



Bundamba State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

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## School Overview

Bundamba State School, in the Eastern Ipswich area, has been serving the community since 1873. In 2011 the school became a National Partnership school supporting all students in their social-emotional development and with learning. It is a Band 9 school of 560 students from Prep to Year 6, including an Early Childhood Development Program and Special Education Unit supporting students with Autistic Spectrum Disorders and Intellectual Impairments.

Bundamba State School has very effective teachers, who set high expectations and have high knowledge of the teaching and learning process. The mission of Bundamba State School is to create a community of empowered learners in an atmosphere of mutual respect and trust. In partnership with parents and the community, every student will be inspired to learn and accomplish academic, physical and cultural goals to become contributing citizens of the future.

### OUR VISION

**CLEAR PLANS      CLEAR TARGETS      HIGH EXPECTATIONS**  
**HIGH ENGAGEMENT      BUILDING SUCCESS**

## Principal's Forward

### Introduction

#### Introduction

“Strive to Succeed” is the school motto for Bundamba State School. This motto typifies what our school is about and how we develop school pride in what we do. Our emphasis is encouraging students to achieve at an individual level. Our teachers monitor and provide clear feedback and guidance to students. All students are expected to set and achieve individual learning goals. We encourage them to become quiet achievers and to work for the personal satisfaction of learning to the best of their ability in a safe, respectful and responsible environment.

Learning is our core business and this comes with our commitment to deliver quality educational outcomes for all students. With highly dedicated and professional staff our students participate in wonderful learning experiences through dynamic classroom environments. To achieve our purpose of providing students with high quality opportunities our major learning goals are about Literacy, Numeracy and Science, with Student Well-Being and developing Social Skills as a major focus.

All teaching spaces have enhanced technology opportunities with access to interactive whiteboards to enhance the teaching and learning. The school has dedicated Music rooms, Science room, Sports Hall, Performance Hall, Special Education Unit and Early Childhood Development Centre.

This modern Education campus offers up to date learning facilities and opportunities for all our students.

We offer a full commitment to inclusive education where the learning needs of all students are catered for in a supportive educational environment and in all aspects of learning and social engagement.

Brett Williams

Principal

I am a Bundamba learner when I am ***Safe, Respectful and Responsible***

### **School Progress towards its goals in 2016**

Significant progress has been made towards our identified targets and strategic direction within the areas of Literacy (reading), Numeracy (number), Social and Emotional Learning, Behaviour, Closing the Gap and Attendance.

The development of a Pedagogical Framework and a comprehensive Reading Program supported by an individually focussed Coaching program was completed and successfully introduced. Targeted intervention in Reading using the LLI program was implemented across the school. This had excellent results.

The Language of Mathematics project proved a great success improving students results.

#### **Key Priorities Progress**

##### **Literacy - focus on Reading**

All aspects of the teaching of reading and associated comprehension skills across all KLA's will remain the lead school improvement focus throughout this planning cycle.

Use PAT-R as local measure for Years 1 – 6 Reading Foundations established for all students and incorporated into classroom planning documents through the implementation of the Reading Program. A data wall for reading was introduced to track student progress and provide a guide to intervention. PM and Probe testing each term track student progress.

##### **Numeracy – focus on Number**

Continuation of whole of school approach to the teaching of numeracy, consistent and aligned directly with provided C2C assessment instruments.

Use PAT-M as school measure for Years 3 – 6 Use ACER 'I can do Maths' diagnostic test as local measure for Year 1 – 2 Maths Foundations established for all students and incorporated into classroom planning documents.

The Master teacher program focussed on the development of the "Language of Mathematics" that students needed to be successful.

##### **Social-emotional Learning**

Guidance Officer/ LEO and SSIS programs incorporated into classroom planning documents (social behaviour skilling) tracking students from Prep-Year 3.

The Pathways program was introduced into Years 4 to 6.

The school Chaplain ran a range of programs to support students.

##### **Student Engagement and Well-Being**

Learning Engagement Officer-Rock and Water Program and Games Factory Programs were run successfully. Combined with targeted classroom programs, SSiS and Pathways, there was a significant drop in behavioural incidents in 2016.

##### **Closing the Gap**

OneSchool to track indigenous student progress in academic performance, attendance and levels of support. Specific intervention programs with the support of a TA were introduced.

### **Future Outlook**

We will continue to pursuing the major goals of **Literacy, Numeracy and Student and Staff Well-Being**. These aspects of student learning provide the foundation for further student academic growth and achievement and are the cornerstones of our Annual Implementation Plan.

Increased student success will be achieved through the embedding of the National Curriculum through the alignment of curriculum planning, assessment for learning, instruction and classroom management.

At Bundamba State School we seek to achieve:

- Quality learning outcomes for the diverse range of students;
- A learning framework that successfully integrates curriculum, pedagogy, assessment and reporting;
- A safe, tolerant and disciplined learning environment that is responsive to student and community needs;

- A workforce with the capability and flexibility to deliver school and systemic objectives and targets.

Strategies include:

- Embedding a School Pedagogical Framework through coaching
- Implementation of core a curriculum in Literacy and Numeracy;
- Curriculum alignment with the National Curriculum;
- Using school based and systemic data to drive curriculum development;
- Delivering curriculum differentiation to meet student needs;
- Exposure for students to engage in and be challenged by high level curriculum activities;
- Supporting vulnerable and at-risk students with school and community resources;
- Supporting positive attitudes to school and to life;
- Sharing success within school and the wider community;
- Building positive relationships with parents and the community.
- Age Appropriate Pedagogy

Key Priority Areas:

Literacy - using C2C with a major focus on Reading (using PAT-R diagnostic tool and PM and Probe as our local measure), spelling, vocabulary, using technologies in classrooms and using OneSchool for planning, assessment and reporting; The development of Learning Maps and Success Criteria to improve outcomes.

Numeracy – using C2C with a major focus on developing basic number skills, Essentials in maths, using technologies in classrooms, using OneSchool for planning, assessment and reporting; The introduction of a Numeracy Framework with a focus on Number. The Language of Mathematics Project.

Science – using C2C and developing the program as an enquiry based model of teaching and learning;

Student Well-Being– using PBL and SSiS as our standard and use of OneSchool to track both positive and negative student behaviours, in 2016.

Developing Workforce Capacity – focusing on performance and professional development, integrating coaching and mentoring models, support from the Curriculum and Leadership Teams;

**Aboriginal and Torres Strait Islander Education (Closing the Gap)**

The focus will be on early intervention (Prep to 3) targeting Reading. Individualised programs will be developed where needed ensuring that students attend.

**ICTs** – ensuring computer access is adequate for 21<sup>st</sup> century education, electronic Smartboards are accessible, use of other technology devices such as iPads are available to support a range of individual and classroom needs.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	623	306	317	102	90%
<b>2015*</b>	566	264	302	87	91%
<b>2016</b>	550	258	292	91	87%

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 2016, 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

### Overview

Most classes are single year classes with class sizes appropriate to 1:25 from Prep to Year 3 and 1:28 students from Year 4 – 6. Some composite classes are in place where there is an over allocation of student numbers for an indicative year level.

The school is multi-cultural drawing students from across the world.

The school provides a Special Education Program through an inclusive model of learning as well as an ECDP.

The majority of our Year 6 students transition to Bundamba State Secondary College

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	23	24
Year 4 – Year 7	24	26	25
Year 8 – Year 10			
Year 11 – Year 12			

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Bundamba State School our class curriculum program is organised and shaped by the Australian National Curriculum and foundations of learning. We believe that our curriculum program is engaging and relevant and leads to improved academic achievement for all students.

The curriculum program is supported by:

- A Curriculum leadership team which manages, supports and drives student learning and improving teacher pedagogy;
- An explicit approach to all Key Learning Areas with a strong direction from a Pedagogical Framework.
- A team approach to curriculum planning and its implementation by established Learning Teams across year levels;
- The embedding of information and communication technologies into the teaching and learning program of all classrooms using Smartboards and other digital technologies.

- A high importance on understanding data to inform teaching, learning and planning
- Moderation process across year levels;
- Consistency and continuity of a school-wide focus on the teaching of reading and number;
- Targeted intervention programs in the early years

Unrelenting focus on distance travelled by every student identified through clearly defined measurable targets which our community knows and understands.

All teachers have an assigned Coach to assist and support Professional Development.

### **Co-curricular Activities**

- Athletics,
- Sports and Activities Program supported by the Federal Government.
- Instrumental Music Program – Strings and Concert Band
- Biennial School Musical
- Year 4 Bike Education Program and a Year 1 scooter program.
- Year 6 Camping Program
- Excursions and visiting shows to enhance the current curriculum
- Organised lunchtime activities.
- Breakfast Program
- Rock and Water Program
- Chaplaincy Program: Girls Club

### **How Information and Communication Technologies are used to Assist Learning**

All classrooms have access to SMART boards which have enhanced learning and enabled the embedding of ICT's for students in the classroom.

The laptop for teacher's program has created a renewed focus on the avenues open to teachers to enhance the use of ICT's within the classroom learning environment.

The school has grown its capacity to deal with the ongoing technical problems that occur by employing a systems technician. As a result, we have been able to guarantee a functional network and technical advice for staff ensuring optimal integration of ICT's throughout the school.

Information and Communication Technologies are integrated throughout all Key Learning Areas. Such activities include research activities, publishing of student work, use of ebooks, year level assessment tasks, individual development plans, student learning contracts, software programs, supported identified learning needs, interactive programs and assessment of student learning to identify progress

## **Social Climate**

### **Overview**

Bundamba State School is a very positive school. Our school has families with fourth and fifth generations of children attending Bundamba State School. Along with these families we now welcome students from many different nationalities. We believe that all children are entitled to learn in secure environments with accepting and caring teacher relationships that promote mutual respect, because such relationships provide the best conditions for good teaching and good learning.

Through our Special Needs Committee and access to professional services and external agencies, we offer as much support and intervention to children and families as required. Overseeing much of this support is the Guidance Officer, who along with the Head of Special Education Services and the Support teacher for Literacy and Numeracy supports all children with specific needs. The Curriculum



Team is in place to provide support to teachers and students alike across all areas of the national Curriculum. ESL support is also on hand for those children who arrive at Bundamba State School with little or no English.

We believe that positive student relationships are best encouraged through modelling, promoting and reflecting on accepted values and behaviours. Here at Bundamba State School, to further support the emotional and social well-being of our students, we have placed structures and personnel in place. These areas include the Learning Engagement Officer along with a Chaplain to enhance social attitudes and behaviours.

The School Aged Care program is a before school, after school and holiday program run by the Department of families and through the P&C. It is open to students at designated times each day and through the school holidays. Fees are allocated by the P&C in conjunction with approved guidelines.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	89%	95%
this is a good school (S2035)	95%	89%	95%
their child likes being at this school* (S2001)	95%	78%	100%
their child feels safe at this school* (S2002)	91%	89%	91%
their child's learning needs are being met at this school* (S2003)	82%	89%	95%
their child is making good progress at this school* (S2004)	82%	89%	91%
teachers at this school expect their child to do his or her best* (S2005)	95%	89%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	89%	90%
teachers at this school motivate their child to learn* (S2007)	91%	89%	90%
teachers at this school treat students fairly* (S2008)	77%	89%	86%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	95%
this school works with them to support their child's learning* (S2010)	82%	89%	91%
this school takes parents' opinions seriously* (S2011)	81%	89%	90%
student behaviour is well managed at this school* (S2012)	68%	89%	76%
this school looks for ways to improve* (S2013)	81%	100%	90%
this school is well maintained* (S2014)	100%	100%	86%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	99%
they like being at their school* (S2036)	100%	96%	97%
they feel safe at their school* (S2037)	95%	98%	96%
their teachers motivate them to learn* (S2038)	98%	98%	100%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	99%
teachers treat students fairly at their school* (S2041)	98%	90%	96%



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	96%	98%	99%
their school takes students' opinions seriously* (S2043)	100%	90%	100%
student behaviour is well managed at their school* (S2044)	98%	96%	99%
their school looks for ways to improve* (S2045)	98%	100%	100%
their school is well maintained* (S2046)	93%	98%	99%
their school gives them opportunities to do interesting things* (S2047)	98%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	97%	98%
they feel that their school is a safe place in which to work (S2070)	98%	94%	100%
they receive useful feedback about their work at their school (S2071)	98%	94%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	94%	96%
their school takes staff opinions seriously (S2076)	98%	97%	96%
their school looks for ways to improve (S2077)	100%	97%	98%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	100%	94%	96%

\* Nationally agreed student and parent/caregiver items

# '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 are encouraged to be involved in their children's education at Bundamba State School in many ways. These include:

Volunteer work – parents volunteer to help in the classroom with reading groups, classroom support work, sporting teams, tuckshop and for school excursions.

Newsletter – through the fortnightly newsletter parents are fully informed of the school's activities and business.

P&C meetings and activities – the P&C meets on the 3rd Tuesday of each month. All parents are welcome to attend. Each year a new committee is appointed through a democratic voting system and parents are encouraged to be involved. The school's tuckshop is run as a subsidiary of P&C and is open five days per week. The tuckshop is managed by a fulltime paid convenor, part-time paid convenor and rostered volunteers to help each day. The tuckshop follows the State Government's Healthy Choices menu, offering low fat and healthy meals to students. Volunteers are always welcome.

Fundraising – the fundraising committee is another adjunct of P&C and is run entirely by volunteers. Each year they raise many thousands of dollars for the school through a variety of fundraising activities. This committee also welcomes new parent support and ideas.

Parent teacher meetings – at the beginning of each year teachers conduct information sessions to explain the class and school overviews. These meetings give parents an opportunity to meet the class teacher early in the academic year and to set a relationship so support each child. Parents are

encouraged to be in regular contact with their child's teacher throughout the year for both positive and other reasons. Parents are also encouraged to make appointments to discuss student or school concerns at their mutual convenience. Parent teacher interviews are held twice a year, at the end of Term 1 and the end of Term 3.

### Respectful relationships programs

The School has an active Student Well-Being Committee that meets once a fortnight to review student needs and to support student welfare.

The school runs the Social Skills Improvement System providing information to teachers and Administration around student needs and intervention programs.

The Learning Engagement Officer runs Rock and Water programs for Boys and an innovated Rock and Diamond program for girls.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	200	146	58
Long Suspensions – 6 to 20 days	2	3	2
Exclusions	1	1	1
Cancellations of Enrolment	0	0	0

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

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

The environmental footprint of Bundamba State School has been reduced by:

- Installation of water tanks
- Environmentally friendly lighting in all classrooms and Solar Power

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	239,989	519
2014-2015	237,194	1,829
2015-2016	249,464	1,158

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	30	0
Full-time Equivalents	40	18	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	42
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$30 016.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

: Explicit Teaching

: Teaching of Reading and Numeracy

: Coaching

: Student Well-Being

: Teaching of Spelling

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	86%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

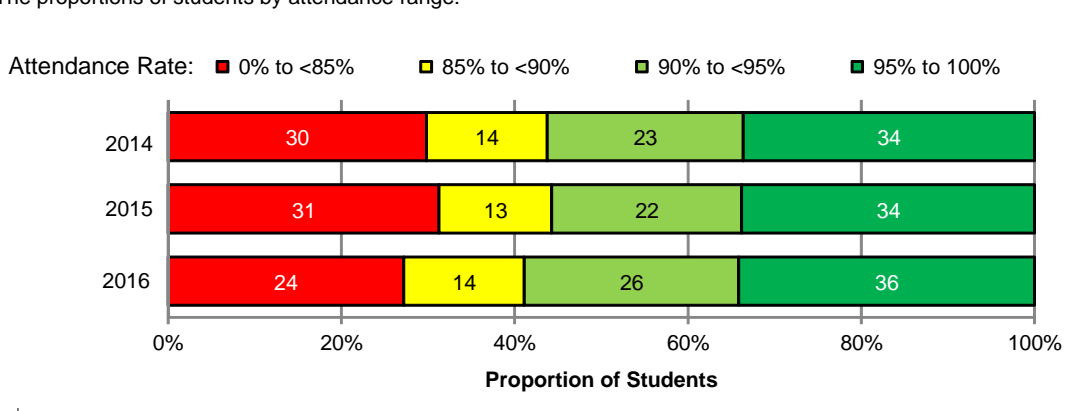
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	86%	87%	89%	87%	90%	90%	88%	86%					
2015	88%	88%	90%	90%	87%	90%	90%						
2016	92%	89%	91%	91%	92%	90%	89%						

\*Attendance rates effectively count 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.

Non-attendance is managed in state schools in line with the DETE 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.

Non-attendance is managed in state schools in line with the DETE 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.

When a child has been absent from school for 3 consecutive days the classroom teacher contacts the parent to ascertain if the child is sick or on holidays, especially if no note or phone call has been received. Following that, if no further information is received, a letter is sent requesting information as to why the student is absent. A request for an interview with the parent/guardian is also sought. The school monitors the attendance and absences weekly and continues the correspondence with the family as necessary. The process continues through different levels of the school and in accordance with DETE policies, until prosecution takes place if and when required.

All absences are recorded on OneSchool and a total is generated each Semester on every child's report card. If children have a history of many absences, but on a non-regular basis, discussions are held with parents/carers to ascertain why and a concerted effort is put into place to support both the child and the family. Guidance support is provided, with external agencies (eg. RAI, Red Cross, Children of the Dreaming) also providing support where necessary. Classroom rolls are marked twice daily, in the morning on entry to class and in the afternoon following the lunch break.

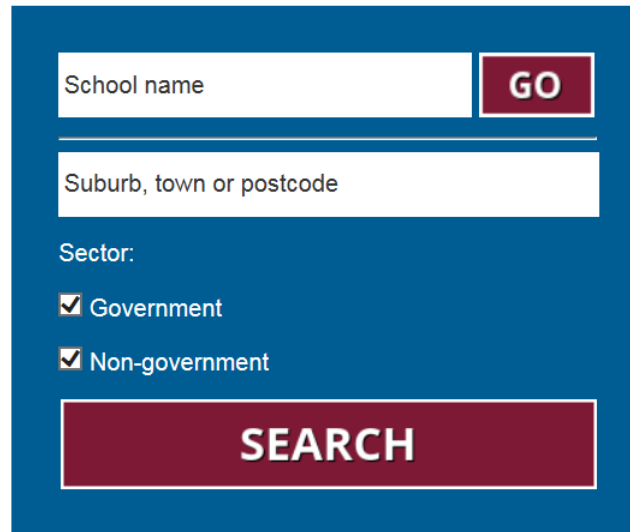
The Attendance Tracker Program was implemented to encourage greater attendance for all students.

## NAPLAN

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**.

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Suburb, town or postcode

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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.

