



Bundaberg West State 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



School overview

Bundaberg West State School is a smaller family-oriented school focused on providing a quality education for all children from Prep to Year 6. Fondly known as Westies, our students develop the key values of kindness, honesty, organisation, persistence, resilience, confidence and pride. Offering a special education program and targeted support, our school excels at supporting students to make great choices for a bright future. We develop the strengths of all children and work hard to ensure they learn to read successfully. With new playgrounds, a swimming pool, technology lab, resource centre, multi-purpose courts, performing arts centre and hall, Bundaberg West is able to provide a range of opportunities for developing academic, cultural and sporting excellence. Parents and community members have helped to establish a community garden on site to facilitate outdoor sustainability learning for all children. We are a Reef Guardian school and are keen to promote community involvement. Located beside the Rats of Tobruk Memorial, West students are also the guardians to remember and honour our fallen soldiers. Principal, Leanne McNamara, invites all students and families to "Be a Westie".

School progress towards its goals in 2018

2018 was an outstanding year for Bundaberg West. Having successfully implemented multi-age and inclusive practices, students achieved significantly higher outcomes than previous years. The strong focus on improving our teachers' capacity to teach reading and numeracy skills enabled our goal for the number of students achieving in the upper two bands to be exceeded. Our school improvement rate continues to be very high.

Our facilities were also improved with our school now having most classrooms air-conditioned. This was a significant achievement for our school and one that will improve the concentration and engagement of our students.

Future outlook

Bundaberg West recently completed its Quadrennial School Review and identified a new focus for the next four years to build on this success. Our priorities will be to develop our students' ability to explain and respond orally, in writing, and using digital technologies.

We continue to develop our teachers' knowledge of the Australian Curriculum and will implement Science, Technologies and ICTs using specialist teachers. Significant school resources will be used to develop this focus.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	296	271	243
Girls	138	131	116
Boys	158	140	127
Indigenous	51	50	45
Enrolment continuity (Feb. – Nov.)	86%	83%	86%

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

The Bundaberg West community comprises of a diverse range of ethnicities, including Aboriginal and Torres Strait Islander peoples, India, Philippines, Laos, Moldova, Vietnam, Turkey, Sri Lanka, Singapore, and New Zealand; and abilities, including students with autism, intellectual disability, hearing impairment, physical impairment and speech language impairments. Many families have two to four children and experience socio-economic difficulties. Less than a third of families have access to a computer. Students characteristically have difficulties in two or more domains when commencing school and less than a quarter usually attend an early childhood program prior to commencing school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	22
Year 4 – Year 6	27	24	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

The Australian Curriculum is organised and documented in our Whole School Curriculum, Pedagogy and Assessment Plan to facilitate multi-age classrooms for Prep, 1/2, 3/4, and 5/6. C2C v8 resources have been adopted and adapted to suit our context.

Classroom teachers are responsible for implementing English, Mathematics, HASS and The Arts, except for Music. Specialist teachers are responsible for implementing Science, Technologies, Health & Physical Education and Music. Swimming lessons are conducted during Term 1 and Term 4 at our site pool. Specialist Special Education teachers support classroom teachers in implementing an inclusive program. Health and our socio-emotional program is everyone's responsibility.

Co-curricular activities

- Interschool sport- rugby league, hockey, soccer, touch football, oz-tag, netball, table tennis, lawn bowls, etc.

- Drama Club and West's Got Talent
- Junior and Senior Choir
- Opti-minds and Discovery Day (STEM)
- Reef Guardian and Community Garden Club

How information and communication technologies are used to assist learning

A specialist teacher explicitly teaches ICTs using iPads and desk top computers in Prep to Year 6. Skills required to be successful with summative assessment tasks are taught prior to being required for an assessment task.

All students have access to a computer LAB and iPads in classrooms as less than one third of our students have access to a computer or tablet at home.

Social climate

Overview

Bundaberg West has a strong values based program to create a supportive and disciplined environment for students with 91% students like being at this school. "Westie" the wombat sets high expectations and routines for students and the weekly lessons from the You Can Do It Program facilitates the common language across the school.

There are a range of activities and safe places for students to spend their lunch breaks, and personnel readily available to support students to interact successfully socially with their peers.

Chappy May supports our students and families twice a week and organises a daily Breakfast Club to ensure students can concentrate throughout the day.

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)	92%	89%	64%
• this is a good school (S2035)	85%	89%	77%
• their child likes being at this school* (S2001)	92%	100%	93%
• their child feels safe at this school* (S2002)	100%	100%	79%
• their child's learning needs are being met at this school* (S2003)	92%	94%	64%
• their child is making good progress at this school* (S2004)	92%	89%	57%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	83%	86%
• teachers at this school motivate their child to learn* (S2007)	92%	94%	79%
• teachers at this school treat students fairly* (S2008)	92%	89%	86%
• they can talk to their child's teachers about their concerns* (S2009)	92%	89%	93%
• this school works with them to support their child's learning* (S2010)	85%	89%	79%
• this school takes parents' opinions seriously* (S2011)	75%	89%	79%
• student behaviour is well managed at this school* (S2012)	77%	83%	79%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)	92%	94%	79%
• this school is well maintained* (S2014)	85%	100%	86%

* 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)	95%	99%	89%
• they like being at their school* (S2036)	91%	98%	91%
• they feel safe at their school* (S2037)	83%	94%	88%
• their teachers motivate them to learn* (S2038)	93%	98%	94%
• their teachers expect them to do their best* (S2039)	99%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	99%
• teachers treat students fairly at their school* (S2041)	90%	94%	89%
• they can talk to their teachers about their concerns* (S2042)	92%	90%	90%
• their school takes students' opinions seriously* (S2043)	88%	88%	91%
• student behaviour is well managed at their school* (S2044)	82%	77%	82%
• their school looks for ways to improve* (S2045)	98%	95%	96%
• their school is well maintained* (S2046)	93%	94%	92%
• their school gives them opportunities to do interesting things* (S2047)	95%	100%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	85%	86%	84%
• they feel that their school is a safe place in which to work (S2070)	94%	91%	78%
• they receive useful feedback about their work at their school (S2071)	73%	86%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	94%	81%
• students are encouraged to do their best at their school (S2072)	94%	100%	92%
• students are treated fairly at their school (S2073)	88%	100%	89%
• student behaviour is well managed at their school (S2074)	76%	82%	78%
• staff are well supported at their school (S2075)	67%	64%	50%
• their school takes staff opinions seriously (S2076)	64%	64%	58%
• their school looks for ways to improve (S2077)	88%	91%	89%
• their school is well maintained (S2078)	88%	91%	74%
• their school gives them opportunities to do interesting things (S2079)	85%	82%	63%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Each term a whole school event is planned to involve parents in their child's education, e.g. Easter Bonnet Parade, Under 8s Day, Sports Day, NAIDOC Parade, Christmas Concert, and Cultural Concert. Attendance at these events has increased significantly in the past year.

Weekly communication is now conducted via Facebook, SMS and email.

Parent teacher interviews are conducted formally twice a year in Term 1 and Term 3. Teacher emails are promoted and shared to facilitate regular contact between home and school.

The P&C is a small group of parents who proactively support decision making and fundraising for the school. Our special education and curriculum specialist staff facilitate the consultation process used toward making decisions to allow adjustments to assist students with diverse needs to access and participate fully at school.

As guardians of the Rats of Tobruk memorial we maintain an annual presence at the service held during the Easter holiday period. Student attendance at the community ANZAC Day parade is usually high.

Respectful relationships education programs

The You Can Do It Program, Life Education, Kids Matter and the Daniel Morecombe Curriculum is implemented to focus on personal safety and awareness, including preventing, identifying and responding to domestic and family violence and abuse, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	47	31	42
Long suspensions – 11 to 20 days	3	4	1
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

In this past year our school swimming pool has been refurbished which included emptying the pool to repaint the surface and fixing aged leaking pipes. The oval sprinkler system has also received maintenance to reduce water leaks.

Air-conditioning the school and increasing the amount of technology hardware has had an impact on the electricity usage during this period. To combat this expected rise, our school solar energy system has been repaired and our "Green Team" has commenced an education program across the school. The P&C are exploring how to enhance the capacity of our current system.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	110,853	88,195	105,278
Water (kL)	4,162	3,936	4,378

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	21	19	<5
Full-time equivalents	19	12	<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		
Masters		
Graduate Diploma etc.*	1	
Bachelor degree	18	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ **53 018.45**

The major professional development initiatives are as follows:

- Workshops to develop knowledge of the Australian Curriculum
- Participation in external pre-moderation processes
- Leadership conferences and webinars
- Whole school trained in Age Appropriate Pedagogies
- Classroom coaching sessions on Numeracy pedagogies
- Participation in the Bundaberg Numeracy Cluster
- NAPLAN Online transition workshops
- Science and Technology workshops

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	90%
Attendance rate for Indigenous** students at this school	81%	82%	87%

* 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	92%	91%	91%
Year 1	89%	89%	90%
Year 2	89%	91%	93%
Year 3	86%	88%	90%
Year 4	87%	90%	90%
Year 5	92%	85%	91%
Year 6	92%	90%	86%

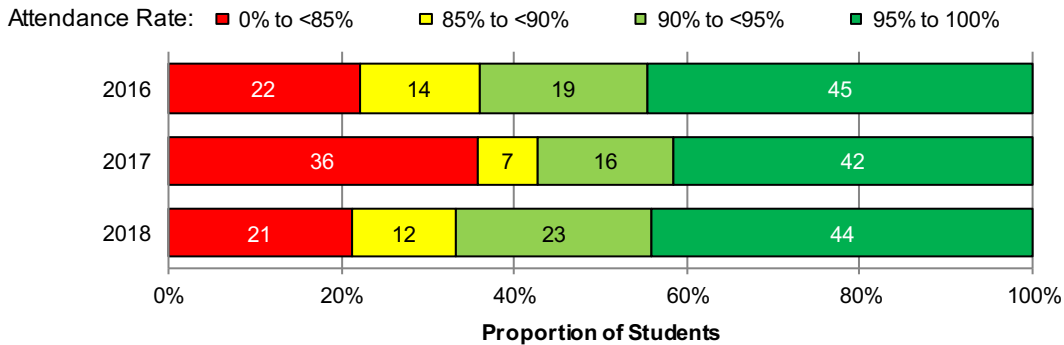
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

At Bundaberg West parents are notified by SMS when their child is not in attendance and follow-up phone calls are made to obtain reasons for absences if not provided. Teachers' follow-up with phone calls for regular lateness and absences, and parent meetings are organised for persistent absenteeism. Parents are advised in writing via email or letter home if formal attendance procedures will be or have commenced as per the policy.

Classroom rolls are marked electronically twice a day using ID Attend. Paper rolls are provided for relief staff who cannot access the electronic system. Office staff enter in details for late arriving students.

Student attendance is promoted each week on parade with a student from each class receiving an icy-cup for 100% attendance for the week. The importance of being at school every day is also promoted through our Facebook page.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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.