

Bracken Ridge State High School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

We aim to offer our students the highest quality education encouraging 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 a large team of committed and very experienced teaching and Non-teaching staff work conscientiously to assist our students to maximise their learning. We recognise 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. This extends to wearing the uniform appropriately and with pride, through to following school rules and procedures. These are not dissimilar to those expectations that the broader community will place on our students when they join the community as independent adults.

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

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School Progress towards its goals in 2013

AIP Key Priorities 2013

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school

School Curriculum

Strategies:

- Implemented the Australian Curriculum – intent Prep -10
- Implemented actions to improve reading, writing, numeracy and science
- Planned to transition Yr7. to high school 2015

School and Community

Strategies:

- Planned for improved retention, attainment and transition of students
- Developed productive partnerships with students, staff and parents
- Implemented “flying Start” reforms

Teaching Practice

Strategies:

- Continuously monitored student achievement
- Focused on high quality teaching practice
- Developed and managed collaborative teaching practice
- Implemented and managed consistent classroom pedagogical practices
- Used Data – developed evidence based decision making
- Monitored teaching practice with a focus on student improvement
- Implemented and managed actions to “Close the Gap”

Principal Leadership and School Capability

Strategies:

- Principal lead the implementation of the Australian curriculum
- Implemented a whole school pedagogical assessment and data collection programme
- Developed Instruction Leadership skills
- Developed the professional capability of staff
- Built professional relationships with staff and professional colleagues
- Actively lead “ Closing the Gap” initiative

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Future outlook

Whole school focus for each individual student remains clearly aligned to our school motto of *Strive to Accomplish*. Our School Strategic focus is underpinned by (6) *purposeful actions* which guide all structures to support each student in building successful options for the future;

1. A shared vision of the learning pathways that support students learning, and is underpinned by innovative practices across both the Junior and Senior Secondary Phases of learning.
2. Understanding each student within a *personalised learning model* that focuses on knowing each student not only as a *learner* but also important as a *person* in order to maximise their aspirations, self-belief and ultimately their academic outcomes. The parallel outcomes to this are reflected in a student's enhanced attendance, leadership and general wellbeing.
3. School community connections that recognise the valuable contributions that our parents, our primary school partners, and the broader community contribute to the engagement and development of our students. This enhances a student's sense of community, supports flexible learning options and overall contributes greatly to student learning outcomes.
4. A pedagogical framework whereby all teaching and learning is underpinned through structured and consistent classroom operations and curriculum, explicit and guided instruction, consistency of practice, high expectations, monitoring and feedback, which all contribute to success through routine and are focused on the achievement of each student.
5. Learning skills underpinned by a shared whole school vision and understanding of the benefits to be gained through consistency of practice in the key areas of Literacy, Numeracy and ICT development for each of our students. And finally but not least
6. Workforce capability built around a model of developing our skill sets through an instructional framework, whereby staff collaborate professionally through a collegial coaching structure, linked to a purposeful PD agenda to build staff capabilities to maximise student engagement and outcomes.

Aim for each individual student:

- Maximising student engagement and attendance,
- Maximising performance and achievement
- Enhancing self-esteem, resilience and motivation
- Achieving best possible decision-making coupled with greater personal responsibility built on purposeful choices
- Improved long term memory of all foundation knowledge along with
- Maximising creativity and innovative problem-solving and
- Young people whom believe in themselves and are happy to attend school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	492	242	250	89%
2012	487	225	262	93%
2013	500	233	267	93%

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

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. 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 into apprenticeships, part-time and full-time work.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	24
Year 11 – Year 12	17	19	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	128	126	100
Long Suspensions - 6 to 20 days	15	21	7
Exclusions	10	3	3
Cancellations of Enrolment	8	5	8

Curriculum offerings

Our distinctive curriculum offerings

The school prides itself on its range of curriculum offerings. Students who attend this school are given every opportunity to access quality curriculum offerings in both the Junior and Senior school. Students are provided with a wide choice of subjects in the senior school. Senior students are able to select a range of QSA Authority subjects, Vocational Education subjects or QSA Authority registered subjects, School Based Apprenticeships or Traineeships. The Yr. 12 2013 academic outcomes were comparable with state averages across all reported domains with over 98% of eligible Year 12 students receiving tertiary offers, over 81% receiving OP results of 1-15 and 99% of students awarded one or more of QCE, VET qualification or completed SAT.

In years 8 to 10, the curriculum operates according to the mandated Learning Areas (English, Mathematics, Science, Studies of Society and the Environment, Health and Physical Education, The Arts, Technology and LOTE. Currently English, Mathematics, Science and History are aligned to the Australian Curriculum Syllabi and an enrichment class is established in each of these curriculum areas.

Previously the Senior Curriculum was developed around a Multiple Pathways Day. This day was replaced in 2013 by an individual flexible learning plan approach designed to assist individual students with Work Placement, University accelerated learning, University and TAFE links, and a weekly tutorial inclusive of QCS practice. This revised model is aimed at maximising student attendance and engagement in an approach that best suits their own individual career plan.

In Year 8 all students study a foundation curriculum. In Year 9 and Year 10 students study a foundation curriculum and choose a number of elective options. Year 10 curriculum is focused to assist with the transition to the senior school.

At Bracken Ridge State High School, we also place value on the importance of sport in the curriculum. All students from Year 8 through to Year 11 are expected to participate in sport both at the intra-school and inter-school level. From 2013 Year 12 students were involved in a tutorial program in lieu of school sport to maximise student engagement along with support potential academic achievement at the highest possible level.

Opportunities are also provided for sporting excellence for those who participate at Regional and State level.

Participation levels at the school swimming, athletics and cross-country carnivals are excellent, with the vast majority of students actively participating.

Extra curricula activities

School Musicals – significant number of students involved taking responsibility for everything from sound and lighting, stage crew to cast members. Large number of public speaking and debating opportunities: QDU Debating competition, Lions Youth of the Year, Apex public speaking, Rostrum, Intra-school Public Speaking Competition.

Extensive range of competitions for students to participate in: ASX Schools Share market Game, Story Writing, Poetry, Australian Schools' English/Maths/Science competitions, QAMT Inter-school Mathematics competition, RACIs Australian Chemistry Quiz, Brisbane School Bands Festival, Queensland All Schools Touch.

Health and Well-being Expo; Humanities Day of Excellence

Inter-school and intra-school sports teams; District, Regional, State and National representation.

Extensive Rewards Day program each semester.

Excursions relevant to specific curriculum areas: e.g. Law Courts, Conservatorium Theatre, CBD, Queensland Museum, as well as broader areas of interest: Arts Council Productions, Careers Expo, open days at the Universities and TAFEs.

How Information and Communication Technologies are used to assist learning

Bracken Ridge High School has an integrated approach to the learning and teaching of Information, Communication Technologies (ICTs). ICT skills are not taught in isolation – the skills are developed as part of learning experiences across the curriculum.

Staff continue to embrace the digital age by embedding the use of ICTs in their teaching. Across all year levels in a

Our school at a glance

variety of curriculum areas students are using digital still and video cameras along with digital devices to complete a diverse range of engaging assessment tasks. These include the creation of DVDs, digital stories, podcasts, websites and PowerPoint presentations. In addition many students are using the Learning Place, an Education Queensland online learning portal as part of their classroom studies. In project rooms set up in the Learning Place students participate in chat sessions and post blog entries. Students in Information and Communications Technology (ICT) successfully created computer games and claymation DVDs. The P&C made a significant contribution to upgrading the Multi-Purpose Sports Centre digital technology.

Social climate

Student welfare is taken very seriously in the school. The school has the services of a full time Guidance Officer access to a Youth Support Coordinator one day per week. Year Level Coordinators are responsible for the welfare of students for specific year levels and each Deputy Principal and Head of Department is attached to particular year levels to provide further support. Specific external programs are scheduled based on needs.

Introduced a leadership structure to maximise support within available resources that support students learning, and is underpinned by practices across both the Junior and Senior Secondary Phases of learning.

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

The school has a School Chaplains four days per week, a Youth Health Nurse two days per week and program, including Queensland Core Skills [QCS] test preparation, is offered. Students are encouraged to be part of school committees. The Senior Leaders take the leadership role with school assemblies and form the executive of the Student Council.

Parent, student and staff satisfaction with the school

We have a very supportive school community with parents confident in the school. Parent satisfaction in terms of being confident to talk to their child's teachers about their concerns remains high. Student satisfaction in terms of they are getting a good education at school along with their teachers expect them to do their best is very evident by the response. Staff satisfaction regarding access to professional development morale has been maintained at a similar level to the previous year.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	88%	100%
this is a good school (S2035)	88%	100%
their child likes being at this school* (S2001)	83%	100%
their child feels safe at this school* (S2002)	83%	100%
their child's learning needs are being met at this school* (S2003)	82%	100%
their child is making good progress at this school* (S2004)	76%	100%
teachers at this school expect their child to do his or her best* (S2005)	89%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%

Our school at a glance

teachers at this school motivate their child to learn* (S2007)	72%	100%
teachers at this school treat students fairly* (S2008)	72%	89%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%
this school works with them to support their child's learning* (S2010)	89%	100%
this school takes parents' opinions seriously* (S2011)	83%	100%
student behaviour is well managed at this school* (S2012)	76%	89%
this school looks for ways to improve* (S2013)	81%	100%
this school is well maintained* (S2014)	94%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	96%
they like being at their school* (S2036)	80%	92%
they feel safe at their school* (S2037)	90%	95%
their teachers motivate them to learn* (S2038)	93%	93%
their teachers expect them to do their best* (S2039)	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%
teachers treat students fairly at their school* (S2041)	78%	85%
they can talk to their teachers about their concerns* (S2042)	79%	85%
their school takes students' opinions seriously* (S2043)	71%	86%
student behaviour is well managed at their school* (S2044)	63%	81%
their school looks for ways to improve* (S2045)	83%	98%
their school is well maintained* (S2046)	84%	94%
their school gives them opportunities to do interesting things* (S2047)	81%	86%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	77%
students are encouraged to do their best at their school (S2072)	88%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	80%
staff are well supported at their school (S2075)	80%
their school takes staff opinions seriously (S2076)	75%

Our school at a glance

their school looks for ways to improve (S2077)	90%
their school is well maintained (S2078)	92%
their school gives them opportunities to do interesting things (S2079)	83%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

The school community generally reflects a broad band of socio-economic circumstances. School community participation is evident through a number of ongoing activities: P & C meetings which regularly have parents in attendance; 'Chappy Brekkie' each Wednesday morning run by members from the local church groups; local sporting group activities on the school oval; weekly training sessions in the multipurpose centre by a number of community sport clubs as well as regular use by community social groups. The local primary schools also make use of the venue and resources for events.

Parents and Citizens' Association:

The P&C meets on the third Tuesday of every month. The P&C, which is an active organisation, works collaboratively with the school. As an association, members share the common vision of the school. As well, members of the P&C executive meet with the principal prior to each general meeting where school strategic matters are discussed. The P&C operates the school uniform shop and the tuckshop. Changes to the activities of the P&C have enabled the association to contribute to the school in a more financially significant manner in recent years. The erection of advertising signage in 2003 is a symbol of this effort.

Reporting to Parents:

Written reports are issued to parents three times per year: at the end of term one, end of semester one and end of semester two. The opportunity for parents to meet with teachers is provided twice yearly. The first parent/teacher/student interview evening occurs following the issue of the end of term one report. This is an excellent opportunity for parents to meet the teachers of their children for the first time, 'put names to faces' and share valuable information. This evening is extremely well attended.

Involvement in curriculum planning is offered to parents during subject selection evenings and during the Student Education and Training Plan (SET-P) interview process for Year 10 students.

The next parent/teacher/student interview evening occurs mid-July following the release of semester one reports. This is a valuable opportunity for parents and teachers to follow up on concerns from semester one with the intent on generating improvement in semester two.

Reducing the school's environmental footprint

Our school works hard to minimise utilities usage, particularly electricity and water usage through the school wide strategies.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	288,684	268
2011-2012	223,420	2,411
2012-2013	289,796	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

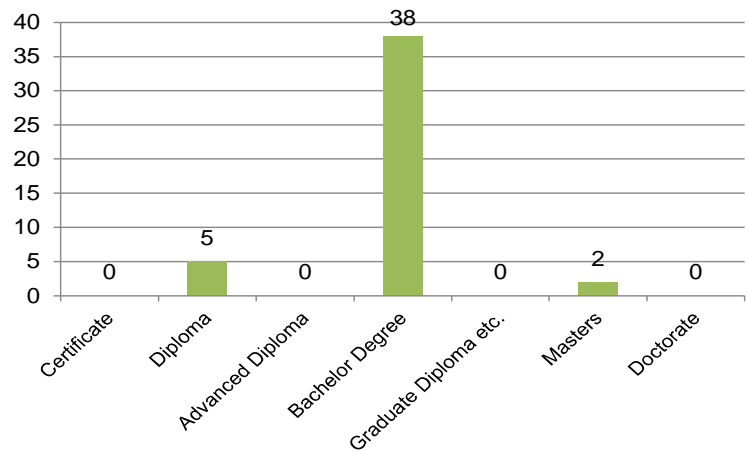
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	45	24	0
Full-time equivalents	42	16	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.	0
Masters	2
Doctorate	0
Total	45



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 44 000

The major professional development initiatives are as follows:

A key component of 2013 Professional Development for teachers focused on the readiness and implementation of the revised whole school Pedagogical Framework initiative. This Professional Development program was very well received by teachers and provided strategies to enhance the delivery structured and consistent teaching practices across the curriculum to students at the classroom. Other key Professional Development initiatives are as follows; Leadership development (Instructional & Coaching), QSA initiatives, curriculum development, Data analyses development, Health & Safety.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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 e

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	89%	90%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

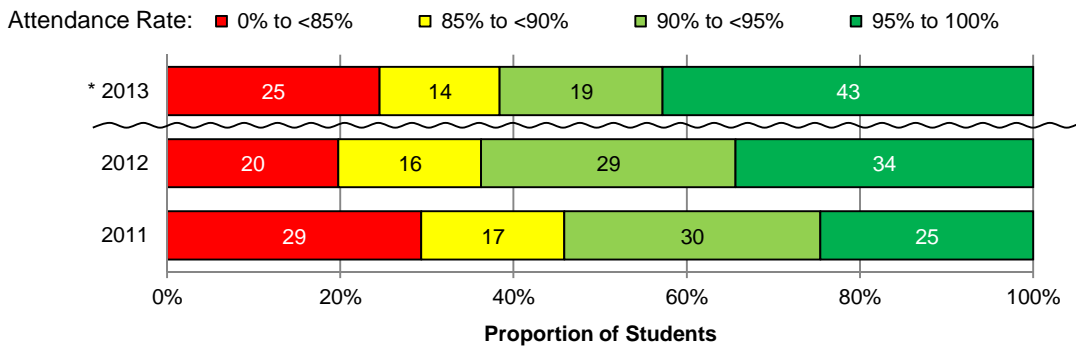
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								89%	86%	85%	88%	88%
2012								91%	88%	85%	92%	92%
2013								90%	90%	87%	88%	92%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET 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 student absences from school.

At Bracken Ridge State High School, we monitor our students using a software program called ID Attend. Rolls are marked every lesson and discrepancies are managed through a variety of school based actions. Any student away for two consecutive days without parent contact will result in a letter sent home for absence explanation. 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**.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Performance of our students

Bracken Ridge High School works very hard to 'close the gap' between Indigenous and non-Indigenous students which was extremely evident during NAIDOC celebrations. Bracken Ridge High School has had a steady enrolment of Indigenous students at the school. This school employed a part time teacher aide to support Indigenous students to develop and refine individual learning to support students at school. From 2013 a Head of department had specific responsibility for the management of Indigenous students and related programs.

Attendance and retention rates between Indigenous and non-Indigenous students have similar overall trend patterns. The retention gap from previous years has closed significantly. Trends will be continually monitored and be addressed through student learning support, varied, interesting and futures focused curriculum offerings.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	61%	67%	74%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	79	73	86
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	34	36	42
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	4	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	72	71	85
Number of students awarded an Australian Qualification Framework Certificate II or above.	45	45	62
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	62	63	75
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.	59%	81%	81%
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.	96%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	96%	98%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	4	6	10	13	1
2012	3	11	15	6	1

Performance of our students

2013	9	11	14	8	0
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As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	70	38	21
2012	68	41	8
2013	83	53	31

As at 5 May 2014. The above values exclude VISA students.

Students have engaged in the following Certificate 1 course:

Certificate 1 Work Education

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 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 are monitored at time of departure to ensure the majority of students are engaged in/ or have access to an 'earning or learning' program. The school lead the development of a Cluster Local Pathways Initiative to provide maximum support for this group of young people on exist from schools.