

Bundaberg Central State School (0018)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

2012 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 2012 and in particular the improvements in academic performance and results.

School progress towards its goals in 2012

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 2012 to address learning support needs or the needs of Gifted and Talented Students.
2. Developing productive partnerships with home and the community – Parent teacher interviews were conducted twice in 2012 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 2012, a chaplain was employed to offer additional support to students and families.
4. Embedding ICTs into the curriculum – Computers are accessible in general learning areas, and the school also has access to a specialist computer laboratory as part of the Library complex. A specialist ICT teacher was employed one day a week to assist students and staff with ICT skills.
5. Improved 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 2013 under the leadership of the newly appointed Principal and dedicated staff the school will have a focus upon: Improved Community Partnerships, Improving Reading Comprehension, begin implementation of the 'Art and Science of Teaching' Pedagogical Framework, implementing School Wide Positive Behaviour Support, and continuing to implement the National Curriculum.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	83	38	45	87%
2011	89	44	45	78%
2012	80	42	38	86%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The school has four 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 students either ride bikes, catch the bus or are driven to school. The school because of its age, has families where the parents and grandparents of current school children have attended the school in the past. Most students hail from a low socio-economic background, with a variety of needs catered for including students with disabilities, English as a second Language, Indigenous Students and Children in Care.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	23	18
Year 4 – Year 10	17	21	16
Year 11 – Year 12	NA	NA	NA

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	21	18	9
Long Suspensions - 6 to 20 days	1	5	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

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, Mathletics, 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 students and staff interact on a regular basis and offer solutions to any issues that may arise, including any incidences of Bullying. .

Parent, student and staff satisfaction with the school

Overall in 2012 over 95% of parents and caregivers and over 97% of students believed they were receiving a good education at Bundaberg Central State School. 100% of Parents believed that Bundaberg Central State School is a good school. 100% of students believed their teachers motivate them to learn. School staff strived to work with parents and students to continue our high standards and innovate to improve overall satisfaction with the school for students, parents and staff across all domains.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.2%
this is a good school	100.0%

Our school at a glance

their child likes being at this school*	90.5%
their child feels safe at this school*	90.5%
their child's learning needs are being met at this school*	95.0%
their child is making good progress at this school*	95.2%
teachers at this school expect their child to do his or her best*	95.0%
teachers at this school provide their child with useful feedback about his or her school work*	95.0%
teachers at this school motivate their child to learn*	95.2%
teachers at this school treat students fairly*	90.5%
they can talk to their child's teachers about their concerns*	95.2%
this school works with them to support their child's learning*	90.5%
this school takes parents' opinions seriously*	95.0%
student behaviour is well managed at this school*	90.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.8%
they like being at their school*	91.8%
they feel safe at their school*	95.8%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	95.9%
their teachers provide them with useful feedback about their school work*	80.9%
teachers treat students fairly at their school*	88.9%
they can talk to their teachers about their concerns*	91.1%
their school takes students' opinions seriously*	89.4%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	97.9%
their school is well maintained*	91.3%
their school gives them opportunities to do interesting things*	90.9%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	90.6%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 an increase in water consumption due to the construction of new facilities on site and due to some major leaks due to the age of our grand old school. The electricity usage has also increased due to major construction on site during 2012. The school eagerly awaits a more accurate indicator of our usage of electricity and water during 2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	49,651	751
2010-2011	41,841	651
2011-2012	55,878	1,072

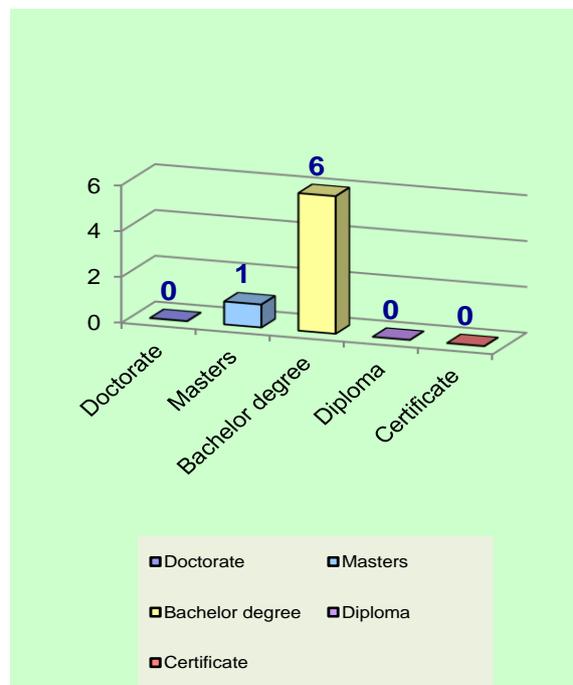
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	7	7	0
Full-time equivalents	5.2	4.4	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	6
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$5 777.

The major professional development initiatives were as follows:

- * Learning Place Training * Anaphylaxis Training * Primary Science Connections
- * Teaching and Learning – Differentiation * Essential Skills for Classroom Management
- * Student Protection Training * First Aid Training * Behaviour Management * Data Analysis Training
- * ACARA National Curriculum * English Leaders' Meeting * Drama Professional Development – Yonder
- * Support A Talker

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	95.7%	93.9%

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 2012 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' 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 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	87%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

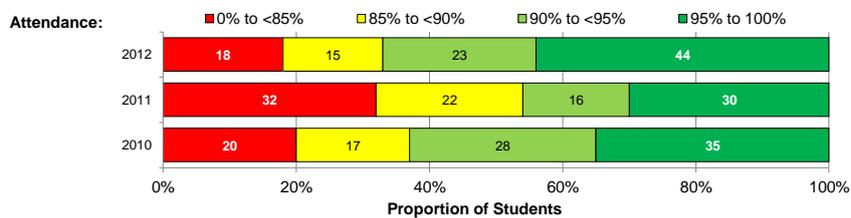
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	79%	92%	90%	92%	92%	91%	NA	NA	NA	NA	NA
2011	87%	81%	86%	86%	84%	90%	88%	NA	NA	NA	NA	NA
2012	90%	94%	95%	89%	85%	85%	91%	NA	NA	NA	NA	NA

DW = Data withheld to ensure confidentiality.

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 newsletter items highlighting the important of attendance every day through the Every Day Counts Initiative
- * Smart Start Program – breakfast program

Performance of our students

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/>.

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.

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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

Overall, the attendance rate by indigenous and non-indigenous students is comparable. The School's focus on literacy and numeracy a very positive effect on NAPLAN and school based assessment results. In 2013 the school will focus on closing the gap in literacy, particularly with reading comprehension and writing through small class initiatives and explicit teaching.