

Brisbane State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Our School Annual Report 2015 includes the following information:

- The highlights from each of our diverse curriculum offerings.
- The vast range of extra-curricular activities on offer.
- Our teachers' qualifications and a summary of professional development undertaken by teachers.
- Student performance results for 2014 Year 9 NAPLAN tests and the Graduate Year 12 cohort.
- School Opinion Survey outcomes.

School progress towards its goals in 2015

Our school priorities for 2015 were:

We are all improving our **performance**



We are all **visibly learning**



We are all building **positive culture**



The key outcomes were:

1. Very high outcomes in OP1-5 range with 180 students or 51% of eligible students and 46 students with OP1. The school had the highest number of students OP1, 1-5, 1-10 or 1-15 of any school in Queensland. 100% of students achieved an OP or a full VET certificate and 100% obtained a QCE.
2. NAPLAN results were significantly above National average. Spelling and Grammar results were the best on record in the upper bands. Our Year 9 Reading mean was our best as well. Our first Year 7 results had over two-thirds in the upper bands in reading, spelling and grammar.
3. The Level of Achievement data saw us near our target for VHA results. We reached a new high of 38%.
4. We successfully enrolled 1,000 Junior Secondary students and hired over 50 new staff. The planning for this massive exercise was second to none.
5. An iPad Program was expanded to include all students from Year 7 to 10.
6. We completed building a major new classroom block with 42 classrooms, art studios, an 80 person staffroom and student spaces. We relocated the administration into a refurbished block, added two science laboratories and upgraded car parking.

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 focussed 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:

Student Achievement:

- NAPLAN
- School Based Assessment
- Year 12 Outcomes
- Closing the Gap
- Attendance and Retention
- Satisfaction

School Community Partnerships:

- Enrolments
- Identity
- Service Culture
- Participation
- Partnerships
- Facilities
- Operations

School Curriculum:

- Personal monitoring and pathways
- Australian curriculum
- One to One Notebook Program
- Curriculum management

Teaching Practice:

- Pedagogy Framework
- Collaborative practices
- Data use
- Student attitudes

Leadership and School Capability:

- Leadership
- Developing performance plans
- Professional learning
- Staff participation
- Workforce planning

Local School Priorities:

- Pastoral care
- Student leadership
- Spirit
- Extra-curricular program.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
 Independent Public School: Yes
 Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	2356	1108	1248	26	97%
2014	2480	1141	1339	23	98%
2015	2951	1393	1558	32	98%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

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

The socio-economic standard is a little above average.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	26	26	27
Year 11 – Year 12	21	21	22

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	95	31	89
Long Suspensions - 6 to 20 days	3	1	2
Exclusions	3	4	8
Cancellations of Enrolment	13	7	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The Arts

Distinctive Subjects:

Creative Arts – Music Studies:

- Creative Arts Studies – Music Studies which in Year 12 becomes Music Extension.

Year 12 Music Extension:

- Course for musicians who wish to specialise in performance.

Junior Units:

- Junior courses – Drama, Music, Dance offer opportunities for extension in majors.

Year 7 – 12:

- Year 7 – 10 student assessment involves a folio of making and appraising tasks. Making tasks offer students a range of experiences across both 2-Dimensional and 3-Dimensional media, as well as experiences with digital art making.
- Year 11 and 12 students produce bodies of artwork that encompass both making and appraising tasks.
- As part of a visiting artist program, Year 7 to 12 students have the opportunity to work with professional artists on specific projects in Visual Art, Film & Television, Dance, Drama and Music.

Media Arts: Year 7 – 9:

Students utilise software across the Adobe CS4 Mastersuite and projects include design for print, 2 & 3D animation and Sound Design.

Film, Television and New Media: Year 10 – 12:

Year 10 – 12 student assessment involves utilising film camera equipment to construct film products, Adobe Premiere Pro CS4 to edit filmed work, using Adobe AfterEffects to manipulate moving images in post-production, as well as the design and critique of moving image products. Tasks offer students a range of experiences in design, production and critique, in the areas of documentary, television news broadcast, internet culture, new media, CGI, feature film trailers and experimental film.

As part of our visiting artist program, FTM students have the opportunity to work with professionals from documentary, experimental film and sound engineering backgrounds.

Instrumental Music:

Students who are at an extremely advanced level on their instruments are offered chamber ensemble extension rehearsals in Year 11 and 12.

Aspiring Minds (Year 6)

Those students (approximately 67) who are successful in gaining a provisional enrolment place for Year 7 on the basis of the Year 5 Academic Entrance Tests, take part in formal learning activities at the school over the course of Year 6.

The Aspiring Minds program engages students in:

- Higher-order, creative and lateral thinking skills and processes
- Problem-solving and decision-making
- Complexity of challenge
- Appropriate degrees of independence and learning to work interdependently

The Aspiring Minds enrichment and extension learning involves stand-alone and integrated units that incorporate six subjects across the school:

- Mathematics
- English
- Engineering
- Humanities
- Visual Art
- Science

BEAST (Built Environment, Aeronautical Science and Technology)

Aerospace Studies:

- Brisbane State High School is an Aerospace Gateway School
- Available Aerospace Education Awards
 - Spirit of Boeing Award
 - GE Aviation Aeroskill Scholarship
 - GE Aviation Year 10 Award
 - Brisbane Airport Corporation Year 11 Aerospace Studies Award
 - Australian Aerospace Year 12 Award
 - Aerospace Young Innovators Award
 - Boeing Educational Excellence Award
- Flight simulator training
- QUT Built Environment and Engineering – Aerospace Award
- Direct Entry pathways into University of Queensland, Queensland University of Technology and Griffith University

Built Environment and Engineering (including Senior Graphics):

- Architect mentoring program with Thomson Adsett Architects
- Industrial links with Urban Strategies, TAA, KarelCad and Autodesk International
- BEE subjects incorporate real world software packages such as CATIA (used by Boeing) and REVIT (used by Thomsen Adsett Architects) to enhance student learning

Engineering:

- QUT Built Environment and Engineering – Engineering Award
- Start QUT 18 month variation embedded program – Set up of the program for Year 11 Engineering students to gain credits for a first year QUT subject through mapping of the QSA and QUT courses

Other subjects available:

- Aspire Engineering - Year 7 to 9
- Furnishing Studies - Year 10 to 12
- Building and Construction - Year 11 and 12
- Certificate I in Building and Construction - Year 11
- Year 7 - Aspiring Minds Engineering (8 workshops held during Term 2)

Business Education

- Year 7 – 9: Digital Technologies
- Year 10: Accounting, Computerised Accounting, Business Management, Legal Studies and Information Processing and Technology
- Year 11 and 12: Accounting, Business Management, Legal Studies, Information Processing and Technology, Certificate III in Business, Certificate IV in Justice Studies 2016 (changing to Certificate IV in Crime and Justice in 2017), Diploma of Business.
- Senior Business students have an opportunity to participate in the Ecoman program which provides experience of operating a simulated business; this program is conducted by business mentors
- Business students have an opportunity to participate in off campus excursions where they can make the link between real life business practices and what happens in the classroom, e.g. Chartered Accountants - Meet the Business Leaders.
- QUT Mooting Competition, QUT Accounting Day for Year 10 students, Bond University Mooting, BlueShift Business Competition, AdSpace Competition
- Business Educators' Association of Queensland (BEAQ) Accounting Competition
- Australian Business Studies Competition & Share Market Game

Humanities

- Participation in the Year 6 Aspiring Minds workshops.
- Year 7 – 9 Humanities Aspire Classes.
- Year 7 – 9 History - Semester 1.
- Year 7 – 9 Geography - Semester 2.
- Year 10 Preparation Modern History, Ancient History, Economics, Philosophy, Social and Community Studies and Geography - 1 Semester Courses.
- Year 11 and 12 Senior Geography, Modern History, Ancient History, Economics and Philosophy and Reason
- The department also offers Social and Community Studies as an Authority registered subject in Year 11 and 12.
- Links with universities such as the University of Queensland, Griffith and the Queensland University of Technology, as well as local government associations such as the Department of Natural Resources and Indigenous Partnerships, have been created for students to engage with guest lectures in senior subjects.
- Links with other groups such as the Red Cross International Humanitarian Law society, the United Nations Youth Association and the Youth Climate Council.
- Year 12 students participate in the Enhanced Studies Program at the University of Queensland. They complete one semester of a university subject including International Relations, Psychology, Economics, Philosophy, Sociology or History.
- All students have the opportunity to participate in the Australian Geography and Australian History competition.
- Each year, the school students attend the Constitutional Convention, and participate in competitions such as the National History Challenge, Queensland History Teachers Association Essay Competition, The Simpson Prize, Queensland Economics Teachers Association Economics Competition and the annual Philosothon.
- All subjects offer a variety of excursions and camps.

English

- English Year 7 – 12
- Aspire English Year 7 – 9 (enrichment course)
- English Literature Year 10 (enrichment course)
- English Communication Year 11 & 12
- English Extension Year 12 (extension course)

This year saw the English faculty reach out to a diverse range of talented students through the new English Enrichment program. The aims were to foster a love of creative writing and language, and to provide opportunities for students to extend their skills outside of the classroom.

Keen readers and writers attended the Brisbane Writers Festival's *Word Play* program, participating in sessions hosted by Nick Earls, Alice Pung, John Marsden and Jane Caro. State High students also filled the role of Student Chairs for each of these sessions, having the opportunity to meet, introduce and thank the authors on behalf of all audience members. We were also lucky enough to provide several intensive workshops on the art of slam poetry. Two poets were chosen from State High to represent the school in the Queensland Poetry Festival inter-school showdown 'SlammED!'. BSHS also worked with QUT to present a series of masterclasses by emerging Australian author Christopher Przewloka. This provided an opportunity for students to enrich

their writing skills, while learning about direct pathways to further study in this field. In addition to these opportunities, interested students attended theatre performances of *A Midsummer Night's Dream*, *Seven Stages of Grieving* and *The Gallipoli Diaries*.

Brisbane State High students participated in the ICAS English and Writing competitions again this year, with outstanding results. In ICAS English, two of our students were recognised for receiving the top score in Queensland. Additionally, 15 students were awarded a High Distinction for being in the top 1% of participants, and 62 students were awarded a Distinction for being in the next 10% of participants.

There were over 108 entries for the ICAS Writing competition with outstanding results, including a Year 9 and Year 12 student being awarded medals, five students who achieved a High Distinction, and 17 students who achieved a Distinction. Exceptionally, one student received the top score in Queensland for both the ICAS English and Writing Competitions.

Health & Physical Education

- Year 7 – 9 – Mandatory course
- Year 10 – Electives:
 - Health (PHE) –preparation for Senior Health
 - Physical Education (PPE) – Elective course
 - Physical Education – Major (PPM) – preparation for Senior Physical Education
 - Health & Physical Education for the girls (PPG) – specialised course for girls
 - Health & Physical Education for the boys (PPB) – specialised course for boys
- Year 11:
 - Senior Physical Education
 - Senior Health Education
 - Certificate III in Fitness
- Year 12:
 - Senior Physical Education
 - Senior Health Education
 - Certificate III in Fitness

Languages

- French, German, Italian, Japanese from Year 7 – 12
- Chinese and Spanish from Year 7 – 8
- Year 7 languages offered in a beginning course and a continuing course
- OZCLO (Australian Computational and Linguistics Competition) international competition
- Studitalia – a scholarship for Year 12 students of Italian to spend six weeks in Italy
- Japanese Speech Competition
- Iwasaki Sangyou Bursary to Japan
- Language Perfect on-line learning for all languages
- Student exchanges to France, Switzerland, Germany, Italy & Japan – 60 students participating in short & long term exchanges
- Sister school relationships with Tomita Senior High School (Gifu, Japan), Lycee St Marie (Lyon, France), The Gymnasium Bayreuther Straße (Wuppertal, Germany) and Convitto Nazionale di Paulo Diacono (Cividale, Italy)

Learning and Enrichment Team

The Learning and Enrichment Team aim to promote inclusive practices within the BSHS learning community; thus enabling the diverse range of learners to successfully access the curriculum and participate in the life at BSHS. The Department acts in a consultative and collaborative capacity in addressing the learning needs of all students. Initially, at the enrolment stage, the educational needs of individual students are identified and support processes for accessing learning are implemented where appropriate.

- Students diagnosed with disabilities;
- Students experiencing learning differences related to literacy and numeracy;
- Students with social emotional disorders and behavioural difficulties;
- Students from diverse cultural and linguistic backgrounds for whom English is an additional language or dialect (EAL/D);
- Students from Aboriginal and Torres Strait Islander backgrounds (ATSI);
- Students with a typical gifts and talents who require enriched and extended learning tasks.

Within the Learning and Enrichment Department, we offer:

- Literacy and Numeracy Program (LSU):
Students are identified through collection of data from national testing, feedback from parents and teachers and specialist reports. Within the program students work through a program designed to build the fundamentals in Literacy and Numeracy.
- Student Support Program (SSP):
Students are identified based on individual cases. Within the Student Support Program, students work on study skills and are given assistance with assessment planning.
- Language for Academic Success (LAS):
Students are identified through a collection of data and teacher feedback. Language for Academic Success (LAS) is offered as a school-based subject for English as an Additional Language or Dialect (EAL/D), targeted and eligible students in the Junior School. The subject is available to Year 7 – 10 EAL/D students. It can be taken from one up to six semesters.

Mathematics

- Year 7: Mathematics and Aspire Mathematics
- Year 8: Mathematics and Aspire Mathematics
- Year 9: Mathematics and Aspire Mathematics
- Year 10: Preparation for Mathematics A, Preparation for Mathematics B, Preparation for Mathematics C, Fast Track Mathematics (Year 10/11 Mathematics B course), Short Course in Numeracy
- Year 11: Mathematics A, Mathematics B, Mathematics C, Prevocational Mathematics, Fast Track Mathematics (Year 11/12 Mathematics B course)
- Year 12: Mathematics A, Mathematics B, Mathematics C, Prevocational Mathematics, Fast Track Mathematics (Year 12 Mathematics B /First Year UQ Engineering Mathematics Subject – MATH1051)

Science

The Science faculty offers the following programs:

- Year 7: Science and Aspire Science Program
 Year 8: Science and Aspire Science Program
 Year 9: Science and Fast Track Program
 Year 10: Science and Fast Track Program
 Year 11: Biology, Chemistry and Physics
 Year 12: Biology, Chemistry and Physics

Extra-curricular activities

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	Fencing
Music Showcase	Hockey	Instrumental Music
Rowing	Netball	Opti-MINDS
Rugby	Softball	Rowing – BSRA (Girls)
Swimming	Swimming	School Musical Production
Tennis	Tennis	Student Representative Council
Track & Field	Touch Football	Technical Crew
Volleyball	Track & Field	Vocal Ensembles
	Volleyball	Water Polo (Boys)

* The Great Public Schools' (GPS) Association of Qld Inc. (Boys) ^ Queensland Girls' Secondary School Sports Association (Girls)

How Information and Communication Technologies are used to improve learning

- Broadening of a teacher's ability to deliver content and develop skills in ways that are individualised and of interest to the learner.
- Teachers utilise technology to enhance pedagogy and differentiate learning experiences to increase student engagement in learning experiences 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.
- Teachers use iPad apps to obtain point-in-time student feedback and to provide feedback to students.
- Course materials are developed on iTunesU.
- Students are better able to share their learning with others in the class and school through our 1:1 programs.
- 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 electronic diary.

Social Climate

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.

First Stage: Details of the bullying are discussed between the student and the person to whom this was reported. Options for strategies are discussed and an option is selected.

Second Stage: Both students/parties interviewed separately by Deputy Principal. Parents of each contacted. Detentions given if warranted.

Third Stage: (If bullying continues) Student/s must show cause as to why they should not be suspended.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	97%	96%
this is a good school (S2035)	93%	96%	95%
their child likes being at this school (S2001)	100%	96%	97%
their child feels safe at this school (S2002)	93%	97%	97%
their child's learning needs are being met at this school (S2003)	93%	95%	94%
their child is making good progress at this school (S2004)	93%	96%	94%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	100%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	90%	90%
teachers at this school motivate their child to learn (S2007)	93%	90%	92%
teachers at this school treat students fairly (S2008)	79%	90%	91%
they can talk to their child's teachers about their concerns (S2009)	79%	93%	91%
this school works with them to support their child's learning (S2010)	80%	87%	89%
this school takes parents' opinions seriously (S2011)	79%	87%	83%
student behaviour is well managed at this school (S2012)	100%	92%	92%
this school looks for ways to improve (S2013)	100%	98%	94%
this school is well maintained (S2014)	100%	95%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	96%	99%
they like being at their school (S2036)	96%	91%	94%
they feel safe at their school (S2037)	98%	98%	93%
their teachers motivate them to learn (S2038)	95%	92%	94%
their teachers expect them to do their best (S2039)	98%	96%	98%
their teachers provide them with useful feedback about their school work (S2040)	97%	90%	94%
teachers treat students fairly at their school (S2041)	88%	79%	86%
they can talk to their teachers about their concerns (S2042)	87%	78%	79%
their school takes students' opinions seriously (S2043)	82%	76%	79%
student behaviour is well managed at their school (S2044)	92%	77%	83%
their school looks for ways to improve (S2045)	97%	94%	97%
their school is well maintained (S2046)	95%	96%	91%
their school gives them opportunities to do interesting things (S2047)	97%	97%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	95%	95%
they feel that their school is a safe place in which to work (S2070)	98%	95%	99%
they receive useful feedback about their work at their school (S2071)	87%	81%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	86%	77%
students are encouraged to do their best at their school (S2072)	100%	99%	99%
students are treated fairly at their school (S2073)	97%	95%	95%
student behaviour is well managed at their school (S2074)	92%	92%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
staff are well supported at their school (S2075)	85%	80%	78%
their school takes staff opinions seriously (S2076)	84%	68%	65%
their school looks for ways to improve (S2077)	98%	95%	97%
their school is well maintained (S2078)	96%	95%	96%
their school gives them opportunities to do interesting things (S2079)	97%	91%	93%

'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

An active P&C Association meets monthly on the fourth Monday of each month at 7:00pm. There are 14 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. Communication processes are important in assisting the development of this significant partnership.

Reducing the school's environmental footprint

The students of the school have initiated programs where recyclable rubbish is collected and disposed of.

Teachers and students have initiated programs where the school community is made aware of the need to turn off lights, air-conditioners, data projectors and fans when departing a classroom or office. During school holiday periods, the large air-conditioning plant is shut down at the commencement of the break and then turned back on the Friday before students and staff return to school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,611,762	14,866
2013-2014	1,530,688	34,757
2014-2015	1,539,491	37,792

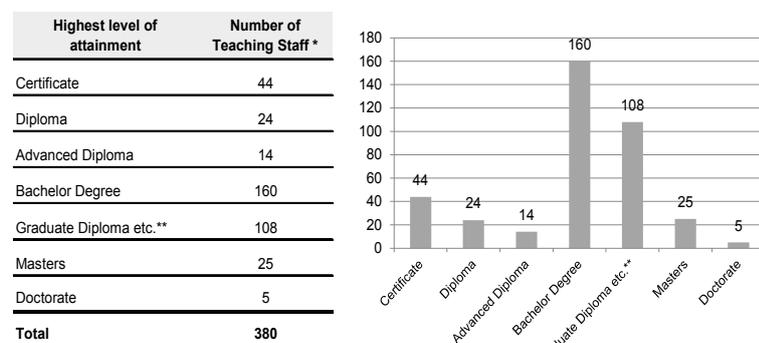
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	185	62	<5
Full-time equivalents	179	50	<5

Qualification of all teachers †



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$125,000.

The major professional development initiatives are as follows:

- Coaching & Mentoring
- Professional Learning Communities
- Digital Pedagogy
- Dimension of Learning Framework
- Reading
- Leadership development

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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/>. 2014 data only.

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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	91%	93%

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.

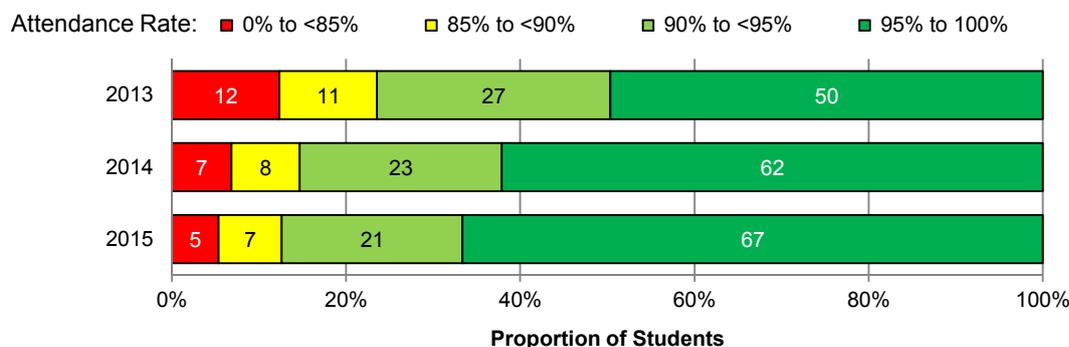
The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013									95%	93%	91%	93%	91%
2014									97%	95%	94%	94%	94%
2015								97%	97%	96%	94%	95%	93%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	97%	100%	97%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	50%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	388	453	398
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP)	328	383	340
Percentage of Indigenous students receiving an Overall Position (OP)	60%	100%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	18	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	97	198	320
Number of students awarded an Australian Qualification Framework Certificate II or above.	90	190	317
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	385	447	397
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	95%	92%	93%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	99%	98%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	157	101	55	15	0
2014	178	113	63	28	1
2015	171	92	52	25	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	11	45	57
2014	14	121	92
2015	12	278	98

As at 16 February 2016. The above values exclude VISA students.

The following Certificates courses are available to our students:

- Year 10: Certificate II in Business
- Year 11: Certificate I in Building and Construction
Certificate III in Business
Certificate IV in Justice Studies
Certificate III in Fitness
Certificate II in Active Volunteering (compulsory)
- Year 12: Certificate III in Business
Certificate IV in Justice Studies
Certificate III in Fitness – Year 11 & 12

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

Early leavers enter the workforce or attend further vocational education. Very limited numbers of students leave before the completion of Year 12.

NEXT STEP 2016 DESTINATIONS OF 2015 YEAR 12s Brisbane State High School



Introduction

This page presents a summary of results of the annual *Next Step* survey for Brisbane State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician’s Office conducted the survey between March and June 2016, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2016 at www.education.qld.gov.au/nextstep.

Response rate for Brisbane State High School

Table 1 below reports the response rate for Brisbane State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Brisbane State High School in 2015.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Brisbane State High School 2016

Number of respondents	Number of students who completed Year 12	Response rate (%)
375	411	91.2

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2016, 83.7% of young people who completed Year 12 at Brisbane State High School in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (75.5%). The combined VET study destinations accounted for 8.3% of respondents, including 4.8% in campus-based VET programs, with 2.9% of Year 12 completers entering programs at Certificate IV level or higher.

3.5% commenced employment-based training, either as an apprentice (2.9%) or trainee (0.5%).

In addition to the above study destinations, a further 7.2% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

16.3% did not enter post-school education or training, and were either employed (11.7%), seeking work (3.7%) or not in the labour force, education or training (0.8%).

Figure 1: Main destination of Year 12 completers, Brisbane State High School 2016

