



# Buddina State School

## ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Buddina is situated on Queensland's Sunshine Coast and was first opened in 1979. The school caters for around 750 students from Prep to Year 6, with a total staff of 83. The school's Learning Support Centre caters for the diverse needs of approximately 35 students with a diagnosed disability. Behaviour management strategies reflect the principles of the School-Wide Positive Behaviour Support Program and the core values of Caring for Ourselves, Others, Our School and Our Learning, providing a supportive learning environment for all students.

Buddina State School is an Independent Public school offering innovative programs that cater for the diverse range of students attending our unique school. Our curriculum framework is built around the Australian Curriculum and the Early Years Curriculum Guidelines. Children are the very core of everything we do and we are very proud of our strong focus on developing programs and opportunities that cater for the individual needs and strengths of our students. The school offers a very broad range of learning for students to achieve excellence in academic studies, sports, music and the arts. The integration of Information and Communication Technologies is a leading teaching and learning strategy. Parents and carers are an integral part of school life and participation is actively encouraged. High expectations are a feature across all of what we do at Buddina.

## Principal's Foreword

### Introduction

The students, staff and families of Buddina State School share a sense of community in their focus on building and maintaining a great school that acknowledges student learning and well-being as core business. The students at Buddina State School are provided many opportunities and supported to be the best they can.

Whether this is through a whole school approach to building a growth mindset or through our continued focus on our four caring values of:

- Caring for others
- Caring for our learning
- Caring for ourselves
- 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.

### School Progress towards its goals in 2017

Our priority areas for 2017, aligned with our school's Strategic Plan (2014-2017) and focussed on ensuring we delivered:

- Increased teacher capacity through Deep Thinking for Deep Learning pedagogy (DT4DL) – ongoing staff engagement through professional development and bespoke learning opportunities with Lane Clark and sector leaders of DT4DL
- An aligned reading program in all classes through the implementation of the gradual release model – embedded in practice through the collegial mentoring of the Master Teacher



- A whole school approach to supporting diverse learners – well-established Learning Support Centre headed by the Head of Special Education Services
- Increased support for Upper two Band (U2B) students – differentiated classroom learning and the Inspire program led by a role specific 'gifted and talented' teacher
- The implementation of the Australian Curriculum – ongoing via knowledge building planning sessions guided by the Head of Curriculum

## **Future Outlook**

A rigorous process toward the end of 2017, led to the identification of a sharp and narrow focus for 2018:

- Continue to build staff capacity in their knowledge of the 'Australian Curriculum'
- Develop consistency of teacher practice within 'writing
- Continue to embed consistent school wide pedagogy based on 'deep thinking for deep learning'

In 2018, we will undergo a Full School Review to report on the school's work around the nine domains of the School Improvement Hierarchy. This will lead into a collaborative process to determine the strategic direction of Buddina for the next four years – a process that will draw from current data trends as well as the feedback from various sources from within the school community partnerships.

A plan to increase student access to mobile devices will be enacted in 2018 to provide greater access to iPads and laptops for Prep to Year 6 students while maintaining access to a computer lab.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	679	323	356	34	96%
2016	723	357	366	29	96%
2017	750	370	380	28	94%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

In 2017 the school had 31 classes with the majority of our students living in the immediate geographical area. Our enrolments have risen steadily over the past few years resulting in an Enrolment Management Plan enacted to manage the growing enrolment trend. In 2017, 4% of our students either spoke or experienced a language other than English spoken in their home environment and 4% of our students identified as Indigenous.

On completion of Year 6 most students transitioned to either Mountain Creek SHS or Kawana Waters State College. During 2017, the Buddina State School Special Education Unit supported 35 students. The majority of these students were integrated into mainstream classes for all or most of the day with in-class specialist support provided as required.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	23	23
Year 4 – Year 6	25	27	27

## Curriculum Delivery

### Our Approach to Curriculum Delivery

**Systematic Curriculum Delivery:** We have developed a deep understanding of the Australian Curriculum using the Department of Education's P-12 curriculum, assessment and reporting framework. We've innovated and adapted the Curriculum into the Classroom (C2C) materials and have held conversations about the Literacy Continuum to support effective teaching, learning and assessment.

**Effective Pedagogical Practices:** We have implemented and monitored an agreed, research-validated school-wide pedagogy of Deep Thinking for Deep Learning in all classrooms and use the gradual release of responsibility model in our teaching. We ensured consistency of teacher judgment and accurate reporting against the Australian Curriculum 'achievement standards' by improving assessment and moderation processes and practices and prioritising these during our planning sessions.



**Expert Teaching Teams:** Our staff all had the opportunity for professional learning, coaching, mentoring and feedback to improve teaching practices. A team of curriculum staff met with classroom teachers at least once per term to plan innovative units of inquiry using high quality, evidence based practices focussing on the success of every student. We used student data to inform our practices so that every student is learning and achieving. These units of work:

- are rigorous and offer opportunity for deep thinking for deep learning
- enhance student numeracy and literacy skills
- provide opportunities for students to engage in higher order thinking through integrated learning activities
- incorporate ICT capabilities
- incorporate assessment tasks and moderation processes
- promotes inclusivity and differentiation

### Co-curricular Activities

- Our specialist Academic Talent teacher offers students the opportunity to participate in a variety of activities including: tournament of minds, debating, journalist club, drama club and the problem solver's club
- Students compete in International Competitions and Assessments for Schools (ICAS) in English, Maths, Spelling, Writing and Science
- Art classes are offered weekly after school by our highly creative and talented 'artist in residence'
- The Buddina Art Show, a professional art exhibition, also celebrates the magnificent student work produced through the Artist-in-Residence program
- Students access chess lessons and competitions
- Robotics is offered throughout the school years beginning with BeeBots in Prep, Digikids in the early years and moving onto Lego competitions in the later years of schooling
- Our recreational sports program provides our students access to a wide range of opportunities and options in keeping with life in a coastal community
- Our highly successful Surfing Academy excellence program and our skateboarding program are very popular across the school
- The upper school boys compete to be a member of our highly successful Rugby League Development Cup team each year and younger students compete in 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 junior and senior school students, an instrumental music program for brass, woodwind, percussion and strings operates and guitar lessons are provided by a private provider
- Students can 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
- The school chaplaincy program is available to support students upon parent request. The chaplain also manages a very popular breakfast club once a month

### 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 computers and another with 10 computers as well as three desktops in each classroom. Each classroom is equipped with a data projector to use in conjunction with teacher laptops for implementation of the Australian Curriculum
- Our number of mobile devices has been increased so that every early phase class P-5 has three iPads per class and Yr 6 has access to 30 iPads to share
- A Network Administrator is employed for 25hrs a week to oversee the operational system of implementing and maintaining ICT hardware and resources within the school

An ICT support teacher was 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, software, policies and timetables. Teachers are provided with ideas and programs suitable for differentiation for specific students in the classroom. These include whole school access to Soundwaves Online, Reading Eggs, BrainPop and Mathletics.

Teachers and students display the general capabilities of the digital literacies through the use of a range of digital devices in the classrooms. 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 Contemporary Practice Resources within The Learning Place for teacher professional development.

Buddina has significant ongoing investment in the ICT program as we believe that Information and Communication Technologies offer teachers and children innovative, creative and interactive educational tools and resources which extend the potential learning environment. The school was fully covered with wireless technology in 2016 and a detailed whole school ICT Infrastructure Plan was developed in 2017.

## Social Climate

### Overview

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
- 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 Inclusion 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:

- Buddina Surfing Academy
- Buddina skateboard program
- Artist-in-Residence and The Buddina Art Show
- School musical (biennial)
- Choir
- Robotics
- Chess
- Tournament of Minds
- BRAINways
- Voices on the Coast
- ICAS competitions
- Debating
- Vegetable gardening
- Rainforest rejuvenation

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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	98%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school* (S2001)	97%	97%	98%
their child feels safe at this school* (S2002)	97%	97%	95%
their child's learning needs are being met at this school* (S2003)	97%	91%	98%
their child is making good progress at this school* (S2004)	100%	91%	98%
teachers at this school expect their child to do his or her best* (S2005)	97%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	90%
teachers at this school motivate their child to learn* (S2007)	97%	97%	95%
teachers at this school treat students fairly* (S2008)	90%	91%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	100%
this school works with them to support their child's learning* (S2010)	100%	97%	93%
this school takes parents' opinions seriously* (S2011)	96%	97%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	93%	94%	93%
this school looks for ways to improve* (S2013)	97%	97%	98%
this school is well maintained* (S2014)	94%	88%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	99%	100%
they like being at their school* (S2036)	99%	98%	96%
they feel safe at their school* (S2037)	96%	97%	98%
their teachers motivate them to learn* (S2038)	98%	99%	99%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	99%
teachers treat students fairly at their school* (S2041)	97%	97%	97%
they can talk to their teachers about their concerns* (S2042)	91%	98%	96%
their school takes students' opinions seriously* (S2043)	96%	98%	96%
student behaviour is well managed at their school* (S2044)	97%	96%	95%
their school looks for ways to improve* (S2045)	97%	100%	99%
their school is well maintained* (S2046)	100%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	96%	95%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	93%	88%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	96%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	96%	92%
student behaviour is well managed at their school (S2074)	95%	90%	77%
staff are well supported at their school (S2075)	95%	86%	87%
their school takes staff opinions seriously (S2076)	93%	83%	87%
their school looks for ways to improve (S2077)	100%	96%	97%
their school is well maintained (S2078)	95%	98%	90%
their school gives them opportunities to do interesting things (S2079)	92%	84%	87%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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 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 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. Buddina SS offer a very robust Inclusion Team service. Through teacher referral, the needs of individual students are closely examined with parents invited to provide input. Teachers and case managers of diverse learners meet with parents twice yearly and as required to review and discuss curriculum and learning environment. Buddina offers acceleration for identified gifted students.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships. Our four Caring Values provide the structure to build a safe and supportive learning environment with a fortnightly focus being shared with students, staff and families via newsletters, parades and lessons. Support structures are in place via the Inclusion Team, Guidance Officer and Chaplain and focus days are acknowledged throughout the year as appropriate.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	26	48	25
Long Suspensions – 11 to 20 days	0	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

In 2017 we continued to work on maintaining our school's sustainability through various programs. Our Rainforest Program involves Year 6 students weeding and propagating plants. The Year 4 students have had the benefit of working with a permaculture horticulturist who has taught them about plants, vegetables and efficient use of water usage in the garden. We continue to sell produce that is harvested and this is very popular amongst the school community as a regular event. 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. Solar hot water is used in several areas of the school that have hot running water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	183,833	
2015-2016	186,816	1,921
2016-2017	188,076	1,176

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

Sector:  
 Government  
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58	29	<5
Full-time Equivalents	46	17	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	51
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$159 957

The major professional development initiatives are as follows:

- Workshops delivered by the Regional Heads of Department in English and Mathematics
- Pedagogy workshops delivered by international educationalist Lane Clark – 'deep thinking for deep learning'
- Planning alignment with the Australian Curriculum
- Coalition moderation
- Coaching and mentoring in the areas of reading and pedagogy
- Catering for student with disabilities
- Early Years conference
- Numerate Futures conference
- Mentoring Beginning Teachers
- Industrial relations
- Curriculum and HR Roadshows
- Music conference
- Finance and Administration practices
- Digital Technologies
- First Aid and CPR training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	91%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

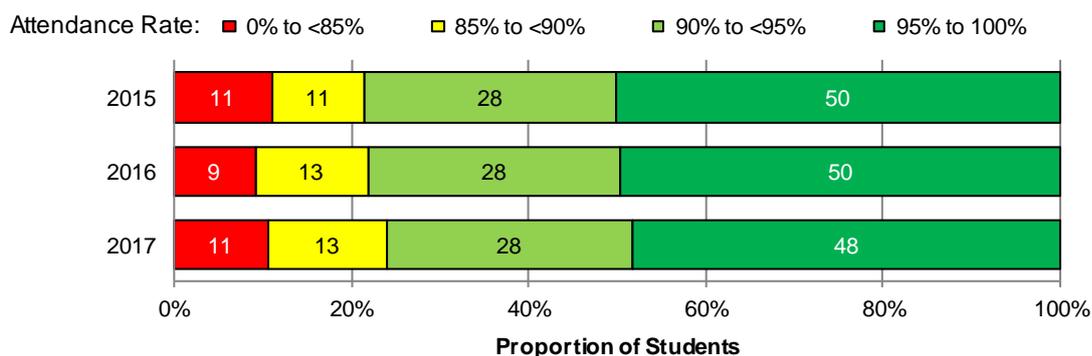
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	93%	92%	94%	93%	95%						
2016	93%	94%	93%	94%	93%	93%	93%						
2017	93%	93%	94%	93%	93%	93%	92%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### 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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

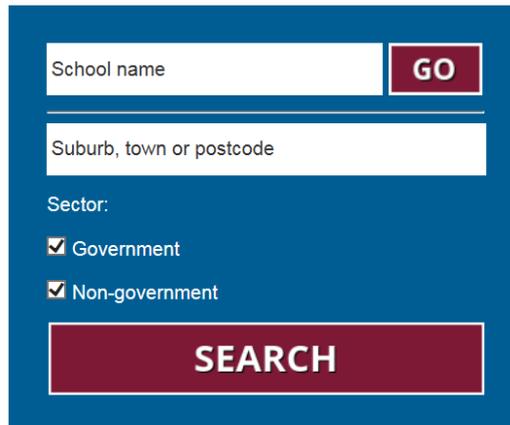
Class rolls are marked twice daily by the class teacher. Parents are contacted via text message using 'same day messaging' for all absences. If a pattern of absences occur, parents are contacted. The negative effect of absences are published regularly in the school newsletter and displayed prominently throughout the school.

## NAPLAN

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**.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.