Welcome to Buddina State School. As a school, we focus 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 partnerships which exist 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 enable informed judgements about the school and student progress.

This report provides information about:

- Progress towards our goals in 2011 and the outlook for 2012
- Our enrolment patterns and school profile
- The school’s curriculum offerings
- The use of ICT’s 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

School progress towards its goals in 2011

The Buddina State School Annual Operational Plan identified the following goals:

1. Improve literacy and numeracy outcomes through the review of pedagogical practice

Progress

- Rigorous professional learning for teachers in differentiation
- Targeted off campus professional development for teachers
- Support Teachers timetabled to support ability grouping across class groupings
- Differential resourcing to support students working off level
Our school at a glance

- Integrated existing Buddina curriculum programs with C2C units
- Modelled lessons based on identified need
- Analysis of different data sets to inform teacher judgement and curriculum planning
- Teachers participated in district moderation for non QCAT year levels

2. Implementation of Australian Curriculum

Progress
- Meeting time allocated for familiarisation of teachers with new Australian Curriculum
- Identification of gaps between existing curriculum and new Australian Curriculum
- Targeted teaching of content identified as a gap between existing curriculum and new Australian Curriculum

3. Enhancement of outcomes for indigenous students

Progress
- Indigenous teacher aide provided differentiated academic and social support for students and families
- Strong focus on integration of indigenous perspectives in unit plans
- Implementation of Coolabah Dynamic Testing program
- School Chaplain supported students and families
- Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (IESIP) funding to increase support for indigenous students to access formal curriculum

4. Improved school performance through responding to Teaching and Learning Audit findings

Progress
- Support for teachers to use data from a wide variety of sources for monitoring and tracking student progress and for planning relevant curriculum
- Compilation of Buddina data collection calendar
- Provision of parent skill development and information sessions on school programs
- Pedagogical practice shared through mentoring/coaching and year level teacher teams
- Refocus on Buddina expectations
- Professional learning in brain research
- Staffing allocation used to support needs of high achieving students
- Implementation of Developing Performance Planning process

5. Sustainability

Progress
- Extension of Litter free lunch Box program into lower primary years
- Solar panels installed on school buildings
- Successfully gained funding from Solar Schools Grant to extend solar panel installation program
- Established Student Environmental Group
- Student Environmental Group members monitored class energy saving practices to reduce power usage
- 55% reduction in electricity usage and 86% reduction in power usage
- Students participated in Kids Teaching Kids program to raise student increase awareness of community environmental issues
Our school at a glance

- Strong focus on integration of environmental perspectives in unit plans
- Budget allocation used to employ dedicated gardener to support reduction of environmental footprint in grounds maintenance
- Caring values extended to include caring for the environment.

6. Support staff, student and parent engagement and well being

Progress

- Enhanced congruity between assessment and reporting achieved through implementation of ACARA policies
- Budget allocation for Support Teacher Literacy and Numeracy to participate in year level planning meetings
- Increased focus on understanding the needs of high achieving students
- Increased focus on identification of underachieving students
- Identification of support for high achieving students incorporated with Students Support Services Team responsibilities
- Reinvigorated P&C and engagement of class parent representatives
- Engagement with parents of students with high absences
- Continue the focus on the Buddina SS Responsible Behaviour Plan for Students and implementation processes
- Student Support Services team operation reviewed and refined
- Increased staff awareness of Student Support Services team processes
- Increased staff awareness of EQ Employee Advisor service and indicators of stress
- Responded proactively to staff request for increased allocation of team meeting time
- Established Sunshine Coast Education Link Queensland (SCEdLinQ) committee and processes to link with community organisations
- Special Education Unit reviewed staffing roles, behaviour management practices, policy and procedures to ensure alignment with whole of school processes
Future outlook

Continued Improvement of outcomes in Literacy and Numeracy
- Screening and Support a talker for Prep in Terms 1 & 2
- Maximise access to learning support through strategic grouping of students and timetabling
- Professional development in reading analysis and reading comprehension strategies
- Professional development in working mathematically and number strategies

Implementation of Australian Curriculum
- Maintain focus on teacher release for curriculum planning with HOC and on team meeting time
- Review Buddina curriculum programs for alignment with Australian Curriculum and make required changes
- Budget focus on resourcing for Australian Curriculum implementation
- Budget focus on support for ICT teacher professional learning and support resourcing
- Access C2C as support materials

Closing the Gap
- Raise awareness with staff of Closing the Gap policy and goals
- Indigenous students identified and supported with appropriate pedagogy
- Investigate funding sources to support indigenous cultural programs

Sustainability
- Reduce the amount of landfill through increased focus on recycling and litter free lunchboxes
- Monitor and reduce environmental footprint
- Increase community involvement in Buddina School Environmental Plan (SEMP)
- Increase capacity to generate solar power
- Link Caring values to SEMP

Engagement and Wellbeing
- Revise Buddina Gifted and Talented policy
- Continue with professional development in pedagogy to support academically talented and underachieving students
- Promote Everyday Counts through reviewing strategies for monitoring student arrival times and attendance
- Continue and refine Building Buddies at Buddina strategy to maintain a safe and caring environment
- Review and promote increased understanding by all staff of Student Support Services Team processes
- SWPBS lessons to ensure universal language is used by teachers, parents and students
- Implement effective strategies for data collection and analysis of behaviour for SWPBS
- Refine implementation of perceptual motor and supported play programs
- Explore multimedia devices to improve engagement of disengaged students
- Refine Sunshine Coast Education Link Queensland (SCEdLinQ) strategies
- Special Education Unit (SEU) to publish and make whole school aware of roles, behaviour management practices, policy and procedures of SEU
- Renew strategic planning systems and procedures with P&C and community engagement strategies
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. During 2011 the school catered for over 700 keen and enthusiastic learners.

Buddina has a well-earned reputation as being an excellent school which 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 - 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 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>705</td>
<td>308</td>
<td>397</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In 2011 the school had 29 classes. 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.

During 2011 the Buddina State School Special Education Unit supported approximately 30 students, the majority of whom are integrated into mainstream classes for all or most of the day with in class specialist support provided where required.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.3</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.2</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>19</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

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

- Strong focus on differentiation to cater for all ability levels and learning styles
- A Gifted and Talented program across all curriculum areas supported by ongoing professional learning for teachers and parents
- Extension programs that provide opportunities in robotics, chess, sport, dramatic arts and music
- Rigorous curriculum planning to ensure common expectations and format across all year levels
- A science curriculum based on Primary Connections approach to the teaching of Science
- Prep year units of work aligned with the Early Years Curriculum Guidelines integrating the draft Australian English Curriculum
- 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 highly professional annual musical production.
- The ‘Cars and Stars’ program
- The “Seven Steps to Writing” program across all year levels
- Languages Other Than English (LOTE) based on Japanese language
- 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 Caring Values of Caring for Others; Caring for Ourselves; Caring for our Learning; and Caring for our School

Extra curricula activities

- Students access chess lessons and competitions
- Art classes are offered weekly by our highly creative and talented 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 & 7 achieve commendable results when they compete annually in the Sunshine Coast Mathematics Tournament
- 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 presented by external providers throughout the year
- A large number of students participate in the district inter-school sports competitions
- Guitar and Singing lessons
- Students from Buddina attend ‘Voices on the Coast’ – a day to meet authors and celebrate excellence in Literacy
- SEU students participate in a sailing program
- Social Support for all students and special group support for upper school children
- Breakfast Club once per month

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
- With 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 ICT’s includes three fully networked computer rooms (two with 30 work stations 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; 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 2011 School Opinion Survey results indicated very strong support for the way students are engaged in the application of ICTs in the classroom with 94% of students indicating that they were satisfied or highly satisfied with the “way they use ICT’s 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, 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 Support Services team; our Chaplain; the Kid’s Hope mentoring program; ‘supportive play’ planning for those students requiring closer play supervision and skillling; and the appointment of a behaviour management consultant.

Students are also able to access the Outside School Hours Care (OSHC) service provided on site by Camp Australia licensed for 85 students. This organisation also provides a comprehensive vacation care program.

Responses to the annual School Opinion Survey indicate a very positive picture of our school with 97% of parents stating that their child is ‘happy to go to this school’ and 89% state that their child ‘is treated fairly at this school’. 86% of students state that they ‘feel safe at this school’

Parent, student and teacher satisfaction with the school

Buddina’s satisfaction levels are consistently high with parents reporting increasing levels of satisfaction reported in 2011.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>66%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>
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; attending class information sessions presented by the class teacher; attending curriculum expos; attending parent–teacher interviews; attending school sports days; assisting at the tuckshop and uniform shop; volunteering at the various P&C organised fundraising events; and attending whole of school 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.

Increasing numbers of teachers maintain Virtual Classrooms and EdStudios to keep parents updated with daily class activities. All members of the administration team have an open door policy for parent enquiries. Buddina State School staff value highly, and strongly encourages parent involvement in all aspects of school life.

Reducing the school’s environmental footprint

Our school’s Environmental Management Plan focussed on the following actions in 2011:

- Minimising power consumption
- Consolidated and reinforced expectation that rooms should power down when unoccupied
- Focussed on need to turn off data projectors and computer screens when not in use
- Engaged in discussion with Camp Australia (OSHC providers) in relation to minimising use of air-conditioner
- More strategic use of air conditioners in computer labs
- Staffroom urn replaced with more energy efficient model
- Information sharing on parade to raise awareness of home as well as school power consumption and conservation
- School cleaners requested not to power rooms before school commences
- Continued to promote open windows rather than fans
- Expanded litter free lunch program

Effective use of water and decreased water wastage

- Set up expectation for quick wash of hands
- Promote use of buckets to wash paint brushes rather than running water
- Monitor behaviour in toilets to reduce water wastage from running taps

Increasing awareness of power and water consumption

- Articles in the school newsletter
- Links to class curriculum and units of work where appropriate
- Links to the schools caring values through caring for the school and the environment
- Support for Student Environmental Committee
- Identified students as environmental leaders
- Advertising and encouraging participation in community events such as earth Hour, National Tree day, World environment day and other community environmental activities
- Recycling competition with focus on Reuse and Recycle,

Decreasing the school’s carbon footprint

- Encourage the tuckshop to use and purchase goods in recyclable plastic
## Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>84,168</td>
<td>1,950</td>
</tr>
<tr>
<td>2010</td>
<td>186,736</td>
<td>13,930</td>
</tr>
<tr>
<td>% change 2010-2011</td>
<td>-55%</td>
<td>-86%</td>
</tr>
</tbody>
</table>
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>53</td>
<td>26</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>43</td>
<td>16</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>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>40</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $35316.00 with the staff at Buddina State school engaged in numerous professional development activities during 2011.

The major professional development initiatives were as follows:

- Familiarisation with the Australian Curriculum documents;
- Mathematics hotspots and investigations
- Science
- Teacher pedagogy
- Marzano Art and Science of Teaching
- Differentiation
- ICT integration into learning.
- Curriculum planning with their year level team under the leadership of the Head of Curriculum
- Point in time learning provided by peer leaders with specialised areas of expertise in ICT's,
- Mentoring and peer learning
- Behaviour management
- The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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.
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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

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.

Class rolls are marked twice daily; 8.45am and again at 2.00pm. Students who are absent for three 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 school administration team.

Repeat absences are managed by implementing the policy guidelines as per ‘Managing Student Absences and Enforcing Enrolment and Attendance at State Schools’

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.
Performance of our students

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

The number of indigenous students at Buddina S.S. remains very small (<2.5%) so wide statistical variations appear from year to year. Over the previous three years, data indicates an ongoing trend of improvement in literacy performance for indigenous students. The gap in scores in 2011 was well below national and state means as well as system aspirations. During the same period, numeracy data is trending upward, with the gap in performance increasing. Currently the numeracy data is above state mean and system aspiration, but remains below national mean scores.

Attendance of indigenous students is equal to the state average.