



2011 Annual Report



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From the Principal

I am pleased to provide you with a copy of the Annual Report for North High for 2011.

North's vision to achieve quality outcomes for all students underpins our planning in all aspects of the school. We want every student to have the opportunity to participate in a range of activities irrespective of their ability or skill level.

Our curriculum achieves this by providing classes to support students who have learning difficulties as well as classes that offer the brightest students an opportunity to challenge their limits.

Our student welfare and relationships program places an emphasis on students becoming part of the wider school community and learning how to connect, as responsible citizens, to their community.

Above all, in class or in extra-curricular activities, we ask students to commit to working as a team, respecting each other and doing the best job they can.

We greatly appreciate the support we receive from parents and the school community. Staff, students and parents working together make North High a great state school.

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Mrs Shirley Johnson
PRINCIPAL



Ms Robyn Kent
DEPUTY PRINCIPAL



Mrs Gillian Colasimone
DEPUTY PRINCIPAL (Acting)



Mrs Carmel Brinkley
BUSINESS MANAGER

The principal or deputy principals are able to be contacted for further information on the school and its policies.

School Progress Towards Goals in 2011

During 2011, the school paid particular attention to improving student outcomes, Closing the Gap targets and improving parent/caregiver/student satisfaction with the school.

This report indicates good progress in the following areas:

- Year 12 student outcomes where 97% of students left the school with at least one qualification.
- Student satisfied that they are getting a good education at school improved by 7%. There is significant work to be done yet to improve Year 9 NAPLAN results in all areas, but it was pleasing to record writing marks in line with all schools across Australia and an increase in all other areas in the percentage of students who achieved at the national mean level or better.
- Closing the Gap results indicated that results for indigenous students were better than results in other state and Australian schools



Future Outlook

Planning for the construction of the Trade Training Centre was completed in 2011 and the majority of the building for this centre was completed by the end of the year. Students and staff in the areas of industrial design and hospitality are enjoying the "state of the art" facilities.

The science block underwent a major refurbishment which included the addition of a senior science laboratory. Every teaching room in the block has full access to the schools ICT network and has an interactive whiteboard.

The major focus areas targeted for 2012:

NAPLAN

- Whole school focus on training and development of the use of literacy skills across the curriculum.

Attendance

- Retention rates are good. The school notifies parent/caregivers of student absences daily. The school will continue working with parents to improve attendance rates where applicable.

Curriculum

- The Australian curriculum will be implemented in Year 8, 9 and 10 classes in mathematics, English and science.

Facilities

- Completion of a sport store for the covered sports area.
- Completion of final adjustments to the Trade Training Centre.
- The refurbishment of the inside of the school hall.



School Profile

Bundaberg North State High School is a co-educational state school which offers year levels 8-12. North caters for the full range of students - from students who want to enter the workforce to students who want to enter university.

North High had 937 students enrolled in February and has an enrolment continuity of 91%. The total enrolment figures were made up of 461 males and 456 females. Enrolments are expected to steady at between 950 and 1000 for the next 3 years. Approximately 50% of students completed their primary education in small schools.



In 2011, the school had 63 Aboriginal and Torres Strait Islander students. The school has the services of a community education counsellor and is committed to the employment of Indigenous teacher aides to assist Indigenous students achieve their potential. Bundaberg North State High School strives to promote the atmosphere of "one school and one community". We hold high expectations of Indigenous students. We expect them to take responsibility for their education and personal well-being. Opportunities are provided for students to engage meaningfully in academic and cultural activities.

A Special Education program assists students ascertained with specific disabilities. These students are integrated into mainstream classes or are on Individual Education Programs. North High is a designated Physical-impaired Cluster School. Students with learning difficulties and other specific support needs are also catered for by the school's Student Support Unit.

A growing number of graduating students choose to begin tertiary studies in Bundaberg, by attending Central Queensland University (Bundaberg Campus) or TAFE.

North operates in a year level structure with the exception of roll classes and the human relationships program. The school operates a vertical care structure, with a well-developed personal development program. Roll classes at North are called RAS (Relationships and Self) classes and, in most cases, students stay with the same RAS teacher for their five years at the school. This provides the opportunity for strong, productive relationships to be developed between students and their roll teacher. This structure also allows students to develop their leadership skills with the roll class as they progress from Year Eight to the senior years of schooling.

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

Phase	Average Class Size
Year 8-10	21.7
Year 11-12	18.5
All Classes	20.4

School Disciplinary Absences

The table below shows the number of students recommended for disciplinary absences in 2011.

Disciplinary Absences	Count of Incidents
Short Suspensions – 1 to 5 days	156
Long Suspensions – to 20 days	30
Exclusions	5
Cancellations of Enrolments	19

Curriculum Offerings

The Bundaberg Alliance of Secondary State Schools was successful in its application for Federal Trade Training Centre. This will see the development of a TAFE building to deliver Certificate III in Engineering for students enrolled in these schools. As a result of this application there have been large redevelopments of Hospitality, Engineering and Aeroskills facilities at this school in 2011. This redevelopment will allow for the expansion of places available in these subject areas.

In partnership with Bundaberg State High School and Kepnock State High School, the school also funds an Off Campus, Access to Pathways Program, for students at risk of disengaging from education. These students work towards work readiness and then entry into the workforce through traineeships or school-based apprenticeships. Junior secondary students in this program concentrate on academic and personal development with a goal of reintegrating to normal schooling. Each of these students has a learning program developed to suit his/her individual career plan.

The school continues to undertake a considerable amount of work in the areas of traineeships and school-based apprenticeships. The school is working closely with TAFE and other outside agencies to offer an extended range of options to students. 23 Year 11 and 12 students were enrolled in the TAFE School Links program.

Across all year levels, the Relationships and Self (RAS) curriculum provides education in such areas as drug education, sun safety, harm minimisation, human development, attributes of good citizens and also incorporates Smart Moves activities. Attributes of good citizenship are instilled in students through a range of activities. The largest of these are blood donation and donations of food to the Salvations Army's appeal for Christmas.

North High is the Bundaberg High School that is designated to teach Aeroskills (light aircraft maintenance and repair).

Extra-Curricular Activities

North is a student-centred school that places a high value on extra-curricular activities and encourages student leadership and participation. A range of extra-curricular activities is made available to students by staff who offer their time and expertise on a voluntary basis outside normal school hours.

Events in 2011 incorporated the following:

- A Cultural Night of entertainment was held in June to raise funds to send students to Creative Generation and students from Year 8-12 participated in a great range of entertaining acts including singing, dancing, drama and instrumental music.
- For the second time, North High participated in Creative Generation – State Schools Onstage 2011. 33 Year 9-12 students joined students from all over Queensland to perform at the Brisbane Convention Centre in July. Students participated in dance routines, the mass choir and backstage.
- Our instrumental music students played at a variety of community events through out the year.
- A very successful Arts Night showcasing dance, music, drama and art was held in November.
- Curriculum-based activities and competitions including the Maths Team Challenge, public speaking and the Science and Engineering Challenge.
- An elected student council is led by school captains chosen by their peers. The student council provides significant financial support to the school to develop facilities specifically for student use and provides advice to the principal on student opinion. The student council runs student-centred events such as a walkathon, lunch-time events and non-uniform days.
- Leadership skills are developed through student-led parades, the organisation of sporting competitions in lunch hours and the awarding of certificates to Year 12 students who show leadership through positive role modelling.
- In alternate years, the school produces a musical and enters into cultural productions. While high achievement in all aspects of school life is encouraged, the school also places emphasis on participation, with students being recognised for commitment and participation in a range of activities.
- Every year, the school enters a number of teams in the Wide Bay North District School Sports Competition. This gives all students the opportunity to attain representative honours. In 2011, 38 students were selected in District teams and 25 students in Wide Bay teams.
- For the fifth year, a team of Year 10 entered the Wide Bay District Science and Engineering Challenge. The team came second and won the award for "best spirit". The team was comprised of different groups which had to participate in challenges ranging from building and navigating an airship through a course, to building a bridge to withstand a heavy load crossing it. The team was invited to participate in the Queensland Super Challenge final. They were placed second in the state.
- 2011 at North High saw Indigenous Culture Mural Ngajumbuge (alive in all) with our Aboriginal and Torres Strait Islanders dance group sharing their rich and diverse culture within the school and wider community. The dance group performed at a variety of schools and community events.



How Information and Communication Technologies are used to Assist Learning

The use of computers as a teaching and learning tool expanded significantly in 2011. Resources from the National Computers Fund mean that the school has enough computers to achieve a ration of 1:1 in Years 9 to 12. Year 11 and 12 students will have access to their own laptop in 2012. The process of providing the availability of a "take home" laptop for Year 11 and 12 students begun at the end of 2011 and was completed at the beginning of the 2012 school year. All staff hold an ICT Certificate and emphasis is placed on instating the Smart Classrooms framework.

The school now has ICT and internet connection into all classrooms to improve research and learning activity connection, for all students.

In 2011, the school received \$53,495 from ICTs for Learning Grant and \$161,068 funds were expended for ICT for Learning. \$101,900 was received from the National Secondary Schools Computer Fund (NSSCF Grants). With this grant, \$48,050 was used to purchase 53 laptops and \$53,850 for ongoing cost from round Q3.

These funds provided:

- A full-time computer support technician;
- Data 3 agreement and internet costs;
- Replacement of computers;
- Expansion of software;
- Maintenance and support of equipment.

All staff teachers have been provided with their own laptop. The school hold a "Click View" license that provides access to a large range of online resources for both students and staff. The use of ICTs as a learning tool is widespread across the curriculum.

These are just a few samples of the diversity of ICTs used at Bundaberg North State High School.

Social Climate

The Bundaberg North State High School's Responsible Behaviour Plan, based on the Code of School Behaviour, outlines this school community's values, strategies and actions in order to provide:

- Positive support to promote high standards of achievement and behaviour
- Clear responses and consequences for inappropriate behaviour
- The opportunity for all students to learn in a safe and engaging environment where teachers can focus on the delivery of excellent pedagogy

The school's Responsible Behaviour Plan is linked with clearly defined processes to monitor and modify negative behaviour and to identify and acknowledge positive behaviour. Each student is case-managed by a head of department who takes responsibility for overseeing the performance of approximately 100 students for the five years of their school life. A cornerstone of this process is the timely identification of concerns and early notification of parents and caregivers of concerns.

A staff and student anti-bullying committee regularly presents strategies to deal with bullying. This reminds students that North High should be "a no bullying" school.

Chaplain, school nurse, guidance officer and a student support officer provide a range of additional counselling and support to students.

All members of the school community are expected to uphold the responsibilities defined in the Code of School Conduct and Standard of Practice to ensure the best possible outcomes for students, staff and parents.

Parent, Student and Teacher Satisfaction with the School

The *School Opinion Survey* is conducted each year in August and collects data from a cross-section of staff, Year 9 and Year 11 students and parents and caregivers.

In 2011, results covered a range of areas showing satisfaction, but as always we will be targeting areas that need to show improvement. In 2012, the school will use these results as well as findings from the Quadrennial School Review to guide decisions.

The table below indicates that parents were very satisfied with the school's performance. The satisfaction of students must be investigated with a review to improve and the staff moral needs to be further addressed.



Performance Measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school.	69%
Percentage of students satisfied that they are getting a good education at school.	71%
Percentage of parents/caregivers satisfied with their child's school.	83%
Percentage of school workforce satisfied with access to professional development opportunities that relates to school and systemic initiatives.	62%
Percentage of staff members satisfied with morale in the school.	67%

Involving Parents in their Child's Education

Parents are a welcome part of the school's daily operations. They are encouraged to be involved in their child's education in the following ways:

- Twice yearly Parent/Teacher Evenings
- Access to teaching staff and other support staff by appointment at any time during the year
- Actively encouraging parents and carers to become volunteers in school classrooms and in other support activities
- Parent participation in the school's cultural activities – sewing costumes, assisting with fundraising
- Parent/student/school interviews for students moving from Year 10 to 11
- Fortnightly newsletters
- Email loop is available for parents to volunteer to answer surveys giving opinion on various school activities
- In 2012 parents will be invited to participate in a committee to review the school uniform



Parents formally contribute to school operations through the Parents and Citizens' Association. A strong volunteer program exists in the school with volunteers assisting in the canteen, resource centre and classes. It is pleasing to see many parents supporting their students at inter-school sports venues. Parents are provided with opportunities to attend a "Meet the Teachers" barbeque in Term One and parent-teacher reporting evenings in Terms One and Three.

Reducing the School's Environmental Footprint

The school continued its commitment to reduce its environmental footprint in 2011 by:

- Use of water efficient taps and toilet flush systems.
- The installation of additional solar panels to offset electricity usage.
- A school-wide approach to use of lights, fans and air conditioners only when required.
- Use of council recycling bins where applicable.

These measures have produced pleasing results by significant reductions in the usage of electricity. The table below outlines results.

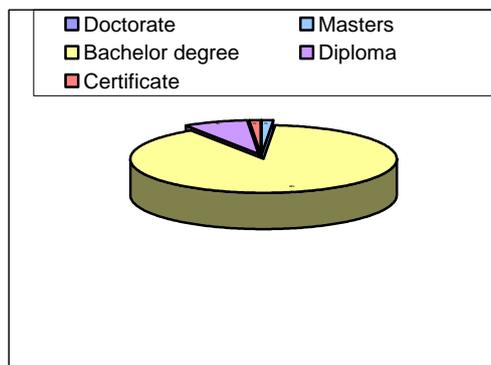
	Electricity Kwh	Water KL
2011	325,161	13,850
2010	338,252	11,966
% change 10 – 11	-4%	16%

Staff Composition, Including Indigenous Staff

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	82	38	<5
Full-time Equivalents	76	26	<5

Qualifications of all Teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	68
Diploma	6
Certificate	1



Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2011 was \$18,984.

The major professional development initiatives were as follows:

- QCAR
- Literacy
- Australian Curriculum
- Smart Classrooms
- Differentiation
- Curriculum Risk Management Requirements
- Analysis of Data
- Behaviour Management
- Microskills

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 96% in 2011.

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

School Income Broken Down by funding Sources

School income broken down by funding source is available via the My School website at <http://myschool.edu.au/>

To access our income details, go to *My School* website. 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

Sector 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.

Student Attendance

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

The overall attendance rate for all Queensland State Secondary Schools over the same period was 89%.

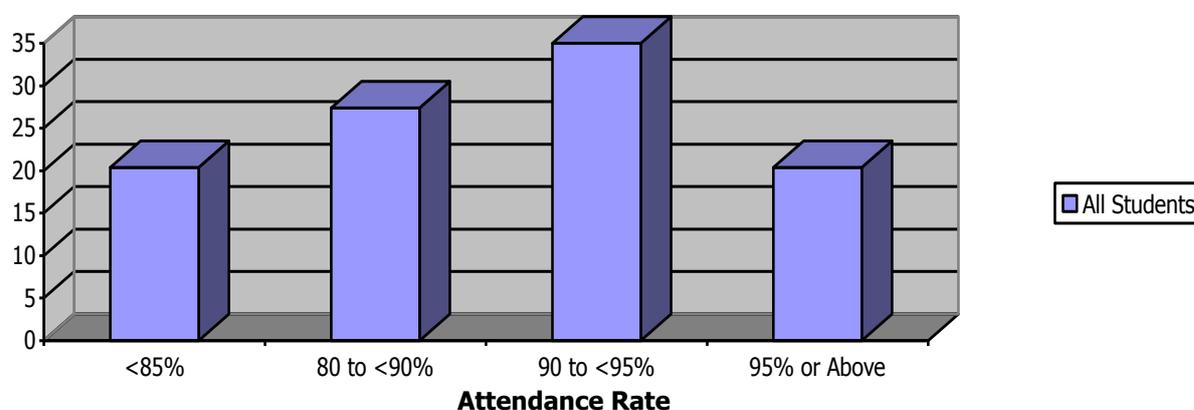
Student Attendance Rate for Each Year Level

Year 8	Year 9	Year 10	Year 11	Year 12
90%	86%	85%	87%	88%

Student Attendance Distribution

The proportions of students by attendance range.

% of Students



How Non-Attendance is Managed by the School

Non-attendance is managed in state schools inline with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State School, which outline processes for managing and recording student attendance and absenteeism.

The school uses an electronic marking system and it sends automatic text messages to the parent/carer of any absent students by mid-day each day. Education Queensland policies are followed for persistent or long-term unauthorised absences.

National Assessment Program – Literacy and Numeracy (NAPLAN)

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>

To access our NAPLAN results, go to the above website for My School. 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

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Bundaberg North State High School reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9 NAPLAN's tests are as follows:

Domain	Measures	Year 9 2011
Reading	Average score for the school	559
	Average score of statistically similar schools	555
	Average score for Australian schools	580
	For the school the percentage of students at or above the national minimum standard	88%
Persuasive Writing	Average score for the school	561
	Average score of statistically similar schools	528
	Average score for Australian schools	566
	For the school the percentage of students at or above the national minimum standard	80%
Spelling	Average score for the school	563
	Average score of statistically similar schools	555
	Average score for Australian schools	581
	For the school the percentage of students at or above the national minimum standard	86%
Grammar and Punctuation	Average score for the school	546
	Average score of statistically similar schools	542
	Average score for Australian schools	572
	For the school the percentage of students at or above the national minimum standard	81%
Numeracy	Average score for the school	565
	Average score of statistically similar schools	555
	Average score for Australian schools	583
	For the school the percentage of students at or above the national minimum standard	88%



Closing the Gap

The school has a well organised Indigenous cultural and academic program. In 2011, the gap between Indigenous and non-Indigenous students were 11%. The gap between indigenous and non-Indigenous apparent retention from Years 10-12 was 20%.

The school will continue a sharp focus on Indigenous attendance rates with a view to improving the gap between indigenous and non-Indigenous attendance.

In 2011, one of our indigenous students received the Young Achievers scholarship through St Lucia University. Indigenous teacher aides and a community education counsellor will continue to support students academically with a view to improving academic outcomes and planning for their future employment or training.



Apparent Retention Rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 student cohort was 78% in 2011.

Outcomes for Our Year 12 Cohort of 2011

Number of students receiving a Senior Statement	149
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students receiving an Overall Position (OP)	65
Number of students who are completing/completed a School-Based Apprenticeship or Traineeship	12
Number of students awarded one or more Vocational Education and Training qualifications	108
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	76
Number of students awarded a Queensland Certificate of Education at the end of Year 12	104
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of OP/IBD eligible students with OP1-15 or an IBD	60%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	90%
Percentage of Queensland Tertiary Admissions Centre applicants receiving an offer	96%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
5 (7.6%)	10 (15.3%)	24 (37%)	22 (33.8%)	4 (6.1%)

Vocational Educational Training Qualification (VET)

Number of certificates awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or Above
58	76	1

Certificate courses studied in 2011 cover the areas of business, hospitality, engineering, children services, furnishing and Information, Communication and Technology.

Post-School Destination Information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this report in September.

Early Leavers Information

During 2011, there were 135 early student leavers who disenrolled from North High.

53.3% of student enrolled in other schools or further education, 5.1% moved interstate, 2.2% moved overseas, 14% found employment, 16.2% left the school for unknown reasons and 8.8% had their enrolment cancelled.

***** Include mention of the school's approach to managing early leavers.**

Added Value

2011 Literacy

Literacy continued to be a major priority in 2011. With a total of \$45,957 expended. The school contributed \$20,705 in addition to the Literacy Enhancement Grant of \$27,252 to support a wide variety of school initiatives aimed at students at risk because of low literacy and numeracy skill levels.

Literacy funds contributed to:

- A Personal Education Program for students at risk in Year 9 and Year 10.
- Resources for support classes in English, mathematics and SOSE.
- Purchase of additional teacher aide hours to provide in-class assistance for students in need of learning support.
- Active support for Indigenous Education.

VET Training

VET funding of \$9,241 was fully expended. This was utilised in a variety of ways to support the courses offered to students.

These courses include:

- Certificate II Business
- Certificate I Engineering
- Certificate I Furnishing
- Certificate I Hospitality
- Certificate II Hospitality
- Certificate I Information Technology
- Certificate II Information Technology
- Certificate I Information, Digital Media and Technology
- Certificate II Information, Digital Media and Technology
- Certificate II Visual Arts and Content Crafts
- Certificate II Visual Arts and Contemporary Craft
- Certificate II Visual Arts

In 2011, 176 VET qualifications were issued to North High students and 8 students undertook courses but hadn't completed their VET qualifications at the end of the year.

