

# Bundaberg Central State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

During 2015 the school moved forward with a strong focus on Reading, Numeracy, U2Bs and Attendance. The school focused on all reading strategies. A Reading Coach helped staff to sharpen their skills on teaching reading. Daily Rapid Reading was introduced with high success. Students were reading 1-1, 3-4 times pwe week.

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.

Bundaberg Central Opened its Museum with an official ceremony.

### School progress towards its goals in 2015

#### Literacy Priority

#### Phase C Success School. Semester 1. Reading.

#### *Continue to 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.**
- Align reading framework to **Pearson's Gradual Release of Responsibility Model** (Refer Framework for the Teaching of 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**
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of **inference** e.g.: QAR, Sheena Cameron Comprehension Strategies
- Embed **comprehension strategies** into the reading procedures

- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**

### ***Develop and embed 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 writing strategies into the writing procedures
- Align writing pedagogy to Pearson's Gradual Release of Responsibility Model
- Continue the use of a variety of teaching processes and resources e.g. The Writing Book and 7 Steps to Writing Success

### **Numeracy Priority**

- Embed ***Numeracy Rich Routines*** that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M., NC Region Maths Diagnostics - data gathering and analysis
- With PEAAC 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

### **Future outlook**

Implement the Australian Curriculum

Key literacy and numeracy improvement strategies

Daily Rapid Reading across lower school

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

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

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	75	39	36	14	82%
2014	81	37	44	18	78%
2015	71	33	38	12	74%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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		
	2013	2014	2015
Prep – Year 3	21	15	18
Year 4 – Year 7 Primary	18	17	6
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	40	29	11
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Captains Leadership Training · Class Excursions · Sports Days  
 · School Camp to Tallebudgera · School ANZAC Ceremony · Celebration of Success  
 · End of Year Concert, Year 6 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 \* Hot Shots Tennis \* AFL \***

### How Information and Communication Technologies are used to improve 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 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.

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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	83%	100%
this is a good school (S2035)	95%	83%	100%
their child likes being at this school (S2001)	95%	100%	100%
their child feels safe at this school (S2002)	95%	100%	92%
their child's learning needs are being met at this school (S2003)	89%	83%	85%
their child is making good progress at this school (S2004)	94%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	95%	83%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	83%	100%
teachers at this school motivate their child to learn (S2007)	94%	83%	100%
teachers at this school treat students fairly (S2008)	95%	83%	100%
they can talk to their child's teachers about their concerns (S2009)	95%	83%	100%
this school works with them to support their child's learning (S2010)	95%	83%	100%
this school takes parents' opinions seriously (S2011)	95%	83%	100%
student behaviour is well managed at this school (S2012)	94%	83%	77%
this school looks for ways to improve (S2013)	94%	80%	100%
this school is well maintained (S2014)	94%	83%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	94%	100%
they like being at their school (S2036)	85%	80%	100%
they feel safe at their school (S2037)	92%	79%	100%
their teachers motivate them to learn (S2038)	88%	95%	96%
their teachers expect them to do their best (S2039)	96%	95%	100%
their teachers provide them with useful feedback about their school work (S2040)	79%	75%	100%
teachers treat students fairly at their school (S2041)	71%	58%	100%
they can talk to their teachers about their concerns (S2042)	81%	89%	87%
their school takes students' opinions seriously (S2043)	63%	90%	100%
student behaviour is well managed at their school (S2044)	65%	70%	92%
their school looks for ways to improve (S2045)	92%	74%	100%
their school is well maintained (S2046)	91%	72%	100%
their school gives them opportunities to do interesting things (S2047)	92%	75%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	91%
they feel that their school is a safe place in which to work (S2070)	91%	92%	100%
they receive useful feedback about their work at their school (S2071)	91%	100%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	91%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	91%	92%	100%
staff are well supported at their school (S2075)	82%	100%	91%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	82%	100%	100%
their school gives them opportunities to do interesting things (S2079)	91%	100%	100%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

**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
- Cooking
- Sewing and Craft
- Tuckshop
- Reading
- Craft
- General maintenance

## Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	34,583	1,159
2013-2014	3,558	889
2014-2015	32,569	

\*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.

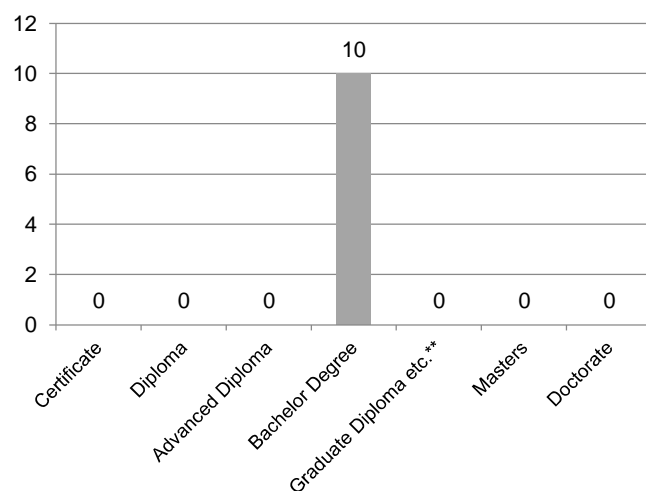
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	10	0
Full-time equivalents	6	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
Masters	0
Doctorate	0
<b>Total</b>	<b>10</b>



\*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 2015 were \$

The major professional development initiatives are as follows:

Reading Coaching

Behaviour and Profiling

123 Magic

Curriculum Planning

The proportion of the teaching staff involved in professional development activities during 2015 was **100%**.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	97%	97%

### 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 2015 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

Sector:

Government

Non-government

SEARCH

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	85%	86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	92%	91%	96%	88%	89%	92%	90%					
2014	93%	86%	94%	90%	90%	84%	85%	89%					



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

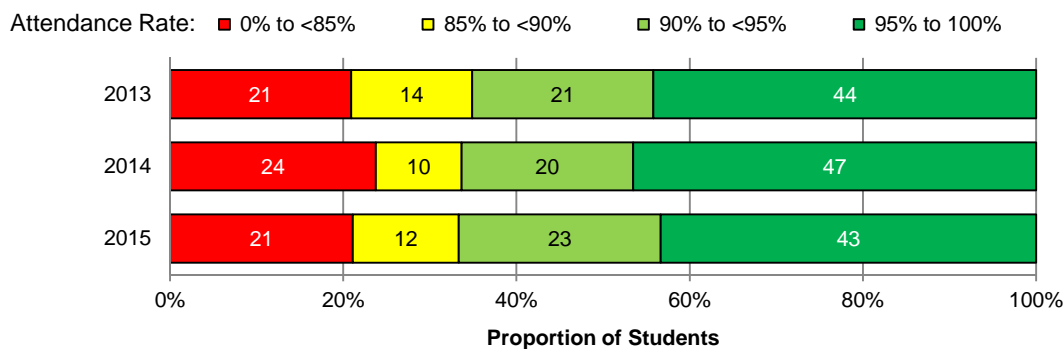
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	82%	93%	91%	91%	95%	87%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

### 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.

## Find a school

School name

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Suburb, town or postcode

Sector:

Government

Non-government