

Bundamba State Secondary College

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The annual report is a snapshot of the key aspects of school performance during the 2015 school year. The Bundamba State Secondary College community has a reputation for striving to deliver optimal outcomes for students and 2015 was a year in which this tradition was strengthened.

This annual report provides a broad overview of Bundamba state Secondary College, its staff and its students' achievements for the 2015 school year. Major achievements of the year included:

- Introduction of Year 7 into secondary school making 2015 the largest entry of new students ever with a combined total of 260 new students in Years 7 and Year 8
- Development and implementation of our new junior secondary precinct involving employment of additional staff, creation of new learning spaces, resourcing of play areas, and implementation of a brand new Year 7 curriculum
- Representation of students and staff from Bundamba State Secondary College internationally in Gallipoli, Turkey to commemorate the 100th anniversary of the ANZACS.
- Senior students and science staff attending the NASA Kennedy Space School in Houston, United States of America.
- High yield Senior tracking processes that resulted in 100% of our students exiting Year 12 with a Queensland Certificate of Education
- Establishment of a focus on a high expectations learning environment with high standards of conduct, presentation, attendance, and performance of students highlighted as focus areas
- Embedding of agreed literacy and numeracy practices across all year levels and in all subjects
- Continuation of Art and Science of Teaching (ASOT) pedagogical framework Design Questions 1 and 6 embedded across all subject areas
- Continuation of Galaxy day extension programs in primary feeder schools
- Introduction and maintenance of schoolwide strategies to support NAPLAN preparation and assessment for Year 7 and Year 9

School progress towards its goals in 2015

Strategy	Completed	Ongoing
Transition of year 7 into secondary	✓	
Implementation of the Australian Curriculum		✓
Implementation of whole school pedagogical practices		✓
Use of data to inform teaching practices		✓
Extension of professional practice action plan		✓

Line managers to undertake professional dialogue focused on Developing Performance Plan with staff a minimum of once per semester		✓
Staff induction program implemented	✓	
Identification and implementation of universal routines to support learning	✓	
Improved school performance in Senior Outcomes	✓	
Improved school performance in attendance		✓
Improved school performance in student conduct		✓
Implementation of whole school reading framework		✓
Communication with parents enhanced through the re-introduction of newsletters Semester 2015, utilization of Facebook, Parent Teacher nights, and the use of SMS messaging	✓	

Future outlook

Key Development Areas - 2016

Core Priority	Actions	Evidence
Professional Practice:	<p>Collegial Coaching</p> <ul style="list-style-type: none"> Development of school-wide observation, feedback and coaching framework Use of coaching model to continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices that enhance student learning outcomes. <p>Quality Teaching</p> <ul style="list-style-type: none"> Adaptation of ASoT to form Bundamba whole school pedagogical framework Documented line management process that includes discussion of teaching and learning progress ASOT Design Question 1 embedded to a proficient level: <ul style="list-style-type: none"> New staff to BSSC DQ 1,6 at graduate/proficient level Experienced staff at BSSC DQ 1,2,6 at proficient level or higher Engagement of students through improved pedagogical practices Establishment and consistent implementation of staff induction process 	<ul style="list-style-type: none"> Schoolwide approach to observation and feedback aligned to the pedagogical framework Trial systematic approach to coaching and mentoring aligned with the pedagogical framework – 100% of teaching staff Commence modelling to whole staff of ‘best practice’ reading strategies Documented whole school pedagogical framework Consistent high quality staff use of pedagogical framework Improved teacher practice – performance conversations / SOS / ASoT survey/ observation checklists/annual performance review Critical routines & learning goals evident in 100% of classrooms 100% of staff fully utilise DQ 1 & 6 in their planning and delivery of learning and teaching. Experience BSSC staff also use DQ2 <ul style="list-style-type: none"> Teacher observation feedback on Quality Teaching 100% of teaching staff engaged in ASOT PD 100% of lesson and unit plans reflect ASOT DQ 1, DQ2, & DQ 6, and school reading framework Improved student outcomes – Semester reports Reduction in classroom related behaviour referrals New staff induction to ensure whole school implementation across all areas including PBL, literacy and numeracy moments, ASOT, lesson observation, feedback and coaching process

Core Priority	Actions	Evidence
Junior Secondary Outcomes:	<ul style="list-style-type: none"> Development and implementation of the Junior Certificate of Education Development of systemic approach to student profiling and supported learning strategy Increased extension options for students in upper 2 bands and aspirant upper 2 bands students in NAPLAN Targeted support for students below National Minimum Standards in NAPLAN Refinement of tracking and targeted intervention for students not attending school Further development of concept of Junior School precinct <ul style="list-style-type: none"> Identified leadership team begin Lyn Sharratt work Instructional and pastoral programs implemented to support year 6/7/8 transition Reading project developed for students in Years 7 and 8 	<ul style="list-style-type: none"> Junior Certificate of Education fully implemented Junior student leadership program established Development of student profiling and supported learning framework – supported learning coordinator, Mighty Minds NAPLAN data Yr 7 reading NMS or above 95% Yr 9 reading NMS or above 80% Year 7 student in U2B for reading 10% Year 9 students in U2B for reading 8% 90% of yr 7 to yr 9 students pass English/Sci/Maths Tracking and intervention process documented and implemented Attendance Data – All and <85% <ul style="list-style-type: none"> Student attendance increased to 95% Reduction in student absence to 10% of students attending less than 85% Year 7 outdoor area developed with engaging playground options Year 7 – 9 classrooms aesthetically appealing with student work & data walls introduced in 100% of classrooms Social and academic integration of cultural groups <ul style="list-style-type: none"> Indigenous data Attendance, disciplinary, academic data School opinion survey Improvement in reading age as determined by standardised tests identified in Lyn Sharratt developments / Regional Western Corridor reading PEAC Teacher practice proficient in BSSC reading framework
Senior Secondary Outcomes:	<ul style="list-style-type: none"> Increased communication to community, students and staff pertaining to the importance of attendance. Formalised process of student tracking to ensure outcomes attainment Expansion of senior pathways options (SATs, TAFE, VETis programs) for students and increase in participation in these alternative options. OP process and delivery review and action plan developed and implemented. Success criteria developed to support student senior pathway directions (SET plans) Early school leavers tracked and support agencies involved 	<ul style="list-style-type: none"> Attendance Data – <ul style="list-style-type: none"> Student attendance increased to 92% Reduction in student absence to <25% of students attending less than 85% Senior student tracking plan further refined and implemented Improve student achievement in Senior Secondary <ul style="list-style-type: none"> 70% OP 1-15 80% students achieving A-C on QCS. 100% QCE attainment 10% increase in SATs 80% of students pass ENG/SCI/MAT year 10 100% indigenous students QCE attainment 100% LCE students QCE or QCIA attainment Success criteria developed & implemented in 2016 SET Plan process Continued introduction of non OP options <ul style="list-style-type: none"> 'At risk' students early identification and targeted intervention tracking processes in place 100% of cancellations are supported into alternative options

Key Targets – for December 2016

• 95% of Yr 7 & 80% Yr 9 students at Naplan NMS in reading
• Yr 7 – Above 10% U2B in reading
• Yr 9 Above 8% U2B in reading
• 80% of Yr 7 to Yr 10 students pass ENG/SCI/Maths (Currently 70%)
• 70% of Yr 12 students OP1 to 15 (Currently 39%)
• 92% student attendance Years 7 to 12 (Currently 86.5%)
• 25% students attend less than 85% (Currently 33%)
• 100% Yr 12 QCE (Currently 100%)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	771	366	405	82	86%
2014	751	347	404	91	84%
2015	823	396	427	104	82%

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:

Bundamba State Secondary College has a student enrolment of approximately 860 students. It is located in Ipswich, Queensland with a low socio-economic classification and ICSEA of 901. The school's community is very culturally diverse with 11% identifying as indigenous, 9% pascifika, and 2% with language backgrounds other than English.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	24	24	25
Year 11 – Year 12	18	17	17

*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	352	419	316
Long Suspensions - 6 to 20 days	41	30	20
Exclusions	26	22	11
Cancellations of Enrolment	9	18	10

* 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

The curriculum at Bundamba State Secondary College offers a planned course of study from Year 7 to 12. Two distinct divisions are that of the Junior Secondary School (Years 7-9) and Senior Secondary School (Years 10-12). Students in Year 10 complete a Senior Education Training Plan (SETP) that links to their subject selection for Years 11 and 12. Bundamba State Secondary College has a strong distinctive curriculum which offers individualized pathways for achievement in a range of areas:

- Whole school literacy within the curriculum program
- Bundamba Development Program (BDP) – embracing life skills, values education, career preparation, QCS preparation, and team building
- ARTIE – Indigenous and Torres Strait Islander peer mentoring program
- Broad range of Queensland Curriculum and Assessment Authority (QCAA) subjects to suit student needs
- Access to school-based traineeships and apprenticeships
- Access to the school's TAFE programs
- Multi-literacy program
- Special Education program
- Vocational Education Courses
- Queensland Minerals and Energy Academy – VET and professional programs

Extra curricula activities

Bundamba State Secondary College offers an extensive range of extra curricula activities including:

- Instrumental music
- Interschool sport
- School musicals
- Tutoring
- Ecoman
- HPV – Human Powered Vehicle program
- Snowy mountains ski tour
- Art, music, and dram nights
- Talent Quest
- Opportunities through links with QMEA, Beacon, USQ, QUT and ARTIE
- QMEA camps
- International trip to NASA Kennedy Space Centre
- Student council fundraising activities for charity
- Cultural festival

How Information and Communication Technologies are used to improve learning

The integration of technology into the teaching/learning process is a key feature of all programs at the college, with our students having access to over ?? internet capable networked computers, laptops, and ipads in addition to 22 interactive whiteboards. A key focus for these technologies is on their use as tools to assist in the learning and development of our young people. This infrastructure is supported by two computer technicians.

Across years 7 – 12, the college focuses technology skills development around multimedia applications equipping students with the skills and qualifications to move in both tertiary studies and the workforce. The easy access to ICT labs, computer pods, mobile laptop pods, and ipads throughout the college provides opportunities for students to apply and further develop their skills as components of their individual curriculum programs.

Social Climate

The social and emotional wellbeing of students at Bundamba State Secondary College remains a priority.

Specialist services ensure our students are catered for using a triage approach to service provision; this is managed through the overall coordination of services through the Deans. Time, resources and services offered can be streamlined for effectiveness and maximized as well as providing the ability for ongoing and consistent monitoring. Services offered include a full time Guidance Officer, School Nurse, Youth Support Coordinator, Chaplain, Community Engagement Officer, Attendance officer, Pacifica Tutor, Education Support Program Coordinator, Community Education Counsellor, and a Success Coach.

All students are assigned to a BDP group and engaged in programs such as our Positive Behaviour for Learning and Bundamba Development Program. Students are able to engage in decision making through the student representative council and junior school representative council. Students are provided with clear processes and boundaries – year coordinators and Deans are assigned to each year level with Deputy Principals having oversight of this.

The college does not tolerate bullying or harassment. Positive behaviours are explicitly taught through the PBL program and maintained through a whole school approach to accountability. Any student behaving in a way which threatens the safety or

wellbeing of themselves or others is supported in accordance with the college's Responsible Behaviour Plan for Students. A positive recognition program has been built into the utilization of the school diary and vivo's are rewarded for demonstrations of positive choices.

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)	100%	61%	85%
this is a good school (S2035)	100%	59%	85%
their child likes being at this school (S2001)	90%	71%	85%
their child feels safe at this school (S2002)	95%	53%	77%
their child's learning needs are being met at this school (S2003)	100%	53%	85%
their child is making good progress at this school (S2004)	100%	59%	85%
teachers at this school expect their child to do his or her best (S2005)	100%	71%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	56%	92%
teachers at this school motivate their child to learn (S2007)	95%	65%	92%
teachers at this school treat students fairly (S2008)	90%	44%	77%
they can talk to their child's teachers about their concerns (S2009)	95%	70%	77%
this school works with them to support their child's learning (S2010)	100%	62%	92%
this school takes parents' opinions seriously (S2011)	100%	50%	85%
student behaviour is well managed at this school (S2012)	89%	50%	77%
this school looks for ways to improve (S2013)	100%	70%	85%
this school is well maintained (S2014)	100%	76%	85%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	88%	86%
they like being at their school (S2036)	90%	90%	86%
they feel safe at their school (S2037)	93%	84%	95%
their teachers motivate them to learn (S2038)	88%	89%	76%
their teachers expect them to do their best (S2039)	96%	96%	97%
their teachers provide them with useful feedback about their school work (S2040)	91%	88%	89%
teachers treat students fairly at their school (S2041)	85%	75%	77%
they can talk to their teachers about their concerns (S2042)	76%	73%	70%
their school takes students' opinions seriously (S2043)	90%	83%	74%
student behaviour is well managed at their school (S2044)	79%	68%	70%
their school looks for ways to improve (S2045)	94%	95%	95%
their school is well maintained (S2046)	89%	83%	91%
their school gives them opportunities to do interesting things (S2047)	93%	91%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	98%	86%
they feel that their school is a safe place in which to work (S2070)	94%	95%	86%
they receive useful feedback about their work at their school (S2071)	92%	93%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	94%	84%
students are encouraged to do their best at their school (S2072)	100%	98%	91%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	94%	82%	68%
staff are well supported at their school (S2075)	97%	92%	76%
their school takes staff opinions seriously (S2076)	97%	95%	80%
their school looks for ways to improve (S2077)	99%	100%	95%
their school is well maintained (S2078)	97%	95%	95%
their school gives them opportunities to do interesting things (S2079)	97%	95%	87%

'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

Parents and caregivers are important members of our college community. The support provided by many interested parents enhances many facets of the school including academic achievement, cultural pursuits and sporting involvement. Parents and caregivers are invited to communicate with staff with any queries, concerns and/or suggestions. The Parent and Citizen Association meets on the fourth Tuesday of each month and welcomes new members. Parents, caregivers and the community are kept informed of school activities through the newsletter, Facebook, school website, and correspondence related to educational issues and excursions. Our reporting program includes four report cards per year. Parent teacher interviews are held twice during the year, with an expectation that parents/carers of Year 10 students attend an additional meeting as part of the Senior Education Training Plane (SETP) process.

Several parent information nights occur throughout the year to allow two way communications with our families. These include SETP, ICT, trips, subject selection, graduation, concerts, and transition

Reducing the school's environmental footprint

Bundamba State Secondary College continues to manage its resources as effectively and efficiently as possible given the extreme weather during summer; year to year school changes in population; infrastructure changes; the increased use of IT devices and air-conditioning that all impact heavily on our demand. During 2015–2016 Bundamba State Secondary College has participated in an energy audit which heightened awareness of the need to be more 'energy conscious' and resulted in significant reductions in our demand charges. Future plans could be to increase the small number of solar panels (41 currently in place). In the short term, continual emphasis on reducing usage by turning off electrical items in unused areas (lights, fans, air conditioning units) will occur.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	490,093	1,222
2013-2014	509,379	3,115
2014-2015	504,473	4,186

*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.

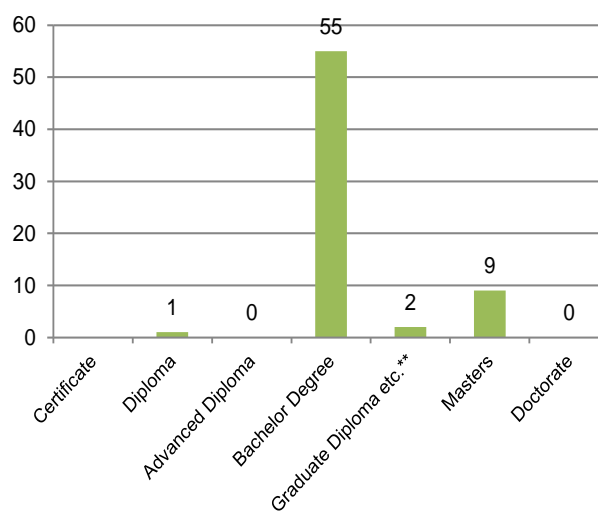
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	69	41	<5
Full-time equivalents	67	30	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	1
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.**	2
Masters	9
Doctorate	0
Total	67



*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 \$45,301.77.

The major professional development initiatives are as follows:

- Mentoring beginning teachers
- Australian Curriculum implementation
- Junior secondary curriculum
- ASOT
- Leadership development
- Robotics and coding

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.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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

GO

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).	86%	88%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	83%	79%

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 Secondary schools was 90%.

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									87%	85%	83%	86%	87%
2014									89%	88%	86%	88%	87%

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

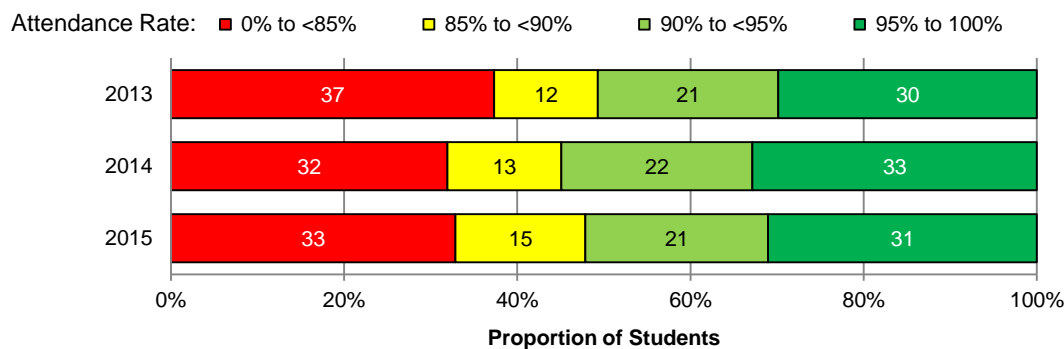
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								89%	86%	84%	85%	88%	88%

*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.

The college uses the software package ID Attend to mark class rolls each lesson of the day. Parents are promptly informed of unexplained absences via text messaging. Unexplained absences greater than two days are followed up through a letter to the parent/carer. The addition of a Community Liason Officer and Attendance Officer position has helped the monitoring and tracking of attendance ensuring parents and guardians are supported in ensuring optimal attendance at school. This team continues to provide a school environment where students and parents must be accountable for absences and are informed at all times if their child is not following expected school and departmental guidelines. This team has been able to effectively identify any patterns of undesirable attendance behaviours.

Through the college's PBL program and the ARTIE tutoring program students are recognized and in some cases rewarded for outstanding attendance.

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

Sector:

Government

Non-government

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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	74%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	54%	48%	67%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	116	125	111
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	41	37	31
Percentage of Indigenous students receiving an Overall Position (OP)	36%	14%	30%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	49	29
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	83	97	91
Number of students awarded an Australian Qualification Framework Certificate II or above.	64	82	79
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	104	121	111
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	79%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	41%	65%	39%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	96%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	81%	88%	95%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	5	3	9	14	10
2014	4	10	10	8	5
2015	1	4	7	8	11

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	55	58	21
2014	52	69	37
2015	55	68	25

As at 16 February 2016. The above values exclude VISA students.

Students engaged in a range of VET qualifications both from within the Bundamba State Secondary College's Scope of Registration and from external training organisations. Areas of study in VET qualifications were selected as a result of student interest and particularly in the areas of skills shortage which were supported through VETis funding.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Bundamba State Secondary College strives to effectively provide students with valid pathways and options should they decide the college is no longer the correct pathway for them. Students who seek alternative pathways such as the workforce or alternative training are offered the opportunity to meet with the regional transition officer or guidance officer prior to making this decision. The college supports students to be aware of the options available in order for them to engage in purposeful decision making regarding their awareness of the opportunities and consequences such a move may provide. The college also offers the support of a Youth Support Coordinator who supports students who may perhaps benefit from programs provided by outside providers.