


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Bundaberg Central State School (0018)

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### Principal's foreword

#### Introduction

2010 was another rewarding year for the students at Bundaberg Central State School. The family atmosphere of a small school helps to provide a caring, supportive school for children to learn academically and grow socially. The P&C has also supported the school in a number of ways to further provide opportunities for students. Our school can be proud of its achievements in 2010 and in particular the improvements in academic performance and results.

#### School progress towards its goals in 2010

1. Programs that maximise students' achievement in literacy and numeracy – A number of strategies were used to improve student achievement in these areas. A school wide reading tracking system was continued and teacher aide time was focussed providing small groups for P-3 literacy sessions. A Special Needs Advisory Committee met regularly in 2010 to address learning support needs or the needs of Gifted and Talented Students. Implementation of the Year 2 Diagnostic Net, Upper Primary Literacy Project and Indigenous Tutorial Funding also helped to support student learning in literacy and numeracy.
2. Developing productive partnerships with home and the community – Parent teacher interviews were run twice in 2010 to give further information around report cards. Parent information sessions were provided to outline classroom programs, Prep program and the Life Education Van visit. The school encourages parent participation and more details are outlined in the section 'Involving Parents in their Child's Education.'
3. Fostering a safe, happy and supportive school environment – In 2010, one teacher was trained as a You Can Do It Training Facilitator
4. Embedding ICTs into the curriculum – The BER provided a significant cabling upgrade as well as the addition of 12 new computers. Infrastructure to support this will be completed early in 2011 when the BER project concludes.
5. Improve indigenous students' outcomes – School support mechanisms through the Learning Support Teacher were in place to help support student learning. Indigenous Tutorial funding was also used to employ additional teacher time to specifically support indigenous students requiring literacy and numeracy support.

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## Future outlook

In 2010 the priorities will be: improving student Literacy and Numeracy performance; implementation of the National Curriculum, Teaching and Learning; Closing the Gap and Embedding ICTs into the curriculum

## Our school at a glance

### School Profile

Coeducational

Year levels offered: Prep-Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
83	38	45	79%

#### Characteristics of the student body:

The school has all multi-age classes and a similar percentage across the school of boys and girls. As the school is close to the CBD there are few residential houses within the school's catchment zone and consequently most children either ride bikes, catch the bus or are driven to school. The school because it age, has families where the parents and grandparents of current school children have attended the school in the past.

#### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	100%	0%	0%
Year 4 – Year 10	17	100%	100%	0%	0%
All Classes	19	100%	100%	0%	0%

#### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	21
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

Our distinctive curriculum offerings

- Combined Schools Leadership Camp at Riverside Retreat
- Exursions
- Sports Days
- School Camp to Tallebudgera

## Our school at a glance

<ul style="list-style-type: none"> <li>• School ANZAC Ceremony</li> <li>• End of Year Concert, Year 7 Graduation and Awards Night at Moncrieff Theatre</li> <li>• Bundaberg Shire Council – Leaders Meet Leaders Luncheon.</li> <li>• Education Week – Back to School Day</li> </ul>	<ul style="list-style-type: none"> <li>• Under 8s Day</li> <li>• Life Education Van</li> <li>• Fire Awareness Visits</li> <li>• School Swimming Program</li> <li>• Rotary Readers</li> <li>• Book Week Activities</li> </ul>
<p>Extra curricula activities</p> <ul style="list-style-type: none"> <li>• Chess Club</li> <li>• Smart Start Program</li> </ul>	<ul style="list-style-type: none"> <li>• Chess Club</li> <li>• Choir</li> <li>• Premier's Reading Challenge</li> </ul>
<p>How Information and Communication Technologies are used to assist learning</p> <p>1 class has a data projector and a second data projector was purchased this year. There is a lab of 12 computers and each class has a bank of approximately 5 computers. A number of programs are used from the server to support literacy and numeracy learning. A 2<sup>nd</sup> lab of 12 computers is in the library and expected to be connected to the school network early in 2011 in line with the completion of the BER project.</p>	

### Social climate

A number of programs were run to improve school climate including the implementation of the school's Responsible Behaviour Plan. Programs to build student self-esteem were clearly evident through: Health, Beauty and Happiness for Year 6/7 Girls; Guys Looking Great with Grooming for Year 7 Boys as well as Girls Club. A Learning Management Specialist worked both with individuals and small groups to support responsible behaviour strategies with the students. A school chaplain also supported students to engage in more positive behaviours.

### Parent, student and teacher satisfaction with the school

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	90%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	46%

## Our school at a glance

Percentage of staff members satisfied with morale in the school

85%

### Involving parents in their child's education.

Parents were invited to be involved in many aspects of their child's Education Queensland by participating as :

- Classroom helpers eg Classroom Reading Programs
- Tuckshop Helpers
- Members of the P&C association
- Parent-Teacher Interviews
- Assistants and guests on school excursions
- Guest speakers on Back to School Days during education week.
- Guests at parades, sports days, school dances, concert and presentation evening.
- Parents are welcomed and actively encouraged to be a part of school-life.

### Reducing the school's environmental footprint

There was a decrease in water use. An increase in electricity was likely due to the installation of air conditioners in a number of additional classrooms.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$24,826	\$9,533	\$12,528	\$1,512	\$1,253	\$0	\$0	49,651	751	0
2009	\$21,407	\$7,034	\$0	\$0	\$1,691	\$0	\$12,682	42,084	1,268	0
% change 2009 - 2010	16%	36%	N/A	N/A	-26%	N/A	-100%	18%	-41%	N/A

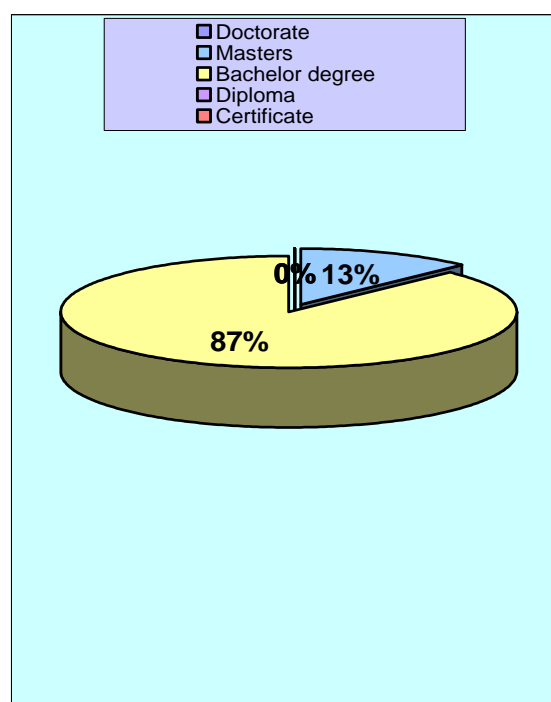
## Performance of our students

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	7	7	0
Full-time equivalents	6	4	0

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	7
Diploma	0
Certificate	0



## Performance of our students

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$3352.41 . This information can be calculated from SMS / One School data (refer Policy Guidelines: Annual Reporting by Queensland Schools).

The major professional development initiatives are as follows:

- \* Learning Place Training
- \* First Steps in Mathematics Training
- \* Anaphylaxis Training
- \* Primary Science Connections
- \* You Can Do It Training
- \* Teaching and Learning – Differentiation
- \* Technology KLA Training
- \* Student Protection Training
- \* First Aid Training
- \* Behaviour Management
- \* Data Analysis Training
- \* ACARA Consultation Meeting
- \* English Leaders' Meeting
- \* Drama Professional Development – Yonder
- \* Support A Talker
- \* Developing Blackboard Courses
- \* Power to exclude training
- \* QCAT Facilitator Training

The involvement of the teaching staff in professional development activities during 2010 was 100%

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

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

From the end of the previous school year, 83% of staff were retained by the school for the entire 2010 school year.

## Key student outcomes

### Attendance

#### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

#### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	79%	92%	90%	92%	92%	91%					

### 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

## Performance of our students

recording student attendance and absenteeism.

\* Rolls are marked twice daily and parents are contacted when issues arise around.

\* At times throughout the year newsletter items highlighting the important of attendance every day through the Every Day Counts Initiative .



## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

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

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

### Achievement – Closing the Gap

In 2010, Bundaberg Central State School had an enrolment of 9 Indigenous students. Overall, the attendance rate by indigenous and non indigenous students is comparable. The School's focus on numeracy, with the introduction of Mathematics, has had a very positive effect. In 2011 the school will focus on closing the gap in literacy, particularly focusing on Writing.