

Bracken Ridge State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Bracken Ridge State High School offers our students the highest quality education that encourages them to embrace the value of learning. As a school community we take care to nurture and assist students to grow as individuals and strive for excellence that encompasses academic, cultural and sporting achievements. Quality teaching is our priority and our team of committed and very experienced teaching and non-teaching staff work conscientiously to assist our students to maximize their learning. We recognize and promote the concept that an education which enables quality outcomes for students is a partnership involving students, parents, teachers and the community. Equally important is our commitment to working with parents and students to ensure each student leaves us with a clear understanding of the concept of personal responsibility.

Each student is given the opportunity to exercise initiative and leadership by participating fully in the life of our school. The diverse range of extra-curricular activities allows them to explore and develop their own particular talents. Our students leave Bracken Ridge SHS with an awareness of tradition, a strong sense of community and a vision for the future. We welcome to our school all who share are philosophy

School progress towards its goals in 2015

Key priorities for 2015:

- **Reading, Writing and Numeracy:** continued focus on increasing the percentage of students meeting NMS and reaching the U2Bs.
- **QCE Attainment:** increasing the percentage of students achieving a QCE exiting at Year 12
- **Student Attendance:** maximize students attendance
- **Pedagogical Framework – *Explicit Instruction*:** focus on increasing student engagement by developing teacher quality.

Future outlook

The key priorities for 2016 are focused on:

- Embedding effective learning
- Building exceptional staff
- Creating strong partnerships
- Focused on student and staff wellbeing

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	500	233	267	35	93%
2014	451	220	231	38	90%
2015	467	218	249	26	93%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Our students are drawn from a broad range of socio-economic and cultural backgrounds. Our students and community welcome new families to our school and support them to become active members of this community. A significant percentage of currently enrolled students reside in one of the five local feeder suburbs, with the remainder drawn from suburbs beyond these boundaries. The student body has representation from numerous different nationalities including indigenous students; however, this percentage is relatively low. Students graduate from Bracken Ridge SHS to then follow a diverse range of pathways which include: continuing their studies at University and TAFE; conversion of traineeships to apprenticeships; part-time and full-time work.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	23
Year 11 – Year 12	20	18	19

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	100	111	99
Long Suspensions - 6 to 20 days	7	4	3
Exclusions	3	6	3
Cancellations of Enrolment	8	5	3

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

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

Curriculum delivery

Our approach to curriculum delivery

The school prides itself on its range of curriculum offerings. Students are given every opportunity to access quality curriculum offerings in both the Junior and Senior school.

In years 7 to 10 the curriculum is aligned to the Australian Curriculum and mandated Learning Areas. In the Senior years a range of QCAA Authority, Authority Registered subjects and Vocational Education subjects as well as school based apprenticeships and traineeships are on offer to students.

In Year 7 all students study a foundation curriculum. In Year 9 and 10 students study a foundation curriculum as well as having the opportunity to choose a number of elective options. Year 10 curriculum is focused to assist with the transition to the senior school.

We also place value on the importance of sport in the curriculum. All students from Year 7 through to Year 11 are expected to participate in sport both at the intra-school and inter-school level. Year 12 students are involved in a *Pathways Program* that focuses on maximizing academic student achievement at the highest possible level.

Extra curricula activities

- Public speaking and debating opportunities: QDU Debating competition; Lions Youth of the Year; Intra-school public speaking competition
- Extensive range of competitions: ICAS Science, Mathematics, English and Digital Technologies; ASX Schools Share Market Game; QAMT Inter-school Mathematics; RACIs Australian Chemistry quiz; Brisbane School Bands Festival; Queensland All Schools Touch

- Health and Well-being Expo; Humanities and Language Days of Excellence
- Inter-school sports teams leading to District, Regional, State and National representation
- Glee Club; Concert Band
- Excursions relevant to specific curriculum areas: Law Courts, Moreton Island, GOMA, open days at Universities, Theatre
- Various Student leadership related activities including excursions, guest speakers and student involvement in broad aspects of school life and decision making processes.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) form an important aspect of supplementing and enhancing student learning at Bracken Ridge State High School. ICT skills are not taught in isolation but instead are developed as part of learning experiences across the curriculum. Staff embed the use of ICTs in their teaching across all curriculum areas as well as in assessment tasks. Students are involved in the creation of Claymation DVDs, computer games, digital stories, podcasts, websites and PowerPoint presentations. In addition many students are using the *Learning Place* as part of their classroom and homework studies. In project rooms set up in the Learning Place students participate in chat sessions and post blog entries. Some staff are also using this facility to run *flipped classroom* arrangements.

Students and staff have access to laptop trolleys located in every building as well as seven computer laboratories both as a part of classroom learning activities and in their own time before, after school and at break times. Students and parents are encouraged to communicate with staff, including the sending and receiving of assignment drafts and submissions via email wherever possible.

Social Climate

Students at Bracken Ridge State High School are supported by a range of support staff and programs that focus on their social, emotional and physical well-being. Students are supported in a range of different ways by the following support staff: Guidance Officer three days per week; Youth Support Coordinator one and a half days per week; School Based Youth Health Nurse two days per week; school chaplain three days per week and a School Based Police Officer for one day per week. Two Junior and two Senior Coordinators are responsible for the welfare of students and each Deputy Principal and Head of Department is attached to particular year levels to further strengthen this support.

As well, the Student Council, Student Leaders and the Senior Buddies are actively involved in the total school welfare program.

Students engage in a CARE program through form class each week which targets a range of different focus areas including the school values and 5Cs, stress and time management, goal setting, bullying, peer relationships, self-esteem issues and much more.

There are also a number of additional programs which operate within the school, including gender specific boys and girls programs run by the Chaplain, Nurse and outside providers, as well as various other tailored programs based on identified need.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	91%	98%
this is a good school (S2035)	100%	93%	100%
their child likes being at this school (S2001)	100%	93%	98%
their child feels safe at this school (S2002)	100%	93%	100%
their child's learning needs are being met at this school (S2003)	100%	91%	96%
their child is making good progress at this school (S2004)	100%	98%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	93%	98%
teachers at this school motivate their child to learn (S2007)	100%	93%	91%
teachers at this school treat students fairly (S2008)	89%	87%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	98%
this school works with them to support their child's learning (S2010)	100%	95%	96%
this school takes parents' opinions seriously (S2011)	100%	93%	100%
student behaviour is well managed at this school (S2012)	89%	86%	100%
this school looks for ways to improve (S2013)	100%	95%	100%
this school is well maintained (S2014)	95%	98%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	92%	96%
they like being at their school (S2036)	92%	90%	88%
they feel safe at their school (S2037)	95%	94%	97%
their teachers motivate them to learn (S2038)	93%	90%	93%
their teachers expect them to do their best (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	89%	92%	93%
teachers treat students fairly at their school (S2041)	85%	84%	81%
they can talk to their teachers about their concerns (S2042)	85%	82%	74%
their school takes students' opinions seriously (S2043)	86%	82%	73%
student behaviour is well managed at their school (S2044)	81%	79%	77%
their school looks for ways to improve (S2045)	98%	92%	93%
their school is well maintained (S2046)	94%	90%	95%
their school gives them opportunities to do interesting things (S2047)	86%	86%	85%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	100%	92%
they feel that their school is a safe place in which to work (S2070)	98%	96%	96%
they receive useful feedback about their work at their school (S2071)	77%	88%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	90%	88%
students are encouraged to do their best at their school (S2072)	88%	100%	92%
students are treated fairly at their school (S2073)	97%	98%	98%
student behaviour is well managed at their school (S2074)	80%	90%	82%
staff are well supported at their school (S2075)	80%	94%	86%
their school takes staff opinions seriously (S2076)	75%	94%	86%
their school looks for ways to improve (S2077)	90%	94%	96%
their school is well maintained (S2078)	92%	98%	90%
their school gives them opportunities to do interesting things (S2079)	83%	94%	94%

'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

School community participation is evident through a range of ongoing activities including: P&C meetings which are held the third Tuesday of every month; Chappy Brekkie each Wednesday morning run by members from the local church groups; open days, information nights and parent education evenings, parent/teacher/student interview evenings held twice a year; student/parent SETPlan interviews. Such events encourage parents to have input and provide feedback on the direction of the school but more importantly to support and provide input in their child's education. There are also numerous publications, resources and correspondence provided to parents both electronically and in person, to keep them informed and encourage their involvement in the school

Reducing the school's environmental footprint

The school works to minimise utilities usage, particularly electricity and water usage, through school wide strategies. Some of the environmental elements include the capturing and filtering of stormwater runoff, installation of underground rainwater tanks, the use of natural light and installation of window blinds and tinting.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	289,796	0
2013-2014	283,360	2,628
2014-2015	272,151	1,129

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

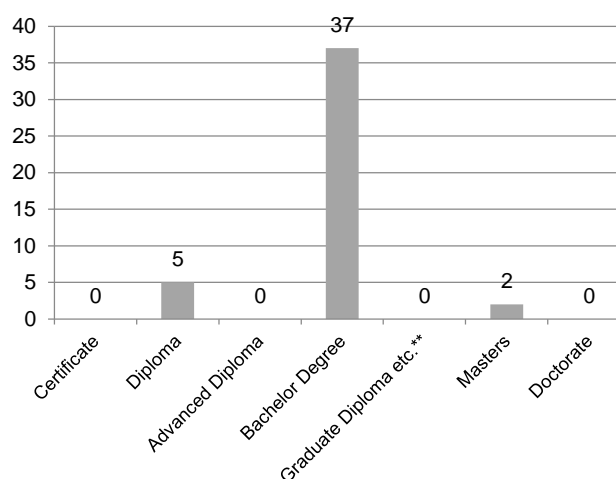
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	27	0
Full-time equivalents	42	19	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	44



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$21 322.

The major professional development initiatives are as follows:

- Pedagogical Framework *Explicit Instruction*
- Leadership development - QELi courses, conferences and programs for school leaders
- Instructional coaching and peer observations
- QCAA workshops and moderation
- Curriculum Development [ACARA]
- Development of *Class Data Profiles* and data analysis
- Junior Secondary [year 7s into high school]
- Health and well-being

The proportion of the teaching staff involved in professional development activities during 2015 was 97%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	81%	83%

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

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

Student attendance rate for each year level (shown as a percentage)

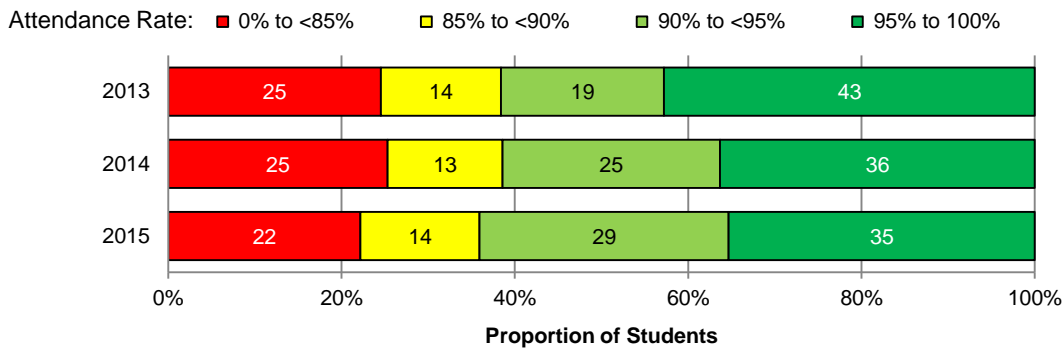
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	90%	87%	88%	92%
2014									92%	86%	88%	89%	91%
2015								93%	90%	90%	88%	87%	89%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

All students are expected to attend school on all scheduled school days in line with their program of study. Parents are expected to make contact with the school to explain all student absences [late arrivals, whole or part days]. This expectation is communicated via the school Newsletter, correspondence both written and electronic, Prospectus.

At Bracken Ridge SHS student attendance is marked electronically [software program IDAttend] by teachers at the beginning of each day during form class, and every subject lesson. This allows the school administration to monitor student attendance very closely on a lesson by lesson basis. The school utilises a range of measures to monitor and manage student attendance. Parents will receive a text message if their child has been marked absent from school for the day without a reason. This allows parents to be informed ASAP in case a discrepancy has occurred in the child’s attendance which requires follow-up at home. For any ongoing absences (two consecutive days without parent contact), parents will receive a letter from the school requesting explanation for the absence.

Where attendance presents as an issue, a range of support staff and programs are put in place to work with the student and parents to improve attendance. Students with exemplary attendance are acknowledged through the academic reporting process.

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

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

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

Find a school

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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	72%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	57%	133%	55%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	86	73	68
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	42	29	25
Percentage of Indigenous students receiving an Overall Position (OP)	25%	0%	67%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	22	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85	73	68
Number of students awarded an Australian Qualification Framework Certificate II or above.	62	55	65

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75	68	68
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	81%	69%	76%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	96%	100%

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

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	9	11	14	8	0
2014	4	10	6	7	2
2015	4	7	8	6	0

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

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	83	53	31
2014	70	46	32
2015	67	64	20

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

VET qualifications completed by students from Bracken Ridge SHS:

- Certificate II in Workplace Practices
- Certificate II in Business
- Certificate II in Tourism
- Certificate II in Sports (Coaching)
- Certificate I & II in Information, Digital Media & Technology
- Certificate III in Children's Services (Centre based Care)

Post-school destination information

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

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Early leavers from Bracken Ridge SHS are monitored at the time of departure and in response to *School Leaver Reports* distributed by the Region. This monitoring process ensures that the majority of students are engaged in or have access to an 'earning or learning' program. The school has employed a *Youth Pathways Officer* who provides maximum support for this group of young people on exit from school.