Welcome to Buddina State School. As a school focussing on the four caring values of:

- Caring for others;
- Caring for our learning;
- Caring for ourselves; and
- Caring for our school;

we are proud of the partnership which exists between our school, our students, our parents and the local community.

The purpose of this report is to outline the school's achievements, and to provide the necessary contextual information to provide informed judgements about school and student progress.

To this end, this report provides information about:

- Progress towards our goals in 2010 and the outlook for 2011
- Our enrolment patterns and school profile
- The school's curriculum offerings
- The use of ICTs throughout the school
- Our social climate
- Parent, student and staff satisfaction with the school
- The environmental footprint of our school
- The performance of indigenous students at our school
Our school at a glance

School progress towards its goals in 2010

From the Annual Operational plan in 2010, the following goals were set:

1. Embed the Buddina State School Curriculum Framework to improve consistency of curriculum application.

   Progress:
   - Implement a whole-of-school Literacy and Numeracy Plan
   - Develop and implement the 2010 NAPLAN action plan
   - Provide guidance and direction around EYCG (Early Years Curriculum Guidelines) & QCAR (Queensland Curriculum, Assessment and Reporting) frameworks through curriculum planning coordinated by the HOC
   - Whole of school Science Strategy – Funding staff and accessing EQ expertise (Science Spark)
   - Coordination of a whole-of-school Intervention Framework, incorporating the Buddina SS Assessment, Prevention, Intervention and Extension Framework
   - Development and implementation of the 2010 e-Learning Agreement
   - Augmentation of the Buddina SS Arts program
   - Continued integration of Information and Communication Technologies as an essential component of curriculum planning, teaching, assessing and reporting.

2. Enhancement of outcomes for all students

   Progress:
   - Maintaining high standards of student achievement as measured by the Year 2 Diagnostic Net, and the NAPLAN test data along with internal assessment and monitoring
   - Implementing the Closing the Gap program for Indigenous students
   - Training for staff regarding curriculum differentiation and implementing this in unit plans
   - Provision of Educational adjustment programs for students with disabilities with regard to Education Queensland’s Inclusive Education Policy.
   - Mastery of OneSchool student database by all staff, entering of student data into OneSchool, including standardised testing.
   - Preparation and awareness for ACARA (Australian Curriculum, Assessment and Reporting Authority) Framework – Australian National Curriculum


   Progress:
   - Provide a dynamic HPE program, within curriculum offerings and extra-curricula activities
   - Implementation of the Smart Moves program
   - Ensure the Smart Choices program is operational and effective
   - Continue the focus upon Buddina State School’s Responsible Behaviour Plan for Students incorporating:
     a. School Wide Positive Behaviour Support philosophies and strategies
### Our school at a glance

<table>
<thead>
<tr>
<th>b. Employment of 0.8 Behaviour Management Consultant</th>
</tr>
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<tbody>
<tr>
<td>c. Establishment of Supported Play program for students</td>
</tr>
<tr>
<td>- Student Support Services strategy catering for students with academic, social, emotional, medical and behaviour needs</td>
</tr>
<tr>
<td>- Expansion of our Chaplaincy services (including SUPA club (lunchtime activities), Brekky Club, Kids Hope Mentors) with a view to enhancing our pastoral care of students who may be experiencing disadvantage and/or emotional issues</td>
</tr>
<tr>
<td>- Guidance Officer support for students and parents</td>
</tr>
<tr>
<td>- Implementation of Religious Education classes from P-7</td>
</tr>
<tr>
<td>- Provision of Outside School Hours Care Services, utilising an external provider (Camp Australia)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress:</td>
</tr>
<tr>
<td>Design, develop and implement the School Environmental Management Plan (SEMP) incorporating:</td>
</tr>
<tr>
<td>- Engagement with the Central Coast Coalition of Schools SEMP initiative</td>
</tr>
<tr>
<td>- Specific planning for student edification through year level planning with the HOC</td>
</tr>
<tr>
<td>- Involvement of the school community</td>
</tr>
</tbody>
</table>

### Future outlook

**NAPLAN – Literacy and Numeracy**

- Review pedagogical practice for implementation of
  - Buddina Spelling Program
  - Sound Waves
  - Stars and Cars
  - 7 Steps to Writing
  - Demand Writing
- Increased focus on working mathematically and number strategies

**Curriculum, Teaching and Learning (Implementation of ACARA)**

- Fund release time for teachers to improve teacher skill in accessing online resources through the eCurriculum
- Review Buddina Curriculum programs for alignment with National Curriculum and make required changes
- Provide parents with information on ACARA through newsletter and information sessions
- Promote use of Roadmap with teaching staff

**Closing the Gap**

- Raise awareness of staff of Closing the Gap policy and goals
- Provide PD for indigenous teacher aide in data management and interpretation eg Sunlanda
- Provide support for high achieving indigenous students
### Our school at a glance

| **Provide social support for at risk indigenous students** |
| **Investigate funding source to employ an indigenous artist** |

#### School Performance: Teaching and Learning Audit

- Skill teachers in using data from a wide variety of sources for monitoring and tracking student progress and for planning relevant curriculum
- Publish a Buddina Data Collection Calendar
- Provide parent skill development and information sessions on school programs
- Promote sharing of practice through establishing a mentoring/coaching culture
- Publish Buddina Expectations
- Promote knowledge of current brain research
- Staffing allocation used to support needs of high achieving students
- All staff to complete Developing Performance Plan

#### Sustainability

- Reduce the amount of landfill through increased focus on recycling and litter free lunchboxes
- Install power saving devices
- Monitor and reduce power usage
- Increase community involvement in Buddina SEMP
- Increase capacity to generate solar power
- Include sustainability perspectives in curriculum unit plans
- Link Caring Values to SEMP

#### Engagement, Wellbeing

- Investigate enhancing congruity between assessment and reporting for Special Needs across the cluster
- Budget for all support teachers to attend relevant year level planning
- Revise Buddina G&T Policy
- Provide PD for staff to increase teacher understanding of underachieving students
- Promote Everyday Counts. Review strategies for monitoring student arrival times and attendance
- Continue and refine the Building Buddies at Buddina strategy to maintain safe environment
- Review and promote increased understanding by all staff of Student Support Services Team processes
- Continue and refine SWPBS lessons to ensure universal language used by teachers, parents and students
- Behaviour Support Teacher and Administration Team to provide increased focus on SWPBS to ensure common understandings and practices by all staff
Our school at a glance

School Profile

Buddina State School is a Prep to Year 7 Education Queensland State Primary School which opened in 1979 with 250 students. Today Buddina State School caters for over 700 keen and enthusiastic students who are eager to learn.

Buddina has a well-earned reputation as being an excellent school that offers quality education to the students in our community. Students are offered an optimum learning and growth environment, delivered with a sense of enthusiasm and commitment.

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>716</td>
<td>319</td>
<td>385</td>
<td>89%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In 2010 the school had 28 classes. As the school was in a period of growth, the number of students in the P-3 sector is somewhat greater than the number in Year 4-7. The majority of our students live in a suburban environment and come from the immediate geographical area.

A small number of our pupils either speak or experience a language other than English spoken in their home environment.

On completion of Year 7 most students either attend Mountain Creek SHS or Kawana State College.

The school has a Special Education Unit which supports around 30 students to integrate into mainstream classes for all or some of the day, whilst providing specialist support where required.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On or under target</td>
<td>Under Target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
<td>93%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
<td>92%</td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
<td>93%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>14</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
## Curriculum offerings

### Our distinctive curriculum offerings

In addition to the eight Key Learning Areas, other curriculum focuses include:

- Prep year units of work that are fully aligned with the Queensland Studies Authority P-3 literacy and numeracy indicators.
- A curriculum framework that reflects the processes embedded in the Queensland Curriculum, Assessment and Reporting Framework (QCARF), and the Early Years Curriculum Guidelines (EYCG).
- Long and short term plans to fully prepare students for the annual National Assessment Plan (NAPLAN) tests for students in years 3, 5, and 7.
- The ‘CARS & STARS’ literacy program
- The ‘Seven Steps To Writing’ program across all year levels
- A vibrant performing arts curriculum, incorporating dance, movement, and drama; woodwind and strings/percussion instrumental music programs; guitar lessons; and singing tuition. Students participate in our musical production of “Heros”.
- A Gifted & Talented (G&T) program focused on robotics, chess, and mathematics.
- A science curriculum based on the Primary Connections approach to the teaching of science.
- The School-Wide Positive Behaviour Support Program (SWPBS) provides a full suite of social skills lessons and videos for all year levels, supporting our four values of Caring for Others; Caring for Ourselves; Caring for Our Learning; and Caring for Our School.
- Japanese is the language taught in the Languages Other Than English (LOTE) program

### Extra curricula activities

- Students access chess lessons and competitions
- Art classes are offered weekly by our Administrative Assistant
- Our recreational sports program exposes our students to a wide range of opportunities and options in keeping with life in a coastal community.
- The upper school boys compete to be a member of our successful Rugby league Development Cup team each year.
- Students in years 6 and 7 compete annually in the Sunshine Coast Mathematics Tournament, with commendable success.
- Year 5 students participate in the Science Fair, co-ordinated by Mountain Creek State High School.
- All students have the opportunity to attend a number of music or dramatic performances from external providers throughout the year.
- A large number of students participate in the district inter-school sports competitions.
- Guitar and singing groups
- Students from Buddina attend ‘Voices on the Coast’ – a day to meet authors and celebrate excellence in Literacy.
- Our SEU students participate in a sailing program
**How Information and Communication Technologies are used to assist learning**

Authentic and challenging ICT learning experiences that integrate curriculum offerings are important aspects of every child’s education at Buddina.

Will many digital tools at our disposal, accessing the most suitable hardware and software solution is an important element of our ICT program. The school has access to Education Queensland’s eLearning resources, with many virtual classrooms evident across the school.

Our infrastructure for ICTs includes three fully networked computer rooms (two with 30 workstations and the other with 15); a cluster of computer workstations in every classroom; digital projectors in every classroom; a scanner and digital camera for every classroom block; specialised media equipment; and a laptop computer for every teacher.

The school employs a Network Administrator for 30 hours per week.

There is an explicit focus on ICT professional development for staff – culminating in 5 staff having their ICT Pedagogical Licence.

The 2010 School Opinion Survey results indicated very strong support for the way the school uses ICTs, with 92% of parents saying they were satisfied or highly satisfied “with the way students use computers for learning at school.”

**Social climate**

Buddina is a very cohesive community, where staff, parents, and community groups work as a team with students’ welfare, learning, and enjoyment of school the core of everything we do.

The school’s ethos is built upon its four core values of Caring for Ourselves, Caring for Others, Caring for Our Learning, and Caring for Our School.

The School-Wide Positive Behaviour Support (SWPBS) program informs the strategies that underpin our Responsible Behaviour Plan for Students, which focuses on the core values and expectations of student behaviour.

Students are further supported through the school’s Student Services Team; our Chaplain; our Kids’ Hope mentoring program; “supportive play” planning for those students requiring such support; and the appointment of a Behaviour Management Consultant.

Students also have access to our P&C Association sponsored Outside School Hours Care (OSHC) program, which is licensed for 85 students. This organisation also provides a comprehensive vacation care program.

Responses to the annual school opinion surveys indicate a positive picture of our school.
Our school at a glance

Parent, student and teacher satisfaction with the school

Buddina’s satisfaction levels are consistently comparable with the State and Like Schools means.
Buddina is a very cohesive school, with positive social climate indicators

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>91%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Parents, caregivers, and members of the wider community are encouraged to be a part of the Buddina School Community.

Opportunities to participate include becoming a classroom parent representative on the Parent Forum, which meets every month prior to the P&C meeting; becoming an active participant of the Parents and Citizens Association; attending class information and oral reporting sessions; assisting at the tuckshop; volunteering to assist with the annual Big Day Out; supporting students at each class learning Expo; and becoming active on school committees when appropriate.

Reducing the school’s environmental footprint

The Schools SEMP Plan focussed on the following actions for 2010:

1. Minimising Power consumption
   - Set up Expectations that rooms should power down when unoccupied
   - Develop an awareness of the need to power down and be mindful of power usage.
   - Computer Screens should be turned on at completion of lesson
   - Timer has been placed on the staffroom urn
   - Discuss power consumption at Parades
   - School Cleaners are have asked not to power rooms before school commences
   - Open windows rather than use fans
   - Solar Panels have been placed on Prep Building - Green Energy

2. Effective use of water - decreasing wastage
   - Set up expectations for quick wash of hands
Our school at a glance

- Water in early hours of morning (effective water usage)
- Refit flush toilet with water saving flushes
- Regular check for dripping taps

3. Increasing the school’s awareness of power and water conservation
   - Articles in the school’s newsletters
   - Link to class curriculum and units of work where appropriate
   - Link into the School’s Caring Values - Caring for the school and Environment
   - A School environmental group has been developed inclusive of class reps from years 4-7
   - Advertising and encouraging participation – in community events such as Earth Hour, National Tree Day, World Environmental Day and Activities at the Local University.

4. Decreasing the Schools Carbon Footprint
   - Encourage children to have litter free lunches
   - Minimise lunch waste by using containers or reusable plastic bags
   - Encourage recycling of food scraps

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity kWh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$71,680</td>
<td>$36,556</td>
<td>$20,304</td>
<td>$3,984</td>
<td>$10,836</td>
<td>$0</td>
<td>$0</td>
<td>186,736</td>
<td>13,930</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$59,955</td>
<td>$29,351</td>
<td>$0</td>
<td>$0</td>
<td>$8,828</td>
<td>$0</td>
<td>$21,816</td>
<td>168,480</td>
<td>4,995</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 2009 - 2010: 19% 25% N/A N/A 23% N/A -100% 11% 179% N/A
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>50</td>
<td>25</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>43</td>
<td>15</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>42</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were $31256.

The staff at Buddina State School engaged in numerous professional development opportunities in 2010. These activities covered the priorities of Education Queensland as well as the specific focus areas as outlined in the school’s Annual Operational Plan. The targeted areas include:

- Many workshops (internal and externally provided) regarding effective implementation of ICTs and the advancement of Education Queensland’s eLearning agenda
Our staff profile

- Differentiation of curriculum, providing a range of curriculum offerings for students at all levels
- Australian National Curriculum – awareness of ACARA, and the relationship to current curriculum
- Mathematics – Hotspots and Investigations
- Brain research
- Curriculum planning
- Behaviour support workshops provided at a district level

The involvement of the teaching staff in professional development activities during 2010 was 91%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of staff retained from the previous school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the end of the previous school year, 98% of staff were retained by the school for the entire 2010 school year.</td>
</tr>
</tbody>
</table>
Key student outcomes

Attendance

Student attendance - 2010

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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.

Buddina activates the policy guidelines contained in “Guidelines: Truancy, School Refusal, & Unexplained Absence.”

Rolls are marked twice daily: by 8.45am and at 2.00pm daily. Students who are absent for two consecutive days without explanation are issued with a letter for parents/caregivers. Continued absences are followed up by phone contact by a member of the Administration Team.
Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector
- Government
- Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

Indigenous students have shown improvements in achievement in reading and writing. In writing, our indigenous students are demonstrating results above the national mean. Numeracy and reading results are below the state mean, though reading results are trending upward.