Principal’s Foreword

2007 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.

2007 saw the completed full roll-out 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 2007, and demonstrates our successes and strengths as a learning community.

Jan Klotz
Principal

OP Data
46% of OP eligible students received an OP1 - 15
88% of QTAC applicants received an offer
School Opinion Survey Results

The 2007 School Opinion Survey found that 75.8% of parents/caregivers are satisfied that their children are getting a good education at our school. This is a most pleasing improvement from 58% in 2006.

84.9% of students are satisfied that they are getting a good education at Bundamba State Secondary College. This is a marked improvement from 56% in 2006.

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

- Parent satisfaction with development of computer technology skills
- Parent satisfaction with resources
- Parental involvement opportunities
- Parent opportunities to participate in decision making
- Parent satisfaction that the school communicates well
- 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 good access to quality professional development
- Staff are happy that they can access appropriate ICTs to do their job well
- Staff believe their work skills enable them to make a worthwhile contribution to this school

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.

Strategies to maintain OP results

- The college has embarked upon a Senior School Action Plan.
- Early engagement of parents regarding subject choice and student progress
- 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 Coordinator.
- Continue strong focus on ‘at risk’ Year 11/12 Parent Interviews after each Term Report.
- Increase focus on CCEs and our school focus on literacies within curriculum.
Distinctive Skills of Staff

- 79% 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 2007 was in the area of QCAR, ICTs, Teacher Vet Qualifications, Literacy Framework, Syllabus and Curriculum implementation, Teacher Leadership, Essential Learnings, HOD Development.

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)
- Year 8 Boys’ Motivational Programme
- 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

Outcomes for our Year 12 cohort of 2007

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Senior Certificates awarded</td>
</tr>
<tr>
<td>Percentage of Overall Position (OP) –eligible students with OP 1 – 15</td>
</tr>
<tr>
<td>Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification</td>
</tr>
<tr>
<td>Percentage of students awarded Senior Certificates with OP – eligibility or awarded a VET qualification</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
</tr>
</tbody>
</table>
Apparent retention rates Year 8 to Year 12
Year 12 student enrolment as a percentage of the Year 8 student cohort 62%

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.

At the time of publishing this School Annual Report, the results of the 2007 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 posted to our website by early September.

Strategies to improve our VET data

- Utilise whole days for OP ineligible students to focus on Career Skills preparation
- Development of close linkages with Worklinks
- 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 in Work Ed
- 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
- Increase of Teacher Aide Time for securing/monitoring traineeships
Total Enrolments

Enrolment trends and current enrolments are listed in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>600</td>
</tr>
<tr>
<td>2005</td>
<td>650</td>
</tr>
<tr>
<td>2006</td>
<td>700</td>
</tr>
<tr>
<td>2007</td>
<td>750</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Level</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 2007.

Proportion of staff retained from the previous school year

From the end of the 2006 school year, 85% of staff were retained by the school for the entire 2007 school year.

Student Attendance

The average attendance rate as a percentage in 2007 was 86%.
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>

Bundamba State Secondary College
Qualifications of all teachers

1% Masters
3% Bachelor Degree
17% Diploma
79% Certificate

Proportion of Total Grants expended on Staff Professional Development

Funds Expended: $30,585.33
(19.17%) of total grant

Staff Development Priorities for 2008

- Expansion of college-wide policy on INCLUSIVE PRACTICE
- Literacy Framework
- Strengthening Teacher Leadership
- Cross-Cultural Training
- Development of strong Beginning Teachers’ Program (HATS – High Achieving and Talented Staff)
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 / Movie Nights
- Trivia Nights
- Instrumental Music Program
- Leadership Programme – YAP – Young Achievers’ Programme
- Camps
- Year 8 Boys’ Camp (Boosting Boys’ Motivation)
- B-TADS Sporting Camps (Bundamba Training and Development Squad)
- CEC (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 have refurbished 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.
- 89.6% of parents are satisfied with access to computer technology for their child at school.
- 80.9% of students are satisfied with the opportunities to use computer technology for learning at the school.
School Progress Toward Goals

- Our school goals are incorporated into our Annual Operational Plan and are decided by a collaborative process.
- The college embarked upon and completed a rigorous Strategic Plan 2008-2010 which established a shared vision for the college over the next 3 years.
- 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.
- 66.7% of staff agree/strongly agree they are confident with their work responsibilities in the school.
- 68.9% of parents are satisfied/very satisfied with opportunities to participate in school decision-making.
- 89.7% are satisfied that the school makes you feel welcome.
- 79.3% are satisfied with communication.

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).
We are the host school for the 3 year Statewide pilot of the Indigenous Education Support Structures.

Involvement of Parents

- Our Newsletter is published on a regular fortnightly basis via the Internet.
- 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).
YEAR 12 2007
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 Certificate or Certificate of Post-Compulsory School Education in 2007, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 2 April and 17 May 2008, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interview 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 2007.

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

Table 1  Survey response rate

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Number of students who completed Year 12</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>96</td>
<td>82.3</td>
</tr>
</tbody>
</table>

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 2008, 48.1 per cent of young people who completed their Year 12 at Bundamba State Secondary College in 2007 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (16.5 per cent). The combined VET study destinations accounted for 31.6 per cent of respondents, including 19.0 per cent in campus-based VET programs, with 10.1 per cent of Year 12 completers entering programs at Certificate IV level or higher.

12.7 per cent commenced employment-based training, either as an apprentice (5.1 per cent) or trainee (7.6 per cent).

In addition to the above study destinations, a further 3.8 per cent of respondents from this school deferred a tertiary offer in 2008 (deferrers are shown in Figure 1 in their current destination).

51.9 per cent did not enter post-school education or training, and were either employed (35.4 per cent) or seeking work (16.5 per cent).

Figure 1  Main destinations of Year 12 completers

* included in VET total
VET total = 31.6%