Principal’s Foreword

2006 was a year of significant progress and achievement for our students and staff. Our vision “a community of confident achievers” was realised in a variety of areas, and our school culture has developed around this core belief.

We continually stress the importance of the spirit of ‘Team Bundamba’ in all we do; that it takes team work to make any dream work; that no task is too great, no accomplishment too remote, no dream too far-fetched for any team of individuals to achieve.

2006 was the year of our new uniform – and the uptake and commitment to wearing this new look has far exceeded our expectations. Another example of magnificent teamwork.

We also encourage our students on a daily basis to be the best person that they can possibly be in their learning journey at our college.

This Annual Report provides a snapshot of the year that was 2006, and demonstrates our successes and strengths as a learning community.

Jan Klotz
Principal

OP Data

46% of OP eligible students received an OP1 - 15
95% of QTAC applicants received an offer
School Opinion Survey Results

The 2006 School Opinion Survey found that 58% of parents / caregivers are satisfied that Bundamba State Secondary College is a ‘good’ school.

58% of parents and 56% of students are satisfied that they are getting a good education at Bundamba State Secondary College.

Other highlights from the school opinion survey that are at/close to the state mean include:

- Parent satisfaction with development of computer skills
- Parent satisfaction with resources
- Parental involvement opportunities
- Parent opportunities to participate in decision making
- Students believe they are encouraged to be responsible for their own learning
- Student satisfaction with the standard of school work expected
- Student satisfaction with opportunities to use computers for learning
- Students believe that good use is made of time spent in class
- Students are happy to come to school and believe this is a good school
- Staff are satisfied with school facilities
- Staff are happy that the school gives them opportunities to improve skills
- Staff put a lot of energy into their work and are satisfied with the recognition they receive

The P & C and School Council have been very supportive of the students and staff of our school. We are very appreciative of their efforts and ongoing support.

Strategies to maintain OP results

- The college has embarked upon a Senior School Action Plan.
- Maintain a strong QCS preparation program including whole day practice tests and feedback.
- Increase monitoring of ‘at risk’ Senior students through position of Senior School Co-ordinator.
- Continue strong focus on ‘at risk’ Year 11/12 Parent Interviews.
- Increase focus on CCEs and our school focus on literacies within curriculum.
Distinctive Skills of Staff

- 74% of workforce engaged in learning and development opportunities.
- 75% of staff are satisfied with access to systemic learning opportunities.

The focus for Professional Development in 2006 was in the area of Positive Behaviour Management, ICTs, Teacher Vet Qualifications, Literacy Framework, Syllabus and Curriculum implementation, Leadership and Management.

Distinctive Curriculum Offerings

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 programme (Bundamba Training and Development Squad)
- Rugby League
- Wide variety of strong extra-curricular sports teams
- Bundamba Development Programme – Life Skills / Values Education / Career preparation
- Unique Year 10 Preparatory Year for Senior Subjects
- Middle School Curriculum Structure focused on three ‘big questions’:
  1. How do I make sense of and communicate within the world? (Eng/LOTE/SOSE)
  2. How do I describe, analyse and shape the world around me? (Science/Maths/Health)
  3. Who am I and where am I going? (Technology and The Arts)
- Multi-Literacy Programme – for extra assistance with literacies
- Broad range of Authority, non-Authority and Certificate courses to suit needs of our students

Apparent retention rates Year 8 to Year 12

Year 12 student enrolment as a percentage of the Year 8 student cohort 57%
Outcomes for our Year 12 cohort of 2006

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Senior Certificates awarded</td>
<td>87</td>
</tr>
<tr>
<td>Percentage of Overall Position (OP) –eligible students with OP 1 – 15</td>
<td>46%</td>
</tr>
<tr>
<td>Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification</td>
<td>38%</td>
</tr>
<tr>
<td>Percentage of students awarded Senior Certificates with OP – eligibility or awarded a VET qualification</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>95%</td>
</tr>
</tbody>
</table>

Post-school destination information

Information about student destinations is essential to planning a curriculum that is responsive to their needs. Our Senior Curriculum is one which focuses on diverse pathways for tertiary bound students. It is a curriculum designed with the individual in mind for students wishing to enter the workforce or further their vocational training through TAFE type courses.

The results of the 2006 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school are available by following the link below.

Next Step Report

Strategies to improve our VET data

- Utilise whole days for OP ineligible students to focus on Career Skills preparation
- Careers Expo to be held at the school
- Increase monitoring of VET students/interview students ‘at risk’ of not completing certificates
- Increase the number of VET opportunities for Year 10 and 12 students
- Utilise our BDP program for Year 10 as avenue for completing Certificate 1 competencies
- Ensure all teachers are upskilled to deliver VET competencies
- Increase links with external partners
- Monitor VET students and interview students ‘at risk’ of not completing Certificate
Total Enrolments
Enrolment trends and current enrolments are listed in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>148</td>
<td>179</td>
<td>142</td>
<td>189</td>
</tr>
<tr>
<td>Year 9</td>
<td>154</td>
<td>144.4</td>
<td>178</td>
<td>155</td>
</tr>
<tr>
<td>Year 10</td>
<td>144</td>
<td>162</td>
<td>152</td>
<td>220</td>
</tr>
<tr>
<td>Year 11</td>
<td>106</td>
<td>116</td>
<td>144</td>
<td>141</td>
</tr>
<tr>
<td>Year 12</td>
<td>90</td>
<td>86.1</td>
<td>100</td>
<td>110</td>
</tr>
<tr>
<td>Ungraded</td>
<td>41</td>
<td>13</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>683</td>
<td>700.5</td>
<td>729</td>
<td>815</td>
</tr>
</tbody>
</table>

Average Staff Attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2006.

Proportion of staff retained from the previous school year
From the end of the 2005 school year, 89% of staff were retained by the school for the entire 2006 school year.
Student Attendance

The average attendance rate as a percentage in 2006 was 85.9%.

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>3%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>79%</td>
</tr>
<tr>
<td>Diploma</td>
<td>17%</td>
</tr>
<tr>
<td>Certificate</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Proportion of Total Grants expended on Staff Professional Development

Funds Expended: $35,898.55

(24.13%) of total grant
Staff Development Priorities for 2007

- Expansion of college-wide policy on INCLUSIVE PRACTICE
- Literacy Framework
- Strengthening Teacher Leadership
- Cross-Cultural Training
- Development of strong Beginning Teachers’ Program
- Computer Literacy

Social Climate / Extra-Curricular Activities

The ethos of PERSONAL BEST dominates throughout our School Community.

Our aim is to produce a community of confident achievers. We do this by:

- FOCUS on SUCCESS for all students
- Motivational Assemblies
- Gold and Silver Award programme which rewards good behaviour and responsible citizenship
- Principals’ Awards
- Highly involved Student Representative Council
- House System
- Vertically grouped Pastoral Care System
- Extra-Curricular Activities
- School Dances
- Trivia Nights
- Instrumental Music Program
- Leadership Programme – YAP – Young Achievers’ Programme
- Camps
- B-TADS Sporting Camps (Bundamba Training and Development Squad)
- Indigenous Support Worker (part-time)
- Polynesian Support Officer (part-time)
- Polynesian Cultural Performance Group
How Computers are used for Learning

- Our school is part of the Smart Classrooms Laptops for Teachers Programme where every staff member has been issued with a Laptop to enable greater teacher proficiency with technology in learning.
- We acknowledge the need for the successful integration of ICTs into the school curriculum, pedagogy, assessment and reporting to support our students to become lifelong learners.
- We plan to refurbish a classroom in G Block into a Computer Lab for use by Maths/Science/HPE classes.
- We have an extensive number of Computer Labs provided in H Block under the Secondary School Renewal Programme.
- We are increasing the number of multi-media projectors and interactive whiteboards for classrooms.
- 85.2% of students are satisfied with the computer skills they have learnt at school.
- 93.3% of parents are satisfied with their child’s development of computer skills.

School Progress Toward Goals

- Our school goals are incorporated into our Annual Operational Plan and are decided by a collaborative process.
- Significant progress has been made in developing inclusive practice and in increasing community access to school facilities.
- Currently, planning exists to implement strategies to implement the Spotlight on Science Action Plan.
- 90.5% of staff agree/strongly agree they are satisfied with their work responsibilities in the school.
- 94.1% of parents are satisfied/very satisfied with opportunities to participate in school decision-making.
Indigenous Education

We have a full-time Indigenous Teacher on staff; two Teacher Aides who support our indigenous students in a classroom situation (Indigenous Tutorial Assistance Scheme); one staff member who is a part-time CEC (Community Education Counsellor).

Involvement of Parents

- Our Newsletter is published on a regular fortnightly basis
- Our Administration Staff and School Co-ordinators regularly phone parents regarding behaviour and absenteeism issues
- Personalised letters congratulating students on their achievement are sent home
- Parent Interviews are held twice a year
- Information Evenings regarding Year 7/8, Subject Selection
- Instrumental Nights
- Parental involvement in the school’s canteen
- Entertainment evenings eg. Trivia Nights
- ANZAC Day celebrations
- Bundamba! Have Your Say Day
- Welcome to Bundamba Barbeque
- Year 7 Parents Barbeque
- Pre-Formal (held at the school)