Queensland State School Reporting – 2011
Bundamba State Secondary College (2130)

Postal address	PO Box 311 Booval 4304
Phone	(07) 3816 6333
Fax	(07) 3816 6300
Email	the.principal@bundambassc.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Department's Right to Information site.
Contact Person	Andrew Peach - Principal

Principal's foreword

Introduction

The Bundamba State Secondary College Community has a reputation for working hard to deliver optimal outcomes for our students and 2011 was a year in which this tradition was both enhanced and strengthened.

The additional support and funding provided through the Federal Government National Partnership Agreement will help ensure optimal outcomes for our students. 2011 saw the consolidation of support and enhancements established in the first year of the four year programme and we look forward to a continuation of the positive student outcomes achieved at the school.

The results of a number of our Year 12 students demonstrates once again that hard working and dedicated students at Bundamba State Secondary College can achieve world class results. The improvement in our OP 1-15 data is a reflection of the work of students, staff and parents in fostering excellence at the school and highlights the ability of our students to succeed.

Improvements in attendance, behaviour and most importantly learning have highlighted the continued improvement underway at Bundamba State Secondary College. We are in a strong position to build on this success and will continue to focus on strengthening our links with our community as we work towards ensuring the best possible outcomes for our students in 2012.

Andrew Peach

Principal

School progress towards its goals in 2011

Bundamba State Secondary College has an explicit focus on Student Outcomes, Literacy and Numeracy, Student Wellbeing and Engagement of our students, staff, parents and our wider community. 2011 saw great progress in these key areas with key data relating to Attendance (a 3% increase from 2010 to 2011), Behaviour (a significant reduction in our suspension data along with a significant improvement in our reporting data related to Behaviour) and Learning (a three year trend of improvement relating to our academic reporting data and Yr 12 outcome data). Our Naplan results which were highlighted in the Courier Mail as one of the schools with the greatest rate of improvement also highlight the success or our Literacy and Numeracy focus.

Future outlook

Bundamba State Secondary College will continue its relentless focus on continual improvement in 2012. The additional staffing

positions generated through the National Partnership Agreement will continue to have great impact in the classroom, with a clear focus on improved student learning and outcomes.

The development and refinement of a school wide approach to improvement will be evident in areas including curriculum delivery, behaviour support and student welfare and support.

The School Wide Positive Behaviour Support Program, which focuses on Pride, Respect, Responsibility and Empowerment will help to form the basis of positive and productive relationships within the school environment.

The strong partnerships established with a number of community groups will also be a continued focus in 2012. These partnerships will help to provide the springboard and structure to further strengthen our position within our community.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
751	357	394	82%

Characteristics of the student body:

The Bundamba State Secondary College student body is characterised by a student population of 781. Of this 12% identify as indigenous, 9% as Pacific Islander and 2% with a language background other than English. Bundamba State Secondary College has a School Index of Community Socio-Educational Advantage value of 905 (the average is 1000).

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	N/A
Year 4 – Year 10	24.9
Year 11 – Year 12	15.7
All Classes	20.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	384
Long Suspensions - 6 to 20 days	46
Exclusions	12
Cancellations of Enrolment	8

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings.

The curriculum at Bundamba State Secondary College offers a planned course of study from Years 8-12. Two distinct divisions are that of the Middle School (Years 8-9) and Senior School (Year 10-12). Students in Year 10 complete a Senior Education and 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 individualised pathways for achievement in a range of areas:

- Whole of School Literacy within the curriculum programme
- Award winning B-TADS (Bundamba Training and Development Squad)
- Bundamba Development Programme (BDP) – Life skills, Values and Career Preparation
- Broad range of Queensland Studies Authority (QSA) subjects to suit student needs
- Access to school-based Traineeships and Apprenticeships
- Access to the school's TAFE programme
- Multi-literacy programme
- Special Education Programme

Extra curricula activities

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

- Instrumental Music
- Interschool Sport
- School musicals
- Arts, Music and Drama nights
- Talent Quest
- Bring it On
- Opportunities through links with QMEA

How Information and Communication Technologies are used to assist learning

Bundamba State Secondary College enjoys the use of a large number or computers and interactive technology tools. This infrastructure is supported by a full time ICT Co-ordinator and two Computer Technicians. The use of information and communication technologies are embedded across all curriculum areas and is directly linked to faculty plans and the school ICT plan. 2012 will see the introduction of further computers through the Federal Government's National Computer Fund with a take home laptop program at no additional cost to parents and the addition of Smart Boards in various teaching spaces through the State Schools of Tomorrow project.

Social climate

Bundamba State Secondary College works hard to ensure Social and Emotional wellbeing of our students is catered for. Specialist services are co-ordinated by our Head of Student Services (a position funded through the National Partnership Agreement). These services include a full time Guidance Officer, School Nurse, Youth Worker, Chaplain, Community Engagement Officer, Learning Engagement Officer, Truancy Officer, Pacifica Tutor, Education Support Programme Teacher Aides, Community Education Councillor, and a Polynesian Liaison Officer.

All students are assigned to a pastoral care group and engaged in programmes such as our School Wide Positive Behaviour Support and BDP.

Students are able to engage in decision making through the Student Representative Council and Middle School Representative Council.

Our school at a glance

Parent, student and teacher satisfaction with the school

Satisfaction levels of Parents, Students and Teachers increased in 2011. As the school continues to show improvement in Student Outcomes, Literacy and Numeracy, Student Wellbeing and Engagement, it is expected that this trend will continue.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	71%
Percentage of students satisfied that they are getting a good education at school	59%
Percentage of parents/caregivers satisfied with their child's school	57%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	69%
Percentage of staff members satisfied with morale in the school	73%

DW – Data withheld

Involving parents in their child's education

Parents and 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 success, cultural pursuits, and academic achievement.

Parents and caregivers are invited to contact staff with concerns and suggestions. The Parent and Citizen Association meets on the third Tuesday of each month and welcomes new members. Indigenous and Pacifica forums are held once per semester and are an informal update on school progress combined with discussion on any specific concerns.

Parents, caregivers and the community are kept informed of school activities through the electronic school newsletter and correspondence related to educational issues and excursions. Our reporting programme includes one mid-semester and two end of semester reports. Parent Teacher interviews are held twice during the year, with an expectation that parents of Year 10 student attend an addition meeting as part of the SETP process.

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

2011 saw an increase in facilities within the school with the two new buildings supplied under the State Schools of Tomorrow programme becoming operational. It was however pleasing to see the reduction in water usage during the same period and further purchases in the area of Solar Power are expected to impact on these indicators in future

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	543,792	2,293
2010	333,349	3,011
% change 10 - 11	63%	-24%

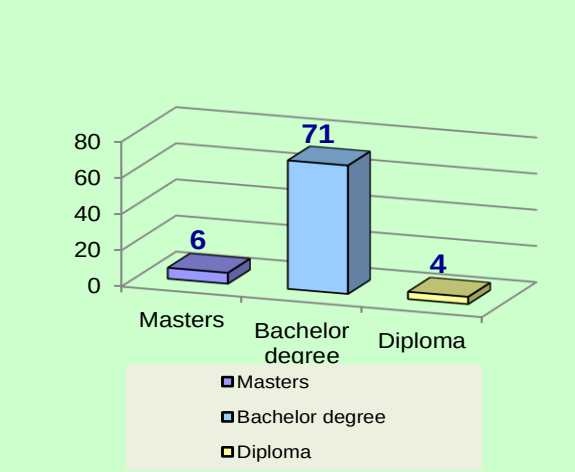
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	71	45	<5
Full-time equivalents	67	32	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	6
Bachelor degree	71
Diploma	4



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $51, 319.35

The major professional development initiatives are as follows:

Literacy and Numeracy, Vocational Education and Training, Queensland Curriculum and Reporting Framework, Disability Services, Social and Emotional Learning, Code of Conduct Training, First Aid Training, Senior and Middle Phases of Learning.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

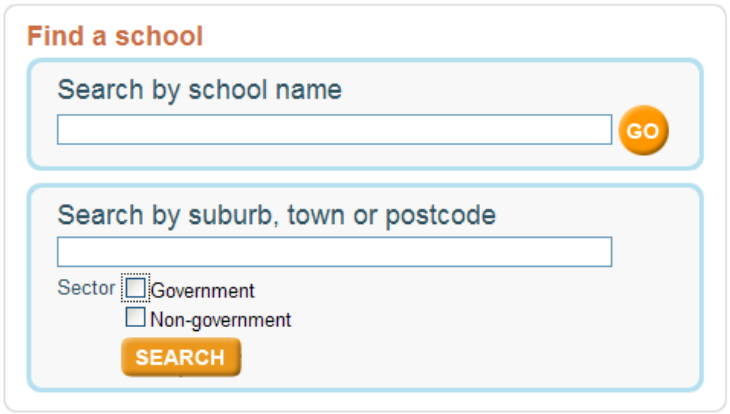
Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 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.**



Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>'**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

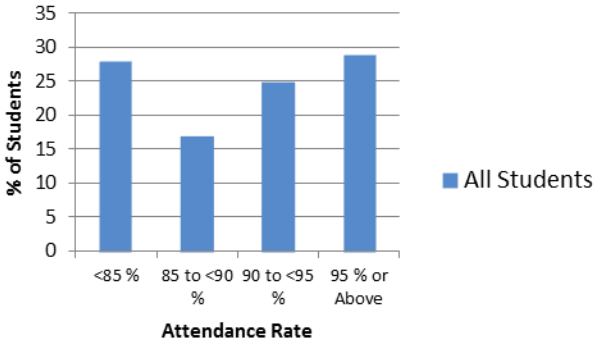
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	89%	85%	87%	88%	89%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

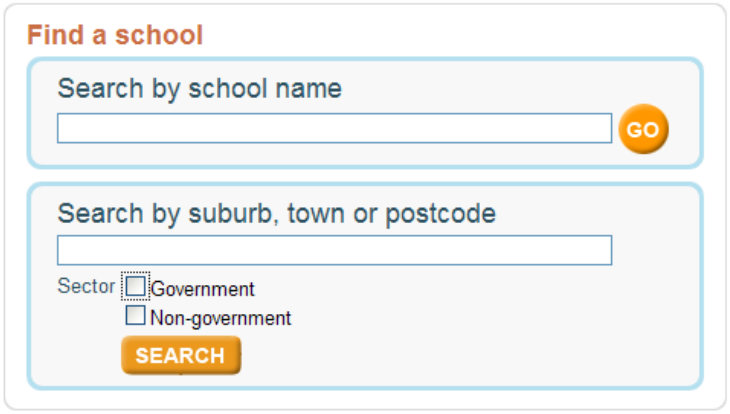
The college uses the software package, ID Attend to mark class rolls each lesson of the day. Parents are informed of unexplained absences via text messaging. Unexplained absences greater than two days are followed up by a letter to the parent / guardian. The addition of a Student Services team in 2010 to help monitor and track attendance has helped to ensure parents and guardians are supported in ensuring optimal attendance at school.

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/.

Performance of our students

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.**



Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>'**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Indigenous Education and the Closing the Gap agenda are important priorities at Bundamba State Secondary College. The school implements a number of programmes to work towards Closing the Gap including partnerships with the FOGs and the University of Queensland through a tutoring programme and QUT with the YUMI Deadly Maths programme.

100% of our Yr 12 Indigenous Cohort from 2011 attained both a Queensland Certificate of Education (QCE) and VET Qualification. Attendance rates have also continued to improve for our Indigenous Cohort and reflect the strong work of the school and the links established within the community to benefit our students and their learning.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	56%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	93
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	30
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	17
Number of students awarded one or more Vocational Educational Training qualifications.	78
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	56
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	67
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	47%
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.	86%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
1	4	9	11	5

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
56	49	16

Certificate I courses include: Work Education, Work Readiness, Information and Communications Technology, Hospitality and Retail Operations.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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.

Early leavers information

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

Early leavers at Bundamba State Secondary College predominately depart for the workforce. Students in Year 11 and 12 often have the opportunity for early entry to their chosen profession and the school works to ensures students and parents are aware of the opportunities and consequences this move may provide.

NEXT STEP 2012
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 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide 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 2011.

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 (%)
67	93	72.0

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 state-wide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2012, 44.8 per cent of young people who completed Year 12 at Bundamba State Secondary College in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (14.9 per cent). The combined VET study destinations accounted for 29.9 per cent of respondents, including 16.4 per cent in campus-based VET programs, with 4.5 per cent of Year 12 completers entering programs at Certificate IV level or higher.

13.4 per cent commenced employment-based training, either as an apprentice (6.0 per cent) or trainee (7.5 per cent).

In addition to the above study destinations, a further 4.5 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination).

55.2 per cent did not enter post-school education or training, and were either employed (37.3 per cent), seeking work (16.4 per cent) or neither studying nor in the labour force (1.5 per cent).

Figure 1 Main destinations of Year 12 completers

