

Browns Plains State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Browns Plains State High School was established in the 1980s and has been providing quality secondary education for 35 years to students in this area of Logan city. It has an enrolment of 1100 students and is currently a Band 11 school. The school prides itself on its ability to deliver a curriculum which is differentiated for the individual. The school boasts proud academic outcomes both in the Senior and Junior school, with pleasing results in Tertiary and TAFE entry, and literacy and numeracy testing in Years 7 and 9. The school has established sound partnerships with Tertiary and TAFE providers e.g. Griffith University and has a pleasing percentage of students receiving OP 1 - 15. The school has also established excellent links with business and industry over the years, the school offers excellence programs in Junior Secondary and in Mathematics, and excels in sport and in the arts (both music and visual art.) The school has an excellent record in District, Regional and State sport with many students achieving state and national representation.

Principal's Forward

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 2016.

School Progress towards its goals in 2016

The school maintained performance improvement within system targets.

Successful implementation of the school's Model of Practice and Investing for Success strategies resulted in

- ✓ 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 (QCIA)
- ✓ 96% of our graduating OP eligible students attained a score between 1-20 with 97% of students attaining a preferred offer from a university or TAFE institution
- ✓ 95% of our Year 7 students were above the national minimum standard in Numeracy
- ✓ 92% of our Year 7 students were above the national minimum standard in Reading
- ✓ 89% of our Year 9 students were above the national minimum standard in Numeracy
- ✓ 91% 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's whole school Reading Framework strategy. This strategy was implemented during 2016 to support improvement in upper 2 band NAPLAN performance and also raise performance across the whole school.

Student attendance has continued to meet system targets and for 2016 is 92%. The percentage of students in the attendance distribution band of 95% to 100% increased to 51%.

Future Outlook

The school is continuing to implement a coherent model of practice. A key feature of the progress of these strategies is the whole school Reading Framework, the whole school Thinking Mathematically model and the explicit Translation of Standards strategy. Preparation for the introduction of the SATE system in 2019 is well underway with a dedicated team working with regional office and cluster school colleagues to plan and enact required enhancements.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1025	504	521	45	94%
2015*	1116	572	544	49	90%
2016	1072	552	520	51	92%

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

*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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

MySchool calculates an ICSEA 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 2017 is 1070 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 the Special Education Program is growing, with 80 students currently requiring formalised adjustments to learning programs.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	22
Year 11 – Year 12	18	19	19

*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.

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. A wide range of Queensland Studies Authority (OP) and Non-Authority courses are offered to senior students. Dimensions of Learning is the pedagogy model enacted in every classroom in order to challenge and extend students. An explicit learning goal is defined at the commencement of each lesson and progress towards that goal is reviewed at lesson's end. The introduction of the reading framework model during 2016 for full implementation across the school in 2017 offers a consistent approach to the teaching of reading.

Co-curricular Activities

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

- Leadership camps
- Year 7 camp
- Instrumental Music
- Debating
- Tournament of Minds
- Spirit of Enterprise – leadership recognition
- Sports coaching
- Hospitality (Industry standard)
- BP Idol Talent Quest
- Student Representative Council

How Information and Communication Technologies are used to Assist Learning

The BYOD program was reviewed and re-launched during 2015, and continued throughout 2016. 1:1. Equity of access and inclusive practice are a priority for ICT usage. Many faculties utilize online learning access opportunities for students to increase their access to curriculum and assessment. The online program Maths Online is available for students to access at school and at home.

Social Climate

Overview

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.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	94%	87%
this is a good school (S2035)	90%	81%	85%
their child likes being at this school* (S2001)	89%	89%	89%
their child feels safe at this school* (S2002)	89%	91%	93%
their child's learning needs are being met at this school* (S2003)	89%	87%	84%
their child is making good progress at this school* (S2004)	86%	94%	86%
teachers at this school expect their child to do his or her best* (S2005)	91%	97%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	94%	90%
teachers at this school motivate their child to learn* (S2007)	84%	92%	81%
teachers at this school treat students fairly* (S2008)	83%	86%	76%
they can talk to their child's teachers about their concerns* (S2009)	90%	97%	92%
this school works with them to support their child's learning* (S2010)	87%	94%	80%
this school takes parents' opinions seriously* (S2011)	79%	75%	67%
student behaviour is well managed at this school* (S2012)	76%	87%	88%
this school looks for ways to improve* (S2013)	86%	89%	82%
this school is well maintained* (S2014)	83%	83%	86%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	95%	91%
they like being at their school* (S2036)	82%	81%	84%
they feel safe at their school* (S2037)	87%	86%	85%
their teachers motivate them to learn* (S2038)	78%	90%	86%
their teachers expect them to do their best* (S2039)	94%	98%	93%
their teachers provide them with useful feedback about their school work* (S2040)	81%	86%	84%
teachers treat students fairly at their school* (S2041)	69%	73%	75%
they can talk to their teachers about their concerns* (S2042)	70%	67%	68%
their school takes students' opinions seriously* (S2043)	59%	60%	61%
student behaviour is well managed at their school* (S2044)	69%	66%	70%
their school looks for ways to improve* (S2045)	85%	83%	85%
their school is well maintained* (S2046)	74%	76%	81%
their school gives them opportunities to do interesting things* (S2047)	89%	81%	74%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	87%	86%
they feel that their school is a safe place in which to work (S2070)	96%	92%	91%
they receive useful feedback about their work at their school (S2071)	85%	75%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	78%	78%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	96%	80%	85%
student behaviour is well managed at their school (S2074)	98%	92%	94%
staff are well supported at their school (S2075)	89%	73%	72%
their school takes staff opinions seriously (S2076)	86%	69%	69%
their school looks for ways to improve (S2077)	99%	95%	90%
their school is well maintained (S2078)	71%	77%	83%
their school gives them opportunities to do interesting things (S2079)	82%	81%	72%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 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 fundraiser and contributor of supplemental funding to the school.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	262	293	274
Long Suspensions – 6 to 20 days	12	14	12
Exclusions	6	11	17
Cancellations of Enrolment	10	23	11

* 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.

Environmental Footprint

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		
Years	Electricity kWh	Water kL
2013-2014	396,882	0
2014-2015	404,778	
2015-2016	404,493	18

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	90	42	<5
Full-time Equivalents	83	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	6
Graduate Diploma etc.**	0
Bachelor degree	72
Diploma	10
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$9651.02

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	86%

*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

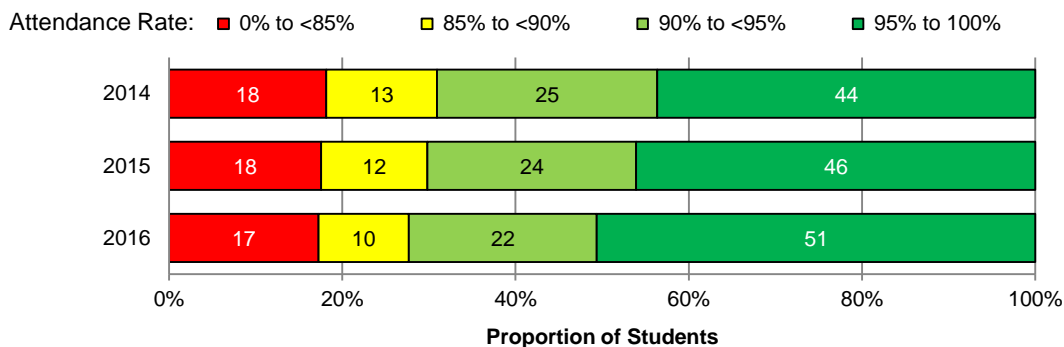
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	91%	88%	92%	93%
2015								93%	92%	89%	89%	91%	93%
2016								93%	92%	91%	90%	92%	94%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

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 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.

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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 92%.

Roll marking is undertaken by electronic means at the commencement of the school day. 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.

NAPLAN

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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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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	180	160	159
Number of students awarded a Queensland Certificate of Individual Achievement.	3	5	5
Number of students receiving an Overall Position (OP)	37	47	52
Percentage of Indigenous students receiving an Overall Position (OP)	0%	17%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	17	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	150	121	98
Number of students awarded an Australian Qualification Framework Certificate II or above.	141	116	92
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	176	155	154
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	73%	68%	56%
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%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	99%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	5	10	12	10	0
2015	7	9	16	14	1
2016	3	11	15	21	2

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	65	132	46
2015	16	99	50
2016	23	64	48

As at 3rd February 2017. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	70%	73%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	86%	67%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early leavers information

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

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.