

Bundaberg North State High School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 7358 Bundaberg North 4670
Phone	(07) 4130 0222
Fax	(07) 4152 5213
Email	principal@bundnortshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr Ross Robertson : Principal

Principal's foreword

Introduction

I am pleased to provide you with a copy of the Annual Report for Bundaberg North State High School for 2014. This report highlights the growing quality of this school and its commitment to improving the outcomes for all students.

Bundaberg North State High School is one of the smaller High Schools in Bundaberg with just under 800 students. Being small means that students don't get lost in the crowd and our staff know students by name. The advantages gained by being small are enhanced by the school's supportive structures, such as the junior and senior behaviour and welfare teams, Relationships and Self Program [RAS], the school's social and emotional learning program, the student led award winning 'Better Buddies Anti-Bullying Committee' and the importance placed on creating and sustaining positive relationships across the school community from the Principal down. We believe that productive relationships are at the core of creating learning focused environments where students feel motivated and inspired to reach their potential.

Bundaberg North State High School maintains high academic expectations for all students believing that all students can learn and achieve. This begins with all students participating in the Career and Education Planning Program, My Big Picture, setting Academic Targets in each subject, reporting on their progress in Student led Parent Teacher Conferences and ongoing monitoring through the Senior Overall Achievement Review Program, SOAR. We want our students to achieve to their full potential by providing learning programs that meet the learning needs of all student. Such programs include academic extension opportunities in the application only Leading Extension Academic Program, LEAP or academic skill consolidation in foundation subjects or work skill development opportunities through the many vocational training programs or preparation for future University study through the tertiary education pathway.

This school also understands that student success is very much dependent on being able to access quality teaching. The built-in ongoing professional learning program which includes

growth coaching, instructional observation and feedback aims to ensure that every student has access to highly effective, researched based, deliberate and consistent instruction.

We are about building a learning focused culture, creating outstanding learners, producing outstanding achievements so our students can have an outstanding future. We are small safe and supportive working at being outstanding in all things that we do.

This report provides information on our 2014 performance which includes progress towards our goals and future outlook, the school profile, curriculum offerings, school climate, staff profile, school income and the performance of our students.

School progress towards its goals in 2014

In 2014 Bundaberg North State High School made great progress towards achieving its priorities and our vision of *Outstanding Students, Outstanding Achievements and Outstanding Futures*. Our results while not outstanding yet are heading in the right direction for the school to achieve this vision. I thank our staff who have worked hard to make many changes and motivate students to achieve to their potential in the past year. I also congratulate our students who have achieved success in 2014 as a result of these changes. Our notable achievements are outlined below.

1. Improved student outcomes with a focus on:

Literacy and numeracy improvement: The actions taken to improve student's literacy and numeracy skills have included: Revision and redevelopment of our 'Focused Literacy and Numeracy Improvement' program and Spot Lit, creation of literacy and numeracy coaches, participation in the regions *Success School* program, development of faculty literacy mentors and faculty literacy plans. This has resulted in improved NAPLAN results with Year 9 students achieving 97% above national minimum standards for numeracy which was 3 % above the nation's performance as well as significant improvements being made in all areas of literacy.

Differentiation including setting and attaining of achievement targets: A new academic target setting program was implemented this year which assisted students to work at improving their academic performance with the support of their teachers. The program also assisted students to identify their strengths and weaknesses and helped teachers to meet the individual learning needs of students. A review of this program at the end of semester one indicated that it was highly supported by both students and parents. This program has contributed to a 99% pass rate in Year 12 Mathematics and a 96.4% pass rate in Year 12 English as well as a number of other remarkable Year 12 performances.

Strengthening vocational education: Our desire to increase the range of vocational opportunities for our students was achieved through the introduction of the Certificate I in Construction course, students accessing programs provided by TAFE, students taking up school based traineeships and participating in work experience. 91% of our Year 12 students completed Year 12 with some type of vocational qualification.

Continued implementation of Year 4 to 12 LEAP: The LEAP program has been offered every term to students in our feeder schools with high levels of praise from students, parents and feeder schools. The program has continued in the school with Year 9 being added, with all students producing very good results.

Improved attainment of Queensland Certificate of Education: Monitoring of students' progress towards a QCE in Year 11 and 12 was unrelenting during 2014. This coupled with our target setting program and the setting of high expectations of students in regards to academic

performance and behaviour has resulted in ongoing improvement in the attainment of QCE's. In 2012 64% of students attained a QCE and in 2014 78% of Year 12 students achieved a QCE.

QCS and OP performance improvement: An OP Action Group was formed in 2014 to work with students and faculties to support the improvement of our OP results. This group of interested teachers have mentored students and worked with their respective faculties to bring about improvement. 88% of students achieved C or better on the QCS test and 88% of students achieved a 15 or below OP in 2014 which is a significant improvement on previous years.

Attendance improvement: Despite our efforts to improve the attendance of students our attendance rates have not improved. Clearly improved attendance will have an impact on all student outcomes and the school will continue to work at improving our attendance rate so that it matches the 95% benchmark.

2. Building teacher capacity through:

The development of a consistent Teaching and Learning Framework: Throughout the year our staff continued to develop and implement the *Art and Science of Teaching* which saw staff participate in many hours of professional learning focused on creating a common language, interacting on instruction in an Instructional Professional Learning Community and observing the teaching of other staff in instructional rounds.

3. **Getting ready for secondary school with focus on increased market share of enrolments:** Our Year 7 program has been developed in response to the learning needs of our students. A flexible program focused on creating positive relationships and literacy and numeracy improvement was developed. Our Year 7 teaching team completed many days of planning in preparation for the arrival of year 7's in 2015.

Future outlook

Our vision as indicated above is to create Outstanding Learners, Achievements and Futures for all students. At the centre of these outcomes is boosting the number of students post Year 12 participating in trade level training, university study or there equivalent from 30 to 50%.

Our 2015 School priorities are outlined below;

1. Improved student outcomes with a focus on:

- Continued literacy and numeracy improvement
- Continued differentiation including setting and attainment of achievement targets
- Continuing to strengthen vocational education
- Continued implementation of Year 4 to 12 LEAP program with a goal of growing the senior school program.
- Continued improvement in the attainment of the Queensland Certificate of Education
- Continued QCS and OP performance improvement.
- Implementation of an Education and Career Planning framework including Student Led Conferences.
- Attendance improvement.

2. Building teacher capacity through:

- The development of a consistent Teaching and Learning Framework including teacher observation and feedback aligned to literacy and numeracy teaching strategies.
- Continued participation in Instructional Professional Learning Communities
- Development of classroom profiling, growth coaching, classroom observation and feedback
- Implementation of revised Performance Development Plan for staff.

3. Successful implementation of Year 7 in Secondary School with a focus on:

- Student outcomes: achievement, attendance and behaviour
- Parent satisfaction with the Year 7 program



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	867	436	431	88%
2013	812	407	405	89%
2014	755	381	374	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Bundaberg North State High School is a co-educational state school which in 2014 offered Year levels 7-12. North High caters for the full range of students - from students who want to enter the workforce to students with tertiary aspirations.

North High had 755 students enrolled in August 2014 and had an enrolment continuity of 90 %. The total enrolment figures were made up of 374 males and 381 females. Enrolments have declined in recent years but have stabilized with the introduction of Year 7 in 2015. Approximately 50% of students complete their primary education in small rural schools.

In 2014, the school had 64 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 and 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 with specific disabilities. These students are integrated into mainstream classes or are on Individual Curriculum 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.

The school operates a vertical care structure with Junior and Senior groupings, 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 junior years and change for

their senior years. This provides the opportunity for strong, productive relationships to be developed between students and their RAS teacher. This structure also allows students to develop their leadership skills with the roll class as they progress from Year 8 to the senior years of schooling.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	22
Year 11 – Year 12	18	20	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	119	170	234
Long Suspensions - 6 to 20 days	26	33	7
Exclusions [#]	4	1	2
Cancellations of Enrolment	8	2	2

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

In the junior school a program of structural differentiation is offered where students based on their academic ability participate in Foundation, Core and Extension classes. Students in these classes are provided with differing levels of scaffolding, support, challenge and in some cases different curriculums to meet their learning needs.

A year 7 to 12 Leading Extension Academic Program [LEAP] is offered to students by application. This program aims to create a cohort of high achieving students who are provided with challenging learning experiences. The program also reaches into years 4 to 6 in our primary feeder schools where potential LEAP students are invited to participate in days of excellence. In partnership with Bundaberg State High School and Kepnock State High School, the school funds an off campus, Access to Pathways program called JETS Jobs, Education, Training, and Support for students at risk of disengaging from education which aims to re-engage students with schooling, employment or trade training. 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 Registered Training Organisations and other agencies to offer an extended range of options to students. Year 11 and 12 students also have access to trade training through the East Coast TAFE Schools program. Across all year

levels, the Relationships and Self (RAS) curriculum provides education in areas as such drug education, sun safety, harm minimization, human development, attributes of good citizens. Attributes of good citizenship are instilled in students through a range of activities. The largest of these are blood donations and donations of food to the Salvation Army's "Appeal for Christmas".

Extra curricula 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 are made available to students by staff who offer their time and expertise on a voluntary basis outside normal school hours. Events in 2014 included;

- Our instrumental music students played at a variety of community events throughout the year.
- A very successful Arts Night showcasing dance, music, drama and art was held in October.
- 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, participation in the Peer Mediation Program, Better Buddies Anti-Bullying Student Committee and the school's student environment group; the Planeteers.
- In alternate years, the school produces a musical and enters into cultural productions. In 2014 the school produced and performed the musical "Xanadu" showcasing the talents of students from Years 8-12. 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 2014, students were selected in Wide Bay teams, students were selected in State teams and 1 student was selected in an Australian team.
- For the seventh year, a team of Year 10 students entered the Wide Bay District Science and Engineering Challenge.
- 2014 our Aboriginal and Torres Strait Islander 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 continued to expand in 2014. In Years 9 to 12 the school has a ratio of one computer to every student with Year 11 and 12 students having access to their own laptop as part of the school's Take Home laptop program. In 2014 this was expanded to include Year 8 and 9 LEAP students. The school now has ICT and internet connection into all classrooms to improve research and learning activity connection, for all students. In 2014 planning also commenced in preparation for a Bring Your Own Device Program to be implemented in 2015.

In 2014, the school received \$18,899 from the ICTs for Learning Grant and \$78,083 were expended for ICT for Learning. This included funds from this grant and general school funds. All of these funds were used to pay for:

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

All staff teachers have been provided with their own laptop and the school holds a “Click View” licence 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 with group of staff referred to as “Paperclips” dedicated to supporting teaching staff to expand their use of ICTs.

Social Climate

The Vision of Bundaberg North State High School values Respect, Responsibility, and the Right to Learn in a Safe and Supportive Environment. This is achieved through a number of strategies which include:

- A culture of high behaviour expectations and academic performance with clear responses and consequences for inappropriate behaviour as well as intervention to support students who may be under-achieving.
- A Responsible Behaviour Plan is collaboratively developed with the school community.
- A matrix of behaviour expectations supported by behaviour lessons taught in RAS.
- A research-based teaching and learning framework called the Art and Science of Teaching.
- Junior school and senior school behaviour teams consisting of Year Level Co-ordinators, Heads of Department and Deputy Principals. These teams are the cornerstone of a process of timely identification of concerns and early notification of parents for individual students as well as analysing behaviour data to identify trends and develop appropriate whole school or year level responses.
- A comprehensive proactive and reactive anti-bullying strategy that includes a staff and student anti-bullying committee called “Better Buddies” that regularly presents strategies to deal with bullying.
- A student services team that consists of the school chaplain, school nurse, Guidance Officer and a Youth Support Co-ordinator, Year Level Co-ordinators, Head of Departments Junior and Senior School, and a Deputy Principal who provide a range of additional counselling, case management and support to students.
- A system of student rewards called “Reach for the Sky” which are presented each term in recognition of outstanding behaviour effort, attendance and academic achievement.

In 2014 parent satisfaction levels varied compared with 2013 with some showing improvement and others showing some decline. This varied result was most likely due to the size of the sample with only thirty parents responding to the survey making the data unreliable, particularly compared to the consistently high levels of satisfaction expressed by both students and staff and locally collected data. Student satisfaction levels however maintained the consistent improvement experienced in 2013 with most areas recording a high level of satisfaction. Staff satisfaction levels were also high with most satisfaction levels above 80%. In

2015, the school will focus on engaging more parents in school decision- making and their students learning as well as increasing the numbers of parent participating in the School Opinion Survey.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	89%	86%	77%
this is a good school (S2035)	89%	86%	75%
their child likes being at this school* (S2001)	89%	86%	87%
their child feels safe at this school* (S2002)	84%	86%	90%
their child's learning needs are being met at this school* (S2003)	94%	71%	73%
their child is making good progress at this school* (S2004)	68%	71%	77%
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)	83%	86%	72%
teachers at this school motivate their child to learn* (S2007)	83%	71%	77%
teachers at this school treat students fairly* (S2008)	72%	80%	71%
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)	95%	86%	79%
this school takes parents' opinions seriously* (S2011)	89%	71%	61%
student behaviour is well managed at this school* (S2012)	78%	71%	68%
this school looks for ways to improve* (S2013)	94%	100%	82%
this school is well maintained* (S2014)	82%	86%	87%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	79%	89%	94%
they like being at their school* (S2036)	75%	90%	89%
they feel safe at their school* (S2037)	81%	91%	92%
their teachers motivate them to learn* (S2038)	68%	88%	92%
their teachers expect them to do their best* (S2039)	95%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	67%	85%	88%
teachers treat students fairly at their school* (S2041)	60%	80%	79%
they can talk to their teachers about their concerns* (S2042)	62%	75%	75%
their school takes students' opinions seriously* (S2043)	56%	84%	87%
student behaviour is well managed at their school* (S2044)	41%	80%	82%
their school looks for ways to improve* (S2045)	81%	92%	95%
their school is well maintained* (S2046)	65%	92%	90%
their school gives them opportunities to do interesting things* (S2047)	76%	90%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		99%	87%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		81%	84%
students are encouraged to do their best at their school (S2072)		96%	99%
students are treated fairly at their school (S2073)		94%	91%
student behaviour is well managed at their school (S2074)		82%	91%
staff are well supported at their school (S2075)		85%	77%
their school takes staff opinions seriously (S2076)		81%	79%
their school looks for ways to improve (S2077)		97%	95%
their school is well maintained (S2078)		86%	86%
their school gives them opportunities to do interesting things (S2079)		89%	86%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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;
- Active encouragement of 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;
- Classroom teacher regularly emails keeping parents informed of class learning progress;
- Participation in working parties to review specific parts of the school's operations;
- Parents are provided with opportunities to attend a "Meet the Teachers" barbeque in Term One;
- Parents formally contribute to school operations through the Parents and Citizens Association;

Reducing the school's environmental footprint

The school has continued a commitment to reduce its environmental footprint in 2014 by:

- Continued use of water efficient taps and toilet flush systems.
- A school-wide approach to use of lights, fans and air conditioners only when required.
- Use of council recycling bins where applicable.
- Identification and repair of a major water leak in the schools water supply.

These measures have produced some pleasing results but reductions in the usage of water and electricity are still required. 2015 will be used to ensure that all strategies to reduce our carbon foot are applied consistently. The table below outlines results.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	326,891	6,480
2012-2013	335,408	16,441
2013-2014	345,827	0

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

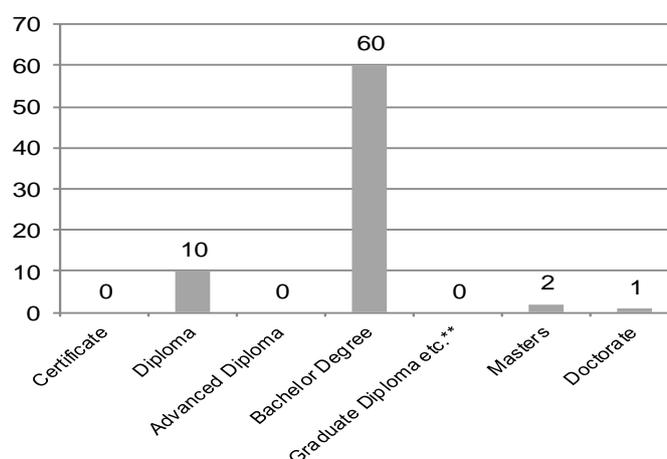
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	73	41	5
Full-time equivalents	67	27	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	10
Advanced Diploma	0
Bachelor Degree	60
Graduate Diploma etc.**	0
Masters	2
Doctorate	1
Total	73



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were: \$ 56,000

The major professional development initiatives are as follows:

- Junior Secondary Teaching Team Development
- Literacy Teaching Skills Development
- Australian Curriculum Implementation
- Integration of Information communication technology through paperclip program
- Instructional Leadership Development
- Instructional professional learning communities
- Classroom Observational Rounds
- Classroom Profiling
- Compulsory Training: Code of Conduct, Student Protection,
- Data Analysis, Review and Teaching Response.
- Essential Skills for Classroom Management.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 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/>.

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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	86%	87%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

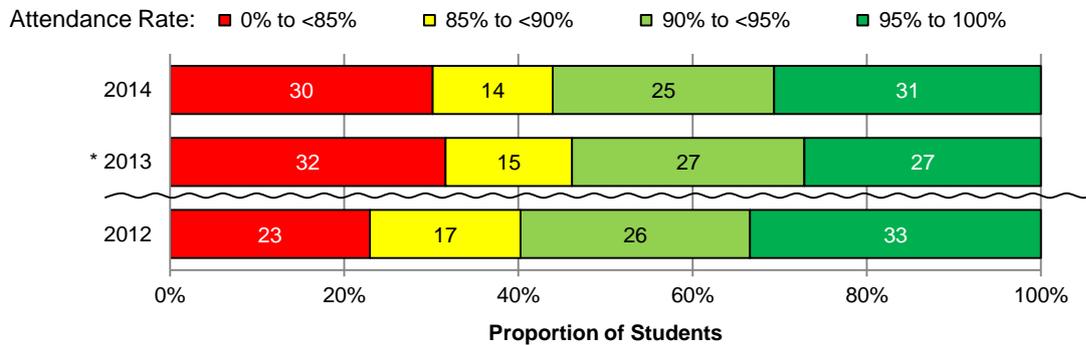
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								91%	89%	88%	88%	90%
2013								89%	85%	85%	85%	86%
2014								91%	87%	85%	86%	88%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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.

Attendance at Bundaberg North State High School is managed using the following proactive and reactive processes and procedures.

Proactive process and procedures include:

- Development of a positive school culture highlighted in the school climate section of this report.
- The maintenance of high expectations of school attendance through setting of a 95% attendance target and regular discussion of attendance expectations, impact of non-attendance and progress towards the attendance target by the Principal in the school newsletter.
- Development of positive home school relationships through regular email contact, support for absent students and celebration of student success.
- Early intervention of chronic student absences
- Reward system for 100% attendance

Reactive processes and procedures include:

- Student class rolls are marked every lesson electronically in ID Attend.
- This information is then collated and absence details are sent to staff via email each morning after period 1. Parents are notified of their student's absence via text message each day.
- For 1 to 2 days of absence in each RAS Lesson, the RAS teacher chases student absentees.
- For 3- 5 days of absence each week Year Level Coordinators, speak to students and phones home to gain an explanation of the absences.
- For 6-10 days of absence each week the HOD Junior/ Senior school, phones home and asks for explanations of absences.
- For 11 days or more of absence each week the DP Junior/Senior school phones home and asks for explanations of absence.

The above processes are also supported by a Full-Time Attendance Officer who on a daily basis, follows up all unexplained absences, identifies at-risk students, provides trend data and collates attendance reports.

In individual cases of ongoing non-attendance by students a case management approach is adopted with the level and type of interventions determined on the needs of the students. This intervention may include support from our student services team, development of an alternative timetable, referral to alternative programs like Impact and Jets and in some cases assistance to transition into employment or another education and training provider.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, 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.

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.

Achievement – Closing the Gap

The school has a well organised Indigenous cultural and academic program and is achieving a degree of success. In 2014, the gap between the attendance rate of indigenous and non-indigenous students was 6.1% compared to 10.6% in 2013. While this was an improvement in performance the gap however between indigenous and non-indigenous students apparent retention from Years 10-12 has declined with a 31.8% gap in 2014 compared to -16.4% in 2013. The size of the group is a factor in the large difference with one student representing 12.5% of the Year 12 group in 2014.

The school will continue to have a sharp focus on indigenous attendance and retention rates utilizing the successful strategies used in 2013 and a whole school approach to improving all student's rates of attendance. Indigenous teacher aides and a community education counsellor provide specific academic support to indigenous students to assist in improving academic outcomes and planning for the student's future employment, training or tertiary study which has had a very positive impact on the Indigenous retention rates. Students are also supported by our proactive approach to improving

student academic performance and disengagement outlined above.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	76%	76%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	147	131	143
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	55	51	50
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	7	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	97	93	89
Number of students awarded an Australian Qualification Framework Certificate II or above.	63	59	48
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	94	93	112
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	65%	88%
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.	87%	89%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	100%	95%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	8	11	23	13	0
2013	8	9	16	16	2
2014	3	18	23	6	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	60	61	5
2013	66	58	4
2014	73	41	12

As at 19 February 2015. The above values exclude VISA students.

Bundaberg North State High School Offers a large number of opportunities for students to achieve vocational education qualifications through a range of study delivery methods which include school based programs, school based apprenticeships and traineeships and community based programs through range of training providers such as East Coast TAFE. Provided below are details of the types of industry and qualifications that students at this school were able to access in 2014:

School Based Programs:

Certificate I in Furnishings, Certificate 1 in Engineering, Certificate I in Hospitality.

Certificate II: Hospitality, Certificate II: Visual Arts.

Certificate III: Community Services Child Care.

Microsoft Academy Qualifications

School Based Apprenticeships and Traineeships

Certificate II in Retail, Certificate II in Engineering, Certificate II in Horticulture

Certificate II in Hairdressing, Certificate II in Pharmacy Retail Assistant.

Certificate III in Hospitality, Certificate III in Retail, Certificate III in Plumbing

Certificate III in Business, Certificate III in Commercial Cookery, Certificate III in Warehousing.

Community Based Programs

Certificate I in Construction, Certificate II in Automotive, Certificate II Hairdressing

Certificate III in Fitness.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in years 10, 11 and prior to completing year 12 included enrolment in other schools or further education providers, interstate and overseas relocation and employment in an apprenticeship or general unskilled employment. Students at risk of leaving school early are identified as early as possible by school staff and are referred to the student services team including the Youth Support Co-Ordinator to provide appropriate intervention. This includes identification of barriers preventing students from succeeding at school, participation in school based programs aimed at addressing these barriers, referral to community agencies, participation in alternative programs like the JETS, Impact or the Tom Quinn Centre aimed at re-engaging students in learning, ongoing case management of individual students and participation in programs aimed at assisting to transition into employment or other education providers. The school works to ensure that early school leavers have access to another pathway and continue to engage in some form of education or training.