



School Annual Report 2020



# Welcome

State High wrapped up its 99<sup>th</sup> year with another comprehensive year of achievement and progress, all in the context of a world-wide pandemic. Our students and staff were remarkable. It wasn't easy. Yet, teacher and school leaders ramped up the school's existing approach to digital pedagogy at breakneck speed around Easter to ensure that students kept learning. The depth of feedback and the personalised attention for each student kept learning moving forward, where family and personal circumstances allowed.

When students returned to school, they made up for lost time and reconnected with teachers and friends, as well as their learning. Our year 12s pushed forward into the brand new senior system and finished with extraordinary results. Our Boys' Cross Country Team created history by winning our first GPS championship after 50 attempts. There is a long list of things that our community achieved in 2020. Extraordinary!

Thank you to all who contributed to these outstanding achievements and the continued positive, healthy culture in our school.



Wade Haynes  
Executive Principal  
June 2021





# School Council

In 2020, the Council continued to discuss strategies to deal with the low per capita recurrent funding available to the school, as well as providing advice to the Executive Principal.



Ms Priscilla Soo, Mr David Gillespie (Chair), Ms Nikki Bazaine, Mr Rob Farago, Mrs Marie-Claire Grady, Dr Judy Smeed, Mrs Christine Collins, Ms Holly Skordou, Ms Kimberley Rase, Mr Wade Haynes, Mrs Michelle Koripas (absent)



# School Overview



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

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

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

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

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

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

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

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



### Visible Progress



### Visible Excellence



### Visible Culture



The Key Outcomes were:

1. Among the best graduate results in Queensland and #1 by volume. A median ATAR of 92.65, 86 students achieved six As in their subjects, 49% of results were A, 22 of the top 150 students in Queensland, one ATAR 99.95 and 63 students achieved an ATAR of 99 or above.
2. Levels of achievement data exceeded our high targets and reached another new high with 45% of all results at 'A' level. 80% of all results were 'A' or 'B'.
3. We celebrated strong seasons in QGSSSA and GPS, where seasons could be completed. Our Boys' Cross Country team won the GPS championship for the first time ever.
4. Our cultural activities found creative ways to continue, with choirs rehearsing with social distance on the rooftop and CREATE pivoting to an online platform so we could showcase our students' amazing creative endeavours.
5. Our Digital Technology platform, supercharged by a week of Student Free Day high quality professional learning, saw us meet the challenge of Learning@Home. The frameworks and resources supported students in learning and their wellbeing while increasing parent awareness of our learning approach.
6. We embedded Retrieval Practice in our school practices and continued to learn about neuroscience based practices to focus on long term memory.
7. Our four year ASAA review determined that the school was strongly led and making significant progress in all areas.

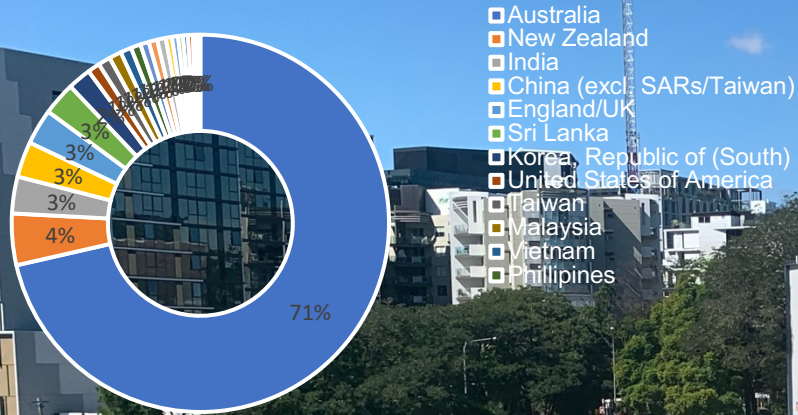
# School progress towards its goals in 2020



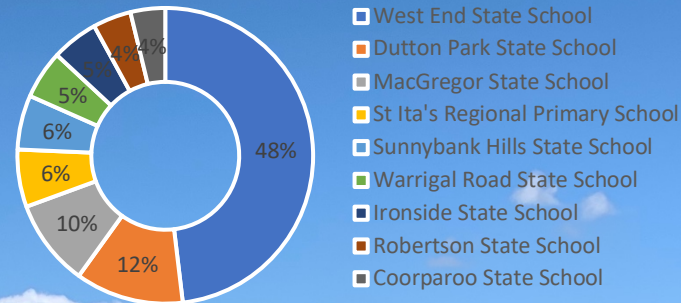


# 2020 : At a Glance

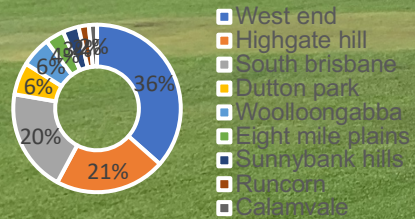
Country of Origin : 77 different countries



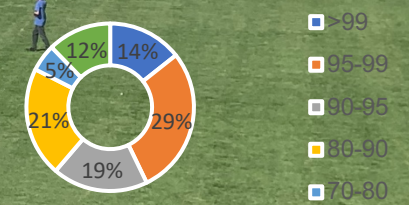
School of Origin : 139 schools



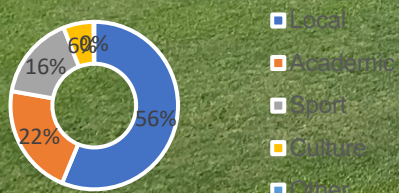
Suburbs : 122 suburbs



ATAR ranges



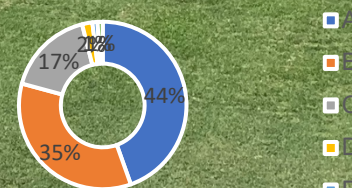
Method of Entry



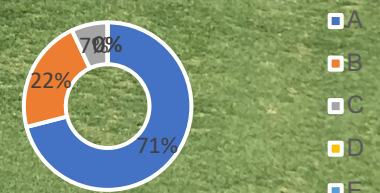
Sex



Achievement Results



Behaviour Ratings





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

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

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



## Our first year in a new system

In perpetuity people will talk about 2020 as the year of COVID-19. Instead, we talk about a group of students who worked their way through COVID disruptions while becoming experts in learning in a new system – new syllabuses, new assessment processes and changes that meant they needed to adjust and strengthen their learning processes. This required application, resilience and flexibility. For our teaching staff it meant striking the balance of high challenge and high support. In the end, our students have shown a remarkable ability to learn and to grow and their outstanding results reflect those things that we value about developing rounded graduates.

The opportunity of a new system is align the way we talk about results to match the learning behaviours we want to reinforce. We have a number of measures to round out this discussion this year. We are not solely reliant on a single score to tell the story of a student. In our view, this has never really been desirable as we are looking at the student we enrol, how we developed their skills and mindsets, how they made progress over six years, what this has done to build the characteristics we want in our graduates and how this connects to where they want to learn, work and be next.

These results we see tell a consistent story about huge numbers of high performing students.

Here is a snapshot of our students' results. We had 520 students graduate. 460 received an ATAR and 457 (99%) shared their result with us.

### ATARs



Our median ATAR **92.65**

### Our Honour Roll

22 Students achieved 90 marks or above in six subjects

28 Students achieved 90 marks or above in 5 subjects

We had a very large proportion of students in the top ATAR bands.

Top ATARs	Number of Students
<b>99.95</b>	1
<b>99.90</b>	5
<b>99.85</b>	5
<b>99.80</b>	5
<b>99.75</b>	6
<b>99.75 – 99.95</b>	<b>22</b> of the top <b>150</b> students in Queensland

ATAR ranges	Number of Students	Percentage of Students
<b>99 and above</b>	63	16%
<b>95 and above</b>	188	41%
<b>90 and above</b>	269	59%
<b>80 and above</b>	362	79%
<b>75 and above</b>	385	84%
<b>60 and above</b>	439	96%

Being in a new system, it is sometimes helpful to benchmark with the previous system to build understanding. This process needs to be undertaken carefully, so as to draw proper information. Based on the OP/ATAR equivalence tables from 2019, we can say this:

OP	ATAR equivalent	2018	2019	2020
<b>1</b>	98.85 and above	67 15%	34 9%	72 16%
<b>1-5</b>	91.15 and above	229 50%	185 48%	256 56%
<b>1-10</b>	77.85 and above	358 79%	307 79%	374 82%
<b>1-15</b>	62.55 and above	434 95%	366 94%	432 95%



Subject Results

Nearly half of all final results were A standard:

Grade	Percentage of All Results
A	49%
B	34%
C	14%
D	>1%
E	0

As you would expect the cut offs for grades were a little different in each subject.  
Over a quarter of all results were 90 or above and 80% were 65 or above, which is around B standard.

Grade	Percentage of All Results
90 or above	26%
80 or above	53%
70 or above	73%
65 or above	80%
60 or above	87%
50 or above	95%
42% or above	97%

86 Students achieved six As in their subjects. This is nearly double the next best school in Queensland.

30 subject results were the perfect 100 across all internal and external assessment, with two students achieving three perfect scores. Five more students achieved two perfect scores. One student dropped just 7 marks out of 600 in her six subjects.

5 perfect scores in Philosophy, 5 in Music, 4 in English, 3 in Drama, 3 in Music Extension and 2 in Literature and 2 in Japanese.

Where did our Graduates go?

The bulk of students typically study and they study in Queensland. We have seen significant numbers, in the last five years, also take places in interstate and overseas Universities. We have seen students in Sydney, Canberra and Melbourne in significant numbers as well as students at Harvard, Cambridge, London School of Economics, Stamford, Hawaii and many other overseas Universities.

All of our students (including 3 internationals) have applied for tertiary places in Queensland. Some have also applied interstate and overseas. 523 (100%) offers were made to our students and 455 (87%) have accepted offers to date. 362 (69%) of these were first preferences and a further 82 were second preference.

The overwhelming number of acceptances was for the University of Queensland with 234 acceptances followed by QUT with 106 and Griffith University with 82.

The most popular offers were:

714311 - Bachelor of Advanced Finance and Economics (Honours) -	17
707001 - Bachelor of Arts	13
717111 - Bachelor of Engineering (Honours)/Master of Engineering -	12
757001 - Bachelor of Psychological Science (Honours)	12
731201 - Bachelor of Biomedical Science	11
717001 - Bachelor of Engineering (Honours)	11
228272 - Bachelor of Medical Science	10
413021 - Bachelor of Business	10
726002 - Bachelor of Physiotherapy (Honours)	9
241302 - Bachelor of Film and Screen Media Production	8
731901 - Bachelor of Advanced Science (Honours)	8
419202 - Bachelor of Business/Bachelor of Information Technology	7
412502 - Bachelor of Engineering (Honours)	7
717721 - Bachelor of Engineering (Honours)/Bachelor Computer Sci	7
718001 - Bachelor of Laws (Honours)	6
724002 - Bachelor of Occupational Therapy (Honours)	6
725002 - Bachelor of Pharmacy (Honours)	6
251722 - Bachelor of Music	6
225432 - Bachelor of Physiotherapy	6
717901 - Bachelor of Engineering (Honours)/Bachelor of Mathematics	6
226512 - Bachelor of Criminology and Criminal Justice	6
714112 - Bachelor of Politics, Philosophy and Economics (Honours) -	6



# Curriculum

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

## Junior School

Students in Year 7-8 study the following subjects:

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

They also study these subjects for one semester:

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

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

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

Students will study one of these subjects for one semester: Languages — Chinese, French, German, Italian, Japanese or Spanish, continuing their language from Year 8.

Students will select three additional subjects to study from one of these areas:

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

## Senior School

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

- |   |  |
|---|--|
| <input type="checkbox"/> Accounting                     | <input type="checkbox"/> German                  |
| <input type="checkbox"/> Ancient History                | <input type="checkbox"/> Graphics                |
| <input type="checkbox"/> Biology                        | <input type="checkbox"/> Health Education        |
| <input type="checkbox"/> Business                       | <input type="checkbox"/> Italian                 |
| <input type="checkbox"/> Chemistry                      | <input type="checkbox"/> Japanese                |
| <input type="checkbox"/> Chinese                        | <input type="checkbox"/> Legal Studies           |
| <input type="checkbox"/> Dance                          | <input type="checkbox"/> Literature              |
| <input type="checkbox"/> Design                         | <input type="checkbox"/> Mathematical Methods    |
| <input type="checkbox"/> Digital Solutions              | <input type="checkbox"/> Modern History          |
| <input type="checkbox"/> Drama                          | <input type="checkbox"/> Music & Music Extension |
| <input type="checkbox"/> Economics                      | <input type="checkbox"/> Philosophy and Reason   |
| <input type="checkbox"/> Engineering                    | <input type="checkbox"/> Physical Education      |
| <input type="checkbox"/> English & English Extension    | <input type="checkbox"/> Physics                 |
| <input type="checkbox"/> Film, Television and New Media | <input type="checkbox"/> Psychology              |
| <input type="checkbox"/> French                         | <input type="checkbox"/> Spanish                 |
| <input type="checkbox"/> General Mathematics            | <input type="checkbox"/> Specialist Mathematics  |
| <input type="checkbox"/> Geography                      | <input type="checkbox"/> Visual Art              |

Applied & VET Subjects currently offered:

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

### Did you know?

Every classroom strives for authoritative teaching, that is high levels of challenge and high levels of support.

We are an Apple Distinguished School using iPads to enhance pedagogy, personalise learning and engage students in rigorous learning, monitoring and feedback processes.





# Extra-Curricula

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

## OTHER

AFL (Boys)  
Amnesty International  
Dance Troupes  
Debating : QDU  
Drama Club  
Duke of Edinburgh Award  
F1 in Schools  
First Lego League  
Fencing  
Instrumental Music  
Opti-Minds  
Rowing : BRSA  
School Musical  
Student Representative Council  
Technical Crew  
Vocal Ensembles  
Water Polo (Boys)

## QGSSSA

Badminton  
Basketball  
Cricket  
Cross Country  
Football  
Gymnastics – Rhythmic  
Hockey  
Netball  
Softball  
Swimming  
Tennis  
Touch Football  
Track & Field  
Volleyball

## GPS

Basketball  
Chess  
Cricket  
Cross Country  
Debating  
Football  
Music Showcase  
Rowing  
Rugby  
Swimming  
Tennis  
Track & Field  
Volleyball



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, three 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 (to maximise wellbeing), 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 are held once per week for all year levels.

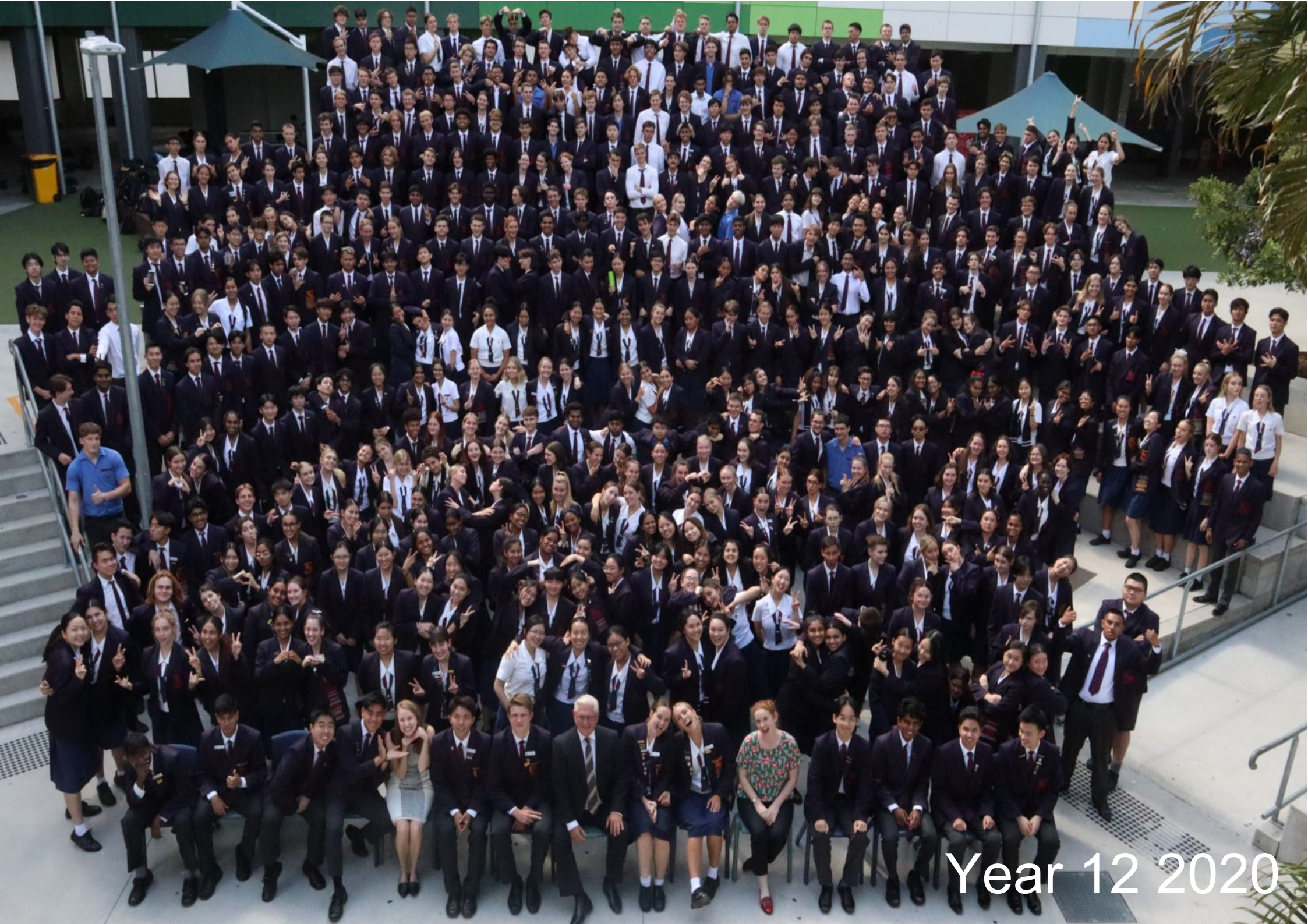
The School's Responsible Behaviour Plan outlines the school's approach to developing pro-social and leadership behaviours. It connects with our school values and seeks to promote high standards as well as an appreciation of others and the diversity of our community. How we treat each other is a key component 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.

Every senior student has a Learning Mentor, a senior school leader or teacher. Every junior student has a peer supporter from the senior school. Extensive systematic monitoring of student performance and wellbeing enables the school to personalize support for every student.







Year 12 2020



## School context

Coeducational or single sex	Coeducational
Independent Public School	Yes
Year levels offered in 2020	Year 7 – Year 12
Webpages	Additional information about Queensland state schools is located on the: <ul style="list-style-type: none"> <li>• <a href="#">My School</a> website</li> <li>• <a href="#">Queensland Government data</a> website</li> <li>• Queensland Government <a href="#">schools directory</a> website.</li> </ul>

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Year 7	523	491	561	523	498	565
Year 8	568	563	534	562	566	532
Year 9	570	586	588	565	587	589
Year 10	518	566	586	518	566	585
Year 11	455	533	568	451	528	568
Year 12	537	447	520	537	439	511
Total	3,171	3,186	3,357	3,156	3,184	3,350

Notes

1. Student counts include headcount of all full- and part-time students at the school.

### Average class sizes

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

Year Levels	2018	2019	2020
Year 7 – Year 10	26	26	26
Year 11 – Year 12	22	21	21

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

## Social climate

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree <sup>1</sup> that:	2018	2019	2020
My child is getting a good education at this school.	97.4%	97.2%	
This is a good school.	97.6%	96.0%	
My child likes being at this school. <sup>2</sup>	95.6%	96.5%	
My child feels safe at this school. <sup>2</sup>	96.3%	96.9%	
My child's learning needs are being met at this school. <sup>2</sup>	95.6%	95.3%	
My child is making good progress at this school. <sup>2</sup>	96.1%	96.5%	
Teachers at this school expect my child to do his or her best. <sup>2</sup>	96.9%	96.4%	
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	92.7%	90.5%	
Teachers at this school motivate my child to learn. <sup>2</sup>	90.0%	90.5%	
Teachers at this school treat students fairly. <sup>2</sup>	91.8%	91.4%	
I can talk to my child's teachers about my concerns. <sup>2</sup>	91.7%	92.3%	
This school works with me to support my child's learning. <sup>2</sup>	91.5%	91.6%	
This school takes parents' opinions seriously. <sup>2</sup>	90.7%	85.7%	
Student behaviour is well managed at this school. <sup>2</sup>	91.4%	91.9%	
This school looks for ways to improve. <sup>2</sup>	96.2%	95.5%	
This school is well maintained. <sup>2</sup>	96.8%	96.0%	

Notes

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

2. Nationally agreed parents/caregiver items.

3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree <sup>1</sup> that:	2018	2019	2020
I am getting a good education at my school.	98.3%	94.5%	
I like being at my school. <sup>2</sup>	87.0%	92.5%	
I feel safe at my school. <sup>2</sup>	93.0%	96.7%	
My teachers motivate me to learn. <sup>2</sup>	81.7%	87.1%	
My teachers expect me to do my best. <sup>2</sup>	96.5%	95.7%	
My teachers provide me with useful feedback about my school work. <sup>2</sup>	88.7%	90.2%	
Teachers at my school treat students fairly. <sup>2</sup>	75.7%	76.3%	
I can talk to my teachers about my concerns. <sup>2</sup>	69.0%	68.8%	
My school takes students' opinions seriously. <sup>2</sup>	68.1%	74.4%	
Student behaviour is well managed at my school. <sup>2</sup>	73.9%	70.7%	
My school looks for ways to improve. <sup>2</sup>	89.6%	87.9%	
My school is well maintained. <sup>2</sup>	89.7%	78.3%	
My school gives me opportunities to do interesting things. <sup>2</sup>	91.3%	89.1%	

Notes

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

2. Nationally agreed student items.

3. DW = Data withheld to ensure confidentiality.



Table 5: Staff Survey

Percentage of staff who agree <sup>1</sup> that:	2018	2019	2020
I enjoy working at this school.	98.5%	95.8%	
I feel this school is a safe place in which to work.	96.9%	95.8%	
I receive useful feedback about my work at this school.	88.5%	85.7%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	80.6%	82.4%	
Students are treated fairly at this school.	95.4%	93.0%	
Student behaviour is well managed at this school.	89.3%	82.9%	
Staff are well supported at this school.	84.7%	78.0%	
This school takes staff opinions seriously.	82.7%	69.0%	
This school looks for ways to improve.	98.5%	94.9%	
This school is well maintained.	100.0%	96.6%	
This school gives me opportunities to do interesting things.	96.9%	95.7%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	127	69	92
Long Suspension	3	3	2
Exclusion	3	0	2
Cancellation	0	0	2
Total	133	72	98

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.  
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.  
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website. The most recent available data is for the 2019 school year.

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.

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or  
(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or  
(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>



## Workforce composition

### Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	204	214	224	75	84	83	5	6	6
FTE	198	205	216	61	66	68	<5	5	5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

## Student performance

### Key student outcomes

#### Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	94%	94%	92%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year 7	96%	96%	94%
Year 8	95%	94%	93%
Year 9	94%	94%	91%
Year 10	94%	93%	92%
Year 11	94%	93%	92%
Year 12	94%	93%	91%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality.

## Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at [www.aqf.edu.au](#) and [www.ibo.org](#).

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	514	424	509
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	1	0	1
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	100%
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	100%	100%	100%
Number of students awarded one or more VET qualifications (including SAT)	486	392	455
Number of students who were completing/continuing a SAT	5	2	6
Number of students awarded a VET Certificate I	23	17	0
Number of students awarded a VET Certificate II	449	363	429
Number of students awarded a VET Certificate II+	483	392	455
Number of students awarded a VET Certificate III+	124	106	133

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

### 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.

#### Early school leavers

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

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

#### Next Step – Post-school destinations

The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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>.

Post-school destinations information is also available via the [My School](#) website.



# NAPLAN

NAPLAN was not administered in 2020. Our previous 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.

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* and select a year to view 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.

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