

Queensland State School Reporting – 2011

Bundaberg Central State School (0018)



Postal address	13 Crofton Street Bundaberg 4670
Phone	(07) 4150 7666
Fax	(07) 4150 7600
Email	the.principal@bundcentss.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	Mr. Philip Theofanes – A/Principal

Principal's foreword

Introduction

2011 has been another successful year at Bundaberg Central State School. The school implemented many new initiatives which have proven successful. 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 2011 and in particular the improvements in academic performance and results.

School progress towards its goals in 2011

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 2011 to address learning support needs or the needs of Gifted and Talented Students. Indigenous Tutorial Funding also helped to support student learning in literacy and numeracy and further close the gap.
2. Developing productive partnerships with home and the community – Parent teacher interviews were conducted twice in 2011 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 2011, a chaplain was employed to offer additional support to students.
4. Embedding ICTs into the curriculum – The BER provided a significant cabling upgrade as well as the addition of 12 new computers. Infrastructure was completed in 2011 providing our school with our own fully integrated computer learning space the envy of many larger schools. Classes have the availability of 8 computers in the upper school and 4 in the lower plus regular access to the lab.
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.

Future outlook

In 2012 under the leadership of the Principal and dedicated staff the school will have a focus on: Implementing the National Curriculum via C2C; Improving Reading Comprehension within Literacy; Improving Numeracy in the U2B; Closing the gap and offering a Safe and Supportive school environment for all students.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
89	44	45	78%

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 2011

Phase	Average Class Size
Prep – Year 3	23
Year 4 – Year 10	21
Year 11 – Year 12	
All Classes	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	18
Long Suspensions - 6 to 20 days	5
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offering:

- Combined Schools Leadership Camp at Riverside Retreat · Excursions · Sports Days
- School Camp to Tallebudgera · School ANZAC Ceremony · Celebration of Success
- End of Year Concert, Year 7 Graduation and Awards Night at Moncrieff Theatre
- Bundaberg Shire Council – Leaders Meet Leaders Luncheon. · Education Week – Back to School Day
- Under 8s Day · Life Education Van · Fire Awareness Visits · School Swimming Program
- Rotary Readers · Book Week Activities · Yonder Arts Project

Extra curricula activities: · Chess Club · Choir · Premier's Reading Challenge · Smart Start Program
· ICAS Maths, English, Science, Computer

How Information and Communication Technologies are used to assist learning:

Classes have data projectors installed or available for use in the lab to engage in interactive learning. There is a lab of 14 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. The Learning Place, Mathematics, Reading Eggs, Spelling City etc are used to engage in student learning.

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. In a small school setting Bullying is not a major concern as students and staff interact on a regular basis and offer solutions to any issues that may arise.

Parent, student and teacher satisfaction with the school

Our school at a glance

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	91%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	100%
Percentage of staff members satisfied with morale in the school	98%

DW – Data withheld

Involving parents in their child's education

Parents were invited to be involved in many aspects of their child's Education 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

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

There was a decrease in water consumption due to the installation of many new water tanks. The electricity usage has decreased due to conscious efforts of all staff and students to conserve energy but also due to the installation of Solar.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	41,841	651
2010	49,651	751
% change 10 - 11	-16%	-13%

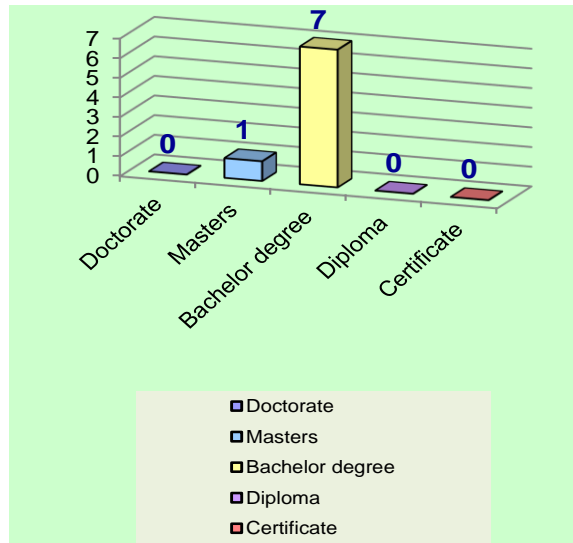
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	<5
Full-time equivalents	6	4	<5

Qualifications of all teachers

Doctorate	0
Masters	1
Bachelor degree	7
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$4248.90.

The major professional development initiatives are as follows:

Our staff profile

* 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 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 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 66% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' textbox**.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

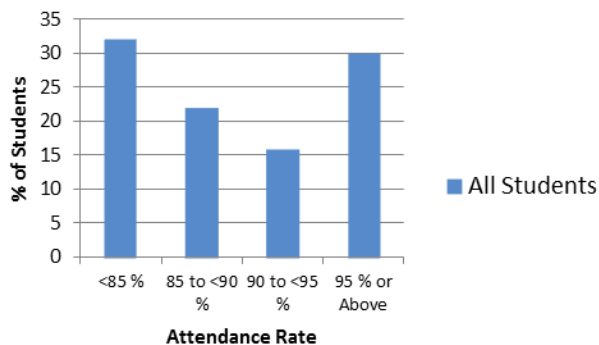
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
87%	81%	86%	86%	84%	90%	88%

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 twice daily and parents are contacted when issues arise around.

* At times throughout the year new sletter items highlighting the important of attendance every day through the Every Day Counts Initiative

* Smart Start Program – breakfast program

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/>.

Performance of our students

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

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

Achievement – Closing the Gap

In 2011, Bundaberg Central State School had an enrolment of 19 Indigenous students. Overall, the attendance rate by indigenous and non-indigenous students is comparable. The School's focus on numeracy, has continued with Mathematics and has had a very positive effect. In 2012 the school will focus on closing the gap in literacy, particularly with reading comprehension and writing through small class initiatives and explicit teaching.