

Bundaberg Central State School

Queensland State School Reporting

2014 School Annual Report



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|----------------|---|
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Principal's foreword

Introduction

During 2014 the school consolidated with their new permanent principal. The whole school curriculum plan was written creating a focus on Reading (specifically comprehension strategies), Writing and the Upper Two Bands of students. Numeracy was also a focus.

Parents, Caregivers and the community play a huge role in the running of the school. These people were all recognised and welcomed into the school.

At the end of 2014, parts of Bundaberg Central became Heritage listed.

School progress towards its goals in 2014

Literacy Priority

Embed a balanced reading program

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. **1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.** Ensure the 5 aspects of reading are explicitly addressed ie: **1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World**
- Embed **comprehension strategies** into the reading procedures through daily leveled reading and comprehension groups where students can succeed and progress.
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**
- Embed a researched Phonetic Program - LEM Phonics for Reading and Spelling. Provide Professional Development for teachers and Teacher Aides who are not trained. Employ a specialist LEM Teacher Aide to implement and support the strategy.

Develop a balanced writing program

- Develop a shared understanding and pedagogical practice of the 4 writing procedures: **1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing**

- Embed Sheena Cameron and Louise Dempsey writing strategies into the writing procedures specifically using the Mini-Lessons as a daily resource.
- Align writing pedagogy to Pearson's Gradual Release of Responsibility Model

Numeracy Priority

- Embed ***Numeracy Rich Routines*** that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M.
- With PEAC support and cluster opportunities (***Best Practice Networks***), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts

Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter
- Provide programs and opportunities for parents to build their capacity to support their child's learning
- Actively seek and develop a wide range of community partnerships

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 2014: Prep Year - Year 6

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 80 | 42 | 38 | 86% |
| 2013 | 75 | 39 | 36 | 82% |
| 2014 | 81 | 37 | 44 | 78% |

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 | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 18 | 21 | 15 |
| Year 4 – Year 7 Primary | 16 | 18 | 17 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 9 | 40 | 29 |
| Long Suspensions - 6 to 20 days | 1 | 2 | 0 |
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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

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

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 these included 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.

Parent, student and staff satisfaction with the school

| Performance measure | 2012 | 2013 | 2014 |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that: | | | |
| their child is getting a good education at school (S2016) | 95% | 95% | 83% |
| this is a good school (S2035) | 100% | 95% | 83% |
| their child likes being at this school* (S2001) | 90% | 95% | 100% |
| their child feels safe at this school* (S2002) | 90% | 95% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree# that: | 2012 | 2013 | 2014 |
| their child's learning needs are being met at this school* (S2003) | 95% | 89% | 83% |
| their child is making good progress at this school* (S2004) | 95% | 94% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 95% | 95% | 83% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 95% | 95% | 83% |
| teachers at this school motivate their child to learn* (S2007) | 95% | 94% | 83% |
| teachers at this school treat students fairly* (S2008) | 90% | 95% | 83% |
| they can talk to their child's teachers about their concerns* (S2009) | 95% | 95% | 83% |
| this school works with them to support their child's learning* (S2010) | 90% | 95% | 83% |
| this school takes parents' opinions seriously* (S2011) | 95% | 95% | 83% |
| student behaviour is well managed at this school* (S2012) | 90% | 94% | 83% |
| this school looks for ways to improve* (S2013) | 100% | 94% | 80% |
| this school is well maintained* (S2014) | 100% | 94% | 83% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 98% | 92% | 94% |
| they like being at their school* (S2036) | 92% | 85% | 80% |
| they feel safe at their school* (S2037) | 96% | 92% | 79% |
| their teachers motivate them to learn* (S2038) | 100% | 88% | 95% |
| their teachers expect them to do their best* (S2039) | 96% | 96% | 95% |
| their teachers provide them with useful feedback about their school work* (S2040) | 81% | 79% | 75% |
| teachers treat students fairly at their school* (S2041) | 89% | 71% | 58% |
| they can talk to their teachers about their concerns* (S2042) | 91% | 81% | 89% |
| their school takes students' opinions seriously* (S2043) | 89% | 63% | 90% |
| student behaviour is well managed at their school* (S2044) | 100% | 65% | 70% |
| their school looks for ways to improve* (S2045) | 98% | 92% | 74% |
| their school is well maintained* (S2046) | 91% | 91% | 72% |
| their school gives them opportunities to do interesting things* (S2047) | 91% | 92% | 75% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 91% | 92% |
| they receive useful feedback about their work at their school (S2071) | | 91% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| students are encouraged to do their best at their school (S2072) | | 91% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 91% | 92% |
| staff are well supported at their school (S2075) | | 82% | 100% |
| their school takes staff opinions seriously (S2076) | | 100% | 100% |
| their school looks for ways to improve (S2077) | | 100% | 100% |
| their school is well maintained (S2078) | | 82% | 100% |
| their school gives them opportunities to do interesting things (S2079) | | 91% | 100% |

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

'Agree' represents the 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.

Involving parents in their child's education

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

Craft

General maintenance

Reducing the school's environmental footprint

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 55,878 | 1,072 |
| 2012-2013 | 34,583 | 1,159 |
| 2013-2014 | 3,558 | 889 |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 6 | 10 | 0 |
| Full-time equivalents | 5 | 5 | 0 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * | | | | | | | |
|-----------------------------|----------------------------|---|---|---|---|---|---|---|
| Certificate | 0 | | | | | | | |
| Diploma | 0 | | | | | | | |
| Advanced Diploma | 0 | | | | | | | |
| Bachelor Degree | 10 | | | | | | | |
| Graduate Diploma etc.** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Masters | 0 | | | | | | | |
| Doctorate | 0 | | | | | | | |
| Total | 10 | | | | | | | |

*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 2014 were \$

The major professional development initiatives are as follows:

Reading and Comprehension Strategies

Essential Skills Classroom Management

Profiling

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 94% | 94% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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 | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 91% | 91% | 89% |

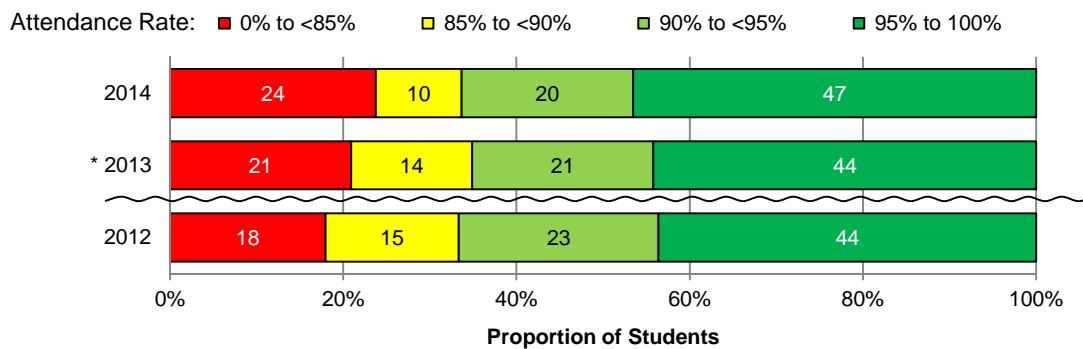
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| 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 |
| 2012 | 90% | 94% | 95% | 89% | 85% | 85% | 91% | | | | | |
| 2013 | 92% | 91% | 96% | 88% | 89% | 92% | 90% | | | | | |
| 2014 | 86% | 94% | 90% | 90% | 84% | 85% | 89% | | | | | |

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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

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/>.

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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.

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.