Principal’s foreword

Introduction

Welcome to Buddina State School. As a school, children are our focus and we support and guide each individual’s development within a framework based on the four caring values of:

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

The purpose of this report is to outline the school’s achievements, and to provide the necessary contextual information to enable informed judgements about the school and student progress. The success of our progress towards achieving our goals is evidenced by the very pleasing student outcomes and very high levels of satisfaction indicated in the 2014 Student, Parent and Staff Opinion Surveys. Buddina SS offers a comprehensive range of programs designed to cater for varied student interests and abilities.

We are proud of the partnerships which exist between our school, our students, our parents and our local community.

School progress towards its goals in 2014

Implement the Australian Curriculum with a strong focus on improved literacy and numeracy outcomes and differentiation

In 2014 Buddina SS released all teachers once per term for planning using the Australian Curriculum. 2014 saw the continuation of Maths, English, Science and History and the introduction of the Geography curriculum which students responded very positively to. Teachers accessed curriculum documents online as well as from their individual curriculum folders.

Buddina SS continues to focus on excellence in the teaching of mathematics and to that end organised for George Booker, international expert in the teaching of mathematics, to come and inservice all our teachers and teacher aides in the area of numeration and computation. Building teacher capacity in conjunction with the
implementation of diagnostic testing has seen teachers’ knowledge and understanding of how to diagnose deficits and teach mathematics increase.

Buddina SS has provided many extension opportunities in extracurricular activities including Robotics, Tournament of Minds, Debating, Journalism Club, Chess, Yoga, Surfing, Development Cup, Reader’s Cup, Choir, Youth Parliament, Art and skateboarding.

Buddina SS has continued focussing on supporting all children to improve their learning outcomes through the implementation of many differentiated programs from Prep to year 6. These programs included:

- U2B School of Distance Ed program
- Differentiated rotation groups with the support of the STLNs
- Professional development for all staff in differentiating the curriculum across and within year levels
- Employment of a Gifted and Talented teacher two days a week to support the high ability students
- Early Years literacy and numeracy extension programs

Buddina SS has expanded its Early Years prevention, intervention and extension program for reading, writing and number to include: Reading Extension Program (REP), Number Extension Program (NEP), Letters and Words Program (LAWS), Number Awareness Program (NAP), Support-a-Reader (SAR) and Support-a-Writer (SAW).

Results for the REP program in Prep saw 100% of children increasing 6 PM levels over 6 months with 28% increasing more than 12 PM levels. The average growth in the REP for Year 1 & 2 was 3.25 PM levels over 10 weeks.

Buddina SS continues to focus on improving learning outcomes for all students with the development of differentiation sessions for all year levels, decreasing the student-teacher ratio, and allowing for explicit target teaching to support the needs of the students.

Data analysis is an integral part of what Buddina teachers do to inform their planning. In 2014 sophisticated data discussions were seen regularly across year levels and between individuals e.g. place value diagnostic testing. Data was regularly used to inform whole school programs e.g. Sutherland Phonological Awareness Test (SPAT) and Prep screeners.

Intervention teacher aides are supported through appropriate professional development programs to enhance their knowledge and understanding of current effective teaching strategies. All intervention aides were employed up until the afternoon break to support students with learning needs.

All Prep children were screened in the Early Test of Language and identified Preps and year one students were tested with the SPAT. Differentiation rotations were refined and continue to support all students at their level of need. These rotations allowed for explicit teaching and learning to occur in clinic type situations with experienced teachers.

**Engage all staff in the Developing Performance Framework process**

2014 saw the Developing Performance Process embedded in practice with all teachers working with a coach/mentor to develop an individual program to enhance their pedagogy. This process in conjunction with the
development of an Instructional Leader’s Program and instructional rounds allowed all staff to engage with the
development of performance in a meaningful way.

**Embed a coaching culture**

All teachers attended professional development for the *Seven Steps to Writing Success* and are implementing
this in their classrooms. Buddina SS employed a literacy coach for 3 days a week to support writing pedagogy
across the school incorporating the *Seven Steps to Writing Success program* across the school.

Through support from Regional Office, Buddina SS has also been involved in the Reading Success Program where
2 regional officers worked across the school specifically in the area of reading. After an initial training session all
teachers were able to plan, observe and model the process of reading with the literacy coach supporting their
pedagogy. The teachers are using the *Gradual Release of Responsibility* model as part of their pedagogical
practice.

**Embed a pedagogical framework based on the Art and Science of Teaching**

Buddina SS staff created a pedagogical framework based on ASOT that all teachers use. The framework strategies
are focussed on the whole school, classroom and student levels. Teachers have all participated in a number of
professional development sessions to aid their understanding of the ASOT 10 design questions and their
implementation in the classroom.

All teachers have been embedding learning goals in classroom practice and through year level planning.

**Increase school capacity through improved community partnerships**

- **Koala Joey**s – 2014 saw the introduction of our Koala Joeys pre-prep program which runs
weekly in the Learning Centre. A teacher, parent and a teacher aide completed the training in
Brisbane to qualify to run this early literacy program with families. Each week children under
school age along with their families come and join in educational songs and dancing to support
active communication between a young child and a carer; as we believe that early oral language
development are keys to improving social, cognitive, emotional and physical outcomes for all very young
children. This program promotes intentional and effective interactions between an educator (or parent)
and a child.

- **Aboriginal and Torres Strait Islander community partnership** – Wunya Ngulum Day 2 May 2014 - Over
the past few of years Buddina SS has been working toward a closer relationship with the local Aboriginal
and Torres Strait Islander community. 2014 saw the culmination of this work with the signing of the
Wunya Ngulum (Welcome Everyone) agreement. Lyndon Davies, a local Gubbi Gubbi identity and Aunty
Betty who is one of our Grandmothers as well as an elder from another region, came together with the
school Principals of Kawana Waters SC and Buddina SS to sign the agreement that outlines the
expectations of the school and the community when working together. Our Cultural Identity coach, Peter
Mulcahy (Garu Peter), has been an integral part of this success through the work he has done with the
children and parents of our Buddina community.

- **Art Show & Artist-in-Residence Program** -The Buddina Art Show and Artist-in-Residence Program was
once again a magnificent success in 2014 offering students the opportunity to learn a range of artistic
techniques and then have a personally selected piece displayed alongside pieces by professional artists
at the highly professional Buddina Art Show. School capacity was increased through significant
community sponsorship agreements and community support. 95% of students participated in the
program, over 100 people attended the gala evening; and over 500 people attended the family days.
Feedback from the whole school community was overwhelmingly positive and the program will continue
in 2015.
Maximise student engagement through the use of Individual Learning Plans and Individual Behaviour Support Plans.

The design and use of Individual Curriculum Plans was refined to further support improved student outcomes. The Buddina SS design is used as an exemplar by the region.

Buddina SS supported many children throughout the school, including 6 students who accelerated a full year level in Maths Individual Curriculum Plans (ICP’s). We will continue to expand these processes throughout 2015. Parents are integral to monitoring student outcomes and implementation of the plans each term.

Through supportive school processes, Buddina State School staff support students who have been identified as requiring additional guidance in managing their behaviour. One aspect of this process is the development of Individual Behaviour Support Plans (IBSPs).

These IBSPS are collaborative documents with input from teachers, school support staff, parents and the school administration. They contain a Behaviour Plan and a Learning Plan recognising that behaviour often affects their academic performance. Buddina State School processes are designed to assist students in maximising their learning potential.

Future outlook

The key areas for improvement as defined in the 2015 Annual Implementation Plan are to:

- Use student data to monitor and direct programming to meet student needs
- Develop teacher capacity through increased focus on alignment of teacher pedagogy
- Use whole of school data to inform an explicit improvement agenda
- Increase school capacity through accessing regional and local school cluster resources
- Increase school capacity through improved community partnerships

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep - Year 6

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>646</td>
<td>295</td>
<td>351</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>621</td>
<td>284</td>
<td>337</td>
<td>95%</td>
</tr>
<tr>
<td>2014</td>
<td>672</td>
<td>312</td>
<td>360</td>
<td>95%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.
**Characteristics of the student body:**

In 2014 the school had 26 classes. The majority of our students live in a suburban environment and come from the immediate geographical area.

In 2014 6% of our students either spoke or experienced a language other than English spoken in their home environment and 6% of our students identified as Indigenous.

On completion of Year 6 most students either attended Mountain Creek SHS or Kawana Waters State College.

During 2014, the Buddina State School Special Education Unit supported 26 students, the majority of whom were integrated into mainstream classes for all or most of the day with in-class specialist support provided as required.

### Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>19</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>27</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>27</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>
Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.
Curriculum offerings

In addition to the eight Key Learning Areas, other curriculum focuses that provide distinction at Buddina SS include:

- Strong focus on differentiation to cater for all ability levels including gifted students, and learning styles
- A Gifted and Talented program across all curriculum areas supported by ongoing professional learning for teachers and parents
- Enrich-a-kids offers extension for high achieving students in a range of curriculum areas
- Extension programs that provide opportunities in robotics, chess, sport, dramatic arts, and music.
- Rigorous curriculum planning under the leadership of the Head of Curriculum to ensure common expectations and format across all year levels.
- A vibrant arts curriculum incorporating visual arts, dance, movement and drama, woodwind and strings/percussion instrumental music programs, and guitar lessons.
- Gardening and sustainability
- Languages Other Than English (LOTE) based on the Japanese language
- The School Wide Positive Behaviour Support Program (SWPBS) provides a full suite of social skills. Lessons and videos are provided for all year levels supporting our four caring values of Caring for Others, Caring for Ourselves, Caring for our Learning, and caring for our School
Extra curricula activities

- Our specialist Academic Talent teacher offers students the opportunity to participate in Tournament of Minds and the supporting Problem Solver’s club
- Students compete in International Competitions and Assessments for Schools in English, Maths and Science
- Art classes are offered weekly by our highly creative and talented administrative assistant
- The Buddina Art Show, a professional art exhibition which also celebrates the magnificent student work produced through the Artist-in-Residence program
- Students access chess lessons and competitions
- Students access robotics competitions
- Students have the opportunity to participate in online learning projects with Brisbane School of Distance Education
- Our recreational sports program provides our students access to a wide range of opportunities and options in keeping with life in a coastal community
- Surfing Academy and a skateboarding program
- The upper school boys compete to be a member of our highly successful Rugby League Development Cup team each year and lower school students compete for the Billy Moore Cup.
- All students have the opportunity to attend a number of music or dramatic performances presented by external providers throughout the year.
- A large number of students participate in the district inter-school sports competitions
- Choir is offered for both the senior and junior school students. Guitar lessons are provided by a private provider.
- Students attend Voices on the Coast – a day to meet authors and celebrate excellence in literacy
- Indigenous students are supported through strong links with the local indigenous community
- Social support for all students and special group support for upper school children
- The school chaplaincy program is available to support students upon parent request
- Mentors provide additional student support
- Breakfast Club once per month
- Yoga for children
How Information and Communication Technologies are used to assist learning

At Buddina learning through ICT transforms the process of teaching and learning by providing ICT resources and professional development to support and enhance the curriculum.

- **ICT Infrastructure** includes fully operational labs, two with 30 working stations and two with 15 working stations as well as two desktops in each classroom. Each classroom is equipped with a data projector to use in conjunction with CFT’s (teacher laptops) for implementation of the C2C curriculum.
- **IOS device fleet** has been increased so that every early phase class P-3 has three iPads per class, Yr 4-5 has three per class and Yr 6 has access to a kit of 6 iPads to share.
- A Network Administrator is employed for 30hrs a week to oversee the operational system of implementing and maintaining ICT hardware and resources within the school.
- An ICT support teacher is employed for two days a week to assist in implementing safe ICT practices, selecting and instructing teachers on beneficial programs, in-servicing staff on iPads, CFT tools, policies and timetables. Teachers are apprised of ideas and programs suitable for differentiation for specific students in the classroom.
- Whole school access to Soundwaves Online, Reading Eggs and Studyladder.
- Teachers and students have a wide variety of digital tools to support and extend their learning within relevant curriculum content i.e. digital cameras, easi speak microphones, microscopes, scanners, smart boards, iPads.
- **ICT is embedded in all curriculum areas and is assessed each term using a wide variety of creative digital tools and Microsoft programs.**
- **All teachers have access to the CPR (Contemporary Practice Resource) on The Learning Place for teacher professional development.**
- **All staff have developed Ed Studios for their students to access at school and home through the Learning Place. These Ed Studios provide an opportunity to make connections digitally and share valuable information between parents and students.**
- **Increase in the number of teachers attending the Play, Wonder and Learn 2014 Interactive Learning Conference for the Early Phase.**
- **Increase in the amount of school in-service provided to classroom teachers on iPad tools and programs in school time as well as after school sessions.**
- **All students were made aware of safe practices of ICT through the Cybersafety Program.**

Buddina has invested funding and support in the ICT program as we believe that Information and Communication Technologies (ICT) offer teachers and children innovative, creative and interactive educational tools and resources.
which extend the potential learning environment. These technology tools are used to support and develop the aims, principles and objectives of the curriculum and have the potential to transform classroom learning and instruction.

Social Climate

Staff at Buddina SS work within a School Wide Positive Behaviour Support (SWPBS) framework to focus upon positive strategies to promote a positive social climate across the school based on mutual respect between all stakeholders in our school community.

As a stable and cohesive school, Buddina is characterised by parents, staff and community groups working closely together to ensure the best possible social and academic outcomes for students. An abiding concern for student welfare and the love of learning are at the centre of all programs developed in the school.

The following core values direct and inform all actions within the school.

- Caring for Ourselves;
- Caring for Others;
- Caring for our Learning; and
- Caring for our School.

These are ubiquitous throughout the school and through persistent focus on these values, positive student attitudes are developed and student behaviour is maintained at a high standard.

Further support at an individual level is provided through:

- A highly effective Student Support Services team (who meet weekly to consider individual students, prioritise needs and allocate support resources)
- School Chaplain (who provides targeted support for students and operates supportive social welfare programs in the school)
- Kids Hope mentoring (which provides specific support for identified students, assisting with social support)
- An active SWPBS committee & Professional Learning Community (who use data to drive improvement in student welfare and behaviour management)
- A trained psychologist (to provide informed advice, support and liaison with parents, external agencies and the school)

An important element of the social climate at Buddina SS is the explicit valuing of all student abilities. While there is a relentless focus on building academic performance, this is achieved through building a broad curriculum inclusive of diverse talents, abilities and interests of all students. These programs increase student confidence and build social capital within the complete school community.

We celebrate the amazing diversity of learning opportunities available to our students and our energetic and enthusiastic staff who dedicate their time to these endeavours:
Parents are also able to access the Outside School Hours Care (OSHC) service provided onsite by Camp Australia. This organisation also provides a comprehensive vacation care program and is licensed for 85 students.

### Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>89%</td>
<td>97%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>97%</td>
<td>91%</td>
<td>98%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>97%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>97%</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>97%</td>
<td>92%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>91%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>97%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>97%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns* (S2009)</td>
<td>97%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>94%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>94%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>82%</td>
<td>83%</td>
<td>97%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>
### Performance measure

#### Percentage of students who agree\(^\#\) that:

<table>
<thead>
<tr>
<th>Measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>92%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>95%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>85%</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>90%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>88%</td>
<td>88%</td>
<td>98%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>95%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>91%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>93%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

#### Percentage of school staff who agree\(^\#\) that:

<table>
<thead>
<tr>
<th>Measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>96%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>98%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>92%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>94%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>96%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>94%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>94%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
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<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>96%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>94%</td>
<td>97%</td>
<td></td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

**DW = Data withheld to ensure confidentiality.**

### Involving parents in their child’s education

Parents, caregivers and members of the wider community are encouraged to be 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;
- Attending class information sessions presented by the class teacher;
- Attending class curriculum expos
- Attending parent-teacher interviews
- Attending school sports days
- Volunteering at various P&C organized fundraising events
- Attending whole of school Parent Curriculum Information Sessions

All class teachers issue parent information letters at the start of each term and make themselves available for parent meetings throughout the term by request.

The majority of teachers maintain Virtual Classrooms and Ed Studios to keep parents updated with daily class activities. The majority of staff issue their school email address to facilitate parent-school communication.

All members of the administration team have an open door policy for parent enquiries. Buddina SS staff value highly, and strongly encourage parent involvement in all aspects of school life.

Reducing the school’s environmental footprint

Throughout 2014 we continued with push taps in toilets and on bubblers in conjunction with all classes having light and fan monitors whose responsibility it is to turn off lights, fans and data projectors during break times, and after school. These continuing embedded practises reduce our water and electricity consumption and ultimately work towards reducing the school’s carbon footprint. Across the previous twelve months several new projects have also begun, all aimed at improving not only our school’s sustainability, but student knowledge and understanding of the environment, and its importance.

Year 6 students have taken over maintenance of the rainforest, including weeding and propagation. A Landscape Architect has worked with the gardener to identify endemic species within the rainforest area, ensuring a plan for removal of inappropriate species can occur. The gardener also established a working relationship with a local member of Landcare to identify and begin propagation of edible species.

Year 4 students have continued to propagate, maintain and harvest vegetables out of the raised vegetable garden. Produce harvested is bagged and sold by the students, with profits being used to sustain propagation.

Water tanks continue to be used as a water supply for one block of school toilets, while solar hot water is used in all areas of the school that have hot running water.

The school gardener continues to use compost and mulch on the gardens to reduce water loss through evaporation, and the increased planting of endemic species has seen a growth in native animals within our school gardens. As a school community we are planning to continue further planting of endemic species in the coming twelve months.
Environmental footprint indicators

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>996</td>
<td>2,621</td>
</tr>
<tr>
<td>2012-2013</td>
<td>158,579</td>
<td>1,624</td>
</tr>
<tr>
<td>2013-2014</td>
<td>167,879</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the ‘less than 5’ rule has been applied in schools whose Indigenous staff numbers are less than five.

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>48</td>
<td>26</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>40</td>
<td>16</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>35</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>3</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 was $48,000.00.

The major professional development initiatives are as follows:

- Australian Curriculum
- Subject/year level specific conferences/seminars
- E-learning
- Robotics
- Art and Science of Teaching
- Differentiation
- Gifted and Talented
- Student well-being
- Coaching/mentoring
- Leadership
- Workplace Health and Safety
- Office management
- Marketing
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sectors: Government
Non-government

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 webpage.

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

Key student outcomes

Student attendance

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

<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>2012</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>2014</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: 0% to <85% 85% to <90% 90% to <95% 95% to 100%

<table>
<thead>
<tr>
<th>Year</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>9%</td>
<td>14%</td>
<td>28%</td>
<td>48%</td>
</tr>
<tr>
<td>* 2013</td>
<td>12%</td>
<td>13%</td>
<td>29%</td>
<td>45%</td>
</tr>
<tr>
<td>2014</td>
<td>13%</td>
<td>14%</td>
<td>32%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Class rolls are marked twice daily by the class teacher. Parents/Carers are sent a letter when students are absent and unexplained for two consecutive days. Parents are telephoned if there is no response to the letter.

Parents of students who have high absenteeism are contacted by telephone by a member of the school administration team. The negative effects of absenteeism are published regularly in the school newsletter and displayed prominently throughout the school.
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/.

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

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

Closing the Gap
Attendance of Indigenous students decreased from 91.5 to 90.3 over the past year which was slightly below the Non-Indigenous students on 92.3. There was a strong increase in attendance by Indigenous students compared to 2008 when the attendance was 85.4.

The number of Indigenous students represented by Closing the Gap data each year at Buddina SS is very small (n=6). Year 3 & 5 data for 2014 shows that the Indigenous students performed higher than the Non-Indigenous
students in all areas. Year 7 results showed a decrease in the gap in Reading and Numeracy but an increase in Writing.
Identified Indigenous students were supported regularly by an Indigenous literacy teacher aide five hours a week.