

Our school at a glance

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Principal's foreword

Introduction

This report contains a snapshot of the performance, priorities and activities at Browns Plains SHS in 2010. It contains reflections on our progress towards set goals and details future priorities and ways we will continually seek to improve the school and student learning outcomes. This report also contains a school profile, curriculum offerings, extra curricula activities, school learning climate information, staff qualifications and information on key student learning outcomes for the 2010 school year. Further clarification or information can be obtained by contacting the school Principal on the contact information stated above.

School progress towards its goals in 2010

A significant school goal for 2010 was to improve the learning outcomes for Year 12 students. The school made significant and commendable improvement towards this goal with 100% of students receiving an OP, VET Certificate and/or QCE qualification. The school also made a dramatic improvement in the percentage of students receiving an OP 1 to 15. This result jumped from 56% in 2009 to 86% in 2010. This result represents one of the strongest results in the South East Region and compares very favourably to other like schools across the state.

School NAPLAN performance was targeted for improvement in 2010. Year 9 Grammar and Punctuation showed pleasing improvement. Also trending positively was Year 9 Reading and Spelling, both which showed mean school improvement. Year 9 writing and numeracy measures did not show the expected improvement.

Our school opinion survey data maintained similar trends in terms of staff and student responses. Pleasingly, student percentage of satisfaction results all showed a slight improvement from the previous year in key questions: "You are getting a good education; This is a good school; Satisfied with your well-being at school".

The staff survey showed improvement in the satisfaction with professional development at the school. Of interest, was the decline in parental satisfaction across some key measures.

The school had a slight increase in attendance rates across the school with a .4 increase in average attendance for all students.

Our school at a glance

Future outlook

The school underwent a comprehensive review at the beginning of 2011 and defined the school goals for 2011. The review was based on: systemic priorities; students' learning outcomes data; school opinion survey results; staff, parent and student input. Below is a summary of this work which outlines the school mission, priority improvement areas and aspirational targets.

Our Mission – “Every student experiences educational success and personal growth daily, through an accessible, engaging and challenging curriculum. We aspire for quality through our Four Pillars of Excellence – Learning, Sport, Arts and Community”.

It was collaboratively agreed that there would be a focus on the 'Big 6' improvement areas in 2011/12. These areas are:

Our Priority Improvement Areas:	
Literacy and Numeracy Outcomes (focus 8, 9 & 10)	Indigenous student outcomes
Student behaviour, attendance, sense of belonging & pride	Teacher professional learning and well- being
Whole school use of data	Curriculum alignment – National Curriculum, Dimensions of Learning, eLearning and assessment quality

Supporting the priority improvement areas are the 2011/12 aspirational targets as stated below.

Literacy & Numeracy (NAPLAN)	Above/equal to State Mean Score on all strands	Year 12	Percentage of students 1 to 15 above 85%
	Higher Rate of Improvement (ROI) on our Mean score on all strands than National Mean ROI		100% of students receive a qualification (OP, VET, QCE, SAT)
	5% increase in percentage of students in Upper 2 bands	School Opinion Survey	At or above State average on all summary mean scores for students, staff and parents
	Close the gap in mean scores to zero between Indigenous and non-Indigenous students	Attendance	Close the gap to zero between Indigenous and non-Indigenous students
Increase whole school student attendance to above 90%			

To deliver this improvement and reform agenda six collaborative teams have been created with the task of delivering in key areas:

- N Team focusing on literacy and numeracy skills of our students (NAPLAN performance)
- B Team focusing on student behaviour, attendance, sense of belonging and pride
- D Team focusing on whole school use of data
- I Team focusing on Indigenous and other target student group outcomes
- P Team focusing on teacher professional learning
- C Team focusing on implementing the National Curriculum and eLearning to enhance learning

The school has a targeted improvement agenda around our 'big 6' priority areas and is striving to collaboratively deliver improvement in these areas.

Our school at a glance

School Profile

Co-educational or single sex: Co-educational

Year levels offered: 8 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1174	615	559	83%

Characteristics of the student body:

Our student population is representative of the broader Browns Plains and Logan West community with most of our students coming to our school from our local catchment area. Our school celebrates the diversity of ethnic backgrounds reflecting the community from which it draws. Our school celebrates Indigenous culture with approximately 5% of our students from Indigenous backgrounds.

The school has a long tradition of supporting families within the school with many generations of the same family attending the school. The school also has close links with neighbouring primary schools and families and schools are often connected across sectors.

We have approximately 60 students who require special needs and receive support via our Special Education Unit and facility. Most of these students are integrated into our general classrooms for parts of the school day and are provided with in-class support.

It is a continuing tradition that students move into the catchment or travel from outside to access specialist sport programs. Our school runs Volleyball and Touch Excellence programs and attracts elite athletes from the community to participate in these programs.

In 2011 the school is introducing an Academic Excellence program designed to cater for the growing number of academically gifted students within our school and community who wish to enrol at Browns Plains High.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	21	96%	89%	8%	4%
Year 11 – Year 12	17	98%	97%	1%	2%
All Classes	20	97%	92%	5%	3%

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	292
Long Suspensions - 6 to 20 days	60
Exclusions	6
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

In Years 8 and 9 our school:

Provides a focus on the basics – Literacy and Numeracy with all students participating in additional literacy and numeracy teaching time each week.

Offers a range of traditional subjects such as science, social science, health and physical education, home economics, industrial design, arts (dance, music, visual art, drama), Indonesian

Allows greater scope for specialisation in Year 9 through broader elective options

Encourages students to select a specialisation through our Academic and Sport Specialisation program.

Offers interschool and recreational sport for all students

In Years 10, 11 & 12 our school:

Encourages students to: consider a tertiary or vocational (work) pathway; match subjects to personal interest, ability and the requirements for tertiary or vocational pathways

Presents Year 10 as a year for preparation and sampling of senior subjects and requires student and parent participation and completion of the Senior Education and Training Plan

Channels students down a particular learning and earning pathway to guarantee a qualification (100% of students graduated in 2010 with a qualification) and to provide Year 12 as a pathway for further earning or learning.

Offers a range of Authority (OP) subjects, Authority Registered subjects and Certificates in Vocational Education and Training (VET) subjects. This range of subjects reflects: economic demands of Queensland's economy; student choice and need; university and TAFE prerequisite requirements.

Allows students to continue with their academic and sport excellence programs through to the completion of Year 12

Extra curricula activities:

School musical

Study Station Homework Club

HAKS – Higher Achiever Program

Our school at a glance

Leadership camps
Instrumental Music Program
Interschool
District and Regional Sport
Sport Excellence Programs
Debating
Tournament of the Minds
Spirit Of Enterprise – leadership recognition program
Indonesian Languages Cultural days
Indigenous cultural events
Hospitality catering events
Bring It On (Hip Hop Dance Competition)
Student Council

How Information and Communication Technologies are used to assist learning:

In 2010 planning begun for our school to make the significant step to be one of only a handful of schools to implement a 1 to 1 laptop program which moves computers out of labs and into the hands of our students. The aims of the program are:

By 2012, every student from Year 9 to Year 12 has the opportunity for a 'state of the art' high powered laptop to use 24 hours, 365 days per year.

To enable our students to learn "anytime and anywhere" – in classrooms, playgrounds, at home, in the car, on holidays.

To provide the complete learning package – powerful device, the latest software, on-site technical support, next day repairs, insurance, extensive at school wireless connection, durable business quality machine

This program is beginning to transform how students are learning at our school. Innovative schools around the world are providing students with the tools to be learners ready for the challenges of the 21st Century. Learning needs to become more individualised, flexible, relevant, engaging and connected to the digital world in which our students live. BP High is striving to provide our students with the digital tools required and to prepare them for life and work in a digital world.

The school is also working hard with the teachers to continuously upgrade and improve their knowledge and skills in the use of digital tools and programs to enhance learning. We are aiming to provide a virtual classroom for every subject so that our students can access 24/7 class notes, revision sheets, homework, learning resources and lesson and unit outlines. Learning will literally become anytime/anywhere.

Social climate

A focus of the present improvement agenda is to improve student behaviour and self responsibility while growing a sense of school belonging and pride. Last year saw a slight decline in student and parent satisfaction rates concerning questions regarding: 'behaviour and discipline'; whether students are 'safe at school', 'treated fairly' and 'happy to go to this school'. As a response to this, the school is instigating a range of measures including:

Reviewing and improving the Responsible Thinking Classroom (RTC) to enable teachers to refer disruptive students to the RTC room

Our school at a glance

Appointing a full time Positive Behaviour Teacher to work directly with the small number of students who need specialist behavioural support and monitoring

Developing a whole school positive behaviour program entitled "Respect and Responsibility" that will provide a framework of expectations for students and for the explicit teaching of these behaviours.

Engaging the whole staff on professional learning concerning the 'Essential Skills of Behaviour Management'

Developing consistent classroom expectations for all students, in all classes, in all subjects

The school will continue to take a strong stance against bullying, continue to run proactive programs concerning bullying and to react with purpose when incidents of bullying are referred.

The school is also implementing supportive and proactive positive behaviour programs such as 'Rock and Water' to further support students and explicitly teach appropriate behaviours.

Parent, student and teacher satisfaction with the school

The parent survey response data below was derived from the response of only 12 parents as the representative sample of parents/carers of 1174 students. The school has made it a priority to improve the survey completion rate amongst our parents and to provide a more valid representative sample. This small sample indicated a relatively low satisfaction rate amongst parents and carers.

Our school opinion survey data maintained similar trends in terms of staff and student responses. Pleasingly, the students' satisfaction rates all showed a slight improvement from the previous year in key questions: "You are getting a good education; This is a good school; Satisfied with your well-being at school".

The staff survey showed improvement in the satisfaction with professional development at the school and staff morale is still strong with 80% of staff satisfied with the morale in this school.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	33%
Percentage of students satisfied that they are getting a good education at school	63%
Percentage of parents/caregivers satisfied with their child's school	50%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	71%
Percentage of staff members satisfied with morale in the school	80%

Involving parents in their child's education.

At Browns Plains High we see the education of the student as a three way partnership between the school, student and parent/carer. The school actively supports and invites parents to be part of our learning community by:

Effective Student reporting processes - Formal & informal Parent/Teacher Interviews, Semester Report Cards.

Open door policy – parents are always welcome

Our school at a glance

Open communication between teachers and parents

Instigation of the 'Parent Postcard' program where teachers send a school postcard to parents informing them of positive student behaviour

Parent Information Sessions

Parent participation in Special Events – Hospitality, Awards Ceremonies

Communication through a fortnightly school electronic newsletter

Student progress formally reported four times a year, in parent-teacher interviews in terms one and three, and in written reports in terms two and four. Parents are then able to arrange interview with their child's teacher at all other times to discuss academic progress, social issues or other aspects of their child's education.

Parents with knowledge and skills that support the curriculum are invited to participate as guest speakers or experts in their field e.g. authors, musicians and scientists.

Inviting parents to Induction, Graduation and Awards Ceremonies

Training programs offered by the school, such as Support-a-Reader

Year 10 parents and students are invited to attend a twenty minute Senior Education and Training Plan (SETP) meeting to discuss their future plans and educational requirements.

Parents are invited to volunteer at our homework club: 'Study Station'

Additional avenues are available to encourage the involvement of Indigenous families: Indigenous Education Workers who assist students and engage in family-liaison activities; involvement of community health professionals to assist families; Indigenous Performance Groups; NAIDOC/Cultural Celebrations

Send home once a term double page, colourfully designed magazine: 'BP HIGHLIGHTS'

Through the P&C committee and P&C functions, parents are involved in:

Strategic school planning

Tuckshop

Uniform Shop

Sports Days

Reducing the school's environmental footprint

Reducing the school's environmental footprint is an important priority for the school. Some pleasing gains were made in reducing electricity consumption. Electricity consumption is the most significant component of the school's environmental footprint and our kWh consumption from 2009 to 2010 reduced significantly even though the total cost showed a slight increase reflecting the increased electricity costs.

Our water consumption increased slightly, showing a significant cost increase due to price rather than consumption variations. The 7% increase in overall utility costs was a reasonable outcome and reflects price increases more than of increased school consumption of resources, which decline overall.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	WaterKL	GasMJ
2010	\$131,051	\$72,497	\$27,580	\$16,430	\$14,544	\$0	\$0	382,240	4,508	0
2009	\$122,020	\$70,102	\$0	\$0	\$7,091	\$0	\$44,827	423,968	4,395	0

Our school at a glance

% change 2009 - 2010	7%	3%	N/A	N/A	105%	N/A	-100%	-10%	3%	N/A
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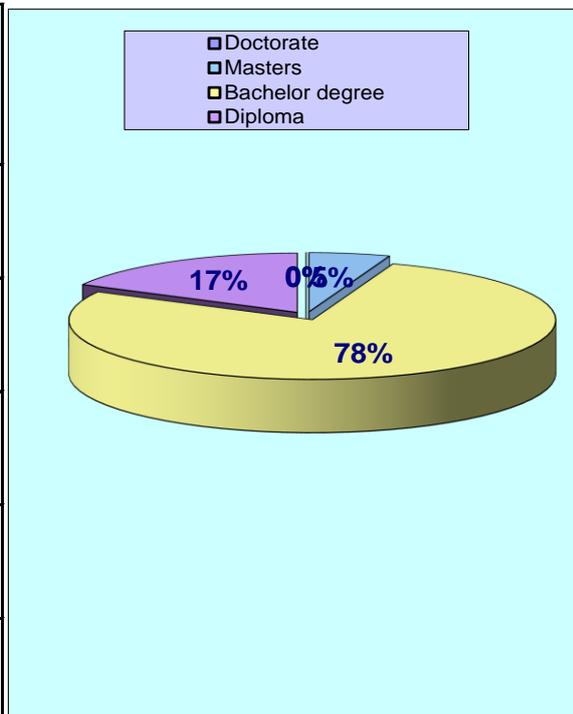
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	98	38	<5
Full-time equivalents	93	28	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	72
Diploma	16
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$ 65059.68

The school undertook the following major professional development initiatives in 2010:

- 40 staff completed two day workshop on Dimensions of Learning (pedagogical framework)

- Collaborative planning release for Australian Curriculum implementation

- Staff attended QSA/DETA workshops on National Curriculum

- QSA Authority subject workshops

- ATQF compliance programs

- OP maximisation programs (tracking and data analysis)

- In-service sessions (in house and external) on Information and Communication Technologies (ICT)

- Work Place Health and Safety

- Sporting Certification

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 92% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 85%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							88%	85%	81%	85%	86%

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 at the beginning of each day. All absent children from school must bring a note of explanation on their return unless a parent telephoned. The school then files the notes from parents and dates them. If a child is absent from school for three days continuously the teacher informs the school administration and parental contact is made.

Teachers continually request notes from parents to authorise student absences. If notes are not forthcoming, the school sends a letter to parents requesting absences be authorised.

If the member of the administration believes the child is not attending school a notice is issued outlining the parent's obligations under the Compulsory Schooling Requirement of the Education Act. A member of the school administration would seek to meet with the parent to discuss attendance concerns. If attendance does not improve then improve then a warning notice would be issued with referral to the relevant authorities.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

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

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

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

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

Performance of our students

Achievement – Closing the Gap

Our school is working hard to close the gap in Indigenous outcomes across a range of measures.

Our Indigenous student attendance rate was just slightly below (2.6%) that of our non-Indigenous student attendance rates. The school is working hard to close the Indigenous and non-Indigenous attendance gap.

There was a 24% difference in apparent retention rates between Indigenous and non-Indigenous students. Some of our Indigenous students have left school and are seeking learning and earning options at other education and work sites. The school will continue to work with our Indigenous families to raise expectations and encourage more students to stay at school and complete Year 12.

In terms of NAPLAN performance we were able to further close the gap in the domains of Spelling and Writing to 27 and 18 means points respectively.

The school will need to continue to seek improvement in the other domains of Reading, Grammar and Punctuation and Numeracy. Gaps of 33, 61 and 45 still exist in mean scores comparing Indigenous and non-Indigenous outcomes.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	182
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	43
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	164
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	140
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	166
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	86%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%

Performance of our 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
7	8	22	5	1

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
90	128	20

The Certificate I courses mainly consisted of Hospitality Practices, Information and Communications Technology and Manufacturing.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 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

Our school has a comprehensive and diverse curriculum program that is aimed at catering for the diverse interests and aspirations of our student population. Our school works hard to encourage all students to complete school to Year 12. A small percentage of our students display behaviours that indicate disengagement within our school but receive who diverse curriculum offerings. When these students are identified we:

- Engage with parents/carers and work together to re-engage students
- Access the support and expertise of our support services such as the Senior Schooling HOD, school guidance officers, Chaplain and Youth Support Officer
- Work proactively to re-engage students by offering special curriculum provisions and programs
- Access community based learning and earning organisations in an attempt to cater for the needs of the student

Most of our early leavers re engage in work and/or learning at other community organisations.