



Bundaberg North State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

I am pleased to provide you with a copy of the Annual Report for Bundaberg North State High School for 2018. This report highlights the growing quality of this school and its commitment to improving the outcomes of all students.

School overview

Bundaberg North State High School is one of the smaller high schools in Bundaberg with approximately 730 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 '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 Plan, 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, 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 and working at being outstanding in all things that we do.



School progress towards its goals in 2018

In 2018 Bundaberg North State High School made positive progress towards achieving its priorities and our vision of *Outstanding Learners, Outstanding Achievements and Outstanding Futures*. 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 2018 as a result of these changes. Our notable achievements are outlined below.



Literacy and numeracy improvement: The actions taken to improve students' literacy and numeracy skills have included: The sustained impact of our literacy and numeracy priorities in teacher capacity-building and program development; access to external expertise and resources including the Reading Hub and How to Teach Reading and How to Teach Writing online modules; continuation of our literacy and numeracy coaches and school success team; further development of literacy and numeracy warm-ups that respond to data; improving the variety, collection and analysis of data including PAT Maths, PAT 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 consolidation of a common approach to the teaching of vocabulary, reading comprehension and mental computation. Student gains in reading from years 7 to 9 have remained consistent with similar schools.

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

Mathematics (sound or better result): 99% pass rate with 100% of students meeting the numeracy standard for the QCE.

English and English Communication (sound or better result): 98% pass rate with 100% of students meeting the literacy 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. This has been augmented by improved data management processes to track at-risk students. 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.

Strengthening vocational education: Our desire to increase the range of vocational opportunities for our students was achieved through 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, Engineering and Construction courses, students taking up school-based traineeships, 98% of Year 10 students participating in work experience, 95.8% 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 Year 4 – Year 6 students in our feeder schools through the Days of Excellence Program with high levels of praise from students, parents and feeder schools.



Improved attainment of Queensland Certificate of Education: Monitoring of students' progress towards a QCE in Year 11 and 12 has been unrelenting again during 2018 as we continued to strengthen our monitoring and support program. This, coupled with our Academic Target Setting Program, the continued introduction of the My Big Picture Plan in 2018, 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 QCEs. In 2012 64% of students attained a QCE, which has continued to improve with 94.7% of students achieving either a QCE or QCIA.



QCS and OP performance improvement: The OP Mentor 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 senior teachers have mentored students and worked with their respective faculties to bring about improvement. As a result of this work our QCS performance was 73.5% of OP eligible students achieving OP 1 - 15.

Attendance improvement: The attendance rate for 2018 was 86%, equal to the 2017 result. A revised absence policy has been implemented to monitor student attendance. Together as a school community we will continue to work to improve attendance rates and therefore improve student outcomes.

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 learning goals and creating a common language around instruction. Staff are working in faculty professional learning communities.

We have again moved closer to our vision of *Outstanding Learners, 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 31.3%.

Our 2019 school explicit improvement agenda is as outlined below:

- **Reading:** Whole-school implementation of a common approach to teaching reading comprehension through the Sheena Cameron reading comprehension strategies and the gradual release model; training of English teachers and curriculum area experts through the How to Teach Reading online modules; observation and feedback of modelled reading within curriculum areas using video technology. Year 7 reading (20 minutes per day) program maintained.
- **Writing:** Development of common school processes and strategies including: 7 Steps to Writing Success, common correction marks, feedback, proofreading and editing; further development of teacher capacity to analyse and respond to writing data; and the initiation of a writing project to upskill teachers in the teaching of writing.



- **Numeracy:** establishing differentiated instruction to students by pre-testing prerequisite knowledge and global numeracy skills to guide unit planning and intervention programs. Providing professional development to staff from all curriculum areas on mental computation concepts and integrating core mathematical ideas in subjects in other relevant faculties.
- **Attendance:** strengthening practices and reviewing the absence monitoring process

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 100% QCE attainment rate, 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

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	722	722	706
Girls	337	343	338
Boys	385	379	368
Indigenous	69	70	83
Enrolment continuity (Feb. – Nov.)	87%	89%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Bundaberg North State High School is a co-educational state school which in 2018 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 706 students enrolled in August 2018 and had an enrolment continuity of 88%. The total enrolment figures were made up of 368 males and 338 females. Enrolments have declined in recent years due to the half cohort that entered the school in 2015 but are predicted to rise in 2020. Approximately 50% of students complete their primary education in small rural schools.



In 2018, the school had 11.8% 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”. In 2018 we introduced a Girls Academy that focusses on supporting Aboriginal Torres Strait Islander girls to reach their potential. This has been an extremely successful program with approximately 40 girls enrolled throughout the year. 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	22
Year 11 – Year 12	16	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

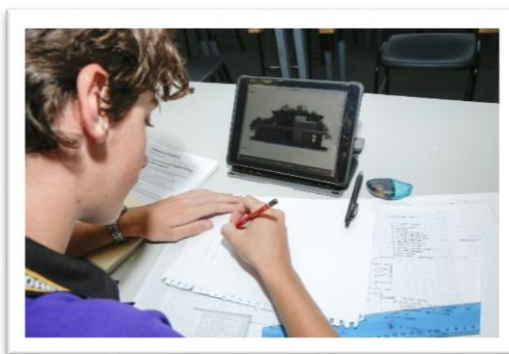
Bundaberg North State High School's unique curriculum delivery is characterised by the following features:

- **Junior school curriculum programs:** Structural differentiation is offered in the junior school where students are engaged in individual curriculum plans, consolidation and extension programs, or LEAP programs. Students in these classes are offered differentiation based on their curriculum, support, and accessibility 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 a 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 supports teacher-student relationships by having a single teacher deliver the core curriculum areas of English, science, and humanities, with math classes determined by specific gaps in skills and knowledge. This means teachers can respond to student learning needs by adjusting curriculum time and focusing on literacy and numeracy gaps. This approach has produced consistently strong A-C results from our year 7 students.
- **School Based Apprenticeships and Career planning:** 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. Bundaberg North also offered a work experience program to all year 10 students in term 2 to enrich their Senior Education and Training Plan (Set P) development. Positive results were gained from this process with 98% year 10 positive participation.
- **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. This program included the embedding of a social and emotional well-being program – Reboot-in 2018 and staff have developed skills and strategies in the implementation of Reboot.
- **JETS:** With a combined Youth Pathways funding grant with Bundaberg State High School and Kepnock State High School, the school funds two off-campus programs under the banner of JETS (Jobs, Education, Training, and Support), which cater for students at risk of disengaging from education for any reason. JETS provides pathways for students to transition to mainstream 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 2018 included:

- Our instrumental music students played at a variety of community events throughout the year.
- A 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, Debating Competition 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.
- 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 Bundaberg District School Sports competition. This gives all students the opportunity to attain representative honours. In 2018 35 students were selected in Bundaberg District Teams and 18 students were selected in Wide Bay teams.
- In 2018 our Aboriginal and Torres Strait Islander dance group performed at a variety of school and community events including NAIDOC celebrations.



How information and communication technologies are used to assist learning

The use of information and communication technologies as teaching and learning tools through the school's Bring Your Own Device program has been further developed by application of the SAMR model. This model promotes the use of digital technologies from the level of substitution, through augmentation and modification, to the ultimate goal of redefinition, where students perform tasks that can only be achieved in a digital world. Widespread use of digital learning environments such as The Learning Place and Virtual Classrooms has been further enhanced by the use of OneNote class notebooks.



Use of ICTs across the school is linked to the New Pedagogies for Deep Learning (NPDL) initiative, of which Bundaberg North SHS is a Global Network member. NPDL encourages teachers and students to work with 21st century skills such as communication and collaboration, while 'leveraging the digital' in ways that enhance the immediacy and real-world applicability of learning.

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 2 Deputy Principals 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 2018 Parent and Student School Opinion Survey suggests that we are succeeding, where in 2018 83% of students and 95% of parents reported feeling safe or their children feeling safe at school. A further 85% of students and 98% 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 95% of parents and 83% of students agreeing or strongly agreeing. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	96%	98%
• this is a good school (S2035)	87%	90%	97%
• their child likes being at this school* (S2001)	89%	92%	95%
• their child feels safe at this school* (S2002)	91%	92%	95%
• their child's learning needs are being met at this school* (S2003)	89%	92%	98%
• their child is making good progress at this school* (S2004)	98%	92%	95%
• teachers at this school expect their child to do his or her best* (S2005)	91%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	83%	95%
• teachers at this school motivate their child to learn* (S2007)	89%	88%	93%
• teachers at this school treat students fairly* (S2008)	82%	88%	92%
• they can talk to their child's teachers about their concerns* (S2009)	89%	92%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	89%	94%	98%
• this school takes parents' opinions seriously* (S2011)	82%	89%	94%
• student behaviour is well managed at this school* (S2012)	77%	85%	89%
• this school looks for ways to improve* (S2013)	89%	92%	97%
• this school is well maintained* (S2014)	96%	92%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	94%	85%
• they like being at their school* (S2036)	90%	83%	83%
• they feel safe at their school* (S2037)	93%	93%	83%
• their teachers motivate them to learn* (S2038)	88%	87%	84%
• their teachers expect them to do their best* (S2039)	100%	91%	89%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	85%	79%
• teachers treat students fairly at their school* (S2041)	79%	77%	68%
• they can talk to their teachers about their concerns* (S2042)	79%	71%	71%
• their school takes students' opinions seriously* (S2043)	82%	81%	72%
• student behaviour is well managed at their school* (S2044)	82%	73%	64%
• their school looks for ways to improve* (S2045)	92%	88%	79%
• their school is well maintained* (S2046)	91%	84%	78%
• their school gives them opportunities to do interesting things* (S2047)	89%	90%	78%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	85%	92%	94%
• they feel that their school is a safe place in which to work (S2070)	95%	98%	95%
• they receive useful feedback about their work at their school (S2071)	75%	84%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	82%	90%
• students are encouraged to do their best at their school (S2072)	96%	100%	95%
• students are treated fairly at their school (S2073)	92%	94%	95%
• student behaviour is well managed at their school (S2074)	81%	88%	88%
• staff are well supported at their school (S2075)	74%	81%	90%
• their school takes staff opinions seriously (S2076)	60%	72%	91%
• their school looks for ways to improve (S2077)	87%	96%	94%
• their school is well maintained (S2078)	92%	90%	84%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	88%	89%	91%

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 students' 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/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.
- 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.
- Parent representative on School Council.



Respectful relationships education 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 the 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 abused.

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



The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	285	217	272
Long suspensions – 11 to 20 days	10	18	3
Exclusions	1	4	4
Cancellations of enrolment	3	1	1

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school has continued a commitment to reduce its environmental footprint in 2018 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.
- Switchboard and lighting upgrade, installation of power saving LED lighting.

These measures have produced some pleasing results but ongoing reductions in the usage of water and electricity are still required. 2019 will be used to ensure that all strategies to reduce our carbon footprint are applied consistently. The table below outlines results.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			283,752
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint. *OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff Profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	79	41	7
Full-time equivalents	73	29	5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	1	
Masters	2	
Graduate Diploma etc.*	9	
Bachelor degree	59	
Diploma	7	
Certificate	16	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$36, 003.

The major professional development initiatives are as follows:

- QCAA curriculum development, new QCE system – development of General and Applied syllabus.
- ACARA development of Version 8 junior curriculum.
- Literacy teaching skills development including the development of literacy and numeracy warm-ups and reading strategies.
- Integration of Information Communication Technology through 'Paperclip' program including the development of virtual classrooms to support the BYOD ICT device program.
- 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.
- 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 2017 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	86%	86%
Attendance rate for Indigenous** students at this school	83%	80%	79%

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

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

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

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

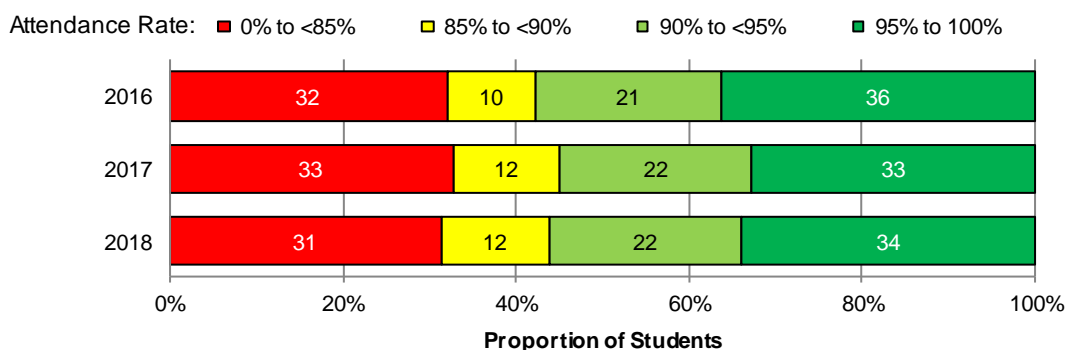
Year level	2016	2017	2018
Year 7	90%	90%	88%
Year 8	88%	85%	88%
Year 9	87%	86%	86%
Year 10	87%	85%	83%
Year 11	85%	83%	84%
Year 12	89%	87%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 92% 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 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface of the My School website. It features a header with two buttons: 'Find a school' and 'Search website'. Below this is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. At the bottom, there are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	111	92	95
Number of students awarded a QCIA	2	3	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	102	89	87
Percentage of Indigenous students awarded a QCE at the end of Year 12	83%	100%	88%
Number of students who received an OP	41	31	34
Percentage of Indigenous students who received an OP	33%	0%	25%
Number of students awarded one or more VET qualifications (including SAT)	71	53	58
Number of students awarded a VET Certificate II or above	61	53	50
Number of students who were completing/continuing a SAT	17	6	17
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	71%	87%	74%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	96%	100%	96%
Percentage of QTAC applicants who received a tertiary offer.	97%	94%	92%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	7	5
6-10	6	7	10
11-15	21	13	10
16-20	12	4	9
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	16	0	14
Certificate II	58	50	47
Certificate III or above	6	5	7

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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 2018:

School Based Programs

Certificate I: Construction.

Certificate II: Hospitality, Visual Arts, Engineering Pathways.

Certificate III: Early Childhood.

School Based Apprenticeships and Traineeships

Certificate II: Retail Services, Engineering, Business, Hospitality, Automotive.

Certificate III: Hospitality, Retail Operations, Business, Engineering/Joinery, Motorcycle Mechanic.

Community Based Programs

Certificate II: Automotive, Logistics, Sport & Recreation, Salon Assistant, Aircraft line maintenance, Rural Operations, Engineering, Health Support

Certificate III: Business, Education Support, Early Childhood

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 2018, the gap between the attendance rate of Indigenous and non-Indigenous students was 7% compared to 10.6% in 2013. The apparent retention rate of year 12 indigenous students has improved 21% with 67% compared to 46% in 2017, with 25% receiving an OP.

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:

- Maintain parent engagement through open communication between CEC, Girls Academy and parents. This is achieved through participation in events that include parents, families and the Indigenous Community; making a positive contribution to our school and the wider community in the promotion of Aboriginal and Torres Strait Islander perspectives.
- Successfully transitioning students from Primary school to Secondary school through the continuation of the mentoring program for the Year 6 students from our feeder schools that includes Indigenous students from North High.
- Supporting students' social and emotional needs through the Dance and Art Group, fitness sessions and association with local organisations providing targeted program delivery such as PCYC.
- 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 YEP – DATSIP, Solid Pathways, QATSIF Scholarships, Girls Academy and other sponsored opportunities.
- 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 and two full time Girls Academy staff.
- Continued application of whole school strategies on attendance, academic growth, career and education planning.



Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	63%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	43%	46%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

Next Step – Post-school destinations

Our school for past five 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.

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

This school's report will be available at

<https://bundabernorthshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Annualreports.aspx>