



Bungunya State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Established in 1919, Bungunya State School is a multi-grade, co-educational school situated 70km west of Goondiwindi, set amongst a broad-acre farming community, in South-West Queensland. Our school motto is 'Pride and Right' which underpins a modern, full-time Prep program plus students in each of the Years 1 through 6 in a composite class setting. Our successful curriculum has a central focus of high levels of literacy and numeracy. The distinctive features within this design include: knowing and understanding each student in order to develop optimal techniques to challenge and extend each student in a caring, supportive classroom; constructing individualised learning plans to maximise the talents and future opportunities for our students; and mapping, recording and reporting every student's progress against the Australian Curriculum Achievement Standards. Our school encourages parents to spend time in their children's classroom.

School progress towards its goals in 2018

During 2018, Bungunya State School implemented a number of initiatives to improve student outcomes. Literacy and Numeracy are key priorities at Bungunya State School. Students were taught Reading for learning. The following initiatives were implemented in 2018.

- Peer tutoring and small group rotations engaging in, and consolidating, multi-literacies including assisted technologies and print media
- Students engaged in small group focused rotations to improve literacy outcomes. Student utilised school laptops and iPads to consolidate their literacy skills.
- Intensive instruction in literacy based on individual student learning goals
- Teacher aide supported literacy development through the targeted practice of reading and comprehension skills.
- Capturing trend data to plan proactive strategies for school-wide improvement after each cycle

Explicit instruction of reading comprehension and intensive guided reading rotations are an embedded practice and will continue throughout 2018.

Future outlook

Our 2019 explicit improvement agenda is the targeted improvement of student reading outcomes through the implementation of whole school literacy blocks. Students will receive explicit guided reading instruction in small group setting. Renew the whole school behaviour plan with a focus on developing the capacity of all staff. Students will also engage in STEM (specifically coding) opportunities throughout the year. Students will develop their skills to use ICTs to ensure they have the required skills for NAPLAN online.

We continue to foster productive partnerships with community organisations, members and stakeholders.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	31	22	26
Girls	19	15	14
Boys	12	7	12
Indigenous			
Enrolment continuity (Feb. – Nov.)	94%	86%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our students come from the local and regional agricultural district. A variety of managerial and agricultural working families interspersed with professionals, working both locally and from the Goondiwindi Agribusiness and health communities. Several students are multi-generation Bungunya State School Students.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	11	14
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Bungunya State School we aim to deliver an education that inspires every child and fosters many opportunities for success. In our high quality teaching and learning practices we foster critical and creative thinking; a high emphasis on health and wellbeing; and life-skills – these are all underpinned by a steadfast focus on reading, writing, spelling and numeracy.

Distinctive offerings include:

- Before school fitness program
- Reading Groups and Explicit Instruction of comprehension strategies

Co-curricular activities

Despite being a small, rural and remote learning community we ensure that our students are actively engaged in their learning and development. Many students participated in extra-curricular activities including:

- Leadership development
- Zone and Regional Sports
- Weekly specialist music classes
- Garden Club

How information and communication technologies are used to assist learning

Our school is a well-connected and resourced school, and specifically in ICTs. The use of our learning technologies is present in all our teaching activities creating highly current and interactive learning experiences. The school has developed a bank of ICT devices to support learning.

Social climate

Overview

Our School is based on values of Responsibility, Relationships; Respect and Resilience. During 2019 there will be a full review of the Responsible Behaviour Management Plan including our base school values.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	43%
• this is a good school (S2035)	100%	100%	29%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	14%
• their child is making good progress at this school* (S2004)	100%	100%	14%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	57%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	29%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	43%
• teachers at this school treat students fairly* (S2008)	100%	100%	86%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	86%
• this school works with them to support their child's learning* (S2010)	100%	100%	57%
• this school takes parents' opinions seriously* (S2011)	100%	100%	29%
• student behaviour is well managed at this school* (S2012)	100%	100%	14%
• this school looks for ways to improve* (S2013)	100%	100%	43%
• this school is well maintained* (S2014)	100%	100%	71%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Bungunya State School maintained its relationships within the school community using a regularly updated website, weekly newsletters and community events to ensure information around the school's successes were shared. Staff sought to ensure strong parent – school relationships through honesty and a shared responsibility in problem solving.

Our School offers many opportunities to ensure school community connectivity including:

- Strong P&C
- Weekly colour newsletters (whole wider community distribution)
- Our website
- Semester Reporting and Interviews
- Learning Celebrations

- Cluster Under 8s Day

Respectful relationships education programs

Personal Safety discussions occur within Health lessons. Our positive behaviour philosophy embeds our 4 school values of respect, responsibility, resilience and relationships. Important discussions occur on what to do in situations of violence.

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Bungunya State School is committed to reducing our Environmental Footprint. The school is actively involved in environmental activities through water-wise native gardening. Materials are recycled to reduce our wastage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,878	15,969	
Water (kL)	3,727	2,470	3,549

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	5	0
Full-time equivalents	2	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	2
Diploma	
Certificate	

*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 2018 were \$8944.79.

The major professional development initiatives are as follows:

- Regional Initiatives and staff development
- Mathematics and Problem Solving
- Leadership

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 54% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	87%	95%
Attendance rate for Indigenous** students at this school			

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

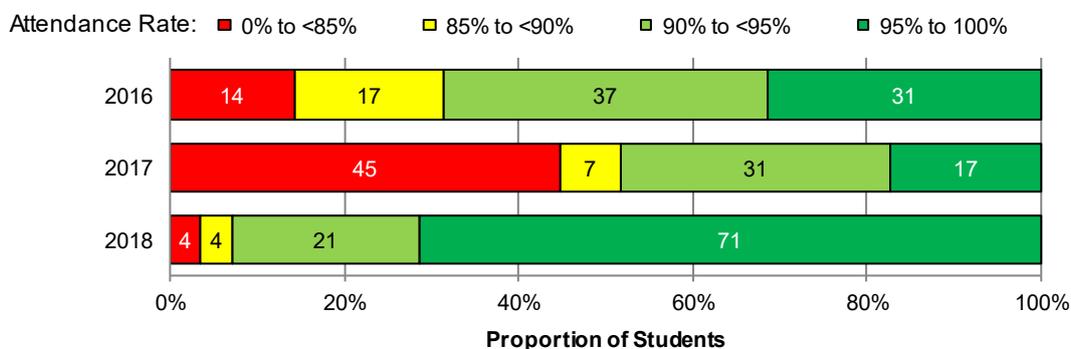
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	90%	DW	96%	Year 7			
Year 1	92%	88%	97%	Year 8			
Year 2	92%	87%	92%	Year 9			
Year 3	95%	92%	98%	Year 10			
Year 4	99%	82%	97%	Year 11			
Year 5	87%	92%	96%	Year 12			
Year 6	80%	80%	96%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Additionally at Bungunya, we contact parents with discrepancies in student attendance trend data and advise child's parents of the current average attendance. Reasons are requested for all absences. Rolls are marked electronically.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.