Principal’s foreword

Introduction

In 2011 Bundaberg East State School continued to build on the successes of the past in providing high quality education. The school had an enrolment of 480 full time students attending the co-educational campus. Located at 33 Scotland Street, Bundaberg East State School, through the offering of 3 full time prep programs and seven (7) focused years of primary learning in 21 classes. The school produced outcomes for students of which our entire school community can be proud.

Bundaberg East State School continued to provide high quality education programs for students in its care across a range of academic, personal development and cultural activities. Key strategies of parallel leadership and building a strong sense of community have all contributed to the appeal of Bundaberg East State School as a preferred educational option and also enabled our school to cope well with enrolment growth.

The school prides itself on instilling all students with the desire for personal excellence. Students are actively supported by a range of specialist staff, classroom teachers and teacher aides in working towards attaining their personal best.

Parents and caregivers are encouraged to be active partners in their child’s schooling. Whether as a classroom volunteer or P&C member these actions provide reinforcement to students that their education is valued and important.

This report provides a comprehensive overview of the school’s achievements in 2011 and outlines our future directions.

School progress towards its goals in 2011

During 2011 our school worked towards our goals of attaining strong literacy and numeracy outcomes for students, the implementation of QCARF, supporting indigenous education and providing a safe and supportive environment.

A concentrated focus on the development of literacy and numeracy skills proved beneficial for students.
Results in NAPLAN testing remained strong as well as improved individual achievements in a range of national tests including ICAS Science, Maths and English. The introduction of First Steps Maths in the early years as well as the implementation of a whole school spelling program will further enhance outcomes in 2011.

Indigenous Education:
Indigenous Education remained a central focus with a range of programs in place to actively support the achievement of indigenous students. Strong indigenous outcomes in literacy and numeracy reflected not only the effectiveness of school programs but also the relationship that exists between the indigenous community and the school.

Safe Supportive Environment:
Our school continued to promote a safe supportive environment for students, staff and parents. Strong behaviour management practices along with appropriate workplace, health and safety processes were reflected in strong positive school opinion data.

Future outlook
At Bundaberg East State School the following programs and strategies are priorities for 2011 and beyond.

Literacy and Numeracy:
We will continue to focus on the development of strong literacy and numeracy skills for all students. A range of programs will be developed and implemented to cater for the needs of all students.

National Curriculum:
During 2011 the school will plan for the implementation of the full implementation of the National Curriculum in English and Mathematics in 2013. School planning and programs will be reviewed to ensure alignment. Implementation of C2C units as a basis of alignment and implementation

Indigenous Education:
Our commitment towards the attainment of Education Queensland’s targets for indigenous students will be a major focus in 2012. Strategies will be utilized to ‘Close the Gap’ in attainment and attendance. Continued focus on connecting communities to ensure ongoing support from families for student learning.

Safe Supportive Environment:
The provision of a safe supportive environment is an essential prerequisite for learning. A focus on positive behaviour, encouragement and logical consequences for inappropriate behaviour will be maintained. In addition a whole school focus of Learning and Wellbeing will seek to link the future life opportunities with becoming a lifelong learner and a numerate and literate member of society.
**School Profile**

Coeducational or single sex:  Coeducational  
Year levels offered:  Prep - Year 7  
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>510</td>
<td>258</td>
<td>252</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student body reflects a broad cross section of socio economic backgrounds. Demographic data indicates the ICSEA index for the school to be 927. 12% of the student population identify as being indigenous while 2% of the population have been verified with a disability in the areas of intellectual impairment, ASD or SLI.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.6</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>12</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings at Bundaberg East State School, provide a wide range of learning experiences from Prep through to Year 7, through enhanced curriculum programs in all Key Learning Areas. Distinctive curriculum offerings include:

Swimming:
All students from Years 1 to 6 were provided with the opportunity to attend Learn to Swim classes. Year 1 and 2 students take advantage of professional swimming instructors working in a heated pool.

LOTE:
Selected students in Years 6 and 7 studied Japanese as a second language in 2011.

Writing Extension:
Extension writing sessions are conducted weekly with students from Year 3 to 7 to develop writing skills across a range of genre. Students write for enjoyment and to entertain their peers with their work published in the library. Students are also encouraged to enter literary competitions.

Maths Extension:
Students from Years 3 to 7 participated in weekly extension maths lessons designated to enhance mathematical comprehension and problem solving.

National Competitions:
Students from Years 3 to 7 were provided with the opportunity to compete in National competitions in literacy, numeracy, writing and science with outstanding results.

Extra Curricula Activities
Instrumental Music: brass, woodwind, percussion and strings
Choirs: Junior and senior
School Camping Program:
Year 3 Overnight camping experience at school
Year 4 Two day/ one night camping at Mon Repos
Year 5 Three day /two night excursion to Barrambah Field Study Centre
Year 6 Three day/ two night excursion to Hervey Bay and Fraser Island
Year 7 Four day/ three night trip to Brisbane including visits to Parliament House, Science Centre, Queensland Museum, Art Gallery and Under Water World.

Student Council: The Student Council is a key element of our school governance. Classes from Years 4 to 7 elect class representatives to be part of the student body. Students involved in student council are provided with a range of leadership development opportunities.

Sport: We pride ourselves in providing all students from year 3 to 7 with the opportunity to play organised competitive sports.

Robotics: We support an after school Robotics Club to provide students with a challenging program involving construction, robotic programming and teamwork. Students are encouraged to participate in a number of local, regional and state competitions. In 2011 we competed in CQ Robocup and The Maryborough Technology Challenge.
How Information and Communication Technologies are used to assist learning

At Bundaberg East State School we aim to allow staff and children to gain confidence in and enjoyment from, the use of ICT. Recognising that technology is a tool it has been recognised that we need to train students and staff in the use and application of technology in the classrooms. Additionally to allow staff to develop professionally by enhancing their teaching skills, management skills and administrative skills through the provision of professional development, hardware and software and collegial support.

We encourage children to appreciate the relevance of ICT in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment. To achieve this goal we teach specific ICT skills across all year levels. This enables students to use a variety of software appropriate to their needs; these include word processing and presentation software, art and image manipulation programs and video production software, as well as providing internet and email access where appropriate. We actively encourage students to make contact with students from other schools to help them connect with the world.

Social climate

The school places enormous importance on the provision of a supportive learning environment in which students feel that they are safe and happy.

We are determined to maintain the ‘Country Town Values’ of our school community with an expectation for students and staff to be caring and kind and to ‘show respect’ and ‘treat others as you would like to be treated yourself.’

Character development of students through our Leadership Program is recognised as being a very important function of our school as this is the basis for responsible citizenship. At Bundaberg East State School the focus throughout 2011 was on helping students internalize the following Nine Values for Australian Schooling…Care and Compassion, Doing Your Best, A Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility and Understanding, Tolerance and Inclusion.

Anti-Bullying programs are in action across all year levels and focuses on the reinforcement of our values program particularly helping students respect others and develop tolerance in order to avoid conflict.

During 2011 the school community were actively pursuing the appointment of a school chaplain and made application under the federal School Chaplaincy Program.
Parent, student and teacher satisfaction with the school

Parental levels of satisfaction with the school in all facets surveyed have remained consistently high over the last 5 years. Parents expressed high levels of satisfaction and the school was flagged as, ‘Above’ compared to ‘All Schools’ and ‘Like Schools’ in response to the following statements:

- The school is preparing your child for the future.
- With the behaviour of students at this school.
- With student discipline in the school.
- That your child is safe at this school.
- You are given the opportunities to participate in the life of the school.

Students expressed high levels of satisfaction in their responses as well to:

- You are getting a good education.
- That you are doing the best you can in your work.
- That your teacher helps you to do your best.
- You are happy to go to this school.
- That you are safe at this school.
- That this is a good school.

The Staff Satisfaction Survey results indicated that staff satisfaction was Above the State Mean and Like School Mean in areas such as Physical Work Environment, Relationships, School Operations, Support, Resources and Training. Staff responded that they were happy working at this school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child's education

'We’re All In This Together' has been our catch phrase, highlighting the need to develop and maintain a community approach to schooling. We acknowledge the critical input parents have to developing student’s love of learning and engagement in education. We recognise the need to tap into the early years of learning by encouraging parent involvement in children’s education by providing information sessions, guide booklets for home reading strategies and scheduled parent teacher interviews. We recognise the need to keep parents informed on school happenings which is done through the school newsletter and website.

Reducing the school's environmental footprint

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

Our school has grown considerably in the past few years with additional students, ICT resources and buildings. Electricity consumption had grown by only 1% in that time. Unfortunately the cost of electricity and services has risen considerably and will need to be budgeted for in future years.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>145,116</td>
<td>1,727</td>
</tr>
<tr>
<td>2010</td>
<td>134,976</td>
<td>1,414</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>8%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>40</td>
<td>23</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>34</td>
<td>14</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>34</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $16391.45

The major professional development initiatives are as follows:

- First Step in Maths
- Child Protection
Our staff profile

- Code of Conduct
- CPR training
- ICTs in the Classroom
- Valuing Diversity
- Teachers across all year levels are involved with peer mentoring

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 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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/](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

Search by school name

Go

Search by suburb, town or postcode

Government

Non-government

Search

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.

2011 School Annual Report

Queensland Government
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 %</td>
<td>93 %</td>
<td>93 %</td>
<td>94 %</td>
<td>92 %</td>
<td>93 %</td>
<td>95 %</td>
<td>93 %</td>
<td>93 %</td>
<td>93 %</td>
<td>93 %</td>
<td>93 %</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Student Attendance Distribution Graph](image)

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.

Rolls are marked at approximately 9am and student attendance noted. Student absentees are noted and roll forwarded to the office. Parents are required to register student absences with the school office and any unexplained absentees are noted. Students who are absent without notification, parents or guardians are contacted and absences confirmed. We request any absences of more than 3 days are confirmed in writing and if needed a medical certificate supplied.

We encourage student attendance through the implementation of attendance awards at a presentation day at the end of semester 2.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing,
Performance of our students

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.
Achievement – Closing the Gap

To ‘close the gap’ for indigenous students we developed a whole-of-student approach to acknowledge the many elements that need to be harnessed to work towards achieving positive student outcomes. This has involved, early parent teacher interviews where the current standard of the student was outlined and through discussion, an agreed educational plan was developed. Students were then allocated resources on a needs basis. In some cases this included additional teacher aide time, where others were placed in extension Mathematics and English classes. School community links were enhanced through seeking indigenous community input. Celebration and inclusion of indigenous culture into the school curriculum was enhanced.

Attendance is key to ensuring ongoing continuance of programs. Student attendance awards were implemented and special recognition ceremonies were developed. Indigenous results on NAPLAN testing shows that from 2008 students as a group have achieved at or above the National benchmark and overall indigenous school attendance has improved.

The success of this program for the indigenous students reinforced the need to expand the program across the whole school. All students, it was agreed, would benefit from intense involvement across all areas of school life. We’re All In This Together was born.

Sporting students, gifted and talented students, students with learning needs, students with disabilities and students with musical skills all needed to be actively encouraged and included in individual and group learning plans. Maximising the opportunity for a student to succeed and removing excuses to disengage, lies at the heart of the program. By developing plans in conjunction with students and their caregivers to target improvement, engagement and learning, the school is able to maximise student learning outcomes.