Brisbane State High School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Established in 1921, Brisbane State High School has come to symbolise and exemplify the excellence in school education and the values of public 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 ranges of achievement 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.

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 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 2018

Our continuing School Priorities are:

Visible Progress   **Visible Excellence**   **Visible Culture**

The Key Outcomes were:

1. The best graduate results in Queensland with 67 OP1s, 130 OP1 or 2 (29%), 229 OP1-5 (50.4%), 358 OP1-10 and 434 OP1-15. 1005 of Students achieved an OP or a full VET Certificate and 100% obtained a QCE. 644 full VET certificates were awarded, including 48 Diplomas and 100 Certificate III or IV.

2. NAPLAN results were amongst the best in Queensland. Our year 7 results topped the State and our Year 9 results were 5th. We exceeded our targets in reading with 67% of students in the top two bands.

3. The Level of Achievement data saw us exceed our high targets and reach new highs with 43.3% of all results at 'A' level and 83% at 'A' or 'B'. Only 1.5% of all results were 'D' or 'E'.

4. We celebrated the 110 years of QGSSSA and the 100 years of GPS with an array of special events to highlight these great competitions. Our Girls' Cross Country team won the QGSSSA premiership for the 5th consecutive time. Our teams won premierships in Girls' Open Basketball, Cricket, Hockey, Softball, Touch and Volleyball. Another 38 teams were first in QGSSSA competition and 14 GPS teams placed first.

5. 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.

6. We ran the first state school's TEDx Youth event. Our symphonic band made the State Finals of Fanfare to continue over 30 years of this achievement. Our OzClo Team won the Australian final for the second year in a row. We had 29 students achieve national success or national team selection across a range of activities.

7. We sent students to Cambodia, Western Front, New Zealand, Spain, Germany, Italy, Switzerland, and Canada. Our Spanish exchange was the first for this new language in our school.

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 learning
...the 'why'

The Tree of Visible Improvement

EXPERTISE
PROGRESS
CULTURE
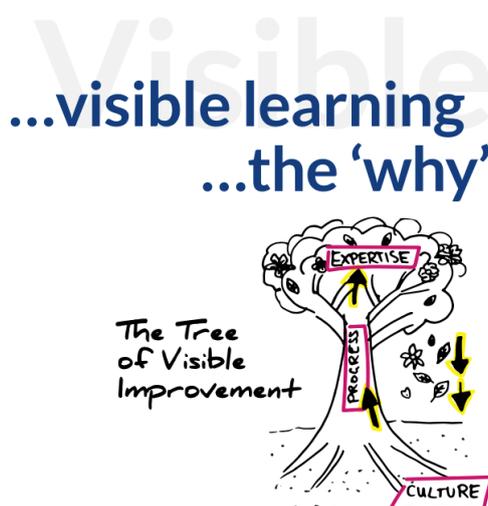
The next four years build on these achievements and ideas and takes them further. We want to embed a central idea in all school activities. This idea is that learning is at the core of everything we do, in every field of activity and with all members of our school community. It is central to our purpose, 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 high achieving as well as continuing to improve.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	3149	3137	3156
Girls	1503	1476	1487
Boys	1646	1661	1669
Indigenous	32	29	31
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.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

Characteristics of the student body

Overview

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 2018, over 50% of all enrolments provided local documentation at the time of enrolment.

Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	27	26	26
Year 11 – Year 12	22	21	22

Note:

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

Curriculum delivery

Our approach to curriculum delivery

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 7-9 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 (Built Environment & Engineering, Design Technology, Digital Technology, Aspire Engineering)
- The Arts (Dance, Music, Drama, Media Arts, Visual Arts).

In Year 9, students will study subjects from the following Learning Areas for one semester:
- Health and Physical Education
- Languages – minimum of one semester with option of two semesters except exempted students. Students will continue with the same language that was studied in Year 8.

Students will select two additional subjects to study from the following areas:
- Technologies – options available
- The Arts – options available
- Languages – Unit 2 of language studied in Semester 1
- Support Programs – LAS and LSU for identified/eligible students

Enrichment Opportunities

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

In Year 7 and 8, students have been given the opportunity to apply to study more than one Aspire Program:

Aspire English/Humanities and/or Aspire Mathematics/Science and/or Aspire Engineering. Enrolment in Year 9 Aspire subjects is via invitation only. In Year 9, Aspire English, Aspire Humanities, Aspire Mathematics and Aspire Science are standalone subjects.

Senior School

Year 10:
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 1 English and 1 mathematics subject. They also choose 4 other subjects.

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.

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	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 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.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	96%	97%
• this is a good school (S2035)	96%	97%	98%
• their child likes being at this school* (S2001)	97%	95%	96%
• their child feels safe at this school* (S2002)	97%	97%	96%
• their child's learning needs are being met at this school* (S2003)	95%	94%	96%
• their child is making good progress at this school* (S2004)	95%	95%	96%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	93%
• teachers at this school motivate their child to learn* (S2007)	91%	93%	90%
• teachers at this school treat students fairly* (S2008)	89%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	92%
• this school works with them to support their child's learning* (S2010)	89%	91%	91%
• this school takes parents' opinions seriously* (S2011)	87%	88%	91%
• student behaviour is well managed at this school* (S2012)	93%	92%	91%
• this school looks for ways to improve* (S2013)	93%	96%	96%
• this school is well maintained* (S2014)	93%	97%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	99%	98%
• they like being at their school* (S2036)	92%	95%	87%
• they feel safe at their school* (S2037)	95%	98%	93%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	89%	94%	82%
• their teachers expect them to do their best* (S2039)	96%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	94%	89%
• teachers treat students fairly at their school* (S2041)	74%	85%	76%
• they can talk to their teachers about their concerns* (S2042)	71%	77%	69%
• their school takes students' opinions seriously* (S2043)	70%	81%	68%
• student behaviour is well managed at their school* (S2044)	84%	85%	74%
• their school looks for ways to improve* (S2045)	95%	94%	90%
• their school is well maintained* (S2046)	93%	94%	90%
• their school gives them opportunities to do interesting things* (S2047)	97%	98%	91%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	97%	98%
• they feel that their school is a safe place in which to work (S2070)	97%	99%	97%
• they receive useful feedback about their work at their school (S2071)	87%	86%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	79%	81%
• students are encouraged to do their best at their school (S2072)	100%	99%	100%
• students are treated fairly at their school (S2073)	95%	96%	95%
• student behaviour is well managed at their school (S2074)	95%	90%	89%
• staff are well supported at their school (S2075)	77%	87%	85%
• their school takes staff opinions seriously (S2076)	73%	81%	83%
• their school looks for ways to improve (S2077)	97%	99%	98%
• their school is well maintained (S2078)	99%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	96%	97%

* 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 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. We are active in our communication processes as they are important in assisting the development of this significant partnership.

Respectful relationships education programs

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

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	90	94	127
Long suspensions – 11 to 20 days	1	0	3
Exclusions	0	1	3
Cancellations of enrolment	0	2	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

The school continues to encourage staff, student and school business to reduce their carbon footprint by encouraging a reduction in energy use, recycling and greenscape programs, monitoring our waste and energy use and being efficient water users. Timely maintenance, education programs, student and parent led initiatives all contribute to an environmentally conscious school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	1,859,418	2,003,845	1,936,198
Water (kL)	30,378	19,549	28,380

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at. Figures of the 2018 school year are not yet released. The School Resource Standard for 2018, an estimate of how much total public funding a school needs to meet the educational needs of its students, was $13 764 per student.

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.

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	204	75	5
Full-time equivalents	198	61	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	4
Masters	28
Graduate Diploma etc.*	84
Bachelor degree	83
Diploma	5
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $99,240.68.

The major professional development initiatives are as follows:

- Coaching and Mentoring
- Professional Learning Communities
- Digital Pedagogies
- Dimension of Learning Framework
- Reading
- Leadership Development
- Assessment for Learning
- Formative Assessment and Checking for Understanding
- Curriculum compliance and readiness for QCE
- 17 in-house sessions of 7 hours duration geared to deepening teacher skill in our AIP goals.

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	94%
Attendance rate for Indigenous** students at this school	91%	93%	92%

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

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

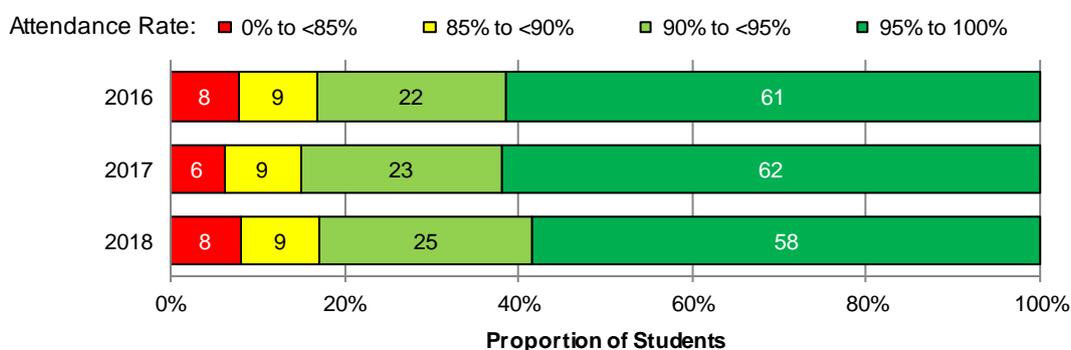Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	96%	97%	96%
Year 8	95%	95%	95%
Year 9	95%	95%	94%
Year 10	94%	95%	94%
Year 11	94%	95%	94%
Year 12	93%	93%	94%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	8	9	22	61
2017	6	9	23	62
2018	8	9	25	58

Proportion of Students

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.

We mark rolls each lesson using an online platform. We report absences to parents each morning to ensure we are understanding the reason for absence and that students are safe and where they should be. Extensive checking and follow up processes are in place through the Student Services centre.

NAPLAN

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

How to access our NAPLAN results

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- 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.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	494	508	514
Number of students awarded a QCIA	1	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	490	508	513
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	425	411	434
Percentage of Indigenous students who received an OP	50%	80%	33%
Number of students awarded one or more VET qualifications (including SAT)	367	452	486
Number of students awarded a VET Certificate II or above	366	447	483
Number of students who were completing/continuing a SAT	11	4	5
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	90%	95%	95%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	99%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - 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	2016	2017	2018
1	51	59	67
1-5	195	228	217
6-10	116	110	124
11-15	72	53	73
16-20	38	20	20
21-25	4	0	0

Note:

The values in table 14:
• are as at 11 February 2019
• exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	8	19	23
Certificate II	311	418	449
Certificate III or above	111	100	124

Note:

The values in table 15:

• are as at 11 February 2019

• exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The following Qualifications are available to our students:

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

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	102%	98%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	117%	100%

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.

I am immensely proud of our current and past students; I've received news of the success of some of our students from the Class of 2018. A number of students from Year 12, 2018, have been accepted into universities and have been offered the following opportunities:

Griffith University

- 55 students accepted offers to study at Griffith University.
- Three Bachelor of Medical Science scholarships were offered of which two were taken up.

Queensland University of Technology

Total number of State High students enrolled at QUT for 2019: 137

Top 5 QUT programs in which State High students have enrolled:
1. Bachelor of Vision Science/Master of Optometry – 10 enrolments
2. Bachelor of Business – 7 enrolments
3. Bachelor of Engineering – 6 enrolments
4. Bachelor of Design (Interior Architecture) – 6 enrolments
5. Bachelor of Business/Bachelor of Laws – 5 enrolments

BSHS graduates received these scholarships:
- 6 x $30,000 Vice-Chancellor Scholarships (Academic)
- 1 x $10,000 Vice-Chancellor Scholarships (Academic)

University of Queensland

There are 151 Brisbane State High School graduates in their first semester at UQ, of the 167 offered places.

In total from 2018, 17 scholarships were awarded to State High graduates:
- Eight recipients of UQ Academic Scholarships
  - Three UQ Vice-Chancellor's Scholarships
  - Three UQ Excellence Scholarships
  - Two UQ Merit Scholarships
- Five recipients of a UQ Link Scholarship
- Three sporting scholarships (to two students)
- One recipient of a UQ Law LEAD Scholarship

Top 5 UQ programs in which State High students have enrolled:
1. Bachelor of Engineering (Honours) – 13
2. Doctor of Medicine (MD) (Provisional Entry for School Leavers) – 11
3. Bachelor of Criminology and Criminal Justice (Honours) – 9
4. Bachelor of Advanced Finance and Economics (Honours) – 8
5. Bachelor of Architectural Design – 6
6. Bachelor of Arts – 6

Bond University

One student won an Excellence Scholarship and one student won a Vice-Chancellor's Elite Scholarship.

Interstate/International Universities:

- 52 places in the Australian National University, University of NSW or the University of Sydney.
- 63 students were offered places in the University of Melbourne or Monash University.
- One student won the University of Melbourne $10,000 Janet Clarke Hall Service Scholarship and an $8,000 National Merit Scholarship.
- 20 are seeking places in overseas universities. [Mainly USA (Harvard, University of Pennsylvania, MIT, Caltech, Princeton, Stanford, Colombia, Boston, Furman, University of Southern California, Fordham and Chicago) as well as Netherlands, Germany, Japan and UK.]

Early school leavers

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

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

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/ourschool/Policies/Pages/School-plans-and-reports.aspx