has been modelled on our program. Improved school facilities including a Multi-purpose Hall and the extension of the Library under the Building the Education Revolution Program has enhanced the teaching and learning programs within the school. The school’s involvement as an active member of the Coral Coast Cluster has meant continued opportunities for quality professional development for our staff both teaching and non-teaching, as well as strengthening learning opportunities for our students. As a National Partnership Low SES School we have been able to provide additional resources, student support personnel, enhanced cultural and educational experiences for our students and professional development opportunities for our staff.

This report highlights the school’s profile and its complex nature, our student performances, our successes and our areas for development. Bundaberg South is a National Partnership School which has led to increased opportunities for our students and staff.

School progress towards its goals in 2011

Bundaberg South State School has a focus towards a clear future for our students and has a four tiered approach as our strategic direction which includes:-

* All students are successfully engaged in learning
* Students are meeting basic literacy and numeracy standards
* Schooling promotes the social inclusion and reduces the educational disadvantage of children especially indigenous children
* Community confidence in the capacity of schools.

Our progress towards achieving these can be shown by the priorities set for the school in 2011.

Improve literacy and numeracy outcomes for all students.

A school wide focus on pedagogy, student engagement and resourcing targeted improved literacy and numeracy outcomes for students. During 2011 all teachers attended training in First Steps Measurement. This was further enhanced by resources purchased to compliment FSiM. Additional teacher allocation, Support Teacher Literacy and Numeracy for classes and additional Key teacher time have enhanced teaching and learning opportunities for our students. A whole school approach to data collection via One School has been implemented. Support Plans collaboratively developed in line with IEP’s, ESP’s support target students. School wide programs in phonics, spelling and reading are all aimed at improving student outcomes. School English and Maths programs are being revised so that a consistent approach to these key learning areas is evident. The whole of school use of Mathletics and Reading Eggs with access for students at home as well as at school has increased student on-line learning opportunities. Ongoing participation in the Yonder Project - a QPAC- National Partnership initiative enhanced student confidence, performance and literacy skills.
Engaging students in learning – closing the gap.

During 2011 an Indigenous Community Officer was employed two days each week to strengthen links with the local community and to support indigenous students and families. Implementation of the Every Day Counts strategy and “One Child, One School” Strategy highlight to all our families the importance and advantages of stability in their children’s schooling. Community programs and services through the Wellbeing Centre have been accessed. Deadly ears, health checks and optical checks have eased the path for many indigenous families with respect to their children’s health issues. Continue close association with Coral Coast Cluster, Kepnock S.H.S, and Bundaberg S.H.S. enhance the year 7-8 transition process. Additional class support, small group sessions and access to technology have helped students with their learning.

Implementation of ACARA

During 2011 teachers were involved in numerous professional development sessions designed around the implementation of the Australian Curriculum. Emphasis was placed on English, Mathematics and Science. Investigation of draft materials through One School and Queensland Studies Authority were used to help prepare teachers for the implementation of Specific units in term one of 2012. Access to professional networks, cluster initiatives around unit writing and assessment support teachers in this implementation process.

School performance - Enhancing teacher quality

Professional Development which focussed on the National Curriculum, Queensland Studies Authority – various topics, Positive Schools, First Steps in mathematics- measurement, SWPBS, technology and English across the primary years were provided throughout the year. For most teachers this was an effective reminder as to the necessary explicit teaching practices needed within their classrooms. Staff continued to refine School Curriculum Plan, English and Maths Programs, Literacy Strategy and Numeracy strategy to align to National Curriculum. Primary Connections has been introduced as a School Science Program. Recommendations from The Curriculum Audit were acted upon. Utilization of an additional 0.2 teacher provided release time for planning / data analysis/ individual programs. This has proved to be very successful. Networks through NPS, Clusters, District and professional organizations were supported and utilized. Technology resources particularly the provision of Smart Boards / data projectors to classrooms and professional development for staff in this area enhanced the teaching learning process.

Student well-being and support

During 2011 the school continues to work through the implementation of School Wide Positive Behaviour Support SWPBS incorporating Social and Emotional Learning within the school curriculum and the You Can Do It Program. Continued support for school programs involved with student wellbeing – chaplains, Friends Program, Alert Program breakfast programs, adopt -a-cop, guidance services is evident. This has resulted in a safe learning and teaching environment for our teachers and students. Capacity building for our young leaders is provided by Camps and workshops and throughout the year our young leadership team has the opportunity to organize and present on parades, ceremonies and celebrations.

Future outlook

The 2012 school year’s strategic direction as set by our National Partnership agreement remains focussed on

- Improve Literacy and Numeracy Outcomes
- Implementation of Curriculum to Classroom Materials.
- Engaging students in learning including closing the gap.
- School performance -enhancing teacher quality
- Student well-being and support
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>207</td>
<td>112</td>
<td>95</td>
<td>87%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student population at its highest during 2011 reached 213 primary students (Preparatory Year to Year Seven). The students who attend Bundaberg South come from a range of socio-economic and cultural backgrounds.

Aboriginal and Torres Strait Islander students make up 18%; while these percentages of students remain constant the family groupings change frequently. Minority cultural groups include Vietnamese and Turkish students. The very transient nature of our school population leads to great uncertainty with respect to staffing numbers, class composition and finances to name a few. Current trends have seen a slight increase in the school population. The school population has a high degree of single parent families, one income families or parents on a pension or welfare benefits.

Student welfare is always the highest priority at Bundaberg South State School and the Staff is mindful of the diverse backgrounds of our students and is supportive of their individual needs. Eight classroom teachers provide instruction for our students from Prep to Year Seven.

A non-teaching principal, a teacher librarian, a Support Teacher Literacy and Numeracy (FTE 1.0), a special education classroom teacher (SEP) and specialist teachers (LOTE, Music, Physical Education, Instrumental Music and Technology) provide services to support our students and teaching staff. A developmental guidance officer visits the school each week and our Students with Disabilities are supported by our SEP and an advisory visiting teacher for physical and hearing impairments. Volunteer help from parents and grandparents alike, particularly with the reading program, swimming instruction and on excursions, provide valuable assistance and support to our classroom teachers. Weekly parades, weekly newsletters, parent teacher interviews and invitations to special class performances and celebrations assist in keeping parents involved and informed.

The Parents and Citizens Association is active in the decision making process of the school as well as fund raising and providing resources for the classrooms, excursions and productions, library, technology and grounds.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.7</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>23.5</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
The Curriculum Plan at Bundaberg South State School covers curriculum offerings across the Key Learning Areas in terms of the following:

- Core learning outcomes – knowledge and skills essential for all students;
- Teaching strategies promote active learning and participation for all students;
- Assessment Guidelines outline when and how students will be assessed;
- Reporting Guidelines ensure all parents/caregivers receive formal reports at least each semester on the progress of their child.

Throughout 2011 greater focus has been placed on the school’s alignment to the Australian Curriculum.

Curriculum organizers have been collaboratively chosen and units of work are being updated and developed using the Essential Learning Statements across the Key Learning Areas of: English, Science, Study of Society and the Environment, Technology, The Arts, Health and Physical Education. Mathematics and Languages Other Than English.

English, Mathematics and Science will be the dominant areas to realign school documents and practice.

Extra curricula activities

Students within the school can be involved in a range of additional activities including:-

- Participation in Community events and celebrations- Anzac Day Ceremony and city parade, Random Acts of Kindness, Cluster maths and leadership activities, Mayoral Lunch for Leaders and Chaplaincy Breakfast.
- School Based activities- Instrumental Music, Choir, F111 CO2 rocket challenge, Leadership Programs, School Camps, Environmental challenges and competitions.
- Sporting based activities - Interschool sport, Sports Clinics including golf, tennis, rugby league, soccer and basketball, Development Cup participation.

How Information and Communication Technologies are used to assist learning

During 2011 Bundaberg South State School was fortunate to have an Information Technology teacher and Orange Card holder Mrs Kerry Rayner (FTE 0.2). Mrs Rayner worked across a number of schools outside our cluster. Two classroom teachers have successfully completed their Pedagogical licence and all classroom teachers have their Technology Certificates. Classroom strategies reflect the utilization of technology to enhance the teaching learning process. Throughout the school a developmental program in computers and information technology educates our students from basic computer access and word processing through to video editing and robotics. Networked computers allow students and teachers access to the internet and laser colour printer from within the classrooms. Sets of laptop computers and wireless connectivity allow for greater use of technology throughout the school. A small teaching lab is used to enhance group learning opportunities. Smart boards are regularly used within the classrooms and library. Robotics are an additional learning tool for our older students as are Bee Bots for our year ones. Upgrading of equipment and increasing access for students continue to be priorities within our school’s Implementation Plan.

Social climate

Bundaberg South State School has adopted the School Wide Positive Behaviour Support Strategy. Our focus is on three rules - Be Responsible, Show Respect and Stay Safe. Clearly articulated positive behaviour expectations have been develop giving the school families and students clear guidelines around acceptable behaviours and consequences for inappropriate behaviour. Individual classes present the “Rule of the Week” or the “Social Skill for the Week” on parade. Teachers reinforce this in their daily teaching and these rules or skills are featured in the weekly newsletter.

Across all areas students and parents alike are generally satisfied with the school climate as indicated in the 2011 School Opinion Survey. The Chaplaincy program and the support of the Heritage Christian Centre with our Friday Breakfast program, our Fruit and toast mornings on a Monday and toast mornings on Wednesdays enhance the Pastoral Care Program throughout the school.
Parent, student and teacher satisfaction with the school

There exists a high level of satisfaction across all sectors of the school. Visitors to the school often comment on the tone and supportive environment that exists within the school. School Opinion data has indicted a very positive outlook. While every effort is made to accommodate the professional development needs of our teachers and teacher aides it is often difficult to access this in Bundaberg. All teaching and non-teaching staff has accessed professional development of one form or another during 2011.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>98%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parent participation and involvement in school activities is encouraged throughout the school. Weekly parades and weekly newsletters keep all caregivers informed as to the forthcoming events within the school and provide opportunities to celebrate the successes of our school and students. Parents and other interested members of our school community are actively encouraged to be involved within the school particularly with our early years’ reading program, the swimming program, during art and craft activities as well as helping on class excursions, special event days, celebrations and tuckshop.

Parent teacher information sessions are held at the beginning of each school year so that parents have the opportunity to meet the teacher and gain a better understanding of the expectations for each particular class. Interviews with the classroom teacher can be made at any time, however reporting interviews are held each semester. Parents are actively encouraged to attend monthly Parents and Citizens Meetings, focus meetings and hopefully will take the opportunities provided to be involved in their child’s education. This however is getting harder each year as fewer parents are willing to participate in the more formal aspects of involvement. The school’s community officer has organized afternoon gatherings to encourage involvement by the indigenous community and these have proved to be fairly successful.
Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Twenty solar panels have been installed on the roof of E block and are linked to our electricity grid. The benefits of this program would appear minimal at present however there are some connectivity issues which as yet have not been resolved. Two large rain water tanks were installed and water collected here is to be used to keep the grounds well irrigated. Major underground water pipes have been repaired and this has resulted in a decrease in overall water usage. Energy efficient lighting has been installed throughout the school however the replacement costs of the tubes may outweigh the benefits.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity Kwh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>91,259</td>
<td>1,243</td>
</tr>
<tr>
<td>2010</td>
<td>94,693</td>
<td>5,293</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-4%</td>
<td>-77%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>14</td>
<td>12</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>12</td>
<td>7</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Certificate: 0
- Bachelor degree
- Diploma
- Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $17,000 with an additional $6,000 from National Partnership Funding.

The major professional development initiatives are as follows:

- Literacy and Numeracy focus
- STLaN training, Real Project – Middle schooling, Front Ending Assessment, QSA English, Mathematics, First Steps in Maths
Number, First Steps in Measurement, Reading Comprehension

Special Needs focus
ASD Workshops, Friends for Life training, A.S.D. research and Practice, Student Protection and Mental Health, Positive Schools Conference, Social and Emotional Learning, You Can Do It, SWPBS training.

Technology focus
Digital Pedagogy Coach Training, One School training and workshops, Robotics workshop, Teachers Thinking Digitally, Smart Board workshops.

Professional Learning opportunities
Purchasing training, Asbestos training, Curriculum Risk Assessment, Early Childhood Network, Key Teachers Network, National Partnership Schools, School Wide Positive Behaviour Support, Values and Equity PD, Social Emotional Learning, STLD Network and Professional Association Meetings, Rehab Co-ordinators In service.

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

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source
School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Search

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>93%</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

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

Rolls are marked at the start of each school day and after the lunch break. Student attendance is recorded on One School and is included in each child's semester report card. Clear instructions around attendance and notification of absences are documented in the school hand book and regularly featured in the school newsletters. This ensures that parents and care givers are well informed about the procedures for reporting student absences. If a child is absent for two days without explanation the classroom teacher will send an absentee form to the office. Office personnel, School Community Officer or the principal will attempt to contact the parent, or in some cases relatives, via telephone to follow up on these absences. Prolonged absences are followed up by home visits or if necessary formal correspondence in line with compulsory attendance policies.

The Every Day Counts strategy is in place within our school community and recognition of 100% attendance is celebrated each semester.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).
To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

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

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

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

Achievement – Closing the Gap

During 2011 Bundaberg South State School used funding from the National Partnership Budget to employ an Indigenous Community Officer (FTE 0.4) whose primary role was to support students and their families especially our indigenous families. With 18% of our student population indigenous this Community Officer role and indigenous teacher aide hours are essential in the support of these students. The attendance rate of indigenous students has risen from 85% to 88.2% in 2011.

Progress is evident in reaching National Minimum Standards across key areas. 100% of indigenous students reached the NMS in Year 3 Reading. There has been a widening of the Gap in year three across the other areas. Year 5 Reading and Numeracy student results are very similar while in Year 7 100% of indigenous students reached the NMS in Reading, Writing, Spelling and Numeracy. The score in the other areas were similar to non-indigenous students. Numeracy. Programs like Mathletics, Reading Eggs, individual home reading and Books in Homes support our indigenous students in improving their learning outcomes.

Bundaberg South has started to develop the school’s EATSIPS (Embedding Aboriginal and Torres Strait Islander Perspectives) Action Plan for the Future.