



Bracken Ridge State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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



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School Overview

Our vision is to become a community growing respectful, responsible and resilient learners, while our motto is strive to accomplish. We base our values on the '5 Cs' – commitment, cooperation, courtesy, consideration and common sense.

We are located in the north east of Brisbane and serve the suburbs of Brighton, Bracken Ridge, Nashville, Sandgate, Shorncliffe and Bald Hills. The School is bounded by the Gateway Arterial Road, the Deagon Deviation and Bald Hills Creek. It was opened in 1967 as Nashville SHS and renamed at the beginning of 2001 as Bracken Ridge SHS. Students come from families who encompass the full range of the socio-economic spectrum. Enrolment numbers for the whole school are approximately 500 students.

We are a mid-sized high school where the individual is catered for. Positive attributes include: community perceptions, extension enrichment program for gifted students, strong focus on good manners and work ethic, quality and flexible curriculum, quality and 'stable' staff, extensive educational support services, and outstanding facilities.

Most buildings are 1960's style but, with regular maintenance, ICT upgrades and painting, they are engaging, rich learning environments. New buildings include a multi-purpose student centre, recently refitted Resource Centre, a single TAFE standard kitchen and textiles area, and a new Science and Language centre.

2017 we will see our 50th Anniversary and we will celebrate a combined 50 years of Nashville SHS and Bracken Ridge SHS with a festival in September.

Principal's Forward

Introduction

Our strategic plan, beginning in 2016, identifies four key school improvement priorities, each underpinned by clear strategies:

1. **Effective learning**, where:
 - Explicit instruction is fully embedded.
 - Develop and implement effective formative and summative assessment practices.
 - We embed data driven differentiated teaching, learning and assessment.

- Deliver a curriculum that has currency and is responsive to emerging trends.
 - Integrate equitable information and communication technologies.
2. **Exceptional staff**, whereby we:
- Develop and maintain a highly skilled and capable workforce.
 - Embed effective professional development programs linked to the Annual Implementation Plan and evidenced in Personal Development Plans.
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- De
- velop a culture of shared professional learning and innovative practice.
3. **Strong Partnerships**, whereby we:
- Enhance communication and create supportive and positive partnerships with parents/caregivers.
 - Broaden the recognition and reputation of the school in the community.
 - Review and develop quality relationships with key stakeholders to provide innovative learning opportunities and diverse pathways for students.
4. **Wellbeing**, whereby we:
- Support students and staff in their social, physical and emotional wellbeing.
 - Focus on *Every day counts* with students in attendance, alert, equipped and ready to learn.
 - Ensure the school community upholds our core values through personal actions, behaviours and relationships.
 - Have clean, safe, well maintained facilities to be shared with the community.

School Progress towards its goals in 2016

1. Effective Learning

Strategy	Tactic	2016	Status: Fully Achieved Partially Achieved Not Commenced	Learnings - What worked / What didn't work
1.1 Explicit instruction is fully embedded.	1.1.1 Focus on the full implementation of explicit instruction (EI), with it clearly identified in Faculty Implementation Plans.	December	PARTIALLY ACHIEVED EI has been reviewed as part of the EI project. The EI CDT will be the new owner.	The EI project is progressing well.
	1.1.2 Implement a clear instructional coaching program that supports teachers in the implementation of EI and is clearly identified in the Faculty Implementation Plans.	Term 1 - Program in place Term 3 - Review	PARTIALLY ACHIEVED The EI CDT will be the new owner.	Reviewed EI and identified gaps. Currently doing data collection by being invited into classes to capture what is happening. Developed a 3 tier process for new teachers. Draft PD plan. Re-developing current documentation.
1.2 Developing effective formative and summative	1.2.1 Review and enhance assessment practices to ensure appropriate and consistent practices that improve student outcomes.	End Term 4 – Complete review	PARTIALLY ACHIEVED The Assessment Practices CDT will be the new owner.	Junior template review and rollout. Assessment policy rolled out. Workshops with staff and students (PD) on assessment and assessment policy.

assessment practices.	1.2.2 Build a culture of high quality formative assessment through Professional Development		PARTIALLY ACHIEVED Assessment practices CDT will be the new owner.	This is implicit.
1.3 Differentiated teaching, learning and assessment practices.	1.3.1 Develop and implement a Data Plan which identifies data sources, timelines and review and discussion processes.	December - Plan developed	PARTIALLY ACHIEVED Data plan has been developed by the Data CDT. Will present the plan at the next leadership meeting for endorsement and then implementation.	Seek endorsement and implement the Data Plan (which identifies data sources, timelines and review and discussion processes).
	1.3.2 Implement effective student academic coaching, incorporating goal setting and tracking performance.	Already commenced	PARTIALLY ACHIEVED Initially started.	Implement in 2017
1.4 Curriculum that has currency and is responsive to emerging trends.	1.4.1 Review and plan whole school curriculum, staff and school resources plan - informed by QCAA, ATAR, ACARA, VET, employment trends and student needs. Stay informed of emerging changes in post secondary pathways, understand implications for the school and develop appropriate implementation strategies.	Ongoing	FULLY ACHIEVED We did what we could, with what we had been told. This is our core business.	Continue
1.5 Integrated and equitable information and communication technologies.	1.5.1 Develop an IT Plan to deliver eLearning resources which are affordable and effective for our parents and our school.	Term 2 - Annual review	PARTIALLY ACHIEVED Strategies are in place for replacements & other infrastructure. A big hole exists with laptop devices due to cost / funding.	Finalise the IT Plan - to deliver eLearning resources which are affordable and effective for our parents and our school.
	1.5.2 Implement staff training in effective eLearning pedagogies within the Explicit Instruction framework.	Term 1 - Rollout commenced	PARTIALLY ACHIEVED Elearning CDT	Continue implementation of staff training in effective eLearning pedagogies within the Explicit Instruction framework.

2. Exceptional Staff

Strategy	Tactic	2016	Status: Fully Achieved (FA) Partially Achieved (PA) Not commenced (NC)	Learnings - What worked / What didn't work
2.1 Develop and maintain a highly skilled and capable workforce.	2.1.1 Review and update the Professional Development program (aligned with the Strategic Plan), inclusive of all staff.	End Term 2	FULLY ACHIEVED Lined up PDPs with Strategic Plan	Implicit - BAU
	2.1.2 Enhance and enable the EI skills of staff through planned professional development activities, walk-throughs and instructional coaching.	Ongoing	FULLY ACHIEVED	New teacher induction worked well. Walkthroughs providing data to inform future directions. PD assisting staff with effective implementation. Instructional coaching is a work in progress.
	2.1.3 Ensure staff have high levels of data literacy and are engaging with the data.	Ongoing	PARTIALLY ACHIEVED Data plan developed.	Departmentally moved away from using NAPLAN. Staff have moved forward with their data literacy.

2.2 Effective professional development programs linked to the AIP and evidenced in Personal Development Plans.	2.2.1 Discuss PDPs with Line Managers, clearly linked to Strategic, AIP and Faculty Plans as well as incorporating personal and professional learning goals. Utilise the ATSIL standards to identify professional learning needs.	Semester 1	PARTIALLY ACHIEVED Personal development is occurring through involvement in CDTs.	Staff personal development is working well through being a member on the CDT. Previous Personal development plans did not produce as an effective outcome. Personal development will continue through the CDT program.
2.3 Develop a culture of shared professional learning and innovative practice.	2.3.1 Implement Instructional Coaching program to reflect on and improve teaching that is aligned to explicit instruction.	Program to recommence by end Semester 1	NOT COMMENCED Any coaching is occurring through CDTs	
	2.3.2 Resource staff teams by providing opportunities to collaborate and develop programs as identified.	Resource in budget process.	FULLY ACHIEVED 80 classes covered last year. Positive engagement and positive results will feed the momentum.	Staff appreciation levels are high (eg classes being covered to allow teachers to engage in something else). Flexibility and support appreciated.
2.4 Build leadership capacity and density.	2.4.1 Identify aspirational leaders group; develop their leadership skills; and identify and support leadership opportunities within and external to the school.	Semester 2	FULLY ACHIEVED	CDTs are an effective method for promoting teacher leadership. Aspirational leaders are also becoming aware of their own leadership capabilities.

3. Strong Partnerships

Strategy	Tactic	2016	Status: Fully Achieved (FA) Partially Achieved (PA) Not commenced (NC)	Learnings - What worked / What didn't work
3.1 Enhancing communication and creating supportive and positive partnerships with parents / caregivers.	3.1.1 Develop and implement a plan and strategies to promote student and parent engagement within the school.	Term 1	FULLY ACHIEVED Communication and Marketing plan developed with a focus on students and parents.	Some targets were not achieved - eg 95% attendance rate
	3.1.2 Develop a range of planned, positive, regular communication practices with parents.	Term 1	FULLY ACHIEVED 600 likes on Facebook, postcards etc.	HoDs and staff also contact parents re curriculum and assessment.
3.2 Broaden the recognition and reputation of the school in the community.	3.2.1 Build and maintain a current, quality profile in traditional and social media.	Semester 1	FULLY ACHIEVED Built profiles (Facebook, Twitter etc)	
	3.2.2 Develop a plan for engagement with prominent community events, organisations and former students.	Ongoing	FULLY ACHIEVED Plan developed.	Improved student engagement. Bigger P&C - representing more engagement. Streamlined process - staff simply log a job on the intranet.
3.3 Review and develop quality	3.3.1 Build strong links with primary feeder schools with shared activities in academic, sporting and cultural areas.	Ongoing	FULLY ACHIEVED	

relationships with key stakeholders to provide innovative learning opportunities and diverse pathways for students.	3.3.2 Embed Metro Pathways project into data collection and analysis into school and regional processes	Semester 1 End Semester 2 - Review	NOT COMMENCED Pathways Officer has been redirected to a regional expansion program.	
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4. Wellbeing

Strategy	Tactic	2016	Status: Fully Achieved (FA) Partially Achieved (PA) Not commenced (NC)	Learnings - What worked / What didn't work
4.1 Support students and staff in their social, physical and emotional wellbeing.	4.1.1 Enhance and strengthen the Well-Being team by clarifying key roles, responsibilities and stakeholders.	Semester 1	FULLY ACHIEVED	Learnt a lot from the school survey
	4.1.2 Develop and implement a whole-school plan that supports student and staff wellbeing.	End Semester 1 (plan)	PARTIALLY ACHIEVED Student plan documented (needs endorsement from Principal and to be communicated)	Learnt a lot from the school survey. The retreat gathered valuable feedback. Need to inform staff more of the process - i.e. step by step about what's happening. Staff Wellbeing Program has not commenced.
	4.1.3 Identify and engage with external agencies which support the health and wellbeing of the school community.	End Semester 1 - identify	FULLY ACHIEVED Currently invite external agencies to wellbeing team meetings etc.	We are coordinating and communicating better amongst different areas. More involved. Improved resourcing through assignment of case managers.
4.2 Focus on Every day counts and Back to Basics – with students in attendance, alert, equipped and ready to learn.	4.2.1 Develop strategies to improve student attendance.	End Semester 1 – discovery End Semester 2 – strategy	PARTIALLY ACHIEVED Aoife has been working with Regina to progress this. A range of strategies have been developed and are being implemented. Promoting wellbeing via newsletter, noticeboard etc	

	4.2.2 Enhance support programs, resources and communication systems for vulnerable students.	Ongoing	FULLY ACHIEVED HoD HOSES reviewing the process; rolling out programs.	
4.3 The school community upholds our core values through personal actions, behaviours, leadership and relationships.	4.3.1 Understanding of and consistent application of our school policies, routines and practices including our Responsible Behaviour Plan, Back to Basics, Uniform guidelines and Bookwork expectations.	Ongoing	FULLY ACHIEVED	
	4.3.2 Review, investigate and enhance student leadership programs which highlight opportunities internal and external to the school.	Initiated by Semester 2 (identification of person and scope)	PARTIALLY ACHIEVED	
4.4 Clean, safe, well maintained facilities to be shared with the community.	4.4.1 Develop and implement a whole-of-school facilities plan in consultation with key stakeholders.	Priorities set by the End Term 1. Plan continue to develop through 2016	PARTIALLY ACHIEVED Infrastructure plan developed. Whole school walk through completed.	

Future Outlook

Our 2017 priorities relate to Attendance, Results and Leadership.



2017 Priorities



Attendance

Every day counts – building towards 95% attendance in all year levels.



Results

Everyone can learn – improving each student's level of achievement.



Leadership

Exceptional teachers - are exceptional leaders.

We will also continue to progress the initiatives outlined in the school's **Strategic Plan 2016-2019**, with a specific focus on the following activities:

1. Effective learning

- Continue with the full implementation of Explicit Instruction (EI).
- Continue with the instructional coaching program that supports teachers with the implementation of EI.
- Review and enhance assessment practices to ensure appropriate and consistent practices that improve student outcomes.
- Seek endorsement and implement the Data Plan (which identifies data sources, timelines and review and discussion processes).
- Implement effective student academic coaching, incorporating goal setting and tracking performance.
- Continue to review and plan whole school curriculum, staff and school resources plan.
- Finalise the IT Plan - to deliver eLearning resources which are affordable and effective for our parents and our school.
- Continue implementation of staff training in effective eLearning pedagogies within the Explicit Instruction framework.

2. Exceptional staff

- Continue to enhance and enable the EI skills of staff through planned professional development activities, walk-throughs and instructional coaching.
- Continue to ensure staff have high levels of data literacy and are engaging with the data.
- Continue professional development through engagement with leadership projects.
- Continue the current Leadership program to develop leadership skills; and identify and support leadership opportunities within and external to the school. Expansion of the program to occur in 2017.

3. Strong Partnerships

- Review and refine the school's Communication and Marketing plan to:
 - incorporate all communication events occurring across the school
 - ensure and promote student and parent engagement within the school.
- Continue to develop a range of planned, positive, regular communication practices with parents.
- Continue building and maintain a current, quality profile in traditional and social media.

- Continue to implement and progress engagement activities with prominent community events, organisations and former students.
- Continue to build strong links with primary feeder schools with shared activities in academic, sporting and cultural areas.

4. Wellbeing

- Continue to enhance and strengthen the Wellbeing team by clarifying key roles, responsibilities and stakeholders.
- Endorsement of the Student Wellbeing plan and implement the plan, ensuring appropriate communications with staff and explore staff wellbeing as a leadership project.
- Continue to develop strategies to improve student attendance.
- Enhance support programs, resources and communication systems for vulnerable students.
- Continue to review, investigate and enhance student leadership programs which highlight opportunities internal and external to the school.
- Develop and implement a whole-of-school facilities plan in consultation with key stakeholders.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	451	220	231	38	90%
2015*	467	218	249	26	93%
2016	483	217	266	32	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 2016, 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

Overview

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. Our students are overwhelmingly English speaking and Australian citizens and residents.

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.

Enrolments are growing, particularly in Year 7 intakes which should enable the school to reach its target of 600 by 2020.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	23
Year 11 – Year 12	18	19	18

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

Curriculum Delivery

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 and 8 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

Co-curricular Activities

The school offers a large range of opportunities to encourage and challenge our students. Some of these are:

- Public speaking and debating opportunities: QDU Debating competition; Lions Youth of the Year; Intra-school public speaking competition
- Extensive range of academic 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 and Theatres
- Various Student leadership related activities including excursions, guest speakers and student 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 eight 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. QParents was trialed in Year 7 and will roll out each year.

Social Climate

Overview

2016 saw Wellbeing for students become a core priority Bracken Ridge State High School and a strategic plan has been developed to ensure it achieves its aims.

Students are supported by a range of support staff and programs that focus on their social, emotional and physical well-being. Support staff include:

- Guidance Officer at five days per week (the school has funded an additional two days per week from FTE)
- Youth Support Coordinator one and a half days per week
- School Based Youth Health Nurse has increased to three days per week
- School Chaplain increased days to five days per week (one day school-funded and one day from the P&C)
- Two Junior and two Senior Coordinators are responsible for the welfare of students
- Each Deputy Principal and Head of Department is attached to particular year levels to further strengthen this support
- Three additional teacher aides through I4S funding
- Community Liaison Officer appointed through I4S funding



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.

The leadership project has seen the student leaders take a much higher profile in major school activities and Junior Vice Captains from Year 9 were appointed for the first time.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	98%	95%
this is a good school (S2035)	93%	100%	98%
their child likes being at this school* (S2001)	93%	98%	98%
their child feels safe at this school* (S2002)	93%	100%	98%
their child's learning needs are being met at this school* (S2003)	91%	96%	93%
their child is making good progress at this school* (S2004)	98%	96%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	95%
teachers at this school motivate their child to learn* (S2007)	93%	91%	92%
teachers at this school treat students fairly* (S2008)	87%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	95%
this school works with them to support their child's learning* (S2010)	95%	96%	90%
this school takes parents' opinions seriously* (S2011)	93%	100%	89%
student behaviour is well managed at this school* (S2012)	86%	100%	92%
this school looks for ways to improve* (S2013)	95%	100%	93%
this school is well maintained* (S2014)	98%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	96%	91%
they like being at their school* (S2036)	90%	88%	86%
they feel safe at their school* (S2037)	94%	97%	88%
their teachers motivate them to learn* (S2038)	90%	93%	91%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	92%
teachers treat students fairly at their school* (S2041)	84%	81%	76%
they can talk to their teachers about their concerns* (S2042)	82%	74%	82%
their school takes students' opinions seriously* (S2043)	82%	73%	84%
student behaviour is well managed at their school* (S2044)	79%	77%	74%
their school looks for ways to improve* (S2045)	92%	93%	92%
their school is well maintained* (S2046)	90%	95%	91%
their school gives them opportunities to do interesting things* (S2047)	86%	85%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	92%	94%
they feel that their school is a safe place in which to work (S2070)	96%	96%	95%
they receive useful feedback about their work at their school (S2071)	88%	84%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	88%	77%
students are encouraged to do their best at their school (S2072)	100%	92%	100%
students are treated fairly at their school (S2073)	98%	98%	97%
student behaviour is well managed at their school (S2074)	90%	82%	89%
staff are well supported at their school (S2075)	94%	86%	88%
their school takes staff opinions seriously (S2076)	94%	86%	91%
their school looks for ways to improve (S2077)	94%	96%	97%
their school is well maintained (S2078)	98%	90%	98%
their school gives them opportunities to do interesting things (S2079)	94%	94%	89%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

School community participation is evident through a range of ongoing activities and has been significantly enhanced with the appointment of a Community Liaison Officer who has:

- Established a vibrant Facebook page and Twitter feed
- Built strong links with traditional media raising the school's profile within the community
- Established partnerships with feeder primary schools
- Supported the Wellbeing team through a focus on partnerships with parents, particularly where there are attendance issues

Other community engagement strategies are:

- P&C meetings (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
- Leasing a 20 seater bus to better engage students with significant community, cultural, academic and sporting events

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.

Respectful relationships programs

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

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 SET Plan 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.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	111	99	71
Long Suspensions – 6 to 20 days	4	3	1
Exclusions	6	3	2
Cancellations of Enrolment	5	3	12

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

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

Environmental Footprint

Reducing the school's environmental footprint

The 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 storm water runoff, installation of underground rainwater tanks, the use of natural light and installation of window blinds and tinting.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	283,360	2,628
2014-2015	272,151	1,129
2015-2016	259,605	

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

School Funding

School income broken down by funding source

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

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

Sector:
 Government
 Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	31	<5
Full-time Equivalent	43	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	39
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$18 015.

The major professional development initiatives are as follows:

- Projects – Literacy, Numeracy, Leadership, Data, Wellbeing, Explicit Instruction and eLearning
- Senior Assessment and Tertiary Entrance with QCAA

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	83%	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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

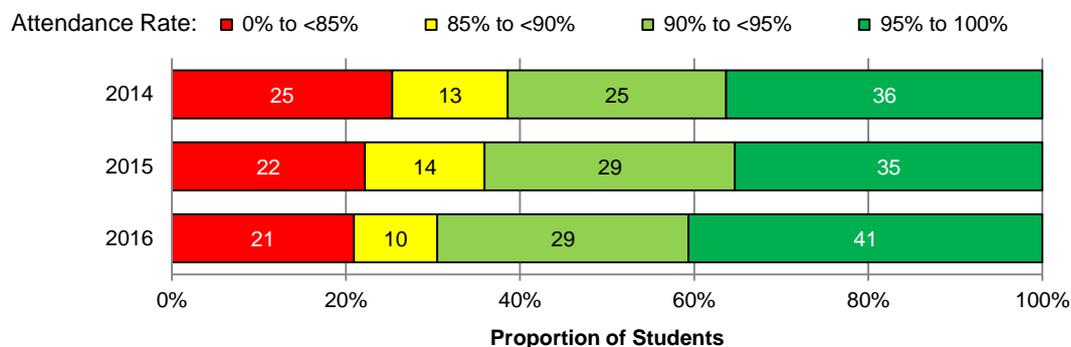
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	86%	88%	89%	91%
2015								93%	90%	90%	88%	87%	89%
2016								92%	91%	88%	91%	89%	90%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 [the software program is 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.

NAPLAN

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

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	73	68	95
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	29	25	41
Percentage of Indigenous students receiving an Overall Position (OP)	0%	67%	100%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	22	15	28
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	73	68	95
Number of students awarded an Australian Qualification Framework Certificate II or above.	55	65	58
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	68	68	95
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	69%	76%	71%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	100%	88%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	4	10	6	7	2
2015	4	7	8	6	0
2016	7	10	12	10	2

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	70	46	32
2015	67	64	20
2016	89	49	22

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	73%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	133%	55%	40%

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

Student Destinations

Post-school destination information

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

The report will be available at:

<http://www.bracridgshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

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 region has employed a Youth Pathways Officer who provides maximum support for this group of young people on exit from school.

The school has built a strong partnership with the Queensland Pathways College campus, located at Bracken Ridge TAFE, to ensure that early school leavers have the option of completing their QCE and continue with vocational education.