



Bracken Ridge State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Bracken Ridge State High School (SHS) is located in the north-east of Brisbane and serves 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 600 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 consistent staff, extensive educational support services, and outstanding facilities.

Most buildings are 1960's style but with regular maintenance, information and communication technology (ICT) upgrades and painting, they are engaging, rich, learning environments. New buildings include a Hive Technology sustainable modular building which generates it's own energy via solar panels, a multi-purpose student centre, modern Resource Centre, a single TAFE standard kitchen and textiles area, and a new Science and Language centre.

Our strategic plan has four major focus areas:

- Effective learning
- Exceptional staff
- Strong partnerships
- Wellbeing

Our school's vision is of a community building respectful, responsible and resilient learners. We are proud to be an Independent School, governed by a diverse School Council made up of community members from educational and non-educational backgrounds. Our school values are commitment, cooperation, courtesy, consideration and common sense.

School Progress

Our school operates on a targeted and focussed Strategic Plan which is reviewed annually, resulting in the Annual Implementation Plan. The following outlines what we aimed to achieve and how we are progressing to achieve it.

School Progress towards Its Goals in 2018

1. Effective Learning

Strategy	Tactic	Status: Fully Achieved Partially Achieved Not Commenced	Learnings - What worked / What didn't work
1.1 Explicit instruction is fully embedded.	1.1.1 Continue with the full implementation of explicit instruction (EI).	ACHIEVED	The EI project is progressing well. EI has been reviewed as part of the EI project
	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.	ACHIEVED	Coaching program implemented (still ad hoc). Induction program is currently being implemented.
1.2 Developing effective formative and summative assessment practices.	1.2.1 Review and enhance assessment practices to ensure appropriate and consistent practices that improve student outcomes.	PARTIALLY ACHIEVED	Strongly implemented assessment review in Junior and Senior – mixed A to E results. Base cluster moderation of assessment is currently being implemented moving forward.

1.3 Differentiated teaching, learning and assessment practices.	1.3.1 Seek endorsement and implement the Data Plan (which identifies data sources, timelines and review and discussion processes).	PARTIALLY ACHIEVED	Plan developed and endorsed and continues to be embedded
	1.3.2 Implement effective student academic coaching, incorporating goal setting and tracking performance.	PARTIALLY ACHIEVED	Student academic coaching occurring in all Faculties. Goalsetting, trial in Year 8
1.4 Curriculum that has currency and is responsive to emerging trends.	1.4.1 Engage with regional professional development program to embed Australian Curriculum in the Junior school in tandem with engagement with the QCAA Senior Assessment and ATAR PD program.	ACHIEVED	Continue for 2019, inclusive of the base cluster.
1.5 Integrated and equitable information and communication technologies.	1.5.1 Finalise the IT Plan - to deliver eLearning resources which are affordable and effective for our parents and our school.	ACHIEVED	IT Plan aims to deliver eLearning resources which are affordable and effective for our parents and our school. A trial was rolled out in 2018, with approximately 96% take-up rate. It will continue to roll-out to Year 11 in 2019.
	1.5.2 Continue implementation of staff training in effective eLearning pedagogies within the Explicit Instruction framework.	ACHIEVED	Ongoing implementation of staff training in effective eLearning pedagogies within the EI framework for 2019

2. Exceptional Staff

Strategy	Tactic	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 Continue to enhance and enable the EI skills of staff through planned professional development activities, walk-throughs and instructional coaching.	ACHIEVED	EI project objectives achieved. Ongoing work needed to engage staff with OneSchool dashboard/data.
	2.1.3 Continue to ensure staff have high levels of data literacy and are engaging with the data.	PARTIALLY ACHIEVED	Data Plan was implemented, with data project objectives achieved.
2.2 Effective professional development programs linked to the AIP and evidenced in Personal Development Plans.	2.2.1 Professional development will occur through engagement with leadership projects.	ACHIEVED	All teachers are actively engaged in a project, however, PDP will need to be pursued in the future for HATs and Lead Teachers.
2.4 Build leadership capacity and density.	2.4.1 Continue the current program to develop their leadership skills; and identify and support leadership opportunities within and external to the school.	ACHIEVED	Project objectives achieved, with significant investment in student leadership in 2018.

3. Strong Partnerships

Strategy	Tactic	Status: Fully Achieved (FA) Partially Achieved (PA) Not commenced (NC)	Learnings - What worked / What didn't work
3.1 Enhance communication and create supportive and positive partnerships with parents / caregivers.	3.1.1 Review and refine the school's Communication and Marketing plan to: <ul style="list-style-type: none"> • Optimise communication opportunities and events occurring across the school • Promote student and parent, staff and community engagement within the school, including alumnae. 	ACHIEVED Communication and Marketing plan developed with a focus on students and parents.	Higher enrolment numbers reflect our increased reputation in the community and community support. A partnership event is scheduled for 2019 to build and nurture community support and provide further networking opportunities. Creation of an alumnae strategy will engage former students across various professional industries. Email direct marketing/email newsletters will refine communications and foster relationships. The next marketing plan will include internal communications initiatives.
	3.1.2 Continue to develop a range of planned, positive, regular communication practices with parents.	ACHIEVED	Executive Services & Marketing Officer (ESMO) [formerly Community Liaison Officer] supports the Principal, Deputies and Heads of Department and broader school to achieve and continue to build their Faculty Plans. Ongoing strategies and practices are in place, which reflect and adapt to the changing needs of parents. Better strategic, consistent communications has resulted in improved School Opinion Survey results from parents.
3.2 Broaden the recognition and reputation of the school in the community.	3.2.1 Continue building and maintaining a current, quality profile across traditional and digital/social media.	ACHIEVED	Increased digital engagement across social, web and email. A data-driven content strategy is in place to promote, celebrate and communicate student, staff and school achievements and initiatives. Relationships have been built with local media, including a focus on user-generated content. Enhanced digital and social media communications, including facebook, twitter, and website – with Instagram planned for 2019.
	3.2.2 Continue to implement and progress engagement activities with prominent community events, organisations and alumnae.	ACHIEVED	An engagement plan is currently developed, with plans to grow moving forward.

			<p>School opinion survey result continue to improve and stay at high levels.</p> <p>Increased engagement with community events and organisations with a greater focus on alumnae also planned.</p>
<p>3.3 Review and develop quality relationships with key stakeholders to provide innovative learning opportunities and diverse pathways for students.</p>	<p>3.3.1 Continue to build strong links with primary feeder schools with shared activities in academic, sporting and cultural areas.</p>	<p>ACHIEVED</p>	<p>Increased activities with primary schools, including stronger relationships with leadership, teaching staff and administration.</p> <p>Increased enrolments and reputation amongst primary schools.</p> <p>Implementation of IPS and development of School Council.</p> <p>Key partnership with the Queensland Pathways College established.</p> <p>Networking opportunities for feeder school leadership planned for 2019.</p>

4. Wellbeing

Strategy	Tactic	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 Continue to enhance and strengthen the Well-Being team by clarifying key roles, responsibilities and stakeholders.	ACHIEVED	Improved school survey responses. Ongoing plans in place.
	4.1.2 Endorsement of the Student Wellbeing plan and implement the plan, ensuring appropriate communications with staff and explore staff wellbeing as a leadership project.	ACHIEVED	Student wellbeing plan endorsed and implemented. Staff wellbeing program yet to be developed.
4.2 Focus on Every day counts and Back to Basics – with students in attendance, alert, equipped and ready to learn.	4.2.1 Continue to develop strategies to improve student attendance.	ACHIEVED	Strategies developed. Reached school target of 90% attendance (Headline Indicators) Targeted 95% attendance across all year levels Every Day Counts Officer employed and operational Working towards 95% attendance
	4.2.2 Enhance support programs, resources and communication systems for vulnerable students.	ACHIEVED	Appropriate resources and programs in place to support vulnerable students. Student Survey results.
4.3 The school community upholds our core values through personal actions, behaviours, leadership and relationships.	4.3.2 Review, investigate and enhance student leadership programs which highlight opportunities internal and external to the school.	ACHIEVED	Leadership project and student leadership objectives 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.	ACHIEVED	Infrastructure plan developed. Whole school walk through completed. Plan developed and communicated to all staff.

Future outlook

Our school is growing each year, with an anticipated enrolment at the end of the current strategic plan of approximately 600. We have established a thriving School Council as part of our Independent Public School status, with a focus on building 21st skills and deep learning as our long term strategic focus past our current strategic plan. Our 2019 priorities will relate to Attendance, Results and Leadership.

The Department of Education regularly reviews Queensland state schools to ensure they're delivering quality education to students. All Queensland state schools have a review at least every four years, which is conducted by the Queensland Department of Education's School Improvement Unit. Community feedback is an essential part of the review, with parents, students and the community invited to have their say.

Bracken Ridge State High School underwent a school review in Week 1 of Term 2, 2019, with key findings about our school's strengths and areas to improve.

Reviews are often scheduled in the same year schools are due to update their four-year strategic plan. Bracken Ridge State High School's review is no different and this is an excellent opportunity to implement improvement strategies identified during the review process.

2018 Priorities

We will also continue to progress the initiatives outlined in the school's **Strategic Plan 2016-2019**, with a specific focus on developing and enhancing 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.
- Continue to review and enhance assessment practices to ensure appropriate and consistent practices that improve student outcomes.
- Continue to seek endorsement and implement the Data Plan (which identifies data sources, timelines and review and discussion processes).
- Continue to implement effective student academic coaching, incorporating goal setting and tracking performance.
- Continue to review and plan whole school curriculum, staff and school resources plan.
- Continue trial of 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, with expansion of the program to occur in 2018.

3. Strong Partnerships

- Review and refine the school's existing Communication and Marketing plan to:
 - Optimise communications opportunities and events occurring across the school
 - Promote student, parent, staff and community 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.

- Continue to endorse 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.
- Continue to 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.
- Continue to 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 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	483	484	520
Girls	217	218	257
Boys	266	266	263
Indigenous	32	35	42
Enrolment continuity (Feb. – Nov.)	93%	92%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	22	22
Year 11 – Year 12	18	19	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The school prides itself on its range of curriculum offerings. Students are given every opportunity to access quality curriculum offerings in both the Junior and senior school. In years 7 to 10 the curriculum is aligned to the Australian Curriculum and mandated Learning Areas. In the senior years a range of QCAA Authority, Authority Registered subjects and Vocational Education subjects as well as school based apprenticeships and traineeships are on offer to students.

In Year 7 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:

- Grassroots Study Club, sponsored by Commonwealth Bank
- MRAEL Australian Apprenticeship Program
- 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 Wellbeing 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
- Duke of Edinburgh community service program
- Participation in the Kokoda Track program

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.

A laptop program was implemented in 2018 across our Year 10 cohort, with very high levels of engagement. Parents had the opportunity to lease laptops for their students to use across school and home, with a view to ownership within three years. We had a 96% take-up rate, with the majority of students taking excellent care of their equipment. Our next step is to extend the project across Year 11 in 2019.

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 trialled in Year 7 and will roll out each year.

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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 trialled in Year 7 and will roll out each year.

2018 saw the program Maths Pathways' for Year 7 continue to expand. As an internet based program, it has proved to be highly successful in diagnosing where gaps exist in a student's understanding of key concepts and provides a highly individualized, mastery based program to help the student meet national standards. It is anticipated that in 2019 a trial laptop program will be introduced in Year 10 to assess take-up rates and usage.

Social climate

Overview

2018 saw Wellbeing for students continue to be a core priority Bracken Ridge State High School, with the growth and development of our strategic plan focusing on wellbeing.

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 (now fully funded due to growth in our numbers)
- Youth Support Coordinator at two days per week
- School Based Youth Health Nurse at two 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.
- Executive Services & Marketing Officer appointed through I4S funding
- Ongoing LGBTIQ+ support diverse and inclusive

Additionally, the Student Council, Student Leaders, Junior Vice Captains 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 five core values (5 C's), 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	97%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	98%	94%	95%
• their child likes being at this school* (S2001)	98%	90%	95%
• their child feels safe at this school* (S2002)	98%	94%	98%
• their child's learning needs are being met at this school* (S2003)	93%	94%	95%
• their child is making good progress at this school* (S2004)	97%	97%	93%
• teachers at this school expect their child to do his or her best* (S2005)	95%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	100%
• teachers at this school motivate their child to learn* (S2007)	92%	97%	95%
• teachers at this school treat students fairly* (S2008)	89%	87%	95%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	98%
• this school works with them to support their child's learning* (S2010)	90%	97%	95%
• this school takes parents' opinions seriously* (S2011)	89%	89%	95%
• student behaviour is well managed at this school* (S2012)	92%	94%	93%
• this school looks for ways to improve* (S2013)	93%	100%	95%
• this school is well maintained* (S2014)	95%	97%	98%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	93%	84%
• they like being at their school* (S2036)	86%	83%	78%
• they feel safe at their school* (S2037)	88%	86%	83%
• their teachers motivate them to learn* (S2038)	91%	90%	79%
• their teachers expect them to do their best* (S2039)	98%	97%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	90%	87%
• teachers treat students fairly at their school* (S2041)	76%	67%	64%
• they can talk to their teachers about their concerns* (S2042)	82%	71%	69%
• their school takes students' opinions seriously* (S2043)	84%	68%	66%
• student behaviour is well managed at their school* (S2044)	74%	62%	53%
• their school looks for ways to improve* (S2045)	92%	87%	85%
• their school is well maintained* (S2046)	91%	83%	78%
• their school gives them opportunities to do interesting things* (S2047)	89%	84%	81%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	92%	89%
• they feel that their school is a safe place in which to work (S2070)	95%	94%	97%
• they receive useful feedback about their work at their school (S2071)	88%	73%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	88%	90%
• students are encouraged to do their best at their school (S2072)	100%	96%	94%
• students are treated fairly at their school (S2073)	97%	100%	97%
• student behaviour is well managed at their school (S2074)	89%	82%	75%
• staff are well supported at their school (S2075)	88%	80%	78%
• their school takes staff opinions seriously (S2076)	91%	80%	74%
• their school looks for ways to improve (S2077)	97%	96%	91%
• their school is well maintained (S2078)	98%	96%	94%
• their school gives them opportunities to do interesting things (S2079)	89%	92%	87%

* 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 an Executive Services & Marketing 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
- Hosted highly successful enrolment expo evenings

Other community engagement strategies are:

- School Council with parent, community, student, teaching staff and non-teaching staff representation
- 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 education 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.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	71	69	81
Long suspensions – 11 to 20 days	1	14	8
Exclusions	2	4	11
Cancellations of enrolment	12	1	1

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	259,605	251,788	244,110
Water (kL)		2,373	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	50	30	<5
Full-time equivalents	47	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$28,442.92

The major professional development initiatives are as follows:

- Preparation for senior syllabus implementation
- Junior current review alignment
- Building leadership capability
- Supporting project work

Outline major professional development initiatives in dot point form. Details regarding in-kind professional development activities undertaken (for example, mentoring or peer learning circles) can also be included.

- Project group meetings and professional development
- Workshops
- Webinars
- Online training
- conferences

The proportion of the teaching staff involved in professional development activities during 2018 was 100%. We also undertook base cluster moderation to ensure marking quality assurance.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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 were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	87%
Attendance rate for Indigenous** students at this school	83%	86%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

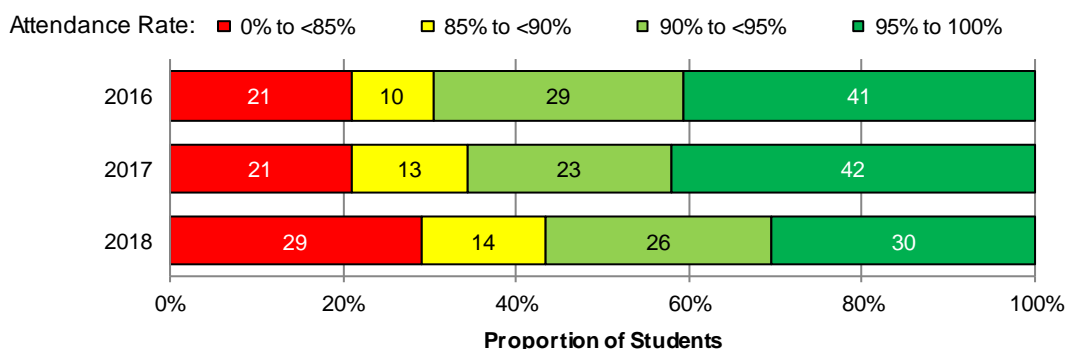
Year level	2016	2017	2018
Year 7	92%	91%	90%
Year 8	91%	92%	86%
Year 9	88%	88%	85%
Year 10	91%	87%	85%
Year 11	89%	90%	86%
Year 12	90%	90%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#). The guidelines are the processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies documents, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, further detailing the standardisation of 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.

Bracken SHS has employed a dedicated Every Day Counts Officer, who works to support our whole school target of 95%. This role collaborates with students, parents/guardians, teachers and the wider community to address issues affecting attendance. Our school is on track at approximately 90%, and we strongly believe we will be able to achieve our target of 95% over the coming year. We have weekly initiatives where attendance data is published weekly within the student body, and at the end of term form classes who have reached target are rewarded.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	95	66	62
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	95	63	61
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	41	33	28
Percentage of Indigenous students who received an OP	100%	50%	0%
Number of students awarded one or more VET qualifications (including SAT)	95	64	46
Number of students awarded a VET Certificate II or above	58	39	40
Number of students who were completing/continuing a SAT	28	13	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	71%	85%	71%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	98%
Percentage of QTAC applicants who received a tertiary offer.	88%	96%	100%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	7	6	3
6-10	10	9	10
11-15	12	13	7
16-20	10	5	8
21-25	2	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	89	57	19
Certificate II	49	33	34
Certificate III or above	22	12	11

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	77%	90%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	40%	80%	150%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer, Guidance Officer or school-based Pathways Officer, liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to our school website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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