Bundamba State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 630 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. Bundamba State School is active in cultural and sporting events within the immediate community and within the local Indigenous community.

School progress towards its goals in 2018

Key School Priorities	Progress
Improvement Priority 1. Reading	
a. Early identification of student achievement leading to the differentiation of programming.	Implemented
b. Develop consistency of practice through coaching and mentoring.	Implemented (ongoing)
c. Staff develop a deep understanding of content, pedagogical practices and data literacy through ongoing professional development.	Implemented (ongoing)
d. Alignment and coverage of all aspects of the achievement standard across year levels.	Implemented (ongoing)
Improvement Priority 2. Numeracy	
a. Early identification of student achievement leading to the differentiation of programming.	Implemented (ongoing)
b. Develop consistency of practise through coaching and mentoring.	Implemented (ongoing)
c. Staff develop a deep understanding of content, pedagogical practices and data literacy through ongoing professional development.	Implemented (ongoing)
Improvement Priority 3. Writing	
a. Whole school approach to the teaching of writing through consistency of practice.	Implemented (ongoing)
b. Early identification of student achievement leading to the differentiation of programming.	Implemented (ongoing)
c. Productive partnerships with parents to ensure high attendance levels.	Established (ongoing)
Improvement Priority 6. Supportive School Environment	
a. Whole school approach to Positive Behaviour for Learning.	Implemented
b. Provision of individualised support programs.	Implemented (ongoing)
c. Whole school approach to the development of social skills (SSiS) by aligning to the General Capability of Personal and Social Learning.	Implemented (ongoing)

Future outlook

In 2019, Bundamba State School will continue to pursuing the major goals of Literacy, Numeracy and Student & Staff Well-Being. The focus of the 2019 Explicit Improvement Agenda will be ensuring all student will achieve 12 months of growth in Reading and increasing Student Engagement through the provision of a safe, supportive learning environment.

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

Specific priorities and goals include;

- Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching

- Revise the school pedagogical framework and embed it as the shared language of teaching and learning

- Develop teachers' capability to design and deliver age-appropriate highly individualised curriculum plans to students including the Australian Curriculum Personal and Social General Capability

- Develop a whole school approach to teaching reading including alignment of the teaching of literacy across all learning areas

- Monitor early phase literacy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention to ensure A-C improvement

- Provide focused and intentional teaching for students requiring additional support to demonstrate achievement at or above a C level for English

- Provide professional development for teachers and school leaders to increase capability to initiate and implement innovative practices

- Implement School Engagement Officer to develop early years networks, supportive school practices and development of community support services

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	550	543	551
Girls	258	254	271
Boys	292	289	280
Indigenous	91	90	77
Enrolment continuity (Feb. – Nov.)	87%	89%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

All classes in 2018 were single year classes with class sizes below department recommendations of 1:25 from Prep to Year 3 and 1:28 students from Year 4 – 6.

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. Bundamba State School has approximately 6% of students with a disability and 16.5% indigenous enrolment.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	22
Year 4 – Year 6	25	27	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 is 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 6 Camping Program
- Excursions and visiting shows to enhance the current curriculum
- Organised lunchtime activities.
- Breakfast Program
- Focussed Social Skills Program
- Rock and Water Program
- Chaplaincy Program

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 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 has families with fourth and fifth generations of children attending. 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 Student Services 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. EALD 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. 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 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	96%	85%
• this is a good school (S2035)	95%	96%	93%
• their child likes being at this school* (S2001)	100%	100%	96%
• their child feels safe at this school* (S2002)	91%	100%	89%
• their child's learning needs are being met at this school* (S2003)	95%	92%	96%
• their child is making good progress at this school* (S2004)	91%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	87%	86%
• teachers at this school motivate their child to learn* (S2007)	90%	92%	89%
• teachers at this school treat students fairly* (S2008)	86%	91%	85%
• they can talk to their child's teachers about their concerns* (S2009)	95%	96%	89%
• this school works with them to support their child's learning* (S2010)	91%	87%	86%
• this school takes parents' opinions seriously* (S2011)	90%	90%	82%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	76%	92%	81%
• this school looks for ways to improve* (S2013)	90%	91%	85%
• this school is well maintained* (S2014)	86%	96%	89%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	100%	96%
• they like being at their school* (S2036)	97%	100%	89%
• they feel safe at their school* (S2037)	96%	94%	93%
• their teachers motivate them to learn* (S2038)	100%	100%	98%
• their teachers expect them to do their best* (S2039)	100%	97%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	98%
• teachers treat students fairly at their school* (S2041)	96%	91%	88%
• they can talk to their teachers about their concerns* (S2042)	99%	92%	81%
• their school takes students' opinions seriously* (S2043)	100%	92%	77%
• student behaviour is well managed at their school* (S2044)	99%	89%	78%
• their school looks for ways to improve* (S2045)	100%	97%	96%
• their school is well maintained* (S2046)	99%	97%	83%
• their school gives them opportunities to do interesting things* (S2047)	100%	99%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	100%	84%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
• they receive useful feedback about their work at their school (S2071)	98%	100%	67%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	100%	100%	91%
• student behaviour is well managed at their school (S2074)	100%	100%	81%
• staff are well supported at their school (S2075)	96%	100%	60%
• their school takes staff opinions seriously (S2076)	96%	97%	60%
• their school looks for ways to improve (S2077)	98%	100%	91%
• their school is well maintained (S2078)	98%	100%	98%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	96%	95%	76%

* 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 three 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 education programs

The School has an active Student Well-Being Committee that meets monthly 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.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	58	69	105
Long suspensions – 11 to 20 days	2	3	2
Exclusions	1	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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

The School continues to examine ways to reduce its environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	249,464	257,159	254,410
Water (kL)	1,158	1,424	1,149

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	43	28	<5
Full-time equivalents	40	19	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	39
Diploma	0
Certificate	0

*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 2018 were $ 81,490.
The major professional development initiatives are as follows:
- Curriculum Development
- Pedagogical Development
- Analysis and use of data to inform planning and student progression

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	90%
Attendance rate for Indigenous** students at this school	86%	86%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

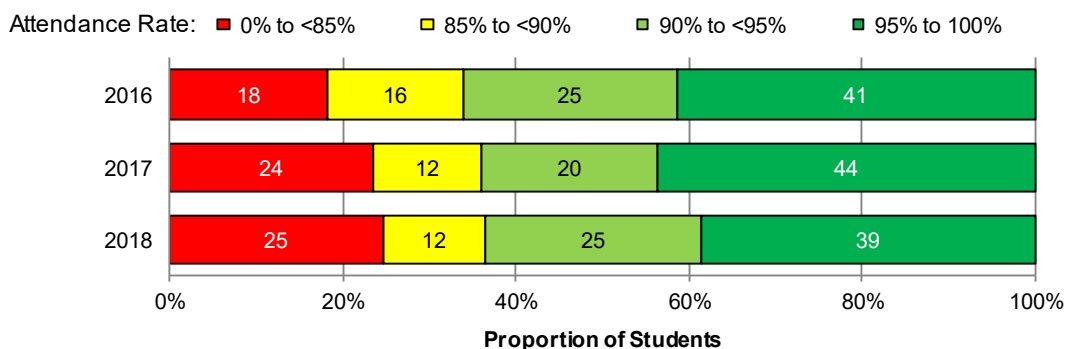Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	90%	88%
Year 1	89%	89%	90%
Year 2	91%	90%	90%
Year 3	91%	91%	90%
Year 4	92%	91%	90%
Year 5	90%	91%	90%
Year 6	89%	90%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	18	16	25	41
2017	24	12	20	44
2018	25	12	25	39

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education 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.

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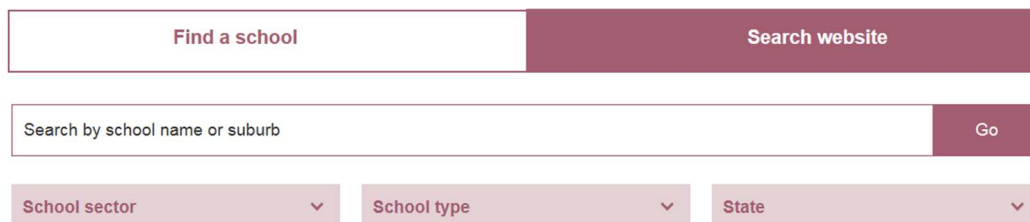
The Attendance Tracker Program was implemented to encourage greater attendance for all students.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.