DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Bundamba State Secondary College
Queensland State School Reporting
2013 School Annual Report



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Principal's foreword

Introduction

The School Annual Report is a snapshot of the key aspects of school performance during the 2013 school year. It reports on the final year of the National Partnership Agreement which was the period 2010-2013.

The Bundamba State Secondary College Community has a reputation for working hard to deliver optimal outcomes for our students and 2013 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 ended at the completion of the 2013 school year and the sustainability of the initiatives instigated has proven successful. It is clear the school will continue to benefit from these initiatives.

The All Star Improvement Agenda at BSSC has had a particular focus on the core learning priorities. We have worked hard to ensure our improvement has aligned with the Department's United in our Pursuit of Excellence. Two key focus areas of Literacy and Numeracy saw programs implemented, such as the Literacy and Numeracy (LAN) program which focused on the development of these skills; which positioned the school as one of the schools with the greatest improvement with the 2013 NAPLAN. As a school we have worked hard to engage our community. The support of key external partnerships like Beacon Foundation and Ipswich City Council has led to strong relationships within our community. These have also been strengthened with the high profile activities associated with our NASA Tour along with increased opportunities for our students learning and aspirations.

A continued improvement in behaviour and more significantly learning has demonstrated that Bundamba State Secondary College through the focus on the key priorities, student outcomes, literacy and numeracy, student wellbeing and engagement, can achieve world class outcomes. With a commitment to setting high expectations for both students and staff we will continue to focus on everyone achieving to their full potential to ensure that all students have the opportunity to reach success. This unrelenting commitment to student achievement has been acknowledged by the community several times; Finalist in the Queensland Reconciliation Awards 2013; UQ support and FOGS through university tutor program to support student outcomes; NAB School First Award 2013; Ipswich City Council Excellence Award 2013; Australia Day Award for Community Event of the Year and Ipswich Medallion.

Andrew Peach

Principal

Queensland State School Reporting
2013 School Annual Report

School progress towards its goals in 2013

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. 2013 saw further progress in these key areas with data relating to Attendance, Behaviour (a significant reduction in our suspension data along with a significant improvement in our reporting data related to Behaviour) and Learning (a four year trend of improvement relating to our academic reporting and Yr 12 outcome data).

Future outlook

Bundamba State Secondary College will continue its relentless focus on continual improvement in 2014. The initiatives put in place during the National Partnership Agreement will continue to be sustained throughout 2014 to ensure continued positive impact in the classroom, with a clear focus on improved student learning and outcomes. 2014 will also see the continued preparation for the arrival of the Year 7 cohort at the beginning of 2015.

The development and refinement of a school wide approach to improvement will be evident in areas including pedagogy, curriculum delivery, behaviour support and student welfare and support. The position of a Learning Support Coordinator will be facilitated to work with staff in order to provide mentoring when working with students requiring support as well as provide analysis of the current capabilities of Learning Support and to provide purposeful future direction.

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

The strong partnerships established with a number of community groups throughout 2013 will continue to be strengthened while we also focus on cultivating new innovative and future oriented partnerships in 2014. This new focus will be supported by the introduction of a Head of Department – Transition position at the school in 2014. This new position and these partnerships are extremely important to the growth of the school and 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 in 2013: **Year 8 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	751	357	394	82%
2012	758	357	401	83%
2013	771	366	405	86%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Bundamba State Secondary College is a school of approximately 800 students locate in Ipswich, Queensland. The school is classified as low socio-economic with a ICSEA value of 905 (the average is 1000). Of the approximate 800 students, 11% identify as indigenous, 9% as Pacific Islander and 2% with a language background other than English.

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	26	24
Year 11 – Year 12	16	17	18

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	384	423	352
Long Suspensions - 6 to 20 days	46	34	41
Exclusions	12	23	26
Cancellations of Enrolment	8	20	9

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, Career Preparation , QCS preparation and team building
- ARTIE – Indigenous and Torres Strait Islander peer mentoring program
- 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
- Literacy and Numeracy classes (LAN)
- Vocational Education courses – Certificate I through to Certificate III offerings
- Xle8 Maths program in partnership with QUT

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
- Opportunities through links with QMEA, Beacon, QUT and ARTIE
- Camps
- School Dance
- International trip to NASA
- Student Council Fundraising activities for charity
- Cultural Festival

How Information and Communication Technologies are used to assist learning

Bundamba State Secondary College enjoys the use of a large number of computers and interactive technology tools. This infrastructure is supported by a full time ICT Co-ordinator and a Computer Technician. The use of information and communication technologies is embedded across all curriculum areas and is directly linked to faculty plans and the school ICT plan. 2013 saw the introduction o f a 1:1 computer program through the Federal Government's National Computer Fund which supported students with the access to a take home laptop at no additional cost to parents. Other additions included student tablets and the introduction of more classroom Smart Boards to enhance quality teaching and learning throughout the school.

Our school at a glance

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 Head of Curriculum - Student Services. Time, resources and services offered can be streamlined for effectiveness and maximised as well as providing the ability for ongoing and consistent monitoring. Services offered include a full time Guidance Officer, School Nurse, Youth Worker, Chaplain, Community Engagement Officer, Truancy Officer, Pacifica Tutor, Education Support Programme Coordinator and 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. Students are provided with clear processes and boundaries - a year coordinator is allocated for each year level and both the senior and junior school are connected with a specific Deputy Principal.

The school does not tolerate bullying or harassment. Positive behaviours are explicitly taught through the SWPBS program and maintained through a whole school approach to accountability. Any student found behaving in a way which is unhealthy is supported in accordance with the school's Responsible Behaviour Plan for students. Positive recognition program has been built into the utilisation of the school diary with the All Star Sticker program rewarding student for demonstrate positive behaviour choices.

Parent, student and staff satisfaction with the school

The data demonstrates parent's unwavering faith in the quality of the teaching at Bundamba State Secondary College. It is clear that parent's recognise the efforts of staff to provide a quality and valued education and that teaching staff strive for continuous improvement in all areas of teaching and learning. There has been an improvement in data in the past year in 100% of the areas surveyed. There is a small gain to be made in parent's understanding of processes followed within the school and the reasoning behind such processes when managing student behaviour.

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. Consistent improvement in student satisfaction has also been demonstrated across all areas.

Our school at a glance

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	87%	100%
this is a good school (S2035)	87%	100%
their child likes being at this school* (S2001)	87%	90%
their child feels safe at this school* (S2002)	73%	95%
their child's learning needs are being met at this school* (S2003)	71%	100%
their child is making good progress at this school* (S2004)	85%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%
teachers at this school motivate their child to learn* (S2007)	79%	95%
teachers at this school treat students fairly* (S2008)	93%	90%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%
this school works with them to support their child's learning* (S2010)	93%	100%
this school takes parents' opinions seriously* (S2011)	93%	100%
student behaviour is well managed at this school* (S2012)	69%	89%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	93%
they like being at their school* (S2036)	79%	90%
they feel safe at their school* (S2037)	88%	93%
their teachers motivate them to learn* (S2038)	78%	88%
their teachers expect them to do their best* (S2039)	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	79%	91%
teachers treat students fairly at their school* (S2041)	60%	85%
they can talk to their teachers about their concerns* (S2042)	68%	76%
their school takes students' opinions seriously* (S2043)	63%	90%
student behaviour is well managed at their school* (S2044)	61%	79%
their school looks for ways to improve* (S2045)	88%	94%
their school is well maintained* (S2046)	74%	89%
their school gives them opportunities to do interesting things* (S2047)	85%	93%

Our school at a glance

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	94%
they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	97%
their school takes staff opinions seriously (S2076)	97%
their school looks for ways to improve (S2077)	99%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	97%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 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 last Tuesday of each month and welcomes new members. Parents, caregivers and the community are kept informed of school activities through the term newsletter, Facebook, Twitter, school website and correspondence related to educational issues and excursions. Our reporting programme includes four term report cards. 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.

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

Our school at a glance

Reducing the school's environmental footprint

It is pleasing to note that water consumption was very low in 2013 and the school has been effective when managing this resource. This is due in part to deliberate strategies and maintenance across the school. Mulch has been sourced and placed across the school gardens as a water saving tool, water wastage has also been minimised by a diligent maintenance program. Future plans include investigating solar power options that would allow the school to further develop a green power source which is sustainable and cost effective.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	543,792	2,293
2011-2012	295,513	4,315
2012-2013	490,093	1,222

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

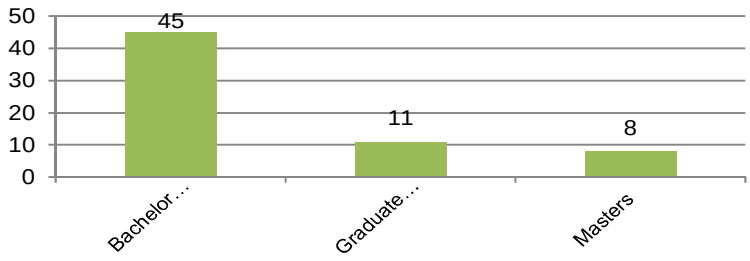
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	68	41	<5
Full-time equivalents	65	30	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Bachelor Degree	45
Graduate Diploma etc.	11
Masters	8
Total	**64**



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

In 2013 approximately 11 staff were completing their Masters of Education with QUT.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $28,864.

The major professional development initiatives are as follows:

Pedagogical practice, Literacy and Numeracy, Vocational Education and Training, the National Curriculum, Disability Services, Code of Conduct Training, First Aid training.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

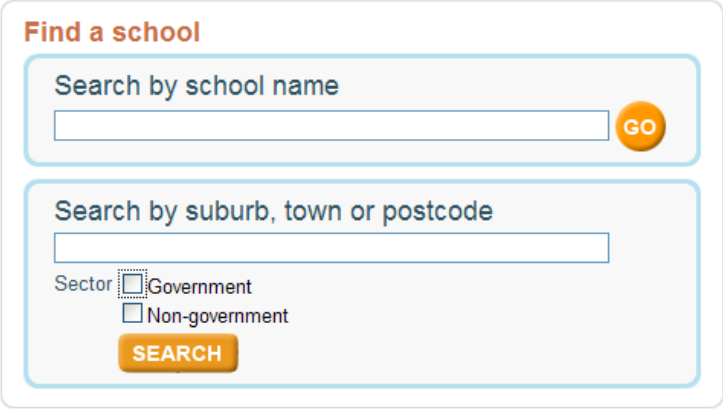
Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2013 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	86%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

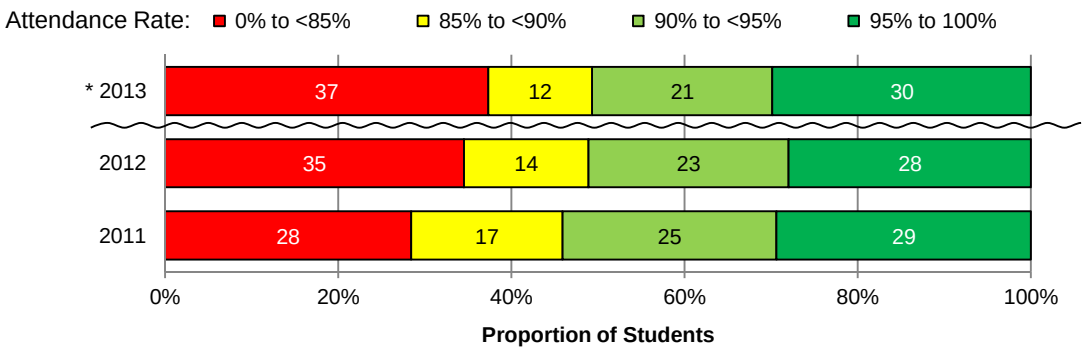
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								89%	85%	87%	88%	89%
2012								87%	85%	86%	87%	87%
2013								87%	85%	83%	86%	87%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

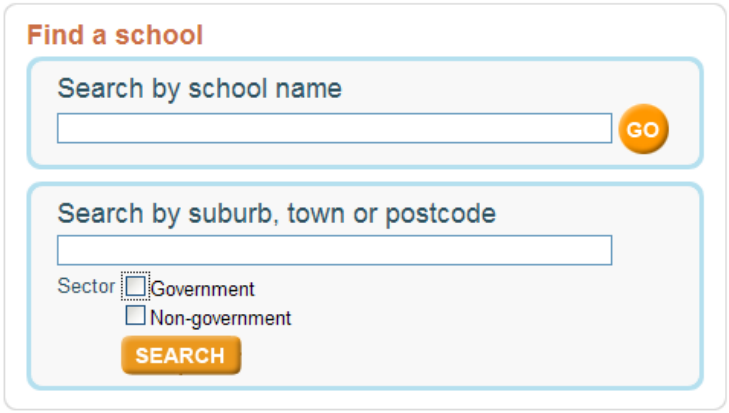
The college uses the software package ID Attend to mark class rolls each lesson of the day. Parents are promptly informed of unexplained absences via text messaging. Unexplained absences greater than two days are followed up by a letter to the parent / guardian. The addition of a Community Liaison Officer and Truancy Officer in 2010 has helped the monitoring and tracking of attendance has helped to ensure 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 governmental guidelines. This team has been able to effectively identify any patterns of undesirable attendance behaviours.

Through the school's SWPBS program and the ARTIE tutoring program students are recognised 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.**



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 ARTIE program and the University of Queensland through a tutoring programme and QUT with the YUMI Deadly Maths programme.

Data reflects achievement due to the strong work we do within our wider school community to ensure we maintain a focus on learning. We also employ an Community Education Counsellor to mainitain links between school and community and to provide a familiar and consistent staff member for students to seek feedback from and who understands the cultural nuances which often arise. 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	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	45%	64%	72%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	93	113	116
Number of students receiving an Overall Position (OP).	30	32	41
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	20	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	78	80	83
Number of students awarded an Australian Qualification Framework Certificate II or above.	56	66	64
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67	98	104
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	47%	38%	41%
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%	91%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	77%	81%

As at 5 May 2014. The above values exclude VISA students.

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
2011	1	4	9	11	5
2012	2	5	5	13	7
2013	5	3	9	14	10

As at 5 May 2014. The above values exclude VISA students.

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
2011	56	49	16
2012	41	58	13
2013	55	58	21

As at 5 May 2014. The above values exclude VISA students.

Certificate I courses include: Certificate I in Business, Certificate I in Hospitality and Certificate I in Retail

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 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 tries to effectively provide students with valid pathways and options should they decide this school is no longer the correct pathway for their learning. Many students depart for the workforce and we ensure they have the opportunity to meet with the school Guidance Officer prior to making this decision. The school ensures they are aware of the options available and can demonstrate purposeful decision making regarding their awareness of the opportunities and consequences such a move may provide. The school also has support with Youth Support Coordinators to support students who may perhaps benefit from programs provided by outside providers such as Boystown or other relevant flexi schools.

NEXT STEP 2014
YEAR 12 DESTINATIONS
Bundamba State Secondary College



Introduction

This page presents a summary of results of the annual *Next Step* survey for Bundamba State Secondary College. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2014 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 who attended Bundamba State Secondary College in 2013.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Bundamba State Secondary College 2014

Number of respondents	Number of students who completed Year 12	Response rate (%)
86	116	74.1

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers 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 2014, 40.7 per cent of young people who completed Year 12 at Bundamba State Secondary College in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (14.0 per cent). The combined VET study destinations accounted for 26.7 per cent of respondents, including 18.6 per cent in campus-based VET programs, with 12.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

8.1 per cent commenced employment-based training, either as an apprentice (5.8 per cent) or trainee (2.3 per cent).

In addition to the above study destinations, a further 2.3 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

59.3 per cent did not enter post-school education or training, and were either employed (23.3 per cent) or seeking work (36.0 per cent).

Figure 1: Main destination of Year 12 completers, Bundamba State Secondary College 2014

