Principal's foreword

Introduction

This report contains a snapshot of school culture and activities, priorities and progress resulting from continuous improvement in learning and learning outcomes at Browns Plains SHS in 2015. This report is supplemented by a school profile and a summary of opportunities offered for students through curricular and extra-curricular offerings, a synopsis of current and evolving teaching and learning philosophy, approach and practices, the school’s learning climate and key student learning outcomes and the scope and depth of teacher expertise to deliver quality secondary education.

School progress towards its goals in 2015

The school maintained performance improvement within system targets.

Successful implementation of the school’s Model of Practice and Great Results Guarantee resulted in

- 2 students attaining an Overall Position (OP) of 1
- 100% of graduating students who applied for University or TAFE positions were accepted into a course of their choice
- 100% of graduating students attained the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCA)
- 87% of our graduating OP eligible students attained a score between 1-17
- 97% of our Year 7 students were above the national minimum standard in Numeracy
- 95% of our Year 7 students were above the national minimum standard in Reading
- 95% of our Year 9 students were above the national minimum standard in Numeracy
- 90% of our Year 9 student were above the national minimum standard in Reading

Literacy and Numeracy priorities continue. Targeted intervention and extension is a feature of the school through Literacy across the School as a foundation to all teaching and learning. This initiative continues to yield positive results.

School Opinion Survey data returned positive levels of student satisfaction resulting from greater engagement opportunities and focus on improving school ethos, standards, expectations and explicit investment in individual learning. Positive responses were recorded in “I feel that students receive a good education at this school” (94%) and “Students are encouraged to do their best at this school” (100%) Parent satisfaction remains high across all domains.

Staff relationships and team culture remains a strong feature of the team and a collegiate nature of staff across all sectors within the school is evident.

Student attendance has continued to meet system targets and for 2015 to 91%. The percentage of students in the attendance distribution band of 95% to 100% increased to 46%. The school provides a caring and well-disciplined environment.

Future outlook

The school is continuing to implement a coherent model of practice. A key feature of the progress of these strategies is Principal Instructional Leadership, the creation of purposeful teams, the setting of explicit goals and targets, whole of staff collaboration and the collection and analysis of data in a 3 level approach that guides actions and decision-making, and accountability for delivery at each level of school leadership and operations.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1087</td>
<td>539</td>
<td>548</td>
<td>48</td>
<td>91%</td>
</tr>
<tr>
<td>2014</td>
<td>1025</td>
<td>504</td>
<td>521</td>
<td>45</td>
<td>94%</td>
</tr>
<tr>
<td>2015</td>
<td>1116</td>
<td>572</td>
<td>544</td>
<td>49</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

MySchool calculates an ICSEA Index of 963. However as an ‘average’, this index does not reflect the outer boundaries of socio-economic and cultural demographic of the school. The school could be described as broadly representative of contemporary Australia. Enrolment as of June 2016 is 1080 students. In a relatively stable and growth neutral demographic the school remains sought after as a school of choice. Applications for enrolment by families from out of catchment are frequent. The school has adopted an aspirational “four pillars” approach to learning excellence. The four pillars are: Learning, Arts, Sports, and Community with Learning being the major foundational pillar for all activities that take place within the school.

E-Learning is a priority tool to evolving teaching and learning experiences to engage young people in learning purpose, mastery and knowledge creation.

The school services the immediate Browns Plains community and five partner Primary schools that work in partnership with BPSHS. Relative to enrolment size for a State school the number of verified students accessing Special Education Program is growing, with 80 students currently requiring formalised adjustments to learning programs.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>23</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18</td>
</tr>
</tbody>
</table>

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

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>163</td>
</tr>
</tbody>
</table>
Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

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

Curriculum delivery

Our approach to curriculum delivery

The school has adopted the Australian Curriculum in accordance with Education Queensland’s commitment to the national agenda for national consistency. From 2012 to 2015 the “what” of curriculum became standardised to that extent. A wide range of Queensland Studies Authority (OP) and Non-Authority courses are offered.

Unique to the school is the “How” curriculum is delivered to and accessed by students. The “four pillars of excellence” defines the presentation and intent of the school’s curriculum providing opportunities for specialisation and individual talents and skills to be showcased, accelerated and made authentic through connections and partnerships beyond the school in each of these fields.

Our school is ‘outcome focussed’ where learning has clear intent and students are guided to and through pathways to success.

Extra curricula activities

Each faculty provides extra student support, mentoring and coaching for success opportunities. Study Station supports students with homework and study skills and support.

Leadership camps
Year 7 camp
Instrumental Music
Debating
Tournament of Minds
Spirit of Enterprise – leadership recognition
Sports excellence coaching
High Resolves – Junior Secondary Leaders program
Cultural Days and events
Hospitality (Industry standard)
BP Idol Talent Quest
Student Representative Council

How Information and Communication Technologies are used to improve learning

The BYOD program was reviewed and re-launched during 2015. 1:1. Equity of access and inclusive practice are a priority for ICT usage.

Social Climate

The school continues to maintain a growth of confidence in ‘behaviour and discipline’, feeling ‘safe at school’, feeling “behaviour is well managed at school”, “school celebrates student achievements” and that “this is a good school” (Source: School Opinion Survey, 2015).

Adoption of explicit and universal dress code standards, attendance monitoring and responses, have worked in tandem with improvement and innovation in student management. The school implements a number of measures including the embedding of a Behaviour Support Room and provisioning for a full time Positive Behaviour Teacher Aide, professional refreshers for teachers in the 10 Essential Classroom Skills, adopting a certainty of 2 school rules of Respect and Responsibility and a ‘direction without debate’ authority to teachers.

Consequences for breaches of the school’s Responsible Behaviour Plan are consistently applied and a targeted system of referral has been adopted. Students are subject to very clear consistent processes around consequences.

As a result, students present to school more often and consistently, wear their uniform with pride, have a sense of ownership of their school and exercise greater self-discipline.
The school has a strong stance against bullying and the various forms it may be manifested. The school responds to instances of reported bullying and takes action where this occurs at school. We have had whole school information sessions on the impact of bullying and specifically, education around cyber bullying.

Appropriate behaviours are explicitly taught and expected to maintain not only a well-disciplined school, but a place where students are keen to attend and participate.

**Parent, student and staff satisfaction with the school**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>89%</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>83%</td>
<td>90%</td>
<td>81%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>94%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>83%</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>89%</td>
<td>86%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>88%</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>83%</td>
<td>86%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>83%</td>
<td>84%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>82%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>94%</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>83%</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>82%</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>65%</td>
<td>76%</td>
<td>87%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>82%</td>
<td>86%</td>
<td>89%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>94%</td>
<td>83%</td>
<td>83%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>97%</td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>96%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>95%</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>98%</td>
<td>78%</td>
<td>90%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>100%</td>
<td>94%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>97%</td>
<td>81%</td>
<td>86%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>83%</td>
<td>69%</td>
<td>73%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>83%</td>
<td>70%</td>
<td>67%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously (S2043)</td>
<td>88%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>76%</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>94%</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>89%</td>
<td>74%</td>
<td>76%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>94%</td>
<td>89%</td>
<td>81%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>94%</td>
<td>95%</td>
<td>87%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>93%</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>83%</td>
<td>85%</td>
<td>75%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>77%</td>
<td>84%</td>
<td>78%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>96%</td>
<td>96%</td>
<td>80%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>77%</td>
<td>98%</td>
<td>92%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>87%</td>
<td>89%</td>
<td>73%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>88%</td>
<td>86%</td>
<td>69%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>98%</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>72%</td>
<td>71%</td>
<td>77%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>84%</td>
<td>82%</td>
<td>81%</td>
</tr>
</tbody>
</table>

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

### Parent and Community Engagement

A three-way partnership between school, student and parent is long established. The school actively supports and invites parents to be an integral party to and partner for learning. Initiatives such as ‘real time’ communications using technologies such as the school website, Facebook and instant SMS messaging are employed with increasing purpose and effectiveness.

Reporting processes include formal reporting three times per year – end of first term progress, followed by end of semester summative report cards. Progress reporting is available upon request and pro-actively provided by the school as a result of close monitoring and tracking of attendance, participation and completion of assessment, behaviour and recognition.

Informal and regular contacts between teachers and parents are encouraged that build close working relationships for personalising learning and engagement.

Examples of encouraging parental involvement in their child’s schooling include:

- "Parent Postcards"
- Information sessions
- Parent teacher interviews – twice annually
- Special events and inclusion of parents in authentic learning experiences – Hospitality, Awards and ceremonies, as guest speakers and demonstrators of skills
- Fortnightly electronic newsletter
- Senior Education & Training Plans for Year 10
- Volunteers Program
- Indigenous Education Workers and family liaison
- Spirit of Enterprise Awards celebration.

P&C – an active and committed group with strong civic leadership support. The P&C administers successful business units of Canteen and Uniform Shop and is a significant fund – raiser and contributor of supplemental funding of student amenity.

### Reducing the school’s environmental footprint

Significant savings of scarce resources and reducing environmental impact from natural resource use have been targeted within a range of saving devices and strategies.
Environmental footprint indicators

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>394,953</td>
<td>2,390</td>
</tr>
<tr>
<td>2013-2014</td>
<td>396,882</td>
<td>0</td>
</tr>
<tr>
<td>2014-2015</td>
<td>404,778</td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>91</td>
<td>38</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>85</td>
<td>30</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>11</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>72</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $17 228. The major professional development initiatives are as follows:

- Peer coaching and feedback, Dimensions of Learning, Technology (ICTs) in Learning, Literacy & Numeracy, Differentiation and Peer Coaching are priority professional learning being undertaken across all teaching staff.
- Essential workplace training is re-visited annually including professional Code of Conduct, Student Protection, Workplace Health & Safety, implementing sound curriculum risk-assessment practices and procedures and accreditation and certification to deliver vocational education courses.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.
Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

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

**Find a school**

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

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

Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>82%</td>
<td>86%</td>
<td>87%</td>
</tr>
</tbody>
</table>

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

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.
### Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Year 1</td>
<td>89%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>88%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>Year 3</td>
<td>89%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 4</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

*DW = Data withheld to ensure confidentiality.*

### Student attendance distribution

The proportions of students by attendance range.

#### Attendance Rate:
- Red: 0% to <85%
- Yellow: 85% to <90%
- Green: 90% to <95%
- Blue: 95% to 100%

#### Proportion of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td></td>
<td>20</td>
<td>13</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td>18</td>
<td>13</td>
<td>25</td>
<td>44</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td>18</td>
<td>12</td>
<td>24</td>
<td>46</td>
</tr>
</tbody>
</table>

### Description of how non-attendance is managed by the school

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

The school attendance policy details the roles, responsibilities and expectations for students, families and the school. Celebration events and student focussed initiatives have increased attendance across year levels and the school attendance rate is 91%.

Roll marking is undertaken by electronic means at the commencement of the school day from which the morning returns are collated. Roll marking occurs at every lesson during the course of the four period day. Parents/carers are notified via SMS messaging of student absences where prior notice has not been received explaining the absence.

### 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/](http://www.myschool.edu.au/).

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

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

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

### Apparent retention rates Year 10 to Year 12

<table>
<thead>
<tr>
<th>Year 12 student enrolment as a percentage of the Year 10 student cohort.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78%</td>
<td>75%</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55%</td>
<td>50%</td>
<td>86%</td>
</tr>
</tbody>
</table>

### Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th>Number of students receiving a Senior Statement</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>183</td>
<td>180</td>
<td>160</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded a Queensland Certificate of Individual Achievement.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students receiving an Overall Position (OP)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43</td>
<td>37</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Indigenous students receiving an Overall Position (OP)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>168</td>
<td>150</td>
<td>121</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded an Australian Qualification Framework Certificate II or above.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>161</td>
<td>141</td>
<td>116</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>178</td>
<td>176</td>
<td>155</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded an International Baccalaureate Diploma (IBD).</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 2013 | 2014 | 2015 |
|                                                               | 81%  | 73%  | 68%  |
Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th>Years</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>100%</td>
<td>96%</td>
<td>99%</td>
</tr>
</tbody>
</table>

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

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Years</th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>5</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Years</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>90</td>
<td>157</td>
<td>57</td>
</tr>
<tr>
<td>2014</td>
<td>65</td>
<td>132</td>
<td>46</td>
</tr>
<tr>
<td>2015</td>
<td>16</td>
<td>99</td>
<td>50</td>
</tr>
</tbody>
</table>

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

Post-school destination information

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

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Student retention is satisfactory due to the broad and diverse curriculum offered. Of the small percentage of students exiting the school prior to the completion of the compulsory participation phase of learning all are traced and tracked to and through eligible options until each turns 17 years of age. Strategies are adopted to ensure the student complies with maintenance of achieving a recognised learning option.