

Browns Plains State High School (2164)
Queensland State School Reporting
2012 School Annual Report



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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 2012. 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.

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School progress towards its goals in 2012

The school maintained performance improvement within system targets on the 2008 base year. 100% of students received a QCE, VET or SAT qualification. Of exiting QTAC Applicants Year 12 students seeking tertiary entrance, 95.6% are reported to have received an offer. This percentage reflects that a number of students declined their offer, or their offer lapsed, due to entry to the workforce as an alternative to tertiary entry for 2013.

Literacy and Numeracy priorities continue. NAPLAN results returned improvements in the number of students (All) at or above National Minimum Standard in Numeracy and Spelling comparable to National level. Indigenous students' performance is at or above Queensland State School level in writing in the national assessment program. Targeted intervention and extension is a feature of the school through Literacy Across The School as foundation to all teaching and learning.

School Opinion Survey data returned significant increase in the levels of student satisfaction resulting from greater engagement opportunities and focus on improving school ethos, standards, expectations and explicit investment in individual learning. The most significant increases of up to and exceeding 20% were recorded in the school being a "good school" (85.4%), in the "good education being delivered" (84%) and the "use of computers and other technologies for learning" (89.8%).

Parent satisfaction returned 20% to 40% increases in satisfaction 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 remaining at Like and State comparisons of above 90% satisfied or very satisfied.

Student attendance has continued to improve at system targets with an increase for 2012. As a priority, 2013 year to date shows attendance at 92% as a result of improved parental relationships; engaging program; teaching and learning and extra-curricular opportunities; targeted interventions; support as a matter of practice. The school provides a caring and well-disciplined environment.

Future outlook

The school has developed and honed focus on six(6) Strategic Objectives, and six(6) explicit improvement objectives for 2013 for which detailed strategies and actions have been developed and currently executed by six(6) performance teams. 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.

The six(6) Strategic Objectives are:

Implementing recommendations of the Teaching & Learning Audit.

Implement the Australian Curriculum

Adopt Curriculum into the Classroom as a vehicle for renewal of classroom practice

A comprehensive Literacy & Numeracy strategy including a Closing the Gap emphasis

Implementing Professional Performance Plans

Consolidation of OneSchool

The six(6) explicit improvement objectives are:

Improving Literacy & Numeracy Outcomes

Improving student behaviour, attendance, sense of belonging & pride

Whole school use of data

Indigenous student outcomes

Teacher professional learning and well being

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Curriculum alignment – Explicit teaching, national curriculum, Dimensions of Learning as a pedagogical framework, eLearning, Assessment Quality

The six(6) improvement teams are:

N – Literacy, Numeracy and NAPLAN performance

B – student behaviour, attendance, sense of belonging and pride

D – whole school use of data

I – Indigenous and other target student groups

P – teacher professional learning

C – National curriculum and eLearning

Our aspirational targets remain at:

NAPLAN

above or at State Mean Scale Scores

rate of improvement at or above national

5% per annum increase in number of students in Upper two bands

Close the Gap

to zero for Indigenous students

Year 12 Outcomes

85% OP eligible students with OP 1 to 15

100% students with reportable qualification (OP, VET, QCE, SAT)

School Opinion Surveys at or above State benchmarks in satisfaction

Student Attendance above 90% and 1% increment per year and no gap between Indigenous and Non-Indigenous

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1174	615	559	88%
2011	1101	563	538	91%
2012	1129	559	570	91%

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

Characteristics of the student body:

MySchool calculates an ICSEA Index of 937. 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 2013 is 1096 students (542 girls and 554 boys). 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 that exists within the school.

Students wishing to enrol from outside catchment are required to present as outstanding in one or more of these fields. The school has in place an Enrolment Management Plan in place and would expect an enrolment approaching 1300 with the inclusion of year 7 in 2015.

Academic and Sports Excellence programs were introduced in 2011 and continue to evolve. E-Learning is a priority tool to evolving teaching and learning experiences to engage young people in learning purpose, mastery and knowledge creation.

A significant facilities refurbishment has taken place including transforming a traditional library into a 21st Century eCentre, classroom and technology up-grades and external maintenance program to support student learning in a contemporary setting. Extensive refurbishment has taken place in the Junior Secondary Block in preparation for year 7 entry to secondary schooling in 2015.

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 Services is relatively small, with currently 57 students requiring formalised adjustments to learning programs.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	21	23	24
Year 11 – Year 12	17	18	18

School Disciplinary Absences

Our school at a glance

	Count of Incidents		
	2010	2011	2012
Disciplinary Absences			
Short Suspensions - 1 to 5 days	292	251	202
Long Suspensions - 6 to 20 days	60	26	27
Exclusions	6	10	16
Cancellations of Enrolment	0	0	0

School Disciplinary Absences are in decline as a result of two emphatic school rules and expectations of Respect and Responsibility, a “direction without debate” implementation and significant support and intervention processes delivered by an effective team.

Curriculum offerings

Our distinctive curriculum offerings

The school is adopting 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 will become standardised to that extent. A wide range of Queensland Studies Authority (OP) and Non-Authority (Vocational Certificate 1, 2 and 3) 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.

Under construction is the enhancement of learning through virtual access, complementing ‘off-site’ experiences for both vocational and tertiary bound students with employers and tertiary institutions and Learn Earn Legends opportunities for Indigenous students.

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

School musicals at BPHS maintain very high production standards. The 2011 musical, being the first for some years, was then surpassed by the 2012 school production of “Alice in Wonderland”. Over 100 students were involved in this event and 750 primary school students were invited to attend the performances.

Sports excellence coaching propelling the school’s Soccer and Netball programs to District, State and national competition level

Leadership camps

Instrumental Music

Debating

Tournament of Minds

Spirit of Enterprise – leadership recognition

High Resolves – Middle School Leaders program

Cultural Days and events

Hospitality (Industry standard)

Bring It On Dance Competition

BP Idol Talent Quest

Student Representative Council

Career Days at various universities.

How Information and Communication Technologies are used to assist learning

1:1 Laptop program for years 10 to 12 was offered at a significantly reduced cost to parents as an adjunct to the school ICTs network and facility. Equity of access and inclusive practice are a priority.

Our school at a glance

Transformational 21st century learning is the objective and for the purpose of individualizing learning for every student.

Three principles underpin the application of technologies to learning. These principles are: Purpose, Mastery and Legacy.

Learning is the focus. The acquisition, deployment to classrooms and use of technologies and technology platforms for delivery and engagement of students in learning is continuously evolving.

Essential to success are teacher expertise and professional learning associated with current and emerging technology applications to education, the diversity and potential of devices and platforms and student family capacity to engage in a personalized and 24/7 method of education delivery. An increasing number of laptops are being directed for whole class use so that all students in each class can have access to ICT's.

Virtual classrooms are taking shape with the goal that every subject has a virtual presence for 24/7 resource access, feedback and learning and assessment.

Social climate

The school has experienced a continued 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, 2012).

Adoption of explicit and universal dress code standards, attendance monitoring and responses, have worked in tandem with improvement and innovation in student management. As a result of internal review process, the school has adopted a number of new measures including establishing a Behaviour Support Room and provisioning for a full time Positive Behaviour Teacher, replacing an under-performing Responsible Thinking Classroom process, 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. 45% of referrals provide support and intervention strategies in place. Students are subject to very clear consistent process 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

Satisfaction is at or near State levels of comparison as a result of a strong and purposeful improvement agenda. Staff professional learning has placed priority on skills.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	94.3%
this is a good school	94.3%
their child likes being at this school*	86.5%
their child feels safe at this school*	86.1%
their child's learning needs are being met at this school*	81.1%
their child is making good progress at this school*	88.9%

Our school at a glance

teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	86.1%
teachers at this school motivate their child to learn*	86.5%
teachers at this school treat students fairly*	83.8%
they can talk to their child's teachers about their concerns*	88.9%
this school works with them to support their child's learning*	94.4%
this school takes parents' opinions seriously*	93.9%
student behaviour is well managed at this school*	87.9%
this school looks for ways to improve*	87.1%
this school is well maintained*	93.9%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	84.0%
they like being at their school*	84.3%
they feel safe at their school*	79.4%
their teachers motivate them to learn*	83.3%
their teachers expect them to do their best*	91.3%
their teachers provide them with useful feedback about their school work*	81.7%
teachers treat students fairly at their school*	67.5%
they can talk to their teachers about their concerns*	61.8%
their school takes students' opinions seriously*	67.5%
student behaviour is well managed at their school*	71.8%
their school looks for ways to improve*	86.6%
their school is well maintained*	67.5%
their school gives them opportunities to do interesting things*	85.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	73.9%

Our school at a glance

with the individual staff morale items

91.2%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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. New 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 four 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. A positive acknowledgement system is being investigated to allow students to track their own progress and provide incentives for performance improvement.

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

Student Education & Training Plans for Year 10

Volunteers Program

Indigenous Education Workers and family liaison, Indigenous Performance Groups and cultural celebrations

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Significant savings of scarce resources and reducing environmental impact from natural resource use have been achieved with a range of saving devices and strategies.

A challenge to be addressed is the school's grounds environment including efficient means of maintaining the school's landscape, managing waste and creating circumstance for the school grounds to complement the surrounding natural bushland and reserves. There has been a variety of strategies employed to reduce the litter across the school grounds, with students taking on much of the initiative such as with the year 9 High Resolves leadership group.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	382,240	4,508
2010-2011	356,160	2,389
2011-2012	339,488	2,192

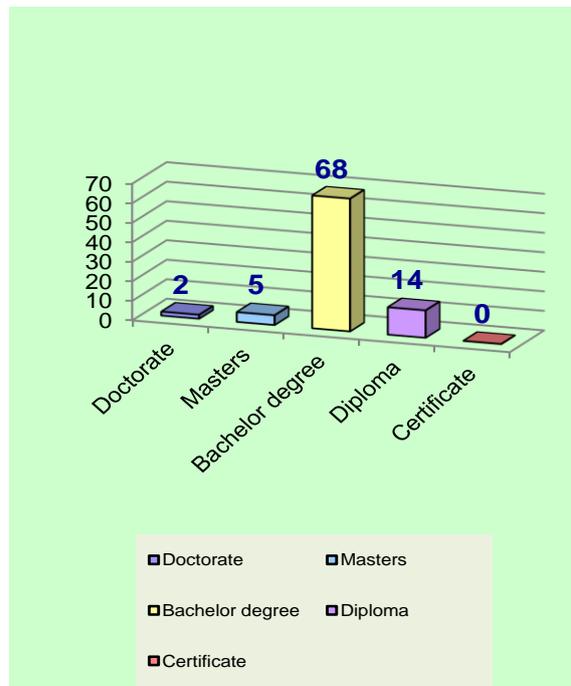
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	89	35	<5
Full-time equivalents	82.7	26.1	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	5
Bachelor degree	68
Diploma	14
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$57 106.45.

The major professional development initiatives are as follows:

Dimensions of Learning, Technology (ICTs) in Learning, Literacy & Numeracy, Differentiation and Peer Coaching are priority professional learning being undertaken across all teaching staff.

Priority also continues to be given to: preparation and implementation of the Australian Curriculum; ATQF continued compliance; use of data to analyse student learning needs and performance.

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.

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.1%	95.7%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.1% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Key student outcomes

e Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	85%	85%	87%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

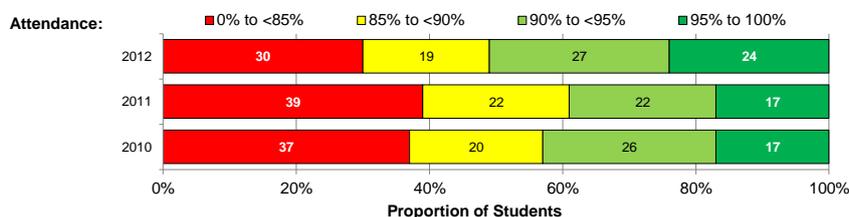
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								88%	85%	81%	85%	86%
2011								87%	87%	81%	85%	85%
2012								89%	86%	85%	87%	89%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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.

Compliance with parental obligations are monitored. For students without patterns of non-attendance, on the third consecutive day of absence without explanation contact is made via telephone, SMS or in writing seeking explanation to be considered for Principal's authorization.

For students presenting with an identifiable pattern of absence, they are 'flagged' in the electronic roll marking system and will receive attention at each and every unexplained absence.

Period by period roll marking is also monitored to ensure unbroken attendance at classes during the course of the school day. Where students are identified as absent during the day, though present at morning roll mark, parents/carers are notified via telephone or SMS messaging where the absence cannot be reconciled against any known activity, such as instrumental music lessons, excursions or incursions, sports events, rehearsals and the like.

Measures to date have achieved a year-to-date attendance rate of 90%. Further enhancements, including direct intervention by Deputy Principals support the work of teachers and Year Co-ordinators to monitor attendance and explanations for absence while closer intervention strategies are being implemented in the latter half of 2013. It is anticipated that by supporting students with targeted learning and behaviour interventions, guidance to alternative learning options for students with chronic illnesses and those dis-engaged from schooling it is anticipated will collectively contribute to increasing the school's overall rate of attendance beyond 91% and be at or above State by the end of 2013.

Performance of our students

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/>.

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Sector Government
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Performance of our students

Achievement – Closing the Gap

Significant success was achieved in the engagement in, and outcomes of schooling for students identifying as Indigenous. Attendance greatly improved by 8% in 2012 while retention is above for both state and SER. With regards to NAPLAN performance there was an improvement in Reading and previous gains in Writing maintained. Performance in Numeracy was above State performance while Spelling performance was at State average.

Employment of an Indigenous Family Liaison Officer is proving successful in developing family to school relationships where a greater rate of improvement is being realised in 2013. There is available in-class support for targeted students, a whole school approach to the embedding of indigenous perspectives within all classrooms as well as a mentoring program for all students.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	68%	71%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	182	191	191
Number of students awarded a Queensland Certificate Individual Achievement.	0	1	3
Number of students receiving an Overall Position (OP).	43	47	44
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	20	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	164	173	172
Number of students awarded an Australian Qualification Framework Certificate II or above.	140	146	154
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	165	186	185
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.	86%	53%	75%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	86%	96%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	7	8	22	5	1
2011	3	5	17	22	0

Performance of our students

2012	4	12	17	11	0
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As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	90	128	20
2011	99	136	26
2012	91	149	16

As at 2 May 2013. The above values exclude VISA students.

Certificate 1 is offered in the following:

Engineering
Furnishing

Hospitality (Kitchen Operations)

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

Student retention is high 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. This includes:

- Engaging parents/carers with information and learning options
- Support services such as Guidance Officer, VET Co-ordinator to out-source institutions such as TAFE, apprenticeships brokers or re-engagement for employment programs such as Get Set For Work
- Community based agencies such as Youth & Family Services Inc., Career Keys