

Bundaberg Central State School

Queensland State School Reporting

2013 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

2013 was a huge year for Bundaberg Central State School, and for the whole of the Bundaberg District. The floods at the beginning of the year changed the tone of the school and of the town. Many families and students were disadvantaged and were existing in difficult situations.

As Bundaberg Central State School is a strong school it rose above the difficulties and small school community that provides a caring, supportive environment for the students helped to resume the learning in a supportive environment.

The P&C has continued to support the school in many ways that provide for the families and students. Their fundraising efforts provide resources and extra-curricular activities that otherwise they may not have experienced.

School progress towards its goals in 2013

Getting Ready For Secondary School Parent and Community Engagement Strategy

Flying Start initiative

Bundaberg Central State School has liaised with all three state high schools as our students go to all three. Discussions were held as to how Year 6 and 7 students would be transitioned into the high school setting

As 2014 would be the last year of high school for both the Year 6 and 7 students a protocol was developed to include the Year 6 students in captain's roles, camps and graduation ceremonies.

Families were informed all the way through and is continuing into 2014 about the arrangements for high school and transition days.

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Parent and Community Engagement Strategy

Parent participation and involvement in school life and events started in 2013 with the program continuing into 2014 and beyond.

Internal Audit

During 2013 the English, Mathematics and Science Australian Curriculums were being full embedded in the curriculum of BCSS. History was successfully trailed and Staff were familiarising themselves with the new Geography curriculum, ready for implementation in 2015. Reading, Numeracy and the upper two bands is the priority. Staff have developed their understanding of reading and comprehension and implemented new strategies to develop reading skills. This will continue into 2014 and beyond. Numeracy has developed with the support and professional development of pedagogy to improve teacher knowledge of the teaching of Mathematics. This has improved instruction and learning.

Develop and enact a pedagogical framework based on ASOT Teaching and Learning Audit priorities

BCSS spent 2013 preparing for the audit in early 2014. This process include the commencement of a whole curriculum plan. The assessment schedule and benchmarks were established. The study of the pedagogical framework of the Art and Science of Teaching was commenced. This process will flow into 2014 and beyond.

Implement the Developing Performance Framework for all staff

Internal Audit

Staff were all consulted and their individual Developing Performance Plans drafted. Internal Audit was postponed to 2014.

Future outlook

- Implement the Australian Curriculum
- Key literacy and numeracy improvement strategies
- Differentiation strategies
- Implement performance reviews for all staff (e.g. DPF)
- Learning and Wellbeing Framework
- Develop and enact a pedagogical framework based on ASOT
- Getting Ready for Secondary School
- Teaching and Learning Priorities
- Discipline Audit Priorities
- Internal Audit Priorities
- Opinion Survey Priorities and Community Engagement Framework
- Develop and enact a pedagogical framework based on ASOT or other approved framework

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	89	44	45	78%
2012	80	42	38	86%
2013	75	39	36	82%

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 itself, 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		
	2011	2012	2013
Prep – Year 3	23	18	21
Year 4 – Year 7 Primary	21	16	18
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	18	9	40
Long Suspensions - 6 to 20 days	5	1	2
Exclusions	0	0	0

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

- Captains Leadership Training · Class 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 2 labs, each has About 10 computers. Prep-1 and Year 2-3 have 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 updating and implementation of the school's Responsible Behaviour Plan.

Students engaged in Alternate Programs to build self-esteem and overall confidence. Some of there included Zumba, fitness, Art Therapy and a Tile Mural Project

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.

The climate of the students and families is one of a great big family. This is one of the beauties of a small school. Everyone is there to help and support each other.

Our school at a glance

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	2013
their child is getting a good education at school (S2016)	95%	95%
this is a good school (S2035)	100%	95%
their child likes being at this school* (S2001)	90%	95%
their child feels safe at this school* (S2002)	90%	95%
their child's learning needs are being met at this school* (S2003)	95%	89%
their child is making good progress at this school* (S2004)	95%	94%
teachers at this school expect their child to do his or her best* (S2005)	95%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%
teachers at this school motivate their child to learn* (S2007)	95%	94%
teachers at this school treat students fairly* (S2008)	90%	95%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%
this school works with them to support their child's learning* (S2010)	90%	95%
this school takes parents' opinions seriously* (S2011)	95%	95%
student behaviour is well managed at this school* (S2012)	90%	94%
this school looks for ways to improve* (S2013)	100%	94%
this school is well maintained* (S2014)	100%	94%

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	92%
they like being at their school* (S2036)	92%	85%
they feel safe at their school* (S2037)	96%	92%
their teachers motivate them to learn* (S2038)	100%	88%
their teachers expect them to do their best* (S2039)	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	81%	79%
teachers treat students fairly at their school* (S2041)	89%	71%
they can talk to their teachers about their concerns* (S2042)	91%	81%

Our school at a glance

their school takes students' opinions seriously* (S2043)	89%	63%
student behaviour is well managed at their school* (S2044)	100%	65%
their school looks for ways to improve* (S2045)	98%	92%
their school is well maintained* (S2046)	91%	91%
their school gives them opportunities to do interesting things* (S2047)	91%	92%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		91%
they receive useful feedback about their work at their school (S2071)		91%
students are encouraged to do their best at their school (S2072)		91%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		91%
staff are well supported at their school (S2075)		82%
their school takes staff opinions seriously (S2076)		100%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		82%
their school gives them opportunities to do interesting things (S2079)		91%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

The parents of Bundaberg Central become very involved in a varying different ways. Each parent has their own expertise and this is reflected in the way they contributed, supported or helped their children and the school.

Some are:

Gardening

Tuckshop

Reading

Furniture moving

General maintenance

Reducing the school's environmental footprint

Bundaberg Central State School consciously is aware of turning sources of power to conserve energy.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	41,841	651
2011-2012	55,878	1,072
2012-2013	34,583	1,159

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

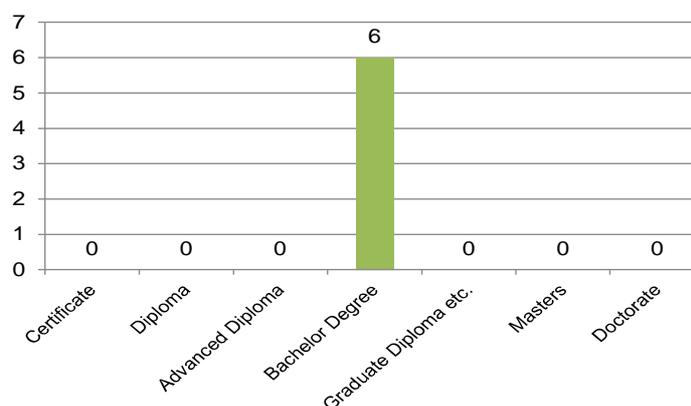
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	6	8	0
Full-time equivalents	5	5	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	6



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$.

The major professional development initiatives are as follows: Behaviour Management and ASOT

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	94%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	91%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

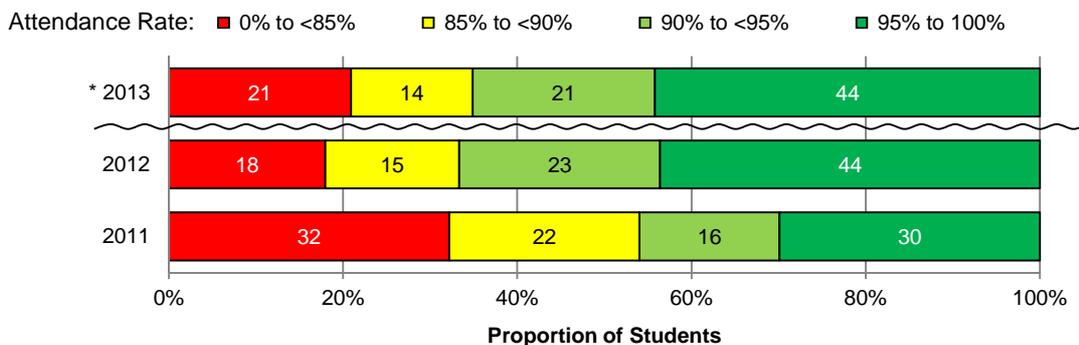
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	87%	81%	86%	86%	84%	90%	88%					
2012	90%	94%	95%	89%	85%	85%	91%					
2013	92%	91%	96%	88%	89%	92%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

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- * Rolls are marked twice daily and parents are contacted when issues arise around.
- * At times throughout the year newsletter items highlighting the importance 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/>.

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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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.

Performance of our students

Achievement – Closing the Gap

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. During 2013 the school focused on closing the gap in literacy, particularly with reading comprehension and writing through small class initiatives and explicit teaching.