



Brisbane State High School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*  
State Schools Improvement Strategy  
Department of Education

*Pursuing knowledge to make a  
powerful difference in the world*  
Motto  
Brisbane State High School



**Queensland**  
Government

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## From the Executive Principal

### School overview

Established in 1921, Brisbane State High School has come to symbolise and exemplify the excellence and values of a public school education. As a learning community, we are committed to developing young people to achieve their potential intellectually, personally and socially.

It has a world-class academic, sporting and cultural reputation. By graduation, our students are achieving in the top ranges of achievement at highest levels of any school in Queensland.

The school is committed to leading edge teaching and learning; focussed and effective individual student support; high-quality leadership, collaborative practice; value-adding partnerships with business, industry and tertiary sectors; strong local connections; and an exceptional culture and climate where students excel. This commitment is reflected in the school improvement priorities which are: Visible Progress, Visible Excellence and Visible Culture.

The school is a member of the prestigious GPS, QGSSSA and BSRA sporting and cultural competitions and competes with the elite private schools of south east Queensland. Part of the enrolment is realised through a selective entry system on the grounds of academic, sporting and cultural merit. Due to its reputation, the school is oversubscribed in enrolments. The school is deeply committed to students from our local area who comprise about 55% of enrolment.

State High is a truly unique learning environment. Students at this school are surrounded by possibility and opportunity in so many diverse areas: academia, sport, cultural experiences, service and leadership. This is all in an environment in which high expectations of ourselves and our students is the dominant theme.

This school has for many years enjoyed an unparalleled record of success etched out by our hard working, committed, innovative and talented students. Being a State High student means something special as our passionate past students demonstrate on so many occasions and in so many ways. They know that being part of the State High network is a lifetime benefit. The roll call of graduate achievers from State High heralds stories of excellence in a wide range of fields.

We believe that we should all stretch ourselves to the very limits of our capability and reach for making a real and lasting impact on our world. Our values clearly describe what we are, what we stand for and how we intend to operate: Learning: we love knowledge, learning and curiosity; Excellence: we strive for world class standards and personal bests; Respect: we earn respect for our integrity, humility and altruism; and Public Education: we celebrate diversity as well as the things that bind us together.

A schooling experience at State High is one which is rich and rewarding. Our students tell us that they love their school and they show us that they work hard and strive for the best.



## School progress towards its goals in 2019

Our continuing School Priorities are:

### Visible Progress



### Visible Excellence



### Visible Culture



The Key Outcomes were:

1. Among the best graduate results in Queensland with 34 OP1s, 89 OP1 or 2 (23%), 185 OP1-5 (47.8%), 307 OP1-10 and 366 OP1-15. 100% of students achieved an OP or a full VET Certificate and 100% obtained a QCE. 512 full VET certificates were awarded, including a record 71 Diplomas and 49 Certificate III or IV.
2. NAPLAN results were amongst the best in Queensland. On means, we are the third ranked school in Queensland. We exceeded our Year 7 and 9 targets in Reading and Numeracy with 74% of students in the top two bands in Year 7 Numeracy.
3. The Level of Achievement data saw us exceed our high targets and reach a new high with 44.2% of all results at 'A' level. 83% achieved 'A' or 'B' results.
4. We celebrated strong seasons in QGSSSA and GPS. Our Girls' Cross Country team won the QGSSSA premiership for the 6<sup>th</sup> consecutive time. Our teams won premierships in Girls' Open Cricket, Hockey, Touch Football, Softball, Rhythmic Gymnastics and Volleyball while in GPS we won Chess. In Athletics, we were 2<sup>nd</sup> in QGSSSA and 3<sup>rd</sup> in GPS. Another 23 teams were first in QGSSSA competition and 15 GPS teams placed first. Our Senior A Debaters were QDU State Champions.
5. We had a wonderful year of Cultural activities with the Musical 'Back to the 80s' one of many highlights.
6. Very strong results in opinion surveys about this being a good school and that students are getting a great education from parents, students and staff. Pleasing increases about parent voice and staff saying that we actioned the last opinion survey. Students say they are encouraged to do their best.
7. We sent students to Cambodia, New Zealand, Germany, Italy, Switzerland and Borneo. We welcomed our new sister school from New Caledonia.

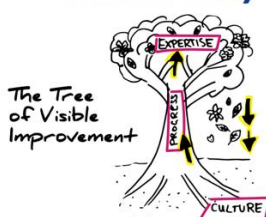
## Future outlook

Brisbane State High School is a school that leverages its wonderful history to provide outstanding education to a large number of secondary school students. Recognising that great schools set ambitious goals and create community momentum to reach these goals underpins the thinking of the school.

The school is set to capitalise on its popularity and to continue to build internal quality over the next few years. We are currently focused on a revolution in digital learning, leading edge teaching, leadership opportunities for students, aspirant programs and building a sense of belonging. It is a great time to be a student, teacher or family associated with State High.

The school's Strategic Plan identifies the following areas for future growth and development:

Visible  
...visible learning  
...the 'why'



The next four years build on these achievements and ideas and takes them further. We want to embed a central idea in all school activities. This idea is that learning is at the core of everything we do, in every field of activity and with all members of our school community. It is central to our purpose, our ways of operating and our ultimate goal. As a result, this learning is visible.

Success, then, is about students and staff who seize the day and exceed what they thought were the limits in each domain of learning. They have clearly added value and made substantial gains. This central idea causes us to ask about the purpose of every activity and test our practices against this purpose. This approach is sustained, deep and rich in research.

The idea of Visible Learning is expanded in our three priority areas for this four year period: Visible Progress, Visible Expertise and Visible Culture. Our community is committed to see students and staff entrusted to it, grow, develop and progress visibly. We seek to have authoritative teaching in our classrooms and activities and an optimal school, one that is high achieving as well as continuing to improve.

## 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 2019</b>	Year 7 - Year 12

### Characteristics of the student body

The student body is largely made up of high achieving, university bound students.

The socio-economic standard and educational background is above average.

Students are enrolled as local entry or selected entry students. In 2019, over 50% of all enrolments provided local documentation at the time of enrolment.

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	3137	3156	3184
Girls	1476	1487	1491
Boys	1661	1669	1693
Indigenous	29	31	34
Enrolment continuity (Feb. – Nov.)	98%	98%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

## Average class sizes

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

Phase of schooling	2017	2018	2019
Year 7 – Year 10	26	26	26
Year 11 – Year 12	21	22	21

## Curriculum implementation

We offer a broad curriculum designed to stretch our students, equip them with a great skill set, knowledge and conceptual understanding. We work hard to ensure that our pedagogy brings this curriculum to bear in a way that impacts deeply on our students.

### Junior School

Students in Year 7-8 study the following subjects:

- English or Aspire English
- Humanities or Aspire Humanities
- Mathematics or Aspire Mathematics
- Science or Aspire Science
- Academia, Resilience and Careers (ARC)

In Year 7 and 8, students also study the following subjects for one semester:

- Health and Physical Education
- Languages (Chinese, German, French, Italian, Japanese, Spanish)
- Technologies (Design, Digital Solutions, Engineering)
- The Arts (Dance, Music, Drama, Media Arts, Visual Arts)

Students in Year 9 study the following subjects for two semesters:

- English or English Extension
- Humanities
- Mathematics or Mathematics Extension
- Science

Students will study subjects from the following Learning Area for one semester in Year 9: Languages — Chinese, French, German, Italian, Japanese or Spanish, continuing their language from Year 8.

Students will select three additional subjects to study from the following areas:

- Business, Innovation & Design – Design, Digital Solutions, Engineering, Entrepreneurial Business
- Health & Physical Education
- Humanities - Philosophy
- The Arts – Dance, Drama, Media Arts, Music or Music Extension, Visual Art
- Languages – Unit 2 of language studied in Semester 1
- Science - Psychology
- Support Programs – LAS and LSU for identified/eligible students

### Senior School

All Year 10 students meet or have met ACARA requirements and study preparatory subjects in:

- English
- Mathematics
- Science
- Humanities
- Academia, Resilience and Careers (ARC).

Students can use the remaining four study units to experience senior subjects from other faculties.

Year 11 & 12:

After completing Year 10, students choose from a broader range of learning options that may lead to a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)
- Tertiary Entrance Statement (OP eligible students)
- VET Certificate qualification.
- All Year 11 & 12 students study one English and one Mathematics subject. They also choose four other subjects.

*Students select from this suite of subjects. In Year 10, they study the Preparatory version of the subject:*

Subjects currently offered at State High are:

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Chinese
- Dance
- Design
- Digital Solutions
- Drama
- Economics
- Engineering
- English
- Film, Television and New Media
- French
- General Mathematics
- Geography
- German
- Graphics
- Health Education
- Italian
- Japanese
- Legal Studies
- Literature
- Mathematical Methods
- Modern History
- Music
- Philosophy and Reason
- Physical Education
- Physics
- Spanish
- Specialist Mathematics
- Visual Art

Applied & VET Subjects currently offered:

- Certificate II in Furniture Making Pathways
- Certificate II in Engineering Pathways — Manufacturing
- Certificate III in Business
- Certificate IV in Crime and Justice
- Diploma of Business
- Certificate IV Fitness
- Essential English
- Essential Mathematics

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12.

Further information on school implementation of the framework is available at

<https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

## Extra-curricular activities

We provide an extensive, high quality extra-curricular program.

GPS*	QGSSSA^	OTHER
Athletics	Athletics	AFL (Boys)
Basketball	Badminton	Amnesty International
Chess	Basketball	Dance Troupes
Cricket	Cricket	Debating (QDU) - Boys & Girls
Cross Country	Cross Country	Drama Club
Debating	Football	Duke of Edinburgh Award
Football	Gymnastics – Rhythmic	F1 in Schools
Music Showcase	Hockey	First Lego League
Rowing	Netball	Fencing
Rugby	Softball	Instrumental Music
Swimming	Swimming	Opti-MINDS
Tennis	Tennis	Rowing – BSRA (Girls)
Track & Field	Touch Football	School Musical Production
Volleyball	Track & Field	Student Representative Council
	Volleyball	Technical Crew
		Vocal Ensembles
		Water Polo (Boys)

## How information and communication technologies are used to assist learning

- Broadening of a teacher's ability to design cognitively demanding lessons, help students acquire and integrate knowledge and develop deep thinking skills.
- Teachers utilise technology to enhance pedagogy and differentiate learning experiences to increase student engagement in learning and encourage creativity, collaboration and communication.
- Teacher development of quality digital content and resources that enrich educational experiences.
- Improved communication between staff, parents and students via readily accessible email and school intranet.
- Students are able to access a learning platform with information, tools and resources used to deliver and support student-centric learning.
- Students are able to better monitor their progress and adjust their learning goals through access to their OneSchool learning profile and Seesaw portfolio.
- Teachers use iPad apps to obtain point-in-time student work feedback and to provide timely and detailed feedback to students.
- Course materials are developed on iTunesU.
- Students are able to share their learning with others in the class.
- Showcase and engage the talent of students through the use of technology.
- Connect students with others students and organisations around the world, to increase the depth of their learning experience.
- Increased student access to information and technologies that are used in workplaces that will give them opportunity to explore their future career paths.
- Parents are better able to support their student to meet deadlines, manage workloads and correspond with teachers via the calendar and planners.



## Social climate

### Overview

Brisbane State High School has a climate that is supportive of learning and learners. Students encourage each other to achieve. There is a strong emphasis on supporting each other, with great acceptance of individuals and their differences.

The support staff includes a Dean of Students, a Head of Senior School, a Head of Junior School, a Head of Student Services, seven Heads of Year, two Guidance Officers, a Chaplain, a School-Based Youth Health Nurse, a School-Based Police Officer, a Learning & Enrichment Department and two Campus Officers.

Our pastoral care program is called 'ARC' – Academia, Resilience and Careers. ARC provides lessons on career preparation, resilience, self-image, team work, core academic skills development, leadership and social skills. The key idea behind the program is to develop the academic and social-emotional well-being of student by developing a growth mindset. ARC lessons occur for 70 minutes each week. The ARC classes are in year levels and remain the same for the entirety of the time students are at school.

The school's Responsible Behaviour Plan outlines the school's approach to developing pro-social and leadership behaviours. It connects with our school values and seeks to promote high standards as well as an appreciation of others and the diversity of our community. How we treat each other is a key component and there are specific expectations around how this occurs. There is an open process to manage any incidents of bullying:

Brisbane State High School deals seriously with those who bully other people. All incidents are dealt with. For students who bully others, severe penalties may be imposed if those students do not satisfactorily address the problem of bullying.

### 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	96%	97%	97%
• this is a good school (S2035)	97%	98%	96%
• their child likes being at this school* (S2001)	95%	96%	96%
• their child feels safe at this school* (S2002)	97%	96%	97%
• their child's learning needs are being met at this school* (S2003)	94%	96%	95%
• their child is making good progress at this school* (S2004)	95%	96%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	93%	90%
• teachers at this school motivate their child to learn* (S2007)	93%	90%	91%
• teachers at this school treat students fairly* (S2008)	92%	92%	91%
• they can talk to their child's teachers about their concerns* (S2009)	94%	92%	92%
• this school works with them to support their child's learning* (S2010)	91%	91%	92%
• this school takes parents' opinions seriously* (S2011)	88%	91%	86%
• student behaviour is well managed at this school* (S2012)	92%	91%	92%
• this school looks for ways to improve* (S2013)	96%	96%	96%
• this school is well maintained* (S2014)	97%	97%	96%

\* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	98%	95%
• they like being at their school* (S2036)	95%	87%	92%
• they feel safe at their school* (S2037)	98%	93%	97%
• their teachers motivate them to learn* (S2038)	94%	82%	87%
• their teachers expect them to do their best* (S2039)	99%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	90%
• teachers treat students fairly at their school* (S2041)	85%	76%	76%
• they can talk to their teachers about their concerns* (S2042)	77%	69%	69%
• their school takes students' opinions seriously* (S2043)	81%	68%	74%
• student behaviour is well managed at their school* (S2044)	85%	74%	71%
• their school looks for ways to improve* (S2045)	94%	90%	88%
• their school is well maintained* (S2046)	94%	90%	78%
• their school gives them opportunities to do interesting things* (S2047)	98%	91%	89%

\* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	99%	97%	96%
• they receive useful feedback about their work at their school (S2071)	86%	88%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	81%	82%
• students are encouraged to do their best at their school (S2072)	99%	100%	99%
• students are treated fairly at their school (S2073)	96%	95%	93%
• student behaviour is well managed at their school (S2074)	90%	89%	83%
• staff are well supported at their school (S2075)	87%	85%	78%
• their school takes staff opinions seriously (S2076)	81%	83%	69%
• their school looks for ways to improve (S2077)	99%	98%	95%
• their school is well maintained (S2078)	100%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	96%	97%	96%

\* 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

We actively engage parents in the range of activities in which their students are involved. Our school is defined by the volunteer parents, alumni and staff who freely give of their time to enable the broad range of school activities. This engagement provides a unique, positive and flourishing culture.

An active P&C Association meets monthly on the fourth Monday of each month. There are more than a dozen sub-committees that support the work of the P&C by managing specialist sporting and extra-curricular programs. Parents are encouraged to play an active and supporting role in the life of the school. We are active in our communication processes as they are important in assisting the development of this significant partnership.

## Respectful relationships education programs

Our school has implemented the Respectful Relationships Education Program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	94	127	69
Long suspensions – 11 to 20 days	0	3	3
Exclusions	1	3	0
Cancellations of enrolment	2	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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	2,003,845	1,936,198	1,947,752
Water (kL)	19,549	28,380	33,067

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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 standardised national methodologies and broken down by funding source is available via the [My School](#) website. Figures of the 2019 school year are not yet released. The School Resource Standard for 2019, an estimate of how much total public funding a school needs to meet the educational needs of its students, was \$14,254 per student. In 2018, the latest available figures, BSHS received \$11,017 per student from all government sources.

#### 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.



The screenshot shows a search bar with the placeholder text 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



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



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	214	84	6
Full-time equivalents	205	66	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

Bachelor	90
Diploma	4
Doctorate	5
Graduate Diploma (incl. Graduate Diploma, Bachelor Honours Degree & Graduate Certificate)	87
Masters	32
<b>Grand Total</b>	<b>218</b>

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links:

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

## Professional development

### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- Three days at the end of the summer holidays (fixed)
- 10 hours of Professional Learning in lieu of 2 days during the Easter holidays (flexible)
- One day in Term 4 (fixed)

The major professional development initiatives are as follows:

- Coaching and Mentoring
- Professional Learning Communities
- Digital Pedagogies
- Dimensions of Learning Framework
- Reading
- Leadership Development
- Assessment for Learning
- Formative Assessment and Checking for Understanding
- Curriculum compliance and readiness for SATE
- Professional Reading Circles
- International Thought Leaders
- 13 in-house or online sessions of geared to deepening teacher skill in our AIP goals.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
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, 96% of staff were retained by the school for the entire 2019.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	93%	92%	89%

\* 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

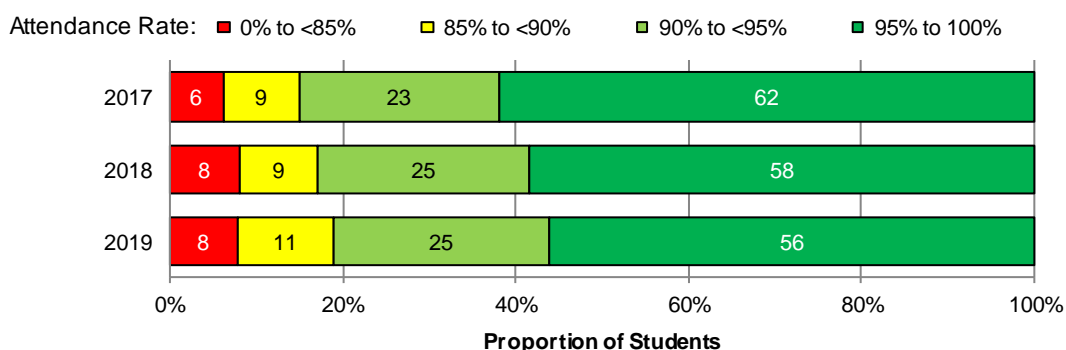
Year level	2017	2018	2019
Year 7	97%	96%	96%
Year 8	95%	95%	94%
Year 9	95%	94%	94%
Year 10	95%	94%	93%
Year 11	95%	94%	93%
Year 12	93%	94%	93%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 NAPLAN tests are available via the [My School](#) website. We were third in Queensland, based on the mean scale scores.

### 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.

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



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



#### 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.

## Year 12 Outcomes

Tables 13–15 show:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	508	514	424
Number of students awarded a QCIA	0	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	508	513	424
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	411	434	374
Percentage of Indigenous students who received an OP	80%	33%	33%
Number of students awarded one or more VET qualifications (including SbAT)	452	486	392
Number of students awarded a VET Certificate II or above	447	483	392
Number of students who were completing/continuing a SbAT	4	5	2
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	95%	95%	94%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	99%	98%	98%

#### Notes:

- The values above:
  - are as at 05 February 2020
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	228	217	177*
6-10	110	124	119
11-15	53	73	57
16-20	20	20	21
21-25	0	0	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

\*Cohort sizes vary: the 2019 group was 100 fewer students than 2018.

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	19	23	17
Certificate II	418	449	363
Certificate III or above	100	124	106

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	98%	96%	98%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	117%	100%	80%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

A number of our 2019 graduates have been accepted into universities and have been offered the following opportunities:

Institution	Opportunities Offered
Griffith University	<ul style="list-style-type: none"> <li>• 33 students accepted offers to study at Griffith University.</li> <li>• Four scholarships were awarded: <ul style="list-style-type: none"> <li>○ Sport Development</li> <li>○ Sciences</li> <li>○ Health</li> <li>○ Arts / Education / Law</li> </ul> </li> <li>• Top programs of interest: <ul style="list-style-type: none"> <li>○ Music</li> <li>○ Medical Science</li> <li>○ Nursing</li> <li>○ Film &amp; Screen</li> </ul> </li> </ul>



Institution	Opportunities Offered
Queensland University of Technology	<ul style="list-style-type: none"> <li>• 125 students accepted offers to study at Queensland University of Technology, of which 117 enrolled.</li> <li>• Top QUT programs in which State High graduates have enrolled: <ul style="list-style-type: none"> <li>○ Business</li> <li>○ Information Technology</li> <li>○ Behavioural Science (Psychology)</li> <li>○ Law (Honours)</li> </ul> </li> <li>• State High graduates received the following scholarships: <ul style="list-style-type: none"> <li>○ Sport – Elite or Developing – 6</li> <li>○ Academic Excellence – 4</li> <li>○ Business – 2</li> <li>○ eSport – 1</li> <li>○ Creative – 1</li> <li>○ STEM – 1</li> <li>○ Technology – 1</li> </ul> </li> </ul>
The University of Queensland	<ul style="list-style-type: none"> <li>• 173 State High graduates are in their first semester at UQ, of the 194 offered places.</li> <li>• In total, 21 scholarships were awarded to State High 2019 graduates, including: <ul style="list-style-type: none"> <li>○ UQ Excellence – 7</li> <li>○ UQ Merit – 4</li> <li>○ Law LEAD – 1</li> <li>○ Liveris Academy – 1</li> <li>○ Sports Achievement – 1</li> <li>○ Link – 1</li> </ul> </li> <li>• Top UQ programs in which State High students have enrolled: <ul style="list-style-type: none"> <li>○ Bachelor of Advanced Finance &amp; Economics – 16</li> <li>○ Bachelor of Engineering – 11</li> <li>○ Bachelor of Arts – 10</li> <li>○ Doctor of Medicine – 8</li> <li>○ Bachelor of Exercise &amp; Nutrition Sciences – 7</li> <li>○ Bachelor of Occupational Therapy – 6</li> </ul> </li> </ul>
Other Queensland Institutions	<ul style="list-style-type: none"> <li>• Offers were accepted at the following institutions: <ul style="list-style-type: none"> <li>○ TAFE Queensland – 5</li> <li>○ Central Queensland University – 4</li> <li>○ Australian Catholic University – 3</li> <li>○ University of Sunshine Coast – 3</li> <li>○ University of Southern Queensland – 2</li> <li>○ James Cook University – 1</li> <li>○ Southern Cross University – 1</li> </ul> </li> </ul>
Interstate Universities	<ul style="list-style-type: none"> <li>• NSW and ACT: 42 graduates were offered places (ANU: 16, NSW: 9, Sydney: 9, Newcastle: 8)</li> <li>• Victoria: 41 graduates were offered places (Melbourne: 17, Monash: 24) Total is 41</li> </ul>
International Institutions	<ul style="list-style-type: none"> <li>• Fifteen graduates are seeking places in overseas institutions: <ul style="list-style-type: none"> <li>○ USA (including Hawaii, Boston, Harvard, Cornell, Oregon State, New York, Princeton, Stanford, Columbia, Dartmouth, Yale and Monmouth Universities as well as Georgia, California and Massachusetts Institutes of Technology)</li> <li>○ Germany</li> <li>○ UK</li> <li>○ New Zealand</li> </ul> </li> </ul>

## Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

## Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://brisbaneshs.eq.edu.au>.