



## Bucasia State School

Oceans of Success | Live & Learn

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Contact Person Ms Belinda Eckford (Principal)

### Principal's foreword

#### Introduction

Bucasia State School is located in the Northern Beaches area of the Mackay district approximately 16km from the city centre. The school is situated among picturesque and well landscaped gardens and grounds. School enrolments are growing as the Northern Beaches area expands.

Our school community prides itself on the qualities and characteristics that make this school a unique and vibrant place to be a part of: Community & School Spirit, Academic, Cultural, and Sporting Excellence, caring and committed staff and a positive innovative learning environment are all valued elements of our school. Our school motto 'Oceans of Success – Live and Learn' encapsulates our belief that student learning and success is our core business with literacy and numeracy being our focus to ensure 'Oceans of Success' for students.

This school annual report will give details of our core business – teaching and learning and the manner in which the school is conducted, what we offer the school community the profile of our staff and the performance of our students. A copy of the school annual report is available from the school office upon request.

#### School progress towards its goals in 2011

##### Learning

- 1) Consistent Curriculum Planning, Assessment and Reporting across the school continued to be a key focus with an emphasis on the introduction of the Australian Curriculum including the preparation of students for the change of learning requirements.
- 2) Continuation of benchmark testing and NAPLAN analysis to identify class requirements over 12 months. The data was used to inform future planning and teaching of individual students to ensure a continuous learning experience for them and to inform parents who work in partnership with the school and their child to achieve individual learning goals.
- 3) Innovative learning experiences were developed to inspire and engage learners in both early and middle phase focussing on the use of Information and Communication Technology. This included the development of a school ICT plan that developed student learning sequentially. Several teachers also undertook the completion of their digital pedagogical licence (use of ICT's within the classroom at a high level) and 3 gained their certification. The other 3 teachers will be gaining their accreditation in 2012.
- 5) Extra curricula activities such as Wakakirri, Optiminds, Eisteddfod, Gardening Club etc to provide a wide range of engaging learning experiences were offered across the school with many of students taking advantage of these offerings.

##### Schools

- 1) ICT infrastructure expanded with electronic/interactive projectors and whiteboards installed in every classroom.
- 2) Literacy, Numeracy and Science resources across the school were expanded with the purchase of additional reading resources and engagement with electronic resources such as Reading A-Z and Mathletics.
- 3) Facilities planning to ensure adequate resources are available to cater for continued growth resulted in an extra teaching block.

##### Workforce

- 1) Motivated staff continued to be involved in extracurricular experiences with students - academic, sporting, cultural and social groups to vary and extend learning options.
- 2) Staff were exposed to effective models of ICT integration across all subject areas.
- 3) There was a focus to develop and enhance a staff culture of support, team work and motivation to achieve the best our school can be with pleasing results.

#### Future outlook

##### Key priorities from the School Plan

- Implementation of Australian Curriculum
- Reading, Spelling & Numeracy
- Closing The Gap

##### System priorities:

- Implement the Australian Curriculum
- Develop whole-school curriculum, assessment and reporting plan

##### Bucasia State School Core learning priorities:

- Reading
- Writing including spelling, grammar & punctuation



- Numeracy
- Science
- Transition to High School for years 6 & 7. (Mackay Northern Beaches State High School)

**Closing the gap actions for indigenous students:**

- Literacy
- Numeracy
- Attendance & Retention
- Student Engagement

Developing Teacher Performance to produce excellent results for students

School & Community Partnerships and perceptions including involvement with VineKidz (Outside School Hours Care), Under 8's as a community project & Northern Beaches Network Group.

Implementation of Schoolwide Positive Behaviour Support to ensure community, staff and students are 'on the same page' and student learning can be enhanced.

Embed 'Oceans of Success' throughout the school with our school motto of 'Living Together, Learning Together'.

## School Profile

Coeducational or single sex: **Coeducational**  
 Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
299	147	152	92%

## Characteristics of the student body:

Bucasia and the Northern Beaches in Mackay is a popular area for families to settle. Because of that, there is a large number of families living permanently in the area as well as a small transient population. Within the last 12 months the transience of the population has increased slightly as has our school population. Some of the families have work associated with the mines and others work within the city area. Because of this, there is a very mixed socio economic community.

Our school is a growing school with enrolments increasing each year. Because of the size of our school, we have some multi-age classes and focus strongly on developing community within the school and its surrounds. We have a special education unit attached to the school and this is a very important aspect of the school community as children learn to live with individual differences and to cater for them and adapt to them in their everyday life.

Our data reflects that students in this school perform quite well in year 3. However, by the time they are in years 5, there appears to be a dip in achievement. This is consistent with statewide trends. In year 7, some very strong gains are made. In years 3 & 7 our NAPLAN results were mainly statistically similar to the nation and in year 5 students' performance was statistically lower than the nation. There was some very good teaching at all year levels, student engagement and parent commitment to individual student attainment to achieve these results. The school's strong commitment to literacy, numeracy and social climate (how the children live and learn within the school) underpin student success and continuing improvement.

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

Phase	Average Class Size
Prep – Year 3	23.4
Year 4 – Year 10	24
Year 11 – Year 12	0
All Classes	23.7

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	5
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum offerings

The School's Vision is: "Oceans of Success – Making Waves at Bucasia"

The successes we are looking for are expressed in the qualities of a lifelong learner. It is therefore a Curriculum for life. The qualities of a lifelong learner, while future focussed, are embedded in the everyday lives of our students.

Through the implementation of the school curriculum plan we ensure that the planned learning experiences and assessment tasks enable our students and Teachers to achieve "Oceans of Success".

At present, as with all Queensland schools, Bucasia is engaging with the National Curriculum in English, Maths & Science. Teachers began teaching from C2C's (Curriculum into the Classroom) units in term 4 of 2011.

Our other Curriculum areas are based on Integrated Units formed from the Essential Learnings in the Education Queensland Curriculum. They are organised according to Health & Lifestyle (I am a healthy and informed citizen), Communication & Technology (I am a creative citizen), Cultures & Community (I am an informed and democratic citizen) and Investigating our World (I am an informed eco-citizen).

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## Extra curricula activities

- Instrumental Music
- Arts focus
- National Academic Competitions – Maths, English, Science, Writing, Spelling.
- ICT (Technology / computer based skills) integrated throughout all subject offerings.
- School Choirs.
- Student excursions and camps
- Student Council – supporting the school, community, Australia and international Aid.
- Eisteddfod
- Music camps
- Community Involvement Projects eg: Bucasia's Got Talent, Wakkakirri
- Interschool Sport

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

Computers are available in each classroom, all of which were connected to the network. In addition there is a computer lab situated in the in the resource room and another in the new library. Classes are booked in for weekly lessons where the school based ICT (Information & Communication Technology) program is followed.

There are interactive whiteboards in each classroom that are used to engage students and use the ICT resources that are available for maximum learning. Students use computers as a tool to develop language and literacy skills as well as to enhance learning in numeracy. This is through the use of specific software and items such as learning objects. The school subscribes to Mathletics & RAZ Kids so that learning is accessible from home and the classroom. Many of the teachers have websites, Edstudios and learning place sites that students can access while at home so the classroom is beginning to be seen as 'without walls'. Lessons are designed to enhance student's learning and to stimulate further investigations in subjects.

All teaching blocks are connected to the internet and now have a minimum of 6 computers in each double teaching area.

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## Social climate

Our school acknowledges the importance of positive relationships and communication between all stakeholders.

We also value the recognition of positive social behaviours and endeavour to do this in the following ways:

- Weekly "Student of the Week" Class awards presented on Parade.
- "Good Ones" awarded for being 'caught' practising our S.T.A.R. rules.
- "Blue Star Cards" awarded to individuals who demonstrate the "S.T.A.R" qualities of – Safety, Teamwork, Attitude, Respect. Additional recognition for those who achieve the goals of 5 and then 10 STAR cards over time. This takes the form of a presentation on the final celebration night of the year. In 2010, almost a fifth of our school were awarded the 'Mega Star' certificate and medallion.
- Social Justice committee meets weekly to ensure student welfare and special needs are catered for. Particular attention is paid to students with particular learning needs in every area. This also includes extended learning challenges and the social development of all students via Class Camps and targeted social skills programs.
- Our School Responsible Behaviour Plan was updated to reflect the changes in society, particularly in regard to internet safety and cyber bullying.
- The School Chaplaincy service to support Student and Parent Social Needs was embedded within our school.
- Bucasia State School has a strong commitment to promoting a safe school environment and actively engages with anti-bullying strategies on all levels including bystanders, cyberbullying and victimology.

Parent, student and teacher satisfaction with the school

The Overall Parent Opinion Performance Areas that rated a higher level of satisfaction than the state were in regards to School Climate and School-Community Relations. Parents felt that the school could be better resourced. This was the same with staff, where access to professional development opportunities that relate to systemic initiatives was a particular issue.

Student satisfaction with the school is high for Curriculum, Learning Climate, Resources and School Climate.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	70%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	76%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	79%

DW – Data withheld

Involving parents in their child's education

At Bucasia State School we pride ourselves on being a school that offers the parent community maximum involvement. We have a strong and vibrant P & C who are focused on providing the best educational experience possible for all the students at the school. We are supported by and actively support the local community in a range of ways including, excursions, performances, individual and group, and student fund raising for and with the local community.

We have:

- Special class events promoting student work with a parent/family audience.
- Parent assistance and involvement in school community events eg Optiminds, "Rock Pop Mime", Wakkakirri preparation.
- Informal and formal parent / teacher interviews.
- Volunteer Parent / family helpers in classrooms.
- Education Week activities, displays and performances
- Parade performances of children's learning achievements
- School camping
- School based discoes, movie nights, gardening club

Reducing the school's environmental footprint

In an effort to reduce our environmental footprint this year we focussed on water usage and were successful in reducing the amount used. Electricity continues to be expensive, due to the air conditioning throughout the school, despite the addition of solar power panels in the previous year. Air conditioners are not used in terms 2 & 3 each year and staff and students focus on minimal wastage of electricity to attempt to reduce the costs associated with electricity.

Environmental footprint indicators, 2010-2011

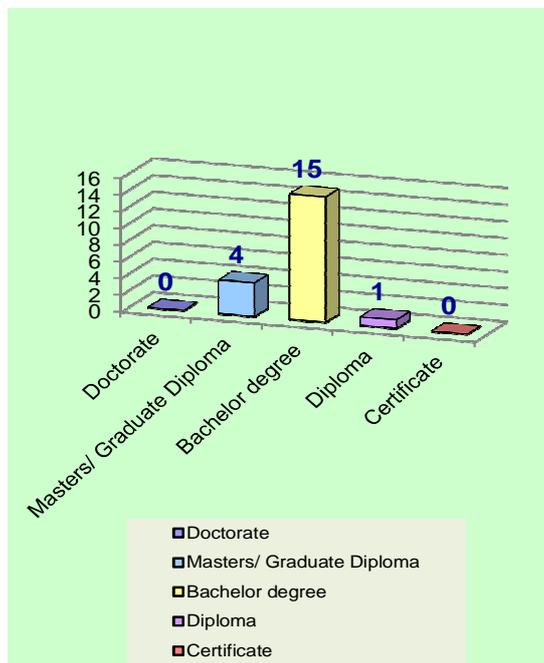
	Electricity KwH	Water KL
2011	135,887	759
2010	128,981	1,254
% change 10 - 11	5%	-39%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	20	13	<5
Full-time equivalents	17	8	<5

Qualifications of all Teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters/ Graduate Diploma	4
Bachelor degree	15
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$20 400.

The major professional development initiatives are as follows: Visiting experts sharing information pertaining to reading, numeracy & Information & Communication Technology was a feature at our school during 2011. Teachers also attended specific professional development outside the school, participated in online learning and learned from each other with a view to developing and implementing a school ICT program. 6 teachers commenced work on their information and communication pedagogical licence. 3 have completed this attainment and 3 will complete it by the end of June 2012. The involvement of the teaching staff in professional development activities during 2010 was 100%.

Teachers also participated in peer learning and planning where they developed their planning in year levels to ensure consistency of student learning and observed each other teach.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>. To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page. School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance - 2011

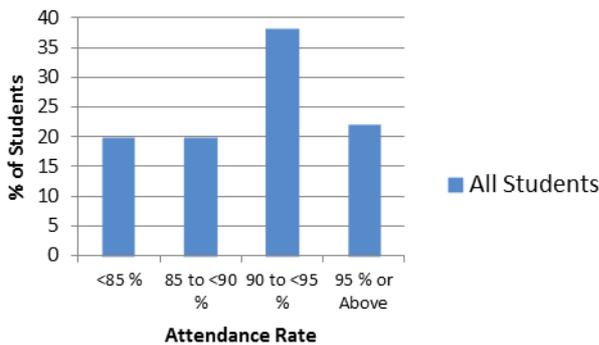
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	91%	92%	90%	90%	89%	90%					

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

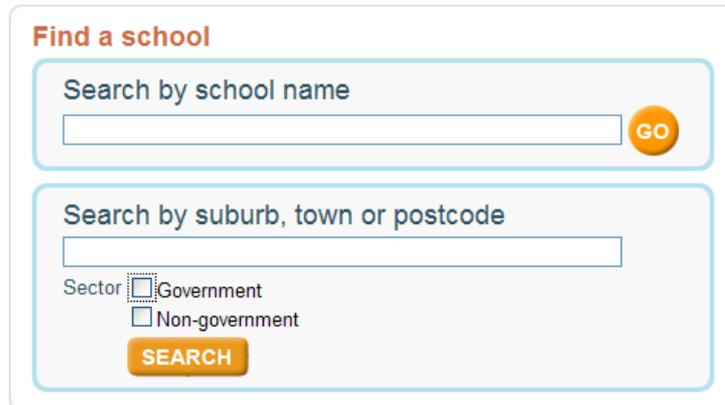
At this school rolls are marked in the morning and afternoon so that utmost accuracy is maintained. Parents are required to supply a reason for student absence and if children are absent for a couple of days without reason, the school will contact the parents via a phone call. If this situation persists the school will initiate a series of formal letters with a view to resolving the issue. This forms part of our legal duty of care.

The importance of regular school attendance is regularly advertised and commented upon.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

In 2011, Bucasia State School had less than 5 Indigenous students in Year 3, therefore the data is withheld and we cannot comment on NAPLAN performance. Where needed, additional support in various areas has been introduced, including the addition of a Community Education Counsellor who attends the school weekly, embedding indigenous culture into the school curriculum and extra resources to support student learning.

In year 6 and 7, our indigenous students are performing at a similar level or better than their non-indigenous peers. The school focus on embedding indigenous perspectives into the curriculum and celebrating the diversity of cultures in our school has resulted in a very supportive indigenous community who work in partnership with us to achieve 'Oceans of Success' for all.

The school has focussed on attendance with conscientious and consistent attention to students' attendance rates with a view to improving student learning outcomes. This has generally been received well by our supportive indigenous community; however indigenous student attendance rates are consistently lower than that of the non-indigenous population. This is particularly true of prep year students.