



Bundaberg Central State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	13 Crofton Street Bundaberg 4670
Phone:	(07) 4150 7666
Fax:	(07) 4150 7600
Email:	principal@bundcentss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website .
Contact Person:	Marie Hillyard

School Overview

Bundaberg Central State School is situated in the heart of the CBD with the motto 'Only Your Best'. Central is a caring school with a family atmosphere and supportive environment. The Australian Curriculum in all Key Areas is taught at Bundaberg Central. These areas include: English, Mathematics, Science, History, Geography, Technology, The Arts, Health and PE. The school also offers Chess, Swimming Lessons, Tennis and Hockey.

Bundaberg Central has a talented choir that performs at every opportunity.

Leadership programs are conducted for School Leaders and an active Student Council is in place. The Annual Year 5-6 Camp went to Duckadang in 2017.

The school has a number of visiting specialist teachers who support the educational programs at the school including: Guidance Officer, Learning Support Teacher (for students with Learning Difficulties), Special Education Teacher (for students with Disabilities), Learning Management Teacher (to support responsible behaviour), LOTE (languages other than English), Music Specialist Teacher, and Physical Education Teacher.

Principal's Foreword

Introduction

During 2017 Bundaberg Central continued to sharp and pointy focus on Reading.

Other focus areas were Numeracy, Upper Two Bands and Attendance.

School Improvement in the areas of individual student's capabilities has improved considerably with many students achieving 4 years of progression in a space of 2 years.

Students engage in learning for achievement and improvement for successful transitioning to further education, training and employment.

The Sharp and Narrow Focus for 2017 was:

Strong and Focused Goal to Improve the Reading Targets of All Students.

Daily Rapid Reading has been embedded in the daily routine of Bundaberg Central State School. Students work 1-1 with a trained reading teacher aide to improve decoding, fluency and comprehension.

Individual students have worked hard one-one with highly trained reading staff. Focus is on improving decoding, fluency and comprehension.

Future Outlook

School Improvement Priorities 2018

Improvement priority – Writing and Spelling

Bundaberg Central has included the narrow focus of Writing and Spelling to our ongoing sharp and narrow focus of **Reading. Daily Rapid Reading** will continue to be a narrow focus at Bundaberg Central with now Writing and Spelling within their writing to be a focus.

Bundaberg Central has an ongoing focus of Numeracy. Students work in whole class, small group and individually to achieve and improve their knowledge and skills in Numeracy.

Other Areas for Continued Focus and Improvement:

Implement the Australian Curriculum in all Key Curriculum Areas

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

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 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	71	33	38	12	74%
2016	61	29	32	16	77%
2017	80	40	40	18	88%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	21	26
Year 4 – Year 6	18	15	15

Curriculum Delivery

Our Approach to Curriculum Delivery

- Captains Leadership Training · Class Excursions · Sports Days
- School Camp to Boyne Island Environmental Education Centre · School ANZAC Ceremony •
- Celebration of Success
- Year 6 Graduation Dinner
- End of Year Concert, Year 6 Graduation and Awards Night at Moncrieff Theatre
- Bundaberg Shire Council – Leaders Meet Leaders Luncheon. · Education Week
- Under 8s Day · Life Education Van · Fire Awareness Visits · School Swimming Program
- Rotary Readers · Book Week Activities

Extra-curricular Activities

Bundaberg Central is a 'Tennis School'. A private tennis coach comes to the school for both small group, class and extension tennis lessons.

Other activities also include:

- Chess Club
- School choir
- Premiers Reading Challenge
- Art Gallery with activities program
- Weekly visits to the Town Library
- Under 8's
- Weekly Indigenous Playgroup
- Life Education
- Visiting Artists

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 full ICT Learning Lab with computers and iPads. Classrooms 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, WUSHKA – reading and comprehension program and other curriculum related programs and applications are used to engage in student learning. Digital Technologies is delivered to all students as part of their Technologies learning.

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	92%	100%	100%
their child's learning needs are being met at this school* (S2003)	85%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	75%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	77%	75%	67%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	94%	100%
they like being at their school* (S2036)	100%	94%	89%
they feel safe at their school* (S2037)	100%	88%	89%
their teachers motivate them to learn* (S2038)	96%	88%	100%
their teachers expect them to do their best* (S2039)	100%	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	89%
teachers treat students fairly at their school* (S2041)	100%	94%	78%
they can talk to their teachers about their concerns* (S2042)	87%	93%	100%
their school takes students' opinions seriously* (S2043)	100%	94%	67%
student behaviour is well managed at their school* (S2044)	92%	88%	89%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their school looks for ways to improve* (S2045)	100%	94%	100%
their school is well maintained* (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	91%	93%	100%
they feel that their school is a safe place in which to work (S2070)	100%	93%	88%
they receive useful feedback about their work at their school (S2071)	82%	100%	88%
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)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	75%
student behaviour is well managed at their school (S2074)	100%	93%	69%
staff are well supported at their school (S2075)	91%	100%	71%
their school takes staff opinions seriously (S2076)	100%	93%	76%
their school looks for ways to improve (S2077)	100%	100%	94%
their school is well maintained (S2078)	100%	100%	94%
their school gives them opportunities to do interesting things (S2079)	100%	100%	94%

* Nationally agreed student and parent/caregiver items

'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.

A very strong group of parent volunteers are trained and help deliver the Daily Rapid Reading program. This has provided the school with extra 'staff' to implement this highly effective program.

Other areas of involvement are:

- Gardening
- Cooking
- Sewing and Craft
- Tuckshop
- General maintenance

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	11	19	9
Long Suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

All staff and students are encouraged to switch off the lights and air-conditioners as they leave the room they are working in. Water usage is checked and monitored by ensuring taps are maintained so none loose water unnecessarily.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	32,569	
2015-2016		
2016-2017	28,744	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	11	0
Full-time Equivalent	5	6	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	6
Diploma	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$12,475.00

The major professional development initiatives are as follows:

- ✓ Writing with Sheena Cameron and Louise Dempsey
- ✓ Essential Skills Classroom Management for all staff
- ✓ Reading – skills for Daily Rapid Reading – teacher aides and interested volunteers and parents
- ✓ Positive Behaviour Learning – Internal Coach who shares with the whole staff.
- ✓ Curriculum Knowledge and Planning
- ✓ Pre and Post Moderation

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	94%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

Description	STUDENT ATTENDANCE 2017		
	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	91%	77%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

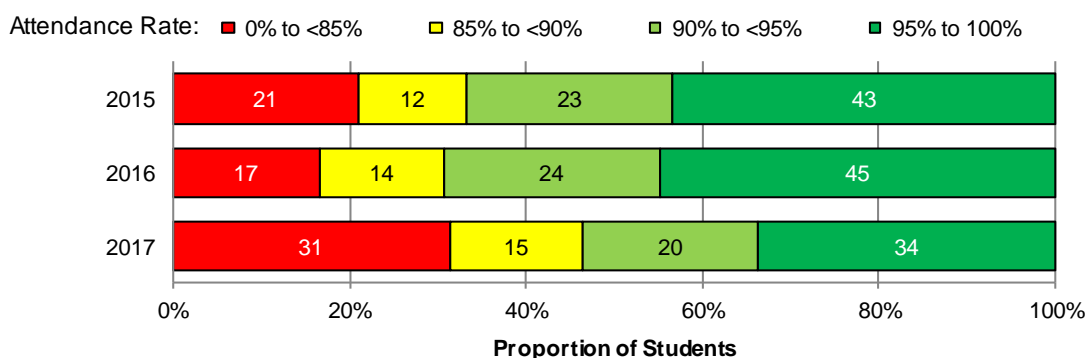
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	82%	93%	91%	91%	95%	87%						
2016	85%	93%	91%	93%	94%	90%	89%	DW					
2017	83%	85%	82%	87%	93%	81%	84%						

*Attendance rates effectively count 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 Department of Education 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.

NAPLAN

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

Sector:

Government

Non-government

Where it states '**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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.

Conclusion

Thank you for reading the Annual Report about Bundaberg Central State School.

If you would like more detailed information about any of the areas covered in this report, please do not hesitate to contact the Principal on the school number (07 – 41507666) or come in and visit the school for a look around and a chat.

Enrolment packages are available anytime.

Vacancies in all classes at this time.

