

Browns Plains State High School

Queensland State School Reporting

2014 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 2014. 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 2014

The school maintained performance improvement within system targets. 100% of students received a QCE, VET or SAT qualification. 73% of OP eligible students attained an OP 1-15.

Literacy and Numeracy priorities continue. Targeted intervention and extension is a feature of the school through Literacy Across The School as 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 the school being a "good school" (96.3%), in "I feel that students receive a good education at this school" (100%) and "Students are encouraged to do their best at this school" (99.2%) 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 improve at system targets with an increase for 2014 to 91%. The school provides a caring and well-disciplined environment.

Future outlook

The school has developed and honed a focus on 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

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1129	559	570	91%
2013	1087	539	548	91%
2014	1025	504	521	94%

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

Characteristics of the student body:

MySchool calculates an ICSEA Index of 960. 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 2015 is 1140 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 that exists 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.

Extensive refurbishment took place in the Junior Secondary Block in preparation for year 7 entry to secondary schooling in 2015. A comprehensive preparation program was enacted to ensure smooth transition for Year 7 students.

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 relatively small, with currently 54 students requiring formalised adjustments to learning programs.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	23
Year 11 – Year 12	18	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	202	163	262

Long Suspensions - 6 to 20 days	27	15	12
Exclusions [#]	16	12	6
Cancellations of Enrolment	0	0	10

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

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The school 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 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.

Progress was made during 2014 with 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

Leadership camps
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 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.

Social Climate

The school continues to experience 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, 2014).

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 the embedding of a Behaviour Support Room and provisioning for a full time Positive Behaviour Teacher Aide, 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. 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	89%	90%
this is a good school (S2035)	94%	83%	90%
their child likes being at this school* (S2001)	86%	94%	89%
their child feels safe at this school* (S2002)	86%	100%	89%
their child's learning needs are being met at this school* (S2003)	81%	83%	89%
their child is making good progress at this school* (S2004)	89%	89%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	83%	86%
teachers at this school motivate their child to learn* (S2007)	86%	83%	84%
teachers at this school treat students fairly* (S2008)	84%	82%	83%
they can talk to their child's teachers about their concerns* (S2009)	89%	94%	90%
this school works with them to support their child's learning* (S2010)	94%	83%	87%
this school takes parents' opinions seriously* (S2011)	94%	82%	79%
student behaviour is well managed at this school* (S2012)	88%	65%	76%
this school looks for ways to improve* (S2013)	87%	82%	86%
this school is well maintained* (S2014)	94%	94%	83%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	84%	97%	89%
they like being at their school* (S2036)	84%	96%	82%
they feel safe at their school* (S2037)	79%	95%	87%
their teachers motivate them to learn* (S2038)	83%	98%	78%
their teachers expect them to do their best* (S2039)	91%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	82%	97%	81%
teachers treat students fairly at their school* (S2041)	67%	83%	69%
they can talk to their teachers about their concerns* (S2042)	62%	83%	70%
their school takes students' opinions seriously* (S2043)	67%	88%	59%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
student behaviour is well managed at their school* (S2044)	72%	76%	69%
their school looks for ways to improve* (S2045)	87%	94%	85%
their school is well maintained* (S2046)	67%	89%	74%
their school gives them opportunities to do interesting things* (S2047)	85%	94%	89%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	95%
they feel that their school is a safe place in which to work (S2070)		93%	96%
they receive useful feedback about their work at their school (S2071)		83%	85%
students are encouraged to do their best at their school (S2072)		93%	100%
students are treated fairly at their school (S2073)		96%	96%
student behaviour is well managed at their school (S2074)		77%	98%
staff are well supported at their school (S2075)		87%	89%
their school takes staff opinions seriously (S2076)		88%	86%
their school looks for ways to improve (S2077)		98%	99%
their school is well maintained (S2078)		72%	71%
their school gives them opportunities to do interesting things (S2079)		84%	82%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

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, 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

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	339,488	2,192
2012-2013	394,953	2,390
2013-2014	396,882	0

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

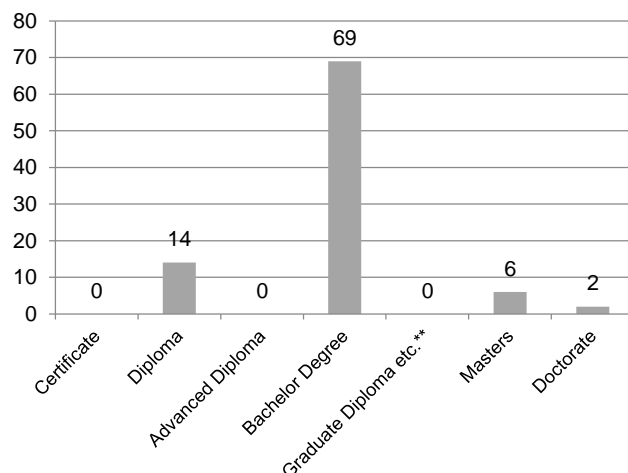
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	86	39	<5
Full-time equivalents	79	30	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	14
Advanced Diploma	0
Bachelor Degree	69
Graduate Diploma etc.**	0
Masters	6
Doctorate	2
Total	91



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$20 835.

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.

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 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 91% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	90%	91%

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

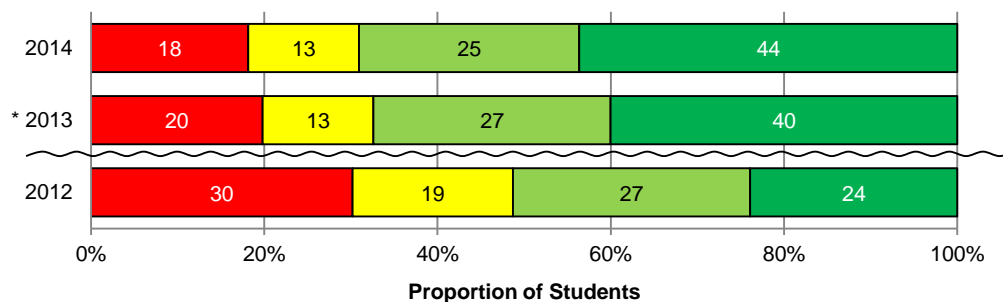
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								89%	86%	85%	87%	89%
2013								94%	89%	88%	89%	90%
2014								92%	91%	88%	92%	93%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

Measures to date have achieved a year-to-date attendance rate of 91%.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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Sector Government
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Significant success was achieved in the engagement in, and outcomes of schooling for students identifying as Indigenous.

Employment of an Indigenous Family Liaison Officer is proving successful in developing family to school relationships. 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	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	78%	75%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	191	183	180
Number of students awarded a Queensland Certificate of Individual Achievement.	3	2	3
Number of students receiving an Overall Position (OP)	44	43	37
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	3	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	172	168	150
Number of students awarded an Australian Qualification Framework Certificate II or above.	154	161	141

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	185	178	176
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.	75%	81%	73%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	100%	96%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	4	12	17	11	0
2013	9	11	15	8	0
2014	5	10	12	10	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	91	149	16
2013	80	157	57
2014	65	132	45

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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.