Brisbane State High School

An Independent Public School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Over the last 95 years, Brisbane State High School has come to symbolise and exemplify the excellence of state school education. It has a world-class academic, sporting and cultural reputation. By graduation, our student results have the highest number of students in the top range of any school in Queensland.

The school is committed to leading edge teaching and learning; committed and effective individual student support; high-quality leadership, collaborative practice; value-adding partnerships with business, industry and tertiary education; and an exceptional culture and climate where students excel. This commitment is reflected in the school improvement priorities which are: we are all improving our performance, we are all visibly learning and we are all building positive 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.

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 and cultural. 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 and talented students.

Being a State High student really means something 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 is endless, but most importantly we embrace the concept of personal best. We believe that we should all stretch ourselves to the very limits of our capability and reach for excellence.

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.

Principal's Forward

Introduction

Our School Annual Report 2016 includes the following information:

- The highlights from our classrooms
- 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 2015 Year 9 NAPLAN tests and the Graduate Year 12 cohort.
- School Opinion Survey outcomes.

School Progress towards its goals in 2016

Our school priorities for 2016 were:

We are all improving our **performance**

We are all **visibly learning**

We are all building **positive culture**

The key outcomes were:

1. The best graduate results in Queensland with 51 OP1s, 100 OP1 & 2, 203 OP1-5, 325 OP1-10 and 401 OP1-15. 100% of students achieved an OP or a full VET certificate and 99.4% obtained a QCE. 379 (73.4%) achieved a VET certificate.
2. NAPLAN results were significantly above National average. Our Year 9 Reading mean was our equal best result ever. Our second ever Year 7 results showed significant lift in numeracy results.
3. The Level of Achievement data saw us near our target for VHA results. We reached a new high of 42.2%. 82% of all results were VHA or HA.
4. We completed our 4 year review with input from all sectors of our community and an external Accreditation body. The results of the review commend our work in all areas.
5. An iPad Program was expanded to include all students from Year 7 to 11.
6. We completed major building works on the Vulture Street Campus including a complete refurbishment of A Block, including a new staffroom for all teachers of Mathematics & Science, an expanded Student Services Centre now housing an extra-curricular office and learning support.

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:

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 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	2480	1141	1339	23	98%
2015*	2951	1393	1558	32	98%
2016	3149	1503	1646	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

Overview

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

The socio-economic standard is a little above average.

Students are enrolled as local entry or merit entry students. In 2016, this shifted to over 50% local for the first time in the school's history.

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

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Year 8 – Year 10	26	27	27
Year 11 – Year 12	21	22	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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Junior School

Students in Year 7 -9 study the following subjects:
- English
- Humanities
- Mathematics
- Science
- Academia, Resilience and Careers (ARC)

They also study the following subjects for one semester with the option to continue for another semester:
- Health and Physical Education
- Languages (Chinese, German, French, Italian, Japanese, Spanish)
- Technologies (Built Environment and Engineering, Design Technology, Digital Technology)
- The Arts (Dance, Music, Drama, Media Arts, Visual Arts).

<u>Enrichment Opportunities</u>

Aspire Program:
Students may apply to study Aspire subjects in Year 7 and 8. Within Aspire subjects, students will be given opportunities for enriched learning in locations outside the school, such as university. These subjects have an emphasis on problem-solving and higher-order thinking.
Aspire subjects are offered to motivated and talented students who are studying:
- English or Humanities
- Mathematics Or Science
- Engineering.

Students can only apply to study Aspire one of the above programs.

Fast Track Mathematics and Science:
State High offers students a Fast Track Mathematics and/or Science pathway. These unique courses are designed for students who are exceptionally good at Mathematics and/or Science and culminates in them finishing Year 12 subjects six months early. This allows students to study a university Maths and/or Science subject as part of their normal timetable in Year 12. These courses begin in Semester 1, Year 9.

Senior School
<u>Year 10</u>:
All Year 10 students 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.

<u>Year 11 & 12</u>:
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 and 12 students study 1 English and 1 mathematics subject. They also choose 4 Authority subjects.
- To be eligible for an Overall Position (OP), students must undertake at least 6 subjects, 5 of which are authority subjects, over 2 years. Students can include 1 authority-registered subject in their total of 6, and still be OP-eligible.

Authority subjects:
Subjects currently offered at State High are:
- Accounting
- Ancient History
- Biological Science
- Business Management
- Chemistry
- Dance
- Drama
- Economics
- Engineering Technology
- English
- English Extension (Year 12 only)
- Film, Television and New Media
- French
- Geography
- German
- Graphics
- Health Education
- Information Processing and Technology
- Italian
- Japanese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Music
- Music Extension (Year 12 only)
- Philosophy and Reason
- Physical Education
- Physics
- Visual Art.

Authority-registered subjects
Authority-registered subjects allow students to attain concurrent TAFE qualifications. These subjects do not count towards an OP.
- Subjects currently offered:
- Building and Construction
- Certificate I in Construction
- Furnishing Studies
- Certificate III in Fitness
- Certificate III in Business
- Certificate IV in Justice Studies
- Diploma of Business
- Creative Arts - Music Studies
- English Communication
- Prevocational Mathematics
- Social and Community Studies.

Vocational Education:
These include:
- school-based apprenticeships and traineeships (SAT)
- attending registered training organisations (RTO)
- work experience.

These are available to all Year 11 and 12 students. In some cases, Year 10 students can access these pathways.

Co-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 Assist 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 work feedback and to provide timely and detailed 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

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.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	96%	95%
this is a good school (S2035)	96%	95%	96%
their child likes being at this school* (S2001)	96%	97%	97%
their child feels safe at this school* (S2002)	97%	97%	97%
their child's learning needs are being met at this school* (S2003)	95%	94%	95%
their child is making good progress at this school* (S2004)	96%	94%	95%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	93%
teachers at this school motivate their child to learn* (S2007)	90%	92%	91%
teachers at this school treat students fairly* (S2008)	90%	91%	89%
they can talk to their child's teachers about their concerns* (S2009)	93%	91%	94%
this school works with them to support their child's learning* (S2010)	87%	89%	89%
this school takes parents' opinions seriously* (S2011)	87%	83%	87%
student behaviour is well managed at this school* (S2012)	92%	92%	93%
this school looks for ways to improve* (S2013)	98%	94%	93%
this school is well maintained* (S2014)	95%	97%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	99%	98%
they like being at their school* (S2036)	91%	94%	92%
they feel safe at their school* (S2037)	98%	93%	95%
their teachers motivate them to learn* (S2038)	92%	94%	89%
their teachers expect them to do their best* (S2039)	96%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	94%	87%
teachers treat students fairly at their school* (S2041)	79%	86%	74%
they can talk to their teachers about their concerns* (S2042)	78%	79%	71%
their school takes students' opinions seriously* (S2043)	76%	79%	70%
student behaviour is well managed at their school* (S2044)	77%	83%	84%
their school looks for ways to improve* (S2045)	94%	97%	95%
their school is well maintained* (S2046)	96%	91%	93%
their school gives them opportunities to do interesting things* (S2047)	97%	94%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	95%	93%
they feel that their school is a safe place in which to work (S2070)	95%	99%	97%
they receive useful feedback about their work at their school (S2071)	81%	87%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	77%	82%
students are encouraged to do their best at their school (S2072)	99%	99%	100%
students are treated fairly at their school (S2073)	95%	95%	95%
student behaviour is well managed at their school (S2074)	92%	95%	95%
staff are well supported at their school (S2075)	80%	78%	77%
their school takes staff opinions seriously (S2076)	68%	65%	73%
their school looks for ways to improve (S2077)	95%	97%	97%
their school is well maintained (S2078)	95%	96%	99%
their school gives them opportunities to do interesting things (S2079)	91%	93%	94%

* 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
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.

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

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	31	89	90
Long Suspensions – 6 to 20 days	1	2	1
Exclusions	4	8	0
Cancellations of Enrolment	7	2	0

* 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.

Environmental Footprint

Reducing the school's environmental footprint
The students of the school have initiated programs to collect and dispose of recyclable rubbish. The program has been expanded to include other blocks in the school.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	1,530,688	34,757
2014-2015	1,539,491	37,792
2015-2016	1,859,418	30,378

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

Figures are yet to be released for the 2016 school year. In 2015, funds received from all government sources was $9457. The Federal Education Act had $12193 as the minimum per capita funding for that year. Parent provided for some of this shortfall to make the total funding $10813 per student.

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

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	197	72	<5
Full-time Equivalents	192	56	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	30
Graduate Diploma etc.**	85
Bachelor degree	76
Diploma	1

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $94,433.38.

The major professional development initiatives are as follows:

- Coaching and 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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	91%

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

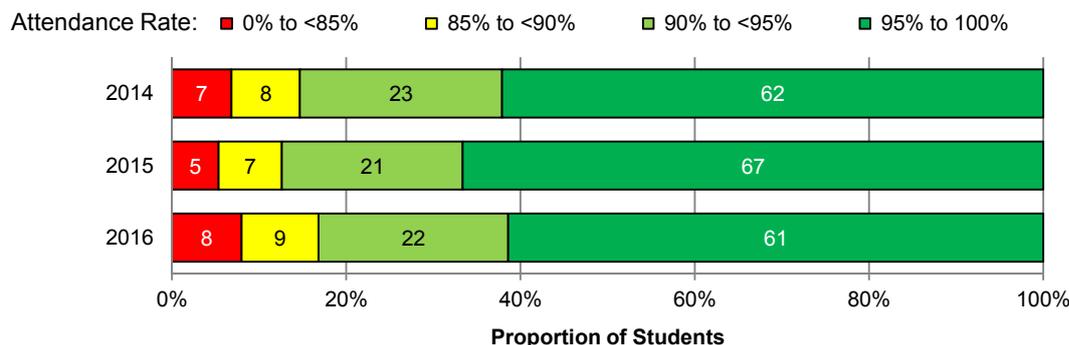The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									97%	95%	94%	94%	94%
2015								97%	97%	96%	94%	95%	93%
2016								96%	95%	95%	94%	94%	93%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	7	8	23	62
2015	5	7	21	67
2016	8	9	22	61

Proportion of Students

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.

NAPLAN

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

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

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	453	398	494
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	1
Number of students receiving an Overall Position (OP)	383	340	425
Percentage of Indigenous students receiving an Overall Position (OP)	100%	40%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	11	11

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	198	321	367
Number of students awarded an Australian Qualification Framework Certificate II or above.	190	318	366
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	447	397	490
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.	92%	93%	90%
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%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	98%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	178	113	63	28	1
2015	171	92	52	25	0
2016	195	116	72	38	4

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	14	121	92
2015	12	278	100
2016	8	311	111

As at 3rd February 2017. The above values exclude VISA students.

The following Certificates courses are available to our students:

- Year 11: Certificate II in Active Volunteering (compulsory)
  Certificate III in Business
  Certificate III in Fitness
  Certificate IV in Justice Studies
  Diploma of Business

- Year 12: Certificate I in Building and Construction
  Certificate III in Business
  Certificate III in Fitness – Year 11 & 12
  Certificate IV in Justice Studies
  Diploma of Business

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	97%	102%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	100%	80%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

A number of students from Year 12, 2016, have been accepted into universities and have been offered the following opportunities:

Queensland University of Technology
QUT enrolled 4,837 undergraduate students who completed Year 12 in 2016. Of those, 117 students are from our school.

The following Year 12, 2016, students have been offered the following opportunities at QUT:
- Six graduates were awarded prestigious Vice-Chancellor's Academic Scholarships.
- One graduate was awarded a prestigious Vice-Chancellor's Create Industries Scholarship.
- Two of our students were selected for the Business Dean's Honours Program.
- One past student was awarded a Business Academic Excellence Scholarship.
- Four students are enrolled in START QUT in Semester 1.

University of Queensland
Two graduates received offers from UQ where 159 of our students are now furthering their education:
- One graduate received a UQ Merit Scholarship;
- One graduate received a UQ Excellence Scholarship.

Macquarie University Scholarship
One graduate, has received an Australian Tertiary Admission Rank (ATAR) of 99.7 and a $60,000 scholarship to Macquarie University to cover her Law and Arts degree. She will be majoring in Social Justice.

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.brisbaneshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Supportandresources.aspx

Early leavers' information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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

Conclusion

2016 was another year of exceptional achievement at State High. With growing support structures around students, staff and the school community the school is well positioned to push further ahead in a number of areas.

The ASAA Accreditation Review cites the school's achievements over four years as:

The ASAA Accreditation Panel identified several areas the of school's current practices that it commends. These are set out in this report, however, ASAA particularly wishes to encapsulate the following areas of school practice as demonstrating high levels of performance.

1. *Brisbane State High School is achieving great results.*
2. *The school has a robust culture that engages students and teachers in the pursuit of excellence.*
3. *Data is used effectively to focus teachers' efforts on improving student learning outcomes.*
4. *A strong leadership team is guiding the school to further future successes.*
5. *The school's renewed governance structures provide a sound base for inclusive, thoughtful and effective decision making.*