

Bundaberg North 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

Bundaberg North State School, officially opened in 1875, is situated on the northern side of the Burnett River, 3km from the City Centre. The school caters for students from Prep to Year 6 and is set on a spacious landscaped 6-hectare site bounded on two sides by the main highway and on the other two sides by the city's Botanic Gardens. Support for the school by the community and the P&C Association is strong. Parent involvement in a range of activities greatly enhances educational outcomes. There are currently 14 classroom teachers, a teacher-librarian, support teachers literacy/numeracy, special education teachers and specialist teachers for music, physical education and LOTE(Japanese). Instrumental music teachers (brass/woodwind and strings), a behaviour management teacher, speech language pathologist and a number of advisory teachers visit the school. The principal, deputy principal, HOC, HOSES, guidance officer, business service managers, administrative officer, school chaplain, schools officer grounds and facilities, teacher aides and cleaning staff ensure the smooth function of the school. Many classes are arranged into single year-level groupings with some composite classes due to year-level numbers. Our teachers use a range and balance of teaching methods from direct instruction and modelling, to independent and cooperative learning, that incorporates Effective Questioning and Higher Order Thinking. The Learning Areas studied are English, Maths, Science, Health and Physical Education, History, Geography, Arts (including music), Technology and LOTE(Japanese for Yrs 6&7). In 2012, the implementation of the new Australian Curriculum in English, Maths and Science commenced with History commencing in 2013. Implementation has and will continue to be supported by C2C resources. Teachers follow the unit intent and adapt and adopt resources accordingly from C2C to suit their class context. Extensive digital resources are in place for teachers to access through the school's computer network. The school has benefited from the addition of a literacy coach for the last 4 years. The literacy coach has supported teachers with training, mentoring and coaching. Guided Reading has been a priority in 2012. The goal is for teachers to deliver guided reading within a balanced literacy program. Our school is the North Cluster hub school for students with disabilities. Currently there are 47 students with disabilities in the North Cluster, serviced by 4.2 teachers. In 2011 the school introduced the Education Queensland School-Wide Positive Behaviour Support Program (SWPBS). Significant work has gone into establishing the program including creating a common set of school rules, reviewing the reward system, establishing a band system for rewards; creating fortnightly lessons; reward days based on the new band system; fortnightly discussion (and video) on parade and introduced two mascots. The physical environment of the school consists of a mix of older and more recent buildings that are well maintained, as well as new buildings that were constructed as part of the Federal Government's Building the Education Revolution program. The landscaped outdoor areas and covered play areas provide an aesthetically pleasing atmosphere. North's air-conditioned classrooms provide a pleasant physical learning environment for students, which contributes towards enhanced student learning outcomes. North's Resource Centre, opened in 2010, is very well resourced with a large range of books, a computerised borrowing system, networked computers, and interactive whiteboards. The building that originally housed the Resource Centre is now home to our Special Education Program. Learning technology continues to be a major focus area. Our air-conditioned Computer Lab has 32 computers that have curriculum network and Internet access. The school presently has more than 85 curriculum computers. All classrooms have interactive whiteboards and a number of computers that children can access on a daily basis. All computers are connected to the curriculum network and have Internet access. Outdoor facilities include a covered multi-purpose court accommodating a number of sports, as well as an open tennis court and a basketball court. Two ovals accommodate a large variety of sports, while 2 adventure playgrounds, an upper-year-level fitness circuit, and a covered sandpit cater for students of all ages. Our multi-purpose hall was completed in July 2003, and is used extensively for a wide variety of school activities and also by community groups. Our school continues to have strong links with Bundaberg North High School, and an excellent transition program occurs for our Yr 6 students. We also host many students from CQ University training to be teachers.

School progress towards its goals in 2018

Improvement Priorities for 2018 included

- 100% of Teachers to Implement Open Ended Maths Tasks, three times per week – *Partially Completed*
- 100% of Teachers to participate in DAP (Data, Analysis and Planning) Meetings, once per term – *Achieved*
- 100% of Teachers to be involved in Pre/Post Moderation of Maths Units – *Achieved*
- 100% of Teachers utilize modified NAPLAN Writing Criteria to inform planning and monitor student improvement

Future outlook

Improvement Priorities for 2019 include

- Developing a consistency of language and pedagogy in the area of Number Facts & Problem Solving
- Providing low cost opportunities for students to enhance their vocabulary, using real-life experiences
- 100% of Teachers to implement daily writing 10 – 15 mins practice per day
- Implement strategies to support traumatised students, and give all students the skills to self-regulate their emotions

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	396	370	351
Girls	178	180	171
Boys	218	190	180
Indigenous	47	58	47
Enrolment continuity (Feb. – Nov.)	92%	90%	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

Students enrolled at North State School come from a wide socio-economic range. We are seeing an increasing number of students enrol from single and blended families. Indigenous and Torres Strait Islander students comprise approximately 14% of our school population, whilst we have 12% of students enrolled who have been diagnosed with a disability. We are seeing an increasing number of students enrol who have Asian heritage.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	26	26	28
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

- All teachers utilize Bundaberg North State School English Units adapted from C2C and aligned to Australian Curriculum. Each unit runs for one term. Guides for making judgements also utilized.
- In Mathematics all teachers utilize the North Coast Region – Gympie Maths Alliance Program
- Other Curriculum Areas covered include – Science, History, Geography, Technology, HPE, The Arts and LOTE
- A number of extensions classes are conducted in the areas of Maths and Literacy
- Guided Reading is embedded across all year levels to ensure a specific and targeted approach
- Moderation and Pre-Moderation occurs for Maths and English

Co-curricular activities

- There are approximately 200 students involved in a range of High Achiever and Co-Curricular programs including – Maths Team Challenge, Chess Club, Readers Cup, Instrumental Music, Choir, School Sport, After School Sporting Competitions
- A close relationship with North High School enables regular Transition Programs and Academic Excellence Program to occur. High school students also visit our school to work with our students in the areas of PE and Reading
- North Play2Learn Playgroup operates on a weekly basis to network and enhance parent skills and acknowledge them as their child's first teacher
- Our school choir and instrumental music students participate in a number of competitions – including Fanfare, Eisteddfod and also make a number of public appearances at Day Care Centres and Retirement Villages
- School camps are available for students in Yr 5 & 6, with students travelling to Chaverim Outdoor Education Facility and Runaway Bay on the Gold Coast.

How information and communication technologies are used to assist learning

The school boasts in excess of 100 curriculum computers, with an air-conditioned computer lab containing 32 flat screen monitors and multi-media projector, interactive whiteboards are connected in all classrooms, library and SEP, scanners, digital microscopes and access to Ziggy's for all teachers.

Students learn the majority of their ICT skills through integrated units of work and lessons conducted by the Resource Teacher. Students learn a variety of skills including: PowerPoint, movie making, digital photography and photo stories just to name a few.

Social climate

Overview

Bundaberg North State School caters for students from a diverse socio-economic background. The school has numerous support staff to assist students who may be experiencing – social/emotional and academic challenges. Our national award winning BEAR Program, implemented by our GO and School Chaplain is a tremendous program that supports students who may be anxious or unable to manage their emotions/behaviour due to significant happenings in their home/school life.

An SEP operates for students with disabilities and is staffed by a HOSES, Teachers and Teacher Aides. North is the Hub school for 5 other smaller schools located in the surrounding area. At North we work closely with many support agencies both Non and Government Organisations to achieve the best outcomes for our students.

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)	100%	71%	79%
• this is a good school (S2035)	88%	71%	71%
• their child likes being at this school* (S2001)	75%	71%	93%
• their child feels safe at this school* (S2002)	88%	71%	87%
• their child's learning needs are being met at this school* (S2003)	88%	71%	67%
• their child is making good progress at this school* (S2004)	88%	71%	60%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	85%
• teachers at this school motivate their child to learn* (S2007)	88%	86%	93%
• teachers at this school treat students fairly* (S2008)	88%	71%	67%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	93%
• this school works with them to support their child's learning* (S2010)	75%	86%	93%
• this school takes parents' opinions seriously* (S2011)	88%	71%	87%
• student behaviour is well managed at this school* (S2012)	88%	71%	80%
• this school looks for ways to improve* (S2013)	88%	71%	86%
• this school is well maintained* (S2014)	100%	100%	80%

* 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)	97%	89%	98%

Percentage of students who agree# that:	2016	2017	2018
• they like being at their school* (S2036)	94%	87%	94%
• they feel safe at their school* (S2037)	96%	91%	96%
• their teachers motivate them to learn* (S2038)	96%	94%	97%
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	97%
• teachers treat students fairly at their school* (S2041)	93%	93%	93%
• they can talk to their teachers about their concerns* (S2042)	91%	87%	90%
• their school takes students' opinions seriously* (S2043)	93%	90%	93%
• student behaviour is well managed at their school* (S2044)	86%	81%	91%
• their school looks for ways to improve* (S2045)	100%	96%	99%
• their school is well maintained* (S2046)	97%	91%	97%
• their school gives them opportunities to do interesting things* (S2047)	97%	96%	95%

* 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)	94%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	97%
• they receive useful feedback about their work at their school (S2071)	91%	97%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	94%	91%
• students are encouraged to do their best at their school (S2072)	97%	100%	97%
• students are treated fairly at their school (S2073)	97%	100%	97%
• student behaviour is well managed at their school (S2074)	91%	91%	95%
• staff are well supported at their school (S2075)	88%	91%	89%
• their school takes staff opinions seriously (S2076)	90%	94%	89%
• their school looks for ways to improve (S2077)	97%	97%	97%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	97%	100%	92%

* 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 invited to engage with the school in a variety of ways, including

- Input from parents when developing strategic documents
- Meet the teacher afternoon and BBQ
- Parent volunteers in classrooms, reading room and for various activities
- Optional parent workshops to upskill parents/carers

- Visits from school based staff eg GO, School Chaplain and other specialists eg Dietician, Speech Therapists to Playgroup
- Invitations for parents to attend Concerts and Student Performances

Respectful relationships education programs

Bundaberg North is a Positive Behavior Learning School. Next year we will be reviewing our whole of school approach to teaching conflict resolution to select a more specific and targeted program. Our proactive rewards system encourages students to choose appropriate behaviors that contribute to a safe school environment. Each term we have approximately 45 – 50% of students who achieve a GOLD standard of behavior. A number of students throughout the year may also be involved in small group and individual programs to enhance their conflict resolution skills, anger management skills and developing more positive approaches to social interactions. The SEP also facilitates a Social Skills Program that non-verified students may be invited to participate in.

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	38	21	21
Long suspensions – 11 to 20 days	2	0	1
Exclusions	0	0	0
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

We have continued to replace tapware in toilets with water saving devices in hand basins. Seasonal limits have also been placed on the utilisation of air-conditioners in classrooms. Water tanks have been installed in several locations to reduce the amount of council water be utilized for grounds.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	28,859	92,322	141,472
Water (kL)		1,099	2,034

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.

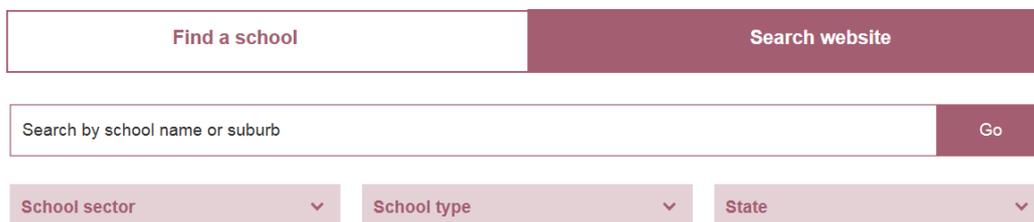
School funding

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.



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



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



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	33	25	<5
Full-time equivalents	29	16	<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	
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	25
Diploma	4
Certificate	

*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 \$20 512

The major professional development initiatives are as follows:

The major professional development initiatives were as follows:

- Data Analysis and Planning Meetings – 4 half days per year for each teacher
- Maths – teachers attending network meetings/observing other teachers from other schools
- Writing Workshop – Janine Archer
- Curriculum Roadshows
- Teachers taken off class to observe their colleagues – Open Ended Math Tasks
- Principal – Business Forums
- Trauma Informed Learning

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.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

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%	92%	93%
Attendance rate for Indigenous** students at this school	89%	87%	90%

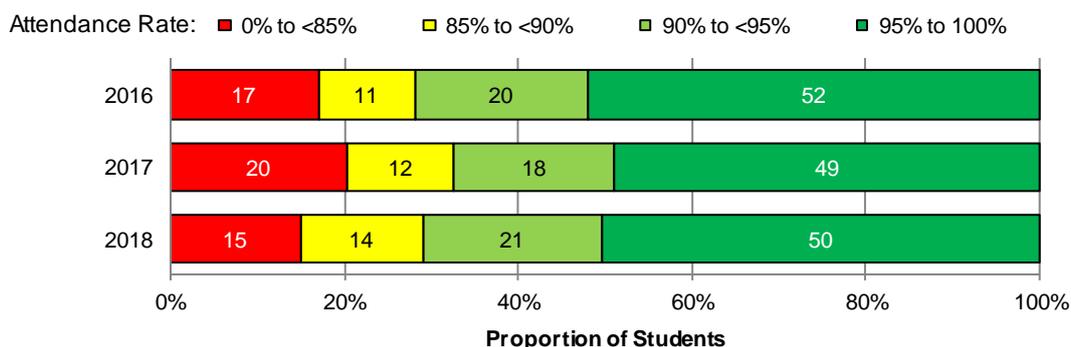
* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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 student has an unexplained absence of more than 2 days, their class teacher attempts to contact the parent/carer and makes a note of this in OneSchool. Further absences are then referred to the members of the administration team who attempt to contact the parent/carer, preferably by phone. If parents are unable to be reached by phone a letter is sent to the parent/carer outlining the dates of absences for the child. If attendance does not improve after this a letter is sent to the parent/carer to invite them for a meeting to discuss if/how we can support them to improve attendance. The teacher and administration then continue to monitor attendance, and, if required send the first Education Queensland formal letter to parents/carers. Administration then monitor student attendance and if there is no improvement the second Education Queensland, formal letter is sent to parent/carers

A number of strategies are used to support and provide incentives for students both at whole school and individual student level depending on the circumstances of each situation

- Guidance Officer and School Chaplain Support
- Weekly Pizza Party
- Termly Attendance Certificates
- Tuckshop Incentives when children attend for specific periods of time

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
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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.