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Principal's foreword

Introduction

2008 was another successful year for Bundamba State Secondary College with facilities renewal in addition to significant progress for our students and staff. Increase in school based traineeships was a particular success in 2008.

Our enrolment of 776 students comprised a rich cultural mix with 108 Indigenous students and 86 Pacifica students. In 2008, Bundamba State Secondary College Pacifica students competed in "Bring It On" and received a third place in the finals. Two of our indigenous students were selected to participate in the Moreton Youth Leaders Program and a third student received a scholarship for the Aboriginal and Torres Strait Islander Education to Employment Scheme in 2009. The scholarship is provided by the Department of Premier and Cabinet in association with the Department of Main Road's Aboriginal and Torres Strait Islander Education to Employment Scheme.

The values identified by Bundamba State Secondary College are qualities we consider to be worthwhile to develop in our College community. They are a reflection of our highest priorities and driving forces. The strength of our College lies in the diversity of cultures represented and the inclusive nature of our curriculum programs. Both staff and students at the College are passionate about preserving and showcasing this diversity through events such as NAIDOC week celebrations, the ANZAC Day ceremony, hosting international exchange visitors, and performing in various regional events. We received two third places in the Pedal Prix in 2008.

Our school motto of "A Community of Confident Achievers" guides our actions. Bundamba State Secondary College has varied curriculum options allowing students to participate in tuition, training, and work experience to maximise individual talents and abilities. In 2008, 85% of our QTAC applicants received a tertiary offer. Our graduates continue to be successful in their transition from school to employment, traineeships, apprenticeships, and further education.

Throughout the secondary school years, we encourage parents and caregivers to assist us in the education process by talking to their students about what is happening at school and in their classes. There are many other opportunities to be a partner in your student's education including P & C meetings, volunteering in many areas throughout the College, and keeping us informed of your student's needs.

It is with pleasure that I welcome you to our vibrant community. We look forward to the learning journey with you and your student in 2009.

Future outlook

In 2009, Bundamba State Secondary College seeks to continue our journey to achieve the best possible outcomes for all of our students. The addition of new facilities and upgrades throughout the school enable us to respond to the needs of our students in a rapidly changing world. Specifically, Bundamba State Secondary College will focus on increasing pathways for students, improving student outcomes, further connecting with our community, and the development of whole college learning engagement systems. 2009 presents a new opportunity for us to again focus our attentions on the need for all of our students to be learning. Particular focus will be placed on improvements in literacy and numeracy across the school in addition to 'closing the gap' for our indigenous students.

Our school at a glance

School Profile

Record:

| | |
|-----------------------------|---------------|
| Total student enrolments | 776 |
| Year levels offered | 8-12 |
| Coeducational or single sex | Coeducational |

Curriculum offerings

Our distinctive curriculum offerings

The curriculum at Bundamba State Secondary College offers a planned course of study from Years 8 – 12. The two distinct divisions are that of the Middle School (Years 8 – 10) and Senior School (Years 11-12). Students in year 10 complete a Senior Education and Training Plan (SETP) that links to their subject selection for Senior. Bundamba State Secondary College has a strong and distinctive curriculum which offers individualised pathways for achievement in a range of areas:

- Whole-of-School Literacy within the curriculum program
- Award winning B-TADS (Bundamba Training and Development Squad)
- Year 8 Boys Motivational Programme
- Bundamba Development Program – Life Skills / Values Education / Career preparation
- The Senior School curriculum is a broad range of Queensland Studies Authority subjects (Category A,B,C, Authority and SAS) to suit student needs
- Access to School Based Traineeships and Apprenticeships
- Access to the school's TAFE program
- Multi-Literacy Program
- Special Education Program

- Bundamba State Secondary College offers an extensive range of extra-curricula activities including:
 - Instrumental music
 - Interschool Sport
 - Musicals – biennially
 - Arts & Drama Night
 - Talent Quest

How computers are used to assist learning

Bundamba State Secondary College has 320 computers available for student use. Teaching staff have all been assigned a personal laptop since 2006. This, in addition to the purchase of smart boards and data projectors has enabled wide use of computer technologies in classrooms.

Social climate

The Bundamba State Secondary College pastoral care and Bundamba Development Program overlay the curriculum and address the physical and emotional well-being of our students. These programmes focus on the development of social emotional skills, awareness of school and community values, and assist students in the development of strategies to assist with studying, preparing for work, and responding to adverse life experiences.

Our school at a glance

Supplementing the aim of all staff to provide a safe environment are the specialist services of a Guidance Officer, School Nurse, Youth Worker, Chaplain, Education Support Program Teacher-Aides, Community Education Counsellor, and a Polynesian Liaison Officer.

All students are assigned a pastoral care group that is multi-aged and linked to a house group and a sense of belonging. Students are able to engage in decision-making through the Student Representative Council.

2008 School Opinion Survey results indicate a staff belief that they have good access to quality professional development with the school mean being above the state mean in this area. Likewise, staff opinion survey results indicate information and communication technology devices are well maintained with results above the state mean. In the areas of understanding indigenous cultures and including indigenous perspectives in their work, staff satisfaction is above like schools data.

Staff Survey

| | School Mean | State Mean | Like Schools Mean |
|---|-------------|------------|-------------------|
| I have good access to quality professional development | 2.76 | 2.69 | 2.51 |
| Information and communication technology devices are well maintained | 2.68 | 2.59 | 2.47 |
| Understanding Indigenous cultures | 2.71 | 2.59 | 2.59 |
| Including Indigenous perspectives in your work | 2.47 | 2.47 | 2.44 |
| Opportunities to develop skills in teaching about Indigenous cultures | 2.51 | 2.25 | 2.19 |
| Opportunities to develop skills in engaging Indigenous students | 2.49 | 2.24 | 2.17 |

It was pleasing to note in the student survey that many believed they were doing the best they could in their school and that they are learning well at this school with the mean above both the state and like schools means in these two areas. The student results indicate that students believe they are getting a good education at Bundamba State Secondary College and that their teachers take an interest in their learning, encouraging them to be responsible for their own learning. In every question around pedagogy, Bundamba State Secondary College achieved higher than the state and like schools means. This is a strong indication of the high quality of teaching happening in classrooms.

Student Survey

| | School Mean | State Mean | Like Schools Mean |
|--|-------------|------------|-------------------|
| That you are doing the best that you can in your school work | 2.71 | 2.66 | 2.64 |
| With how well you are learning at this school | 2.58 | 2.56 | 2.50 |
| That you are getting a good education at this school | 2.77 | 2.71 | 2.62 |
| With the computer technology skills you have learnt at school | 2.58 | 2.39 | 2.39 |
| With how the school is helping you prepare for further training, education or for work | 2.78 | 2.64 | 2.59 |
| With the standard of school work expected | 2.66 | 2.51 | 2.46 |
| That you are encouraged to be responsible for your own learning | 2.82 | 2.74 | 2.69 |
| That teachers explain clearly what they want you to do in your school work | 2.27 | 2.20 | 2.14 |
| That teachers help you to do your best | 2.56 | 2.44 | 2.38 |
| With the interest teachers take in your learning | 2.53 | 2.38 | 2.32 |
| That you are happy to go to this school | 2.77 | 2.69 | 2.59 |

Our school at a glance

| | | | |
|----------------------------|------|------|------|
| That this is a good school | 2.90 | 2.73 | 2.60 |
|----------------------------|------|------|------|

The P & C has been very supportive of the students and staff of our school. We are very appreciative of their efforts and ongoing support. Parent responses to the School Opinion Survey support the staff opinions in relation to computer technology. Responses also indicate that parents believe that Bundamba State Secondary College is a good school with a higher mean than like schools in the state.

Parent Survey

| | School Mean | State Mean | Like Schools Mean |
|--|-------------|------------|-------------------|
| That your child is confident using computer technology at school | 3.34 | 2.99 | 3.03 |
| That this is a good school | 2.89 | 3.19 | 2.87 |

Involving parents in their child's education.

Caregivers are important members of our college community. The support provided by many interested parents enhances many facets of the school including sporting involvement and successes; cultural pursuits, and academic achievement.

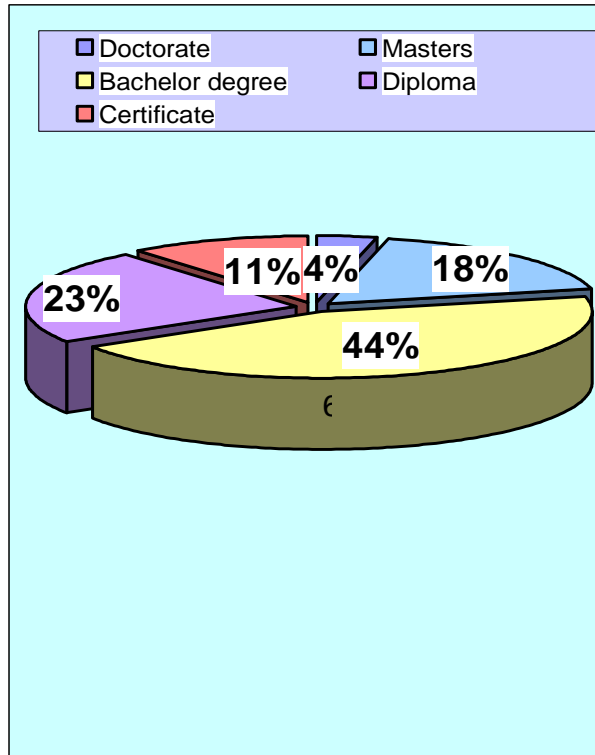
Caregivers are invited to contact staff with concerns and suggestions. The Parent & Citizens Association meets on the third Tuesday of the month and welcome new members.

Parents and the community are kept informed of school activities through the electronic school newsletter and correspondence related to educational issues and excursions. Our reporting program of 2 reports per semester and parent/teacher interviews twice a year assist in keeping parents informed of student progress.

Our staff profile

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 2 |
| Masters | 10 |
| Bachelor degree | 25 |
| Diploma | 13 |
| Certificate | 6 |



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$33 176 .
- The major professional development initiatives are as follows: First-Aid Training, Literacy/Numeracy, VET, QCAR, Disability Services, Social Emotional Learning, Code of Conduct, Middle Phase of Learning, Senior Phase of Learning, Indigenous Education.
- The involvement of the teaching staff in professional development activities during 2008 was 91%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 96 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 83 %.

Key outcomes

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.

| Domain | Measures | Yr 9 |
|-------------------------|--|-----------|
| Reading | Average score for the school | 527 |
| | Average score for Queensland | 568.2 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 74 % |
| Writing | Average score for the school | 515 |
| | Average score for Queensland | 555.3 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 67 % |
| Spelling | Average score for the school | 538 |
| | Average score for Queensland | 567.8 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 76 % |
| Grammar and Punctuation | Average score for the school | 525 |
| | Average score for Queensland | 563.2 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 72 % |
| Numeracy | Average score for the school | 530 |
| | Average score for Queensland | 570.7 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 83 % |

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 62 %

Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement. 95

Performance of our students

| | |
|---|-----|
| Number of students awarded a Queensland Certificate Individual Achievement (QCIA). | 0 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 30 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | 0 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications. | 50 |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT). | 10 |
| Number of students receiving an Overall Position (OP). | 34 |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. | 32% |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. | 68% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer. | 85% |

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Value added

Throughout 2008 and 2009 extensive consultation was conducted to inform the State Schools of Tomorrow Project occurring at Bundamba State Secondary College. Presently, the College is undergoing new works and refurbishments in the vicinity of \$14 million. At the conclusion of this project, new facilities will include a State of the Art Performing Arts Centre and an indoor Leadership Training Centre complete with high ropes, rock climbing and abseiling. Refurbishments to the remainder of the school will ensure classrooms are equipped for the technological age.

Parent, student and teacher satisfaction with the school

Student satisfaction with the standard of teaching and the resources at Bundamba State Secondary College is high. As indicated earlier, in most case the student response was above the state and like schools mean. Parents also indicated a belief that Bundamba is a good school with their response in this area being above the like schools mean. The staff response indicates a belief the school is well equipped technologically and they also indicate a confidence in their ability to perform their respective duties. One are staff indicate a need for improvement is in staff morale.

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

| Student Counts | 2006 | 2007 | 2008 | 2009 |
|----------------------|------|------|------|------|
| Full-time Enrolment* | 719 | 781 | 776 | 827 |

| Disciplinary Absences | Reporting Period | | | |
|---------------------------------|------------------|----------------|----------------|-----------------|
| | 2006 Full Year | 2007 Full Year | 2008 Full Year | 2009 Semester 1 |
| Short Suspensions - 1 to 5 days | 354 | 435 | 427 | 321 |
| Long Suspensions - 6 to 20 days | 24 | 11 | 21 | 12 |
| Exclusions | 9 | 6 | 0 | 5 |
| Cancellations of Enrolment | 5 | <5 | <5 | 0 |

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.

YEAR 12 2008

STUDENT DESTINATIONS

Bundamba State Secondary College



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2008, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 6 May 2009, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Bundamba State Secondary College

Table 1 below reports the response rate for Bundamba State Secondary College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Bundamba State Secondary College in 2008.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

| Number of respondents | Number of students who completed Year 12 | Response rate (%) |
|-----------------------|--|-------------------|
| 78 | 95 | 82.1 |

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2009, 42.3 per cent of young people who completed their Year 12 at Bundamba State Secondary College in 2008 continued in some recognised form of education and training in the year after they left school.

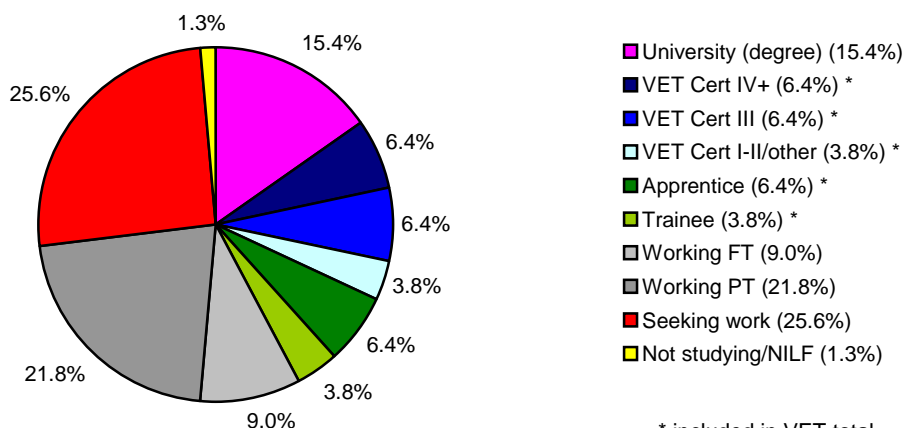
The most common study destination was university (15.4 per cent). The combined VET study destinations accounted for 26.9 per cent of respondents, including 16.7 per cent in campus-based VET programs, with 6.4 per cent of Year 12 completers entering programs at Certificate IV level or higher.

10.3 per cent commenced employment-based training, either as an apprentice (6.4 per cent) or trainee (3.8 per cent).

In addition to the above study destinations, a further 6.4 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their current destination).

57.7 per cent did not enter post-school education or training, and were either employed (30.8 per cent), seeking work (25.6 per cent) or neither studying nor in the labour force (1.3 per cent).

Figure 1 Main destinations of Year 12 completers



* included in VET total
VET total = 26.9%