



Celebrating

100

Years

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School Annual Report 2021

Welcome

State High's Centenary was a year of celebrating our past and current students. So many of our students had their own taste of centenary. They saw the new legacy pieces, visible signs of our history. They heard about the two history publications with a number involved in researching and displaying their findings. They participated in centenary rounds in our extra-curricula activities, finding their own place in our history. They participated in Centenary Masterclasses with some amazing alumni: Joff Bush, composer from Bluey, Diana Doherty, Australian Celloist, Zane Christenson, Australian Volleyballer and many more. They were either in the room or live streamed into the Foundation Ceremony, watching the induction of more Legends.

Our students continued to grow and achieve, realising some of the best results, best growth and best feats we have seen in the classroom, on the sporting field and on the stage.

For a second year, we managed through lockdowns, masks and restrictions. From this, three major themes emerged:

- The extraordinary community support and the amazing efforts of everyone to “rally around”.
- Our students and staff are remarkably buoyant.
- Everyone needs some kindness and we all need to pay attention to positive mental health.

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

Wade Haynes
Executive Principal
June 2022



School Council

In 2021, 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 about strategic direction.



Mr Wade Haynes, Ms Nancy Cole, Dr Judy Smeed, Mr David Gillespie (Chair), Mrs Marie-Claire Grady, Mr Sam Zhu, Ms Holly Skordou, (Absent: Ms Kimmerley Rase, Mrs Michelle Koripas)

BRISBANE STATE HIGH SCHOOL

School Overview

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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 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 58% 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 and high levels of support are the dominant themes.

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 graduates 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



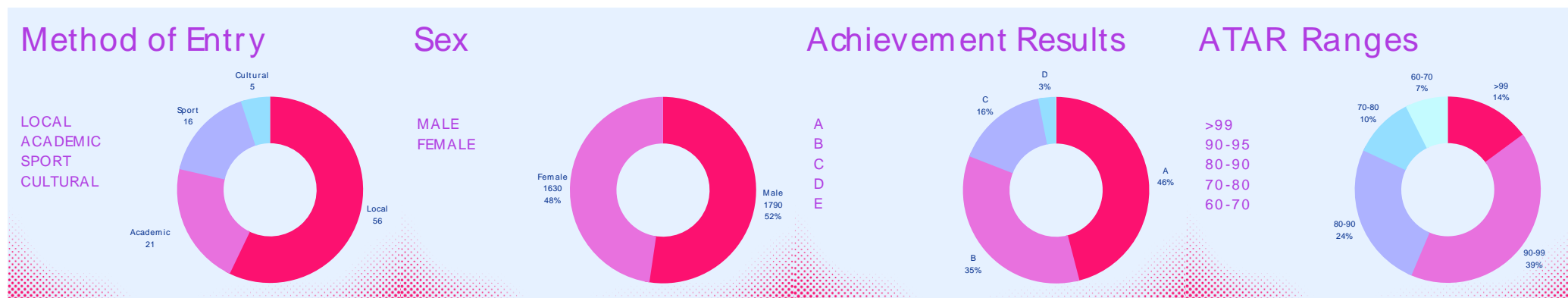
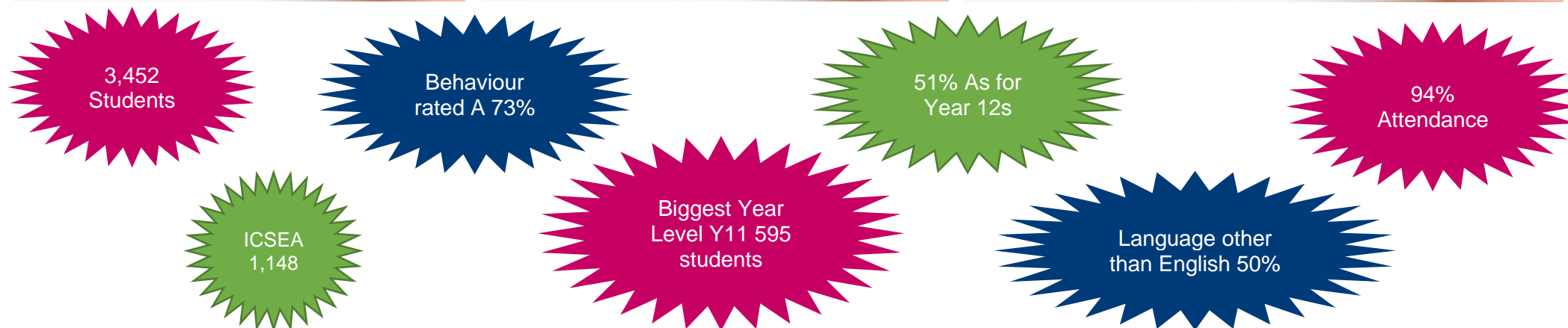
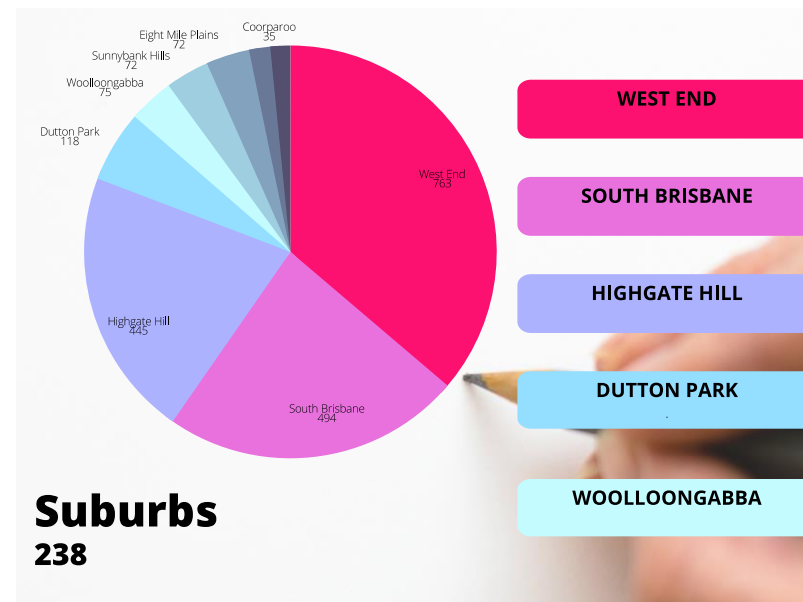
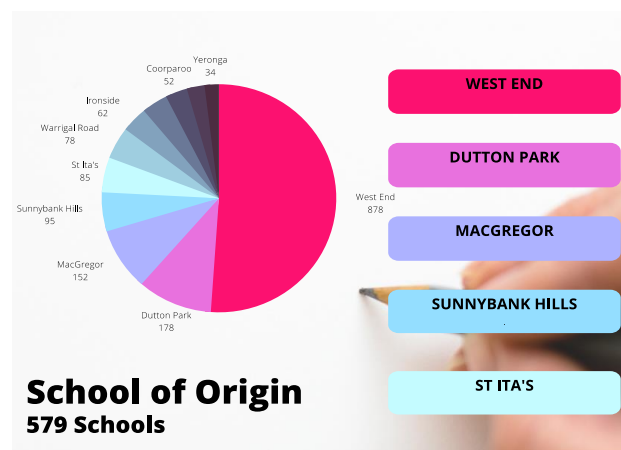
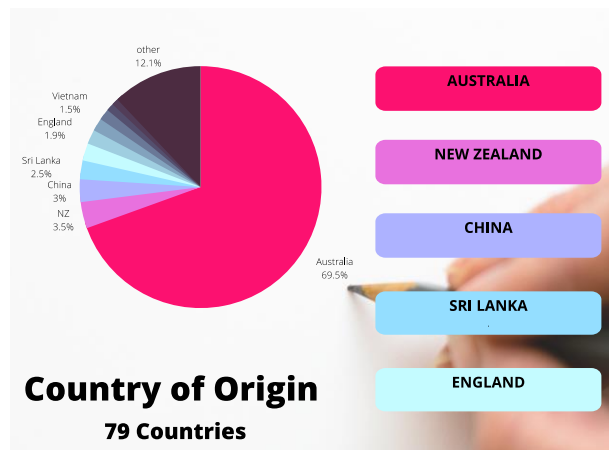
The Key Outcomes were:

1. The best graduate results in Queensland, by volume. A median ATAR of 92.6, 104 students achieved six As in their subjects, 51% of results were A, 21 of the top 150 students in Queensland, six ATAR 99.95 and 70 students achieved an ATAR of 99 or above.
2. Levels of achievement data exceeded our high targets and reached another new high with 46% of all results at 'A' level. 81% 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 second time and the Girls' 7 in a row.
4. Our cultural activities found creative ways to continue showcasing our students' amazing creative endeavours. Cast & Crew working hard towards our Timeless collaboration with QPAC for it to be deferred due to lock down.
5. Medicus, our program for aspiring doctors and dentists was piloted in Year 12 with 45 student. This will expand to all seniors in 2022 and we will investigate a similar program in Engineering. A Mater Partnership saw us ready to launch Allied Health in 2022.
6. We wrote a new Strategic Plan focussed on building momentum around Progress in all endeavours and Looking Up and Out. We continue the same three priorities with six strategy areas.
7. Our Centenary Year was well celebrated with a launch, two historical publications, student research and displays and Masterclasses in a range of classes and EC activities.

School progress towards its goals in 2021



2021 : At a Glance



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 our school.

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. Our central idea is that progress is the norm in every activity. We are looking to be stronger, to be better and to grow. Learning will be visible in everything that we do.

We will also be looking up and out to extend opportunities for our students. Harnessing the strength of our alumni and our community will enrich our school and extend our capability.

With the announcement of the 2032 Olympics, right in our community, the opportunities for the school to lead are real. We can show the world what is possible.

The future is built on the strength of today. 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.

Curriculum

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 checked="" 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

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 & LSU - identified/eligible students

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.

In 2021, we launched Medicus, our program for aspiring doctors and dentists. 45 high achievers participated in master classes, immersion experiences and mentoring.



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.

Open Premierships

Girls' Cricket
Girls' Basketball
Girls' Touch Football
Girls' Football
Girls' Cross Country
Girls' Netball
Girls' Volleyball
Girls' Hockey
Rhythmic Gymnastics
Boys' Cross Country

GPS

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

QGSSA

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

First Placed Teams

Girls' Cricket 2
Girls' Swimming 1
Girls' Basketball 3
Girls' Touch Football 3
Girls' Football 4
Girls' Cross Country 5
Girls' Tennis 3
Girls' Netball 6
Girls' Volleyball 3
Girls' Hockey 1
Girls' Athletics 1
Rhythmic Gymnastics 1
Girls' Badminton 2
Girls' Softball 3

Boys' Water Polo 2
Boys' Football 6
Boys' Volleyball 1
Boys' Cross Country 1
Boys' Basketball 4
Boys' Track & Field 1
GPS Debating 1

OTHER

AFL (Girls)
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)

Student Services

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 Deputy Principals for Years 11/12, 9/10 and 7/8, a Head of Student Services, six Heads of Year, three Guidance Officers, a Chaplain, a School-Based Youth Health Nurse, a School-Based Police Officer, two Heads of Partnerships & Transitions, 3 Provisional Psychologists, 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 well-being), leadership and social skills. The key idea behind the program is to develop the academic and social-emotional well-being of students by developing a growth mindset. ARC lessons are held once per week for all year levels.

The School's Student Code of Conduct 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.

We hosted parent events to engage families in mental health, wellbeing, senior schooling and a host of other topics, as part of our Parents as Partners Program. We worked extensively with Dr Andrew Martin on motivation and engagement.

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 personalise support for every student.





Outstanding Results in 2021

In the second year of pandemic, our Year 12s were the first to complete the full suite of assessment in our new system. We applied the learnings from 2021 to deepen our practice with new syllabuses, new assessment processes and learning processes. This, again, required application, resilience and flexibility. For our teaching staff it meant striking the balance of high challenge and high support. 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.

There is still opportunity on our new system to 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 545 students graduate. 522 received an ATAR and 447 shared their result with us.

Our Honour Roll

- 114 students averaged 90 or over in all subjects
- 104 students achieved six As in their subjects.
- 80 perfect scores were obtained in external exams.
- 49 students achieved 90 or above in five subjects
- 34 students achieved 90 or above in six subjects
- 33 students achieved the top mark in their subject in Queensland

ATARs



Our median ATAR **92.6***

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

Top ATARs	Number of Students
99.95	6
99.90	5
99.85	3
99.80	4
99.75	3
99.75 – 99.95	21 of the top 150 students in Queensland

ATAR ranges	Number of Students	Percentage of Students
99 and above	70	14%
95 and above	195	39%
90 and above	273	53%
80 and above	382	77%
75 and above	404	81%
60 and above	471	95%

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	2021
1	98.85 and above	67 15%	34 9%	72 16%	76 15%
1-5	91.15 and above	229 50%	185 48%	256 56%	263 53%
1-10	77.85 and above	358 79%	307 79%	374 82%	395 79%
1-15	62.55 and above	434 95%	366 94%	432 95%	464 93%

Subject Results

Nearly half of all final results were A standard:

Grade	Percentage of All Results
A	51%
B	35%
C	14%
D	>0.1%
E	0

As you would expect the cut offs for grades were a little different in each subject.

Nearly one third of all results were 90 or above and 85% were 65 or above, which is around B standard.

Grade	Percentage of All Results
90 or above	31%
80 or above	57%
70 or above	77%
65 or above	85%
60 or above	91%
50 or above	98%
42 or above	99.5%

Perfect Scores

There were a remarkable number of results at the top end. 28 subject results were the perfect 100 across all internal and external assessment, with one student achieving three perfect scores and one achieving two perfect scores. Five more students achieved two perfect scores.

One student dropped just 6 marks out of 600 in her six subjects, one dropped 8 and one dropped 9.

By subject, the 28 perfect scores for all assessment were 6 in Mathematical Methods, 5 in Music Extension, 3 perfect scores in Philosophy, 2 in Visual Art, 2 in Modern History, 2 in English and 1 in each of Accounting, Dance, German, French, Japanese, English & Literature Extension, Literature and Physics.

An additional 5 students topped the state in their subject, where the top score was less than 100 – 2 in Economics, 1 in Spanish, 1 in Psychology and 1 in Engineering.

In External Exams, perfect scores were obtained by: 13 Literature students, 10 in English & Literature Extension, 8 in Mathematical Methods, 7 in English, 7 in Film & New Media, 6 in Music Extension, 5 in Visual Art, 5 in Dance, 4 in French, 3 in Modern History, 3 in Philosophy & Reason, 2 in Physics, 2 in Japanese, 2 in Chinese, 1 in Accounting, German and Italian. This is a total of 80 perfect scores from our students.

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.

452 of our students have applied for tertiary places in Queensland. Some have also applied interstate and overseas.

449 (99%) offers were made to our students and 385 (86%) have accepted offers to date.

296 (59%) of these were first preferences and a further 73 were second preference.

The overwhelming number of acceptances was for the University of Queensland with 234 acceptances followed by QUT with 116 and Griffith University with 57.

The most popular offers were:

717111 - Bachelor of Engineering (Honours)/Master of Engineering - full-time or part-time	24
717001 - Bachelor of Engineering (Honours) - full-time or part-time	13
728502 - Bachelor of Nursing - full-time	12
419222 - Bachelor of Business/Bachelor of Laws (Honours) - full-time	11
714311 - Bachelor of Advanced Finance and Economics (Honours) - full-time or part-time	10
413021 - Bachelor of Business	9
731201 - Bachelor of Biomedical Science - full-time or part-time	8
707401 - Bachelor of Arts/Bachelor of Laws (Honours) - full-time or part-time	8
721302 - Doctor of Medicine (MD) (Provisional Entry for School-Leavers) - full-time	7
725002 - Bachelor of Pharmacy (Honours) - full-time or part-time	7
709001 - Bachelor of Business Management - full-time or part-time	7
717721 - Bachelor of Engineering (Honours)/Bachelor of Computer Science - full-time or part-time	6
731401 - Bachelor of Science/Bachelor of Laws (Honours) - full-time or part-time	6
417601 - Bachelor of Laws (Honours)	6
731001 - Bachelor of Science - full-time or part-time	6
726002 - Bachelor of Physiotherapy (Honours) - full-time	6
720102 - Bachelor of Exercise and Nutrition Sciences - full-time or part-time	6
757001 - Bachelor of Psychological Science (Honours) - full-time or part-time	6
241302 - Bachelor of Film and Screen Media Production - full-time or part-time	5
251722 - Bachelor of Music - full-time	5
327091 - Bachelor of Dental Surgery - full-time	5
412502 - Bachelor of Engineering (Honours)	5
241302 - Bachelor of Film and Screen Media Production - full-time or part-time	5
419202 - Bachelor of Business/Bachelor of Information Technology - full-time	5
251722 - Bachelor of Music - full-time	5
327091 - Bachelor of Dental Surgery - full-time	5
412502 - Bachelor of Engineering (Honours)	5
733421 - Bachelor of Computer Science/Master of Data Science	5
419202 - Bachelor of Business/Bachelor of Information Technology - full-time	5
733421 - Bachelor of Computer Science/Master of Data Science	5
714421 - Bachelor of Mathematics/Bachelor of Computer Science - full-time or part-time	5





Brisbane State High School

School annual report

Queensland state school reporting

2021



Contact details

Postal Address	Cnr Cordelia and Glenelg Streets South Brisbane 4101
Phone	(07) 3291 4111
Fax	
Email	principal@brisbaneshs.eq.edu.au
Website	https://brisbaneshs.eq.edu.au

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School context	
Coeducational or single sex	Coeducational
Independent Public School	Yes
Year levels offered in 2021	Year 7 – Year 12
Webpages	Additional information about Queensland state schools is located on the: <ul style="list-style-type: none"> • My School website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Year 7	491	561	550	498	565	555
Year 8	563	534	590	566	532	586
Year 9	586	588	562	587	589	561
Year 10	566	586	590	566	585	590
Year 11	533	568	590	528	568	584
Year 12	447	520	560	439	511	550
Total	3,186	3,357	3,442	3,184	3,350	3,426

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	2019	2020	2021
Year 7 – Year 10	26	26	25
Year 11 – Year 12	21	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

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

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 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

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

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2019	2020	2021
This is a good school.	96.0%		97.4%
My child likes being at this school. ²	96.5%		95.7%
My child feels safe at this school. ²	96.9%		96.4%
My child's learning needs are being met at this school. ²	95.3%		94.1%
My child is making good progress at this school. ²	96.5%		94.7%
Teachers at this school expect my child to do his or her best. ²	96.4%		97.9%
Teachers at this school provide my child with useful feedback about his or her school work. ²	90.5%		94.3%
Teachers at this school motivate my child to learn. ²	90.5%		92.7%
Teachers at this school treat students fairly. ²	91.4%		92.4%
I can talk to my child's teachers about my concerns. ²	92.3%		94.2%
This school works with me to support my child's learning. ²	91.6%		93.0%
This school takes parents' opinions seriously. ²	85.7%		87.5%
Student behaviour is well managed at this school. ²	91.9%		92.2%
This school looks for ways to improve. ²	95.5%		95.2%
This school is well maintained. ²	96.0%		97.5%

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 ¹ that:	2019	2020	2021
I like being at my school. ²	92.5%		79.0%
I feel safe at my school. ²	96.7%		83.1%
My teachers motivate me to learn. ²	87.1%		83.1%
My teachers expect me to do my best. ²	95.7%		97.4%
My teachers provide me with useful feedback about my school work. ²	90.2%		87.3%
Teachers at my school treat students fairly. ²	76.3%		74.2%
I can talk to my teachers about my concerns. ²	68.8%		63.6%
My school takes students' opinions seriously. ²	74.4%		58.7%
Student behaviour is well managed at my school. ²	70.7%		69.8%
My school looks for ways to improve. ²	87.9%		79.8%
My school is well maintained. ²	78.3%		85.3%
My school gives me opportunities to do interesting things. ²	89.1%		88.6%

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 ¹ that:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	82.4%		75.0%
I enjoy working at this school. ²	95.8%		90.5%
I feel this school is a safe place in which to work. ²	95.8%		95.5%
I receive useful feedback about my work at this school. ²	85.7%		76.9%
Students are encouraged to do their best at this school. ²	99.1%		99.0%
Students are treated fairly at this school. ²	93.0%		86.5%
Student behaviour is well managed at this school. ²	82.9%		70.4%
Staff are well supported at this school. ²	78.0%		66.7%
This school takes staff opinions seriously. ²	69.0%		56.3%
This school looks for ways to improve. ²	94.9%		93.9%
This school is well maintained. ²	96.6%		95.5%
This school gives me opportunities to do interesting things. ²	95.7%		89.2%

Notes

- 1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
- 2. Nationally agreed staff items.
- 3. 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	2019	2020	2021
Short suspension	69	92	133
Long suspension	3	2	2
Exclusion	0	2	3
Cancellation	0	2	4
Total	72	98	142

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 other 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.

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

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 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
- 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
- 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		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	214	224	229	84	83	85	6	6	6
FTE	205	216	223	66	68	67	5	5	5

Notes

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

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 other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2019	2020	2021
Overall attendance rate for students at this school	94%	92%	94%

Notes

- The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
- Full-time students only.

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

Year Level	2019	2020	2021
Year 7	96%	94%	97%
Year 8	94%	93%	94%
Year 9	94%	91%	94%
Year 10	93%	92%	93%
Year 11	93%	92%	93%
Year 12	93%	91%	92%

Notes

- The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
- Full-time students only.
- DW = Data withheld to ensure confidentiality

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.



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.



- 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

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	2019	2020	2021
Number of students who received a Senior Statement at the end of Year 12	424	509	543
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	0	1	0
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)	392	455	484
Number of students who were completing/continuing a SAT	2	6	9
Number of students awarded a VET Certificate I	17	0	3
Number of students awarded a VET Certificate II	363	430	443
Number of students awarded a VET Certificate II+	392	455	484
Number of students awarded a VET Certificate III+	106	126	163

- 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.
 4. Data for each year is the latest available.

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 2022 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2021), will be uploaded to this school's website in September 2022.

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.

