



# Bundaberg North State High School

*Outstanding Learners Outstanding Achievements  
Outstanding Futures*

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



Queensland  
Government

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## School Overview

Bundaberg North State High School is one of the smaller high schools in Bundaberg with just 750 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', the My Big Picture Plan, a career and education planning program which incorporates Student Led Conferences, 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 students participating in the Career and Education Planning Program, My Big Picture, setting academic targets in each subject and reporting on their progress in Student Led Conferences. Ongoing monitoring occurs through the Senior Overall Achievement Review Program (SOAR). We want our students to achieve to their full potential by providing programs that meet the learning needs of all students. Such programs include academic extension opportunities in the application-only Leading Extension Academic Program, (LEAP), academic skill consolidation in our individual curriculum programs or work skill development opportunities through the many vocational training programs and 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 and 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 and 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.



## Principal's Foreword

### Introduction

I am pleased to provide you with a copy of the Annual Report for Bundaberg North State High School for 2016. This report highlights the growing quality of this school and its commitment to improving the outcomes for all students.

#### **School progress towards its goals in 2016**

In 2016 Bundaberg North State High School made great progress towards achieving its priorities and our vision of *Outstanding Learners, Outstanding Achievements and Outstanding Futures*. Our results in many areas were outstanding with others heading in the right direction for the school to completely achieve its vision. I thank our staff who have worked hard to make many changes and have motivated our students to achieve to their potential in the past year. I also congratulate our students who have achieved success in 2016 as a result of these changes. Our notable achievements are outlined below.

**Literacy and numeracy improvement:** The actions taken to improve student's literacy and numeracy skills have included: The continued impact of our Master Teacher, continuation of our literacy and numeracy coaches and school success team, further development of literacy and numeracy warm-ups, improving the variety, collection and analysis of data including PAT Maths, Reading and the North Coast Diagnostics, working with cluster feeder schools through

our Bridging the Gaps program to work towards creating a Prep to 12 approach to Literacy and Numeracy Development and the continued introduction of a common approach to the teaching vocabulary and reading comprehension. This has resulted in improved NAPLAN results with 21 out of 30 with measures being similar to the nation's performance across Year 7 and 9 including all students in the upper two bands across all measures and test elements [Reading, Writing, Spelling, Grammar and Punctuation and Numeracy].

Our ongoing strengthening of student's literacy and numeracy skills across the whole school is also reflected in our senior school results in English and Mathematics:

**Mathematics [Sound or better]:** 99% pass rate with 99% of students meeting the numeracy standard for the QCE.

**English and English Communication [Sound or better result]:** 99% pass rate with 99% of students meeting the numeracy standard for the QCE

**Differentiation including setting and attaining of achievement targets:** The Academic Target Setting Program has continued this year which again has assisted students to work at improving their academic performance with the support of their teachers. The program supports students to identify their strengths and weaknesses and helps teachers to meet the individual learning needs of students. Both students and parents continued to be highly supportive of the program which has contributed to the ongoing improvement of the school's A to C data which has moved from 69% in semester one 2013 to 83% in semester one 2016.

**Strengthening vocational education:** Our desire to increase the range of vocational opportunities for our students was achieved through increased student participation in the Allev8 and Gener8 programs, students accessing programs provided by East Coast TAFE, maintaining our partnerships with Blue Dog Training and Blueprint Training to deliver Certificate II in Hospitality and Engineering courses, students taking up school based traineeships and participating in work experience with 98% of our Year 12 students completing some type of qualification.

**Continued implementation of Year 4 to 12 LEAP:** The LEAP program has been offered every term to students in our feeder schools through the Days of Excellence Program with high levels of praise from students, parents and feeder schools. The program has continued in the school with Year 11 being added with a focus on mentoring, coaching and aspiration building.

**Improved attainment of Queensland Certificate of Education:** Monitoring of students' progress towards a QCE in Year 11 and 12 has been unrelenting again during 2016 as we continued to strengthen our monitoring and support program. This, coupled with our Target Setting Program, the continued introduction of the My Big Picture Plan; Career and Education Plan and Student Led Conferences as well as the setting of high expectations for 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 which has continued to improve with the school achieving a 93.5% QCE attainment rate.

**QCS and OP performance improvement:** The OP Group has continued to work with students and faculties to support the improvement of our QCS and OP results this year. This group of interested teachers have mentored students and worked with their respective faculties to bring about improvement. As a result of this work our QCS performance in the past 3 years has been at an average of 81.5 % of OP eligible students achieving OP 15 or below.

**Attendance improvement:** Our effort to improve the attendance of students has been rewarded with a slight improvement in our attendance rates. Clearly in regards to attendance as a school community we still have a way to travel before we match the 92% benchmark. Together as a school community we will continue to work at this to ensure all students reach their full potential.

**Building teacher capacity through the development of a consistent Teaching and Learning Framework:** Throughout the year our staff have continued to develop and implement the Art and Science of Teaching with a focus on developing the higher order thinking skills of our students which has seen staff participate 6 hours of professional learning focused on creating a common language, at least 8 hours of interacting on instruction in an Instructional Professional Learning Community, and at least 2 hours of observing the teaching of other staff in instructional rounds. In addition to this the majority of staff have participated in classroom profiling-an observation and feedback process focused on classroom management.

We have again moved closer to our vision of *Outstanding Students, Outstanding Achievements and Outstanding Futures* which has been the result of our highly committed and dedicated staff. I thank them for their hard work, willingness to change their practices to get better outcomes and their motivation of students to achieve to their potential.



## Future outlook

Our vision continues to be focused on creating *Outstanding Learners, attaining Outstanding Achievements and achieving Outstanding Futures* for all students with an absolute commitment to boosting the number of students post Year 12 participating in trade level training, university study or equivalent from the current 30%.

Our 2017 School Explicit Improvement Agenda is as outlined below:

- **Reading:** Improving reading comprehension with the continued implementation of the Sheena Cameron Reading Strategies in all year levels of English, strengthening of the whole school focus on the Question Answer Response reading strategy and the continued development of a whole school reading program.
- **Writing:** Improving the quality of student writing across the school with the strengthening of whole school consistent teaching and learning strategies which include: 7 Steps to Writing Success contextualized for each key learning area, writing warm-ups, a common correction system and a common system of student feedback related to writing.
- **Numeracy: Improving the performance by students in the areas of** number and problem solving through the strengthening of Numeracy Warm-Ups and the use of Numeracy Diagnostics to identify learning gaps and guide teaching.

Our success will be measured by at least 85% of students achieving 'C' results or better in all of their subjects as well as the achievement of a performance on NAPLAN that is similar to the nation or better.

In addition to these items we will continue to be measured by and focused on achieving a 92% attendance rate or better for all students, attaining a 95% QCE attainment rate or better, 85% of students at least achieving less than an OP 15, increasing the percentage of students in a Certificate III or above post school pathway as well as growing our use of Information Communication Technology in redefining learning environments to align with best practice.



# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	755	381	374	70	90%
<b>2015*</b>	781	380	401	65	87%
<b>2016</b>	722	337	385	69	87%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Bundaberg North State High School is a co-educational state school which in 2016 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 722 students enrolled in August 2016 and had an enrolment continuity of 87 %. The total enrolment figures were made up of 385 males and 337 females. Enrolments have declined in recent years due to the half cohort that entered the school in 2015 but are predicted to rise in future years. Approximately 50% of students complete their primary education in small rural schools.

In 2016, the school had 69 Aboriginal and Torres Strait Islander students. The school is supported by a Community Education Counsellor and is committed to working with the community and other organizations to support Indigenous students achieving their potential. Bundaberg North State High School strives to promote the atmosphere of "one school and one community". We hold high expectations of all students and expect them to take responsibility for their education and personal well-being in a supportive and safe school environment. Opportunities are provided for students to engage meaningfully in academic and cultural activities.

A Special Education Program assists students with specific disabilities. These students are integrated into mainstream classes or participating Individual Curriculum Programs tailored to meet their needs. 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 personal development program called Relationships and Self (RAS). The junior groupings consist of Years 7, 8 and 9 students while the senior groupings consist of Years 10, 11 and 12 students 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 7 to the senior years of schooling.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	22	24
Year 11 – Year 12	19	18	16

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Bundaberg North State High School's unique curriculum delivery is characterized by the following features:

- **Junior school curriculum programs:** Structural differentiation is offered in the junior school where students based on their academic ability participate in the Individual Curriculum Program, consolidation and extension and LEAP 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.
- **LEAP:** 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.
- **Individual Curriculum Programs:** Students with specific learning needs that prevent them from working at the same curriculum level as their cohort, are able to work at a curriculum level that matches their academic development. This allows them to enjoy success and develop their skills at rate relevant to their capacity. This program has had a positive impact on all students and their families with students finding schooling a more engaging and positive experience.
- **Year 7 Curriculum Program:** Our Year 7 program is based around one teacher delivering the core subjects of English, Mathematics, Science and History where staff have discretion, based on the needs of students to spend extra time in curriculum areas where students may need to strengthen their skills, particularly in the areas of literacy and numeracy. This approach has led to some very strong results from our Year 7 students.
- **School Based Apprenticeships and Trade Training:** The school continues to undertake a considerable amount of work in the areas of traineeships and school-based apprenticeships, 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.
- **Relationships and Self:** Across all year levels, the RAS curriculum provides education to develop students interpersonal and leadership skills and as well as leadership opportunities, to build upon personal, career and academic goals and develop the capacity and skills of students to enhance learning.
- **JETS:** 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.

### Co-curricular Activities

North High 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. Programs and opportunities in 2016 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, Readers Cup and the Titration Competition.
- An elected Student Council that includes a Junior Council, is led by School Captains chosen by their peers. The Student Council provides some 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.
- 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 that include citizenship, cultural and sporting 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 2016 28 students were selected in Bundaberg District Teams, 10 students were selected in Wide Bay teams and 1 student was selected in a State team.
- In 2016 our Aboriginal and Torres Strait Islander dance group performed at a variety of school and community events.



### How Information and Communication Technologies are used to assist learning

The use of information communication technologies as a teaching and learning tool continued to expand in 2016 with the introduction of our Bring Your Own Device program. This was embraced positively by all families with 80% of students either owning a device or hiring from the school. The school has ICT and internet connections in all classrooms which supports student learning through access to a variety of learning tools. In 2016 the use of our internet connection was expanded with all subject areas developing Virtual Classrooms which has enabled some changes to the way in which students learn. This has increased student access to the learning environment creating greater levels of engagement in their learning.

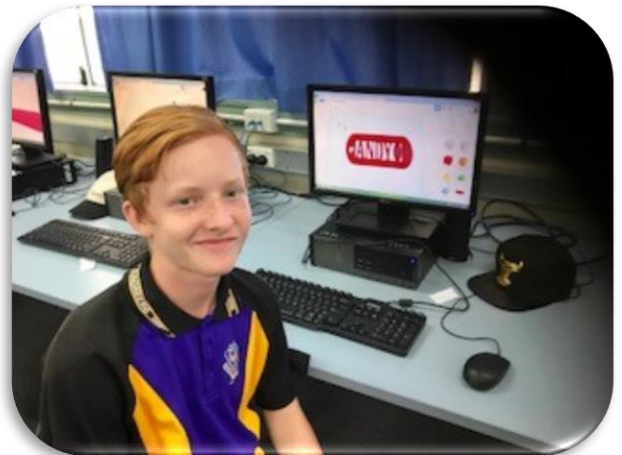
In 2016, the school received \$ from the ICTs for Learning Grant and \$ was spent on improving learning for ICT's, this included funds from this grant and general school funds. These funds were used predominantly to support the implementation of the school's BYOD program. Please find below a table detailing the school's expenditure on Information Communication Technology for 2016.

Item	Expenditure
<b>ICT technician</b>	<b>\$78,344.34</b>
<b>Infrastructure</b>	
Data Projectors and associated items (plates, cabling, whiteboards to suit)	\$44,936
Centre Of network Upgrade	\$33,000
Laptops	\$7,250



Cabling	\$1,315
Miscellaneous (hard drives, power supply's, etc)	\$1,660
<b>Total</b>	<b>\$88,160</b>
<b>Software</b>	
ID Attend	\$1,950
ClickView	\$6,011
MovieZu	\$3,240
Oliver	\$1,501
Ecopy sharescan	\$604
Survey Monkey	\$297
PTO	\$1,250
<b>Total</b>	<b>\$14,853</b>
<b>Consumables</b>	
Keyboards (tablets, desktops)	\$1,670
Printer Toners/repairs	\$4,464
Miscellaneous items	\$2,801
<b>Total</b>	<b>\$8,935</b>
<b>Grand Total</b>	<b>\$190,293</b>

The school is focused on growing the use of ICTs across all of its operations in enabling the capacity of the school to deliver learning in an engaging and efficient manner. In order to support this goal a significant investment of funds has been made by the school into this resource and in addition to this a group of staff referred to as "Paperclips" are dedicated to supporting teaching staff to expand their knowledge and application of ICTs.



## Social Climate

### Overview

The values of Bundaberg North State High School include 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 has been 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 Coordinators, 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 Coordinator, Year Level Coordinators, Heads of Department - 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.

The effectiveness of these programs in providing a safe and supportive environment is reflected in the strong satisfaction levels of parents and students. Data from our 2016 Parent and Student School Opinion Survey suggests that we have got this right, where in 2016 93.3% of students and 91.8% of parents reported feeling safe or their children feeling safe at school. A further 94.4% of students and 93.6% of parents reported that they or their children were getting a good education at North High. In addition to this both parents and students also shared the opinion that North High is a good school with 87.2 % of parents and 87.5% of students in agreement with this statement. This is strong evidence of the impact of the school’s programs aimed at supporting students to feel safe and comfortable and achieve to their potential.

## Parent, student and staff satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	77%	94%	94%
this is a good school (S2035)	75%	90%	87%
their child likes being at this school* (S2001)	87%	89%	89%
their child feels safe at this school* (S2002)	90%	92%	91%
their child's learning needs are being met at this school* (S2003)	73%	89%	89%
their child is making good progress at this school* (S2004)	77%	94%	98%
teachers at this school expect their child to do his or her best* (S2005)	93%	98%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	72%	89%	87%
teachers at this school motivate their child to learn* (S2007)	77%	89%	89%
teachers at this school treat students fairly* (S2008)	71%	85%	82%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	89%
this school works with them to support their child's learning* (S2010)	79%	88%	89%
this school takes parents' opinions seriously* (S2011)	61%	85%	82%
student behaviour is well managed at this school* (S2012)	68%	82%	77%
this school looks for ways to improve* (S2013)	82%	92%	89%
this school is well maintained* (S2014)	87%	87%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	88%	94%
they like being at their school* (S2036)	89%	88%	90%
they feel safe at their school* (S2037)	92%	88%	93%
their teachers motivate them to learn* (S2038)	92%	90%	88%
their teachers expect them to do their best* (S2039)	99%	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	86%	90%
teachers treat students fairly at their school* (S2041)	79%	79%	79%



Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	75%	79%	79%
their school takes students' opinions seriously* (S2043)	87%	80%	82%
student behaviour is well managed at their school* (S2044)	82%	75%	82%
their school looks for ways to improve* (S2045)	95%	97%	92%
their school is well maintained* (S2046)	90%	84%	91%
their school gives them opportunities to do interesting things* (S2047)	87%	85%	89%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	87%	85%	85%
they feel that their school is a safe place in which to work (S2070)	97%	93%	95%
they receive useful feedback about their work at their school (S2071)	84%	71%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	88%	84%
students are encouraged to do their best at their school (S2072)	99%	97%	96%
students are treated fairly at their school (S2073)	91%	89%	92%
student behaviour is well managed at their school (S2074)	91%	81%	81%
staff are well supported at their school (S2075)	77%	67%	74%
their school takes staff opinions seriously (S2076)	79%	54%	60%
their school looks for ways to improve (S2077)	95%	90%	87%
their school is well maintained (S2078)	86%	82%	92%
their school gives them opportunities to do interesting things (S2079)	86%	82%	88%

\* 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 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 Student Led Conferences used to report on student's progress towards achieving their Career and Education Plan.
- 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.
- Access to school staff to identify student need and seek response to students through: RAS Teachers, Year Level Coordinators, Junior and Senior School Heads of Department, Head of Special Education Services, junior and senior school Deputy Principals and Students Support staff including Guidance Officers, Youth Support Coordinator, Chaplain and School Based Youth Health Nurse
- Parent participation in the school's cultural activities – sewing costumes, assisting with fundraising.
- Parent/student/school Senior Education and Training Plan interviews for students moving from Year 10 into 11.
- Fortnightly newsletters.
- Classroom teacher regular emails to parents keeping them 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.

### Respectful relationships programs

North High takes a strong anti-violence stand in the resolution of conflicts and expects all school community members to uphold this value when dealing with conflict. We regularly promote message on assemblies and year level parades that "we do not use violence to solve our problems, we seek the support of an adult to solve our problems". To further sell this message the school has a number of proactive programs aimed at developing respectful relationships and personal safety as well as student support services that provide opportunities for students to report when they or others are feeling unsafe or abuse.

The proactive programs include:

- Relationships and Self Program which includes the teaching of content from the DET Respectful Relationships Program
- Peer mediation to assist with the resolution of student conflict
- The Better Buddies student led anti-bullying program
- Junior School anti-bullying and harassment workshop
- Year 11 Betterman Program

Student Support Services that include:

- Welfare committee
- Guidance Officers
- School Based Youth Health Nurse
- Chaplain
- Youth Support Coordinator
- Year Level Coordinators

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	234	275	285
Long Suspensions – 6 to 20 days	7	6	10
Exclusions	2	3	1
Cancellations of Enrolment	2	7	3

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental footprint

### Reducing the school's environmental footprint

The school has continued a commitment to reduce its environmental footprint in 2016 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.



These measures have produced some pleasing results but ongoing reductions in the usage of water and electricity are still required. 2017 will be used to ensure that all strategies to reduce our carbon footprint are applied consistently. The table below outlines results.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	345,827	0
2014-2015	343,073	
2015-2016		

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.

## 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 <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

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

# Our Staff Profile

## Workforce composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	79	40	5
Full-time Equivalents	74	28	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	
Bachelor degree	63
Diploma	9
Certificate	2

\*Teaching staff includes School Leaders

\*\*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 2016 were \$65,500

The major professional development initiatives are as follows:

- Literacy teaching skills development including the development of literacy and numeracy warm-ups and reading strategies.
- QCAA curriculum development.
- Integration of Information Communication Technology through 'Paperclip' program including the development of virtual classrooms to support the BYOD ICT device program.
- Instructional leadership development for our PLC Leaders.
- Instructional Professional Learning Communities [PLC's] supporting the development of the school teaching and learning framework.
- Classroom observational rounds to support the implementation of the school's teaching and learning framework.
- Junior Secondary teaching team development.
- Classroom profiling supporting teacher observation and feedback on classroom management.
- Growth coaching for Heads of Department to support their roles as performance coaches.
- Compulsory training: Code of Conduct, Student Protection, etc.
- Data analysis, review and teaching response.
- Essential skills for classroom management.

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.





## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	80%	83%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		NA	NA	NA	NA	NA	NA	NA	91%	87%	85%	86%	88%
2015		NA	NA	NA	NA	NA	NA	90%	90%	88%	84%	84%	90%
2016		NA	NA	NA	NA	NA	NA	90%	88%	87%	87%	85%	89%

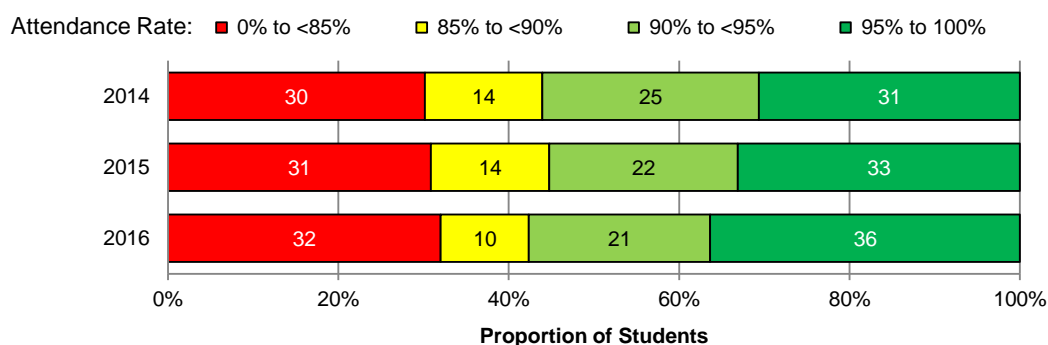
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

##### Student Attendance Distribution

The proportions of students by attendance range:





### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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 follows up student absentees.
- For 3-5 days of absence each week Year Level Coordinators speak to students and phone home to gain an explanation of the absences.
- For 6-10 days of absence each week the Head of Department Junior/Senior school, phones home and asks for explanations of absences.
- For 11 days or more of absence each week the Deputy Principal 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 by 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 or Jets, and in some cases assistance to transition into employment or another education and training provider.

## NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Number of students receiving a Senior Statement	143	139	111	
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2	
Number of students receiving an Overall Position (OP)	50	51	41	
Percentage of Indigenous students receiving an Overall Position (OP)	0%	33%	33%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	9	17	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	89	85	71	
Number of students awarded an Australian Qualification Framework Certificate II or above.	49	70	61	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	112	131	102	

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	57%	67%	83%	
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.	88%	84%	71%	
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.	92%	98%	96%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	95%	97%	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	3	18	23	6	0
2015	9	11	23	8	0
2016	2	6	21	12	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	73	41	13
2015	43	65	15
2016	16	58	6

As at 3rd February 2017. 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 and delivery methods which included school based programs, school based apprenticeships and traineeships and community based programs through a 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 2016:

### School Based Programs

**Certificate I:** Furnishings, Engineering, and Hospitality.

**Certificate II:** Hospitality, Visual Arts.

**Certificate III:** Community Services Child Care.

### School Based Apprenticeships and Traineeships

**Certificate II:** Retail Services, Engineering, Horticulture, Hairdressing, Pharmacy Retail Assistant, Animal Studies.

**Certificate III:** Hospitality, Retail Operations, Agriculture, Hairdressing, Community Pharmacy, Business, Commercial Cookery, Warehousing Operations.

### Community Based Programs

**Certificate II:** Automotive, Hairdressing, Rural Operations, Engineering, Healthcare Support

**Certificate III:** Fitness, Transport and Logistics,

**Certificate IV:** Small Business

### Other

Microsoft Office Academy Qualifications.



### Indigenous student achievement – Closing the Gap

The school has a well organised Indigenous cultural and academic program and is achieving a degree of success. In 2016, the gap between the attendance rate of Indigenous and non-Indigenous students was 5.4 % 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 not seen a similar improvement with a 35.3% gap in 2016 compared to 37.3% in 2015. In addition to this 85% or 5 out of 6 Year 12 Indigenous students achieved a QCE in 2016. The size of the group is a factor in the large gap between the performance of Indigenous students and non-Indigenous students with one student representing 17% of the Year 12 group in 2016.



The school will continue to have a sharp focus on Indigenous attendance and retention rates utilizing the successful strategies that have been in place by:

- Maintaining parent engagement with student learning through the combined North High and North State School Parent group and utilize the support of community organizations.
- Successfully transitioning students from Primary school to secondary school through the continuation of the mentoring program for Year 6 students that includes Indigenous students from North High.
- Supporting students social and emotional needs through the Dance and Art Group and participation in the “ Better to Give Program” provided by WYLD Projects and Solid Sisters provided by Bridges.
- Developing students’ academic performance and successful transition from school to work or training through monitoring indigenous students’ academic performance, supporting full parent engagement in Student Led Conferences and participation in YAP, Solid Pathways and QATSIF Scholarships.
- Aiming to achieve a 90% attendance rate for all indigenous students through monitoring of student attendance and intervening with at risk students as well as rewards for students achieving their attendance goals.
- The employment of a full time Community Education Counsellor.
- Continued application of whole school strategies on attendance, academic growth and career and education planning.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	78%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	47%	44%	43%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school’s website in September.

The report will be available at:

<http://www.bundnortshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### **Early leaver's information**

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

The destinations of these young people 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 Coordinator 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 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 in the transition to 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 training and employment

## Conclusion

Our school for past four years has been on an improvement journey which has focused on setting high expectations for students and staff performance. These expectations have been achieved through staff working collaboratively to maintain quality teaching and learning practices in a belief that all students can learn.

I wish to thank the hard work of our dedicated teaching staff who have worked tirelessly to provide a quality learning environment at North High. Our focus for the future is on continued improvement ensuring that every student is progressing and achieving.

