

Bracken Ridge State High School

Queensland State School Reporting

2014 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 2014

Annual Improvement Plan - Key Priorities 2014:

Improvement strategies 2014	Progress
Continued implementation of the Australian Curriculum: <ul style="list-style-type: none"> Consistent curriculum delivery informed through ACARA syllabus guidelines Continued mapping of C2C curriculum to inform classroom delivery 	<ul style="list-style-type: none"> Phase One implemented Ongoing

<p>Continued implementation/embedding whole school pedagogical practices:</p> <ul style="list-style-type: none"> • Maintain focus on whole school <i>Teaching and Learning Framework</i> • Clarify definition and model of implementation at school level • Capacity building of Leadership Team aligned to collegial 'coaching' • Facilitate the introduction and ongoing support for a whole of school <i>Instructional Coaching</i> model aligned to the <i>Explicit Instruction Teaching & Learning Framework</i> • Differentiation of the curriculum delivered through the <i>Framework</i> • Maintain a focus on embedding an academic and operational culture aligned to rigour, high expectations and instructional feedback to students • Ensure that all students are appropriately engaged, challenged and extended. 	<ul style="list-style-type: none"> • Implemented • Implemented • Ongoing • Ongoing • Implemented • Ongoing • Implemented
<p>Using data to review student performance and inform teaching practice:</p> <ul style="list-style-type: none"> • Year 8 & 9 teachers review data to document an action plan to set benchmarks to inform teaching and learning within each class. Targeted teaching in response to students' specific needs & context • Timely analysis of school disciplinary data focused on developing strategies to support student engagement • Compare school, regional and state data to determine current school trends to inform whole school and individual student outcomes • Review <i>Exit</i> and <i>Next Step</i> data to focus strategies and target groups 	<ul style="list-style-type: none"> • All Implemented
<p>Instructional leadership with a focus on workplace capability:</p> <ul style="list-style-type: none"> • Professional development aimed at improving understanding of key skills and writing formats • Support PD opportunities for Heads of Dept and teachers to visit and engage with primary schools, in particular year 7 teachers • Implement <i>Getting Ready for Secondary School</i> PD Plan • Build on workforce understanding and capability in line with the <i>Solid Partners</i> agenda 	<ul style="list-style-type: none"> • All Implemented
<p>Focus on productive partnerships with students, staff, parents and the community:</p> <ul style="list-style-type: none"> • Maintain <i>Student Support Services</i> forum to monitor and support students identified as being at risk • Provision of access to Learning Pathways and development of Individual Flexible Learning Agreements to support appropriate pathways of study • Actively engage external support for students identified as being at risk of not progressing successfully to a viable pathway • Maintain/create distinctive links within the community and industry to enhance core curriculum options and future pathways • Explore opportunities with partner primary schools to develop a strategic focus from P to 12 to promote the growth of indigenous students • Strengthen the partnership with the indigenous community through genuine engagement and consultation to maximize attendance, academic and vocational opportunities. 	<ul style="list-style-type: none"> • Implemented • Implemented • Implemented • Implemented • Ongoing • Ongoing
<p>Remain focused on continual school performance development</p>	<ul style="list-style-type: none"> • Ongoing
<p>Implement planning to transition Year 7 to high school in 2015:</p> <ul style="list-style-type: none"> • Continued enhancement of Year 7 to 8 transition program to incorporate the year 6/7s in 2015 	<ul style="list-style-type: none"> • All implemented

<ul style="list-style-type: none"> • Maintain engagement with partner schools and parents through various forums; facilitate ongoing parent forums • Integration of teacher swap initiatives • Implement revised Student Leadership Structure • Fine tune Facility Refurbishment • Refine curriculum framework for years 7 to 9 for 2015 implementation • Review re-alignment of Junior Curriculum for years 7/8 in the core areas of Maths, English, Social Science and Science • Formalise enrolment process 	
<p>Maintain a consistent whole school focus aligned to standards and expectations across all aspects of school operations:</p> <ul style="list-style-type: none"> • Set clear expectations for students aligned to personal readiness, behaviours and work ethic • Tracking protocols at key junctures across all phases of learning aligned to the full range of expected engagement and actions for each student • Monitor and act on student attendance – every day, every class and every student counts. 	<ul style="list-style-type: none"> • Implemented

Future outlook

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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	487	225	262	93%
2013	500	233	267	93%
2014	451	220	231	90%

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; 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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 8 – Year 10	23	24	23
Year 11 – Year 12	19	20	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	126	100	111
Long Suspensions - 6 to 20 days	21	7	4
Exclusions [#]	3	3	6
Cancellations of Enrolment	5	8	5

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 8 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 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 8 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	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	88%	100%	91%
this is a good school (S2035)	88%	100%	93%
their child likes being at this school* (S2001)	83%	100%	93%
their child feels safe at this school* (S2002)	83%	100%	93%
their child's learning needs are being met at this school* (S2003)	82%	100%	91%
their child is making good progress at this school* (S2004)	76%	100%	98%
teachers at this school expect their child to do his or her best* (S2005)	89%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	93%
teachers at this school motivate their child to learn* (S2007)	72%	100%	93%
teachers at this school treat students fairly* (S2008)	72%	89%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	89%	100%	95%
this school takes parents' opinions seriously* (S2011)	83%	100%	93%
student behaviour is well managed at this school* (S2012)	76%	89%	86%
this school looks for ways to improve* (S2013)	81%	100%	95%
this school is well maintained* (S2014)	94%	95%	98%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	96%	92%
they like being at their school* (S2036)	80%	92%	90%
they feel safe at their school* (S2037)	90%	95%	94%
their teachers motivate them to learn* (S2038)	93%	93%	90%
their teachers expect them to do their best* (S2039)	95%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	92%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
teachers treat students fairly at their school* (S2041)	78%	85%	84%
they can talk to their teachers about their concerns* (S2042)	79%	85%	82%
their school takes students' opinions seriously* (S2043)	71%	86%	82%
student behaviour is well managed at their school* (S2044)	63%	81%	79%
their school looks for ways to improve* (S2045)	83%	98%	92%
their school is well maintained* (S2046)	84%	94%	90%
their school gives them opportunities to do interesting things* (S2047)	81%	86%	86%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	100%
they feel that their school is a safe place in which to work (S2070)		98%	96%
they receive useful feedback about their work at their school (S2071)		77%	88%
students are encouraged to do their best at their school (S2072)		88%	100%
students are treated fairly at their school (S2073)		97%	98%
student behaviour is well managed at their school (S2074)		80%	90%
staff are well supported at their school (S2075)		80%	94%
their school takes staff opinions seriously (S2076)		75%	94%
their school looks for ways to improve (S2077)		90%	94%
their school is well maintained (S2078)		92%	98%
their school gives them opportunities to do interesting things (S2079)		83%	94%

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

'Agree' represents the 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.

Involving parents in their child's education

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
2011-2012	223,420	2,411
2012-2013	289,796	0
2013-2014	283,360	2,628

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.

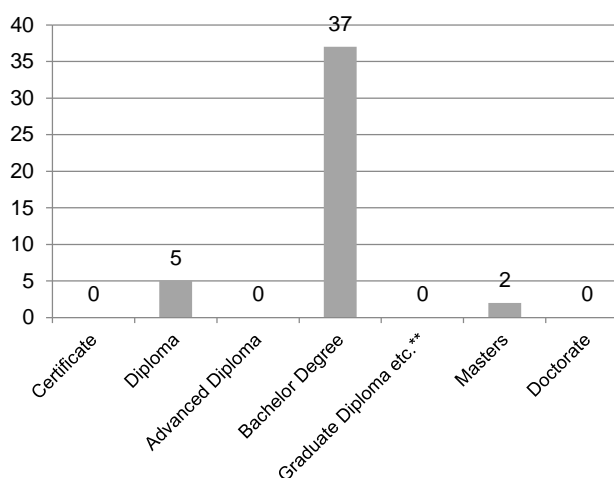
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	27	0
Full-time equivalents	41	18	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 2014 were \$45 000.

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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	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 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	89%

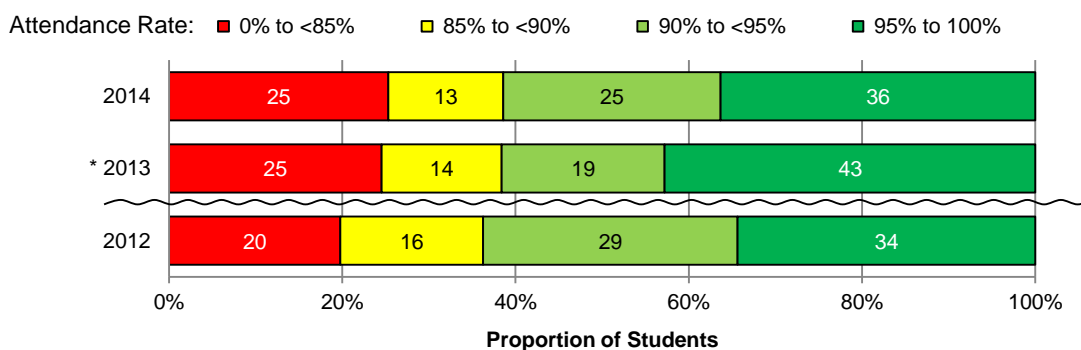
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								91%	88%	85%	92%	92%
2013								90%	90%	87%	88%	92%
2014								92%	86%	88%	89%	91%

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 after 2012 to that of previous years.

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

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 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

At Bracken Ridge SHS indigenous enrolments are at 6% and students are well supported within the school community. The school employs a part-time indigenous teacher aide to support students in developing their individual learning programs as well as accessing external opportunities that will assist with their career pathways, attendance and attainment. The school also has a Head of Department specifically responsible for the management of indigenous students and related programs. Where possible external community support is also sought.

Attendance, retention and attainment rates between indigenous and non-indigenous students have similar overall trend patterns with the retention gap from previous years closing significantly. Trends will continue to be monitored and be addressed through relevant support options.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	74%	72%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	73	86	73
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	36	42	29
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	8	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	71	85	73
Number of students awarded an Australian Qualification Framework Certificate II or above.	45	62	54
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	63	75	68
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%	81%	69%
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%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	98%	96%

As at 19 February 2015. 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
2012	3	11	15	6	1
2013	9	11	14	8	0
2014	4	10	6	7	2

As at 19 February 2015. 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
2012	68	41	8
2013	83	53	31
2014	70	46	31

As at 19 February 2015. 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 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 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.