Browns Plains State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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From the Principal

School overview

Browns Plains State High Schools was established in 1985. Our school offers a co-educational environment, located 24 kilometres south of Brisbane, catering for students in year 7-12. Our school has an Enrolment Management Plan (EMP) in place, servicing the suburbs of Browns Plains, Forestdale, Hillcrest, Heritage Park and Regents Park. In addition to our EMP, students are able to apply for out of catchment enrolment in particular for our Academic Excellence Program.

Browns Plains State High School aims to empower all students, living up to our motto with 'Diligence and Integrity'. We offer a dynamic and caring learning environment that focuses on engaging students by connecting their learning to the real world. Our programs are delivered by a highly committed and talented team of teachers and support personnel who work collaboratively with students, parents and the broader community. We work with students to succeed in the four pillars of excellence: learning, sports, arts and the community.

There is something to suit every student with our wide range of curriculum offerings, academic pathways, high level certificate courses, school based apprenticeships and traineeships and our Learning Centre program. We also have an Academic Excellence program designed for students in Year 7-10 who excel in the core subjects of English, Mathematics, Science and Humanities. We offer a foundation for life beyond high school for our students and our goal is to inspire all students to reach their full potential, so they will develop into 21st Century learners and community orientated young people willing to invest in their passions and drive them to succeed in their preferred careers.

Introduction

Dear Sir/Madam

It is my pleasure to present the 2018 Annual Report. This report incorporates a snapshot of data relating to a broad range of endeavours and provides testimony to continuous improvements in performance of our school and student learning outcomes.

I would like to commend the staff of Browns Plains SHS for their dedication and engagement with the school's focussed improvement agenda for the benefit of our students.

To find out more about Browns Plains SHS, I recommend you peruse our website and speak with the family of either a currently enrolled student or local community member. Alternatively, I welcome your attendance at any of the broad range of events and celebrations that occur on a very regular basis throughout the school year.

Warm Regards

Blair Hanna
Principal

School progress towards its goals in 2018

We are focussed on learning and development:

Strategic Direction	Strategies	Progress
Develop explicit plans to focus on achieving the school's performance benchmarks to further improve student outcomes	Continue implementation of school's Reading and Writing Framework to ensure reading comprehension and targeted writing strategies are integrated into all subject areas	Significant Progress
	Develop and implement strategies that improve performance on the Core Skills and Cognitive Skills (Translating Standards)	Significant Progress
Develop a cycle for curriculum renewal that ensures our programs are of high quality and address all relevant syllabus requirements	Complete the review and revision of curriculum planning in Year 7 to 10 and monitor for full implementation	Complete
	Review subject offerings and introduce relevant Cert 3, Cert 4 and Diploma VET programs	Complete
	Refine the SATE implementation plan	Complete
	Develop and implement an internal quality assurance process to ensure core pedagogies are implemented appropriately in unit planning	Complete
	Further develop teachers as curriculum leaders in the implementation of the Academic Policy	Significant Progress
Develop a targeted approach to challenging our most capable students to achieve personal excellence	Develop and implement plans to further stretch capable students to perform at Upper two NAPLAN bands	Some Progress
	Develop a targeted program to support Senior School high achieving students to achieve OP 1 – 5	Significant Progress

We are building a positive and professional learning culture:

Strategic Direction	Strategies	Progress
Develop the Professional Development Plan to respond to the strategic priorities for 2018-21 and support staff to develop their capacity as identified in their APR	We are building a positive and professional learning culture: Develop and annually renew our professional development implementation plan to align with strategic priorities as identified including: - Reading and Writing Framework Training - Translating Standards Training - Ongoing training in core pedagogies - Student engagement and classroom management strategies - Teacher interest and needs	Significant Process
	Develop and implement the Annual Performance Review (APR) that systematically engages staff in the core pedagogies with the aim of improving their individual practice and professional reflection	Complete
Develop a comprehensive student learning and wellbeing framework that is based on the principles of Positive Education and the approach to student goal setting and achievement for all students	Research best practice models of Positive Education with the view to implement appropriate components as part of the school curriculum and the school fabric	Significant Progress
	Develop and implement a whole school differentiation/inclusion policy	Significant Progress
Continue to raise standards of student conduct and dress	Continue to review behaviour data and processes and implement strategies to support staff in managing student behaviour and our high expectations	Significant Progress

We are developing a stronger community through partnerships:

Strategic Direction	Strategies	Progress
Develop a community engagement strategy to broaden community partnerships with the school	Establish deliberate partnerships with education and training providers, business and industry to enhance successful transitions and outcomes for students	Significant Progress
	Develop a comprehensive marketing plan to promote the school	Some Progress

Future outlook

The 2019 Strategic Priorities and Explicit Improvement Agendas include:

- Continue the implementation of BPSHS Reading and Writing Framework with precision to specifically target improvements in:
    - Reading comprehension skills of inferencing and justifying opinions using evidence from texts
    - Sustained writing to support development of sentence structure/paragraphing and punctuation skills
- Commence implementation of the *Gradual Release of Responsibility* and associated *Signature Practices* as school's new pedagogical framework

- Action the targeted plans to successfully transition to the introduction of the new Queensland Certificate of Education (QCE)
- Continue to build the collective capability of staff through a sustained professional learning culture, underpinned by a philosophy of 'learning with and from each other'
- Introduction of and implementation of the Attitude to Learning Framework to support students demonstrating respect for themselves and all others while embracing the challenges of learning
- Introduction of and implementation of the Follow Your Passion Program to enable students to connect with teachers in real-world learning experiences based on a shared passion
- Review the Academic Excellence Program to investigate innovative and best practice models
- Implementation of a Literacy block across the Junior School English curriculum
- Implementation of the QuickSmart Literacy Program as a support for Junior School students in addition to our STLaN Program

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1072	1041	988
Girls	552	518	497
Boys	520	523	491
Indigenous	51	51	50
Enrolment continuity (Feb. – Nov.)	92%	88%	91%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

MySchool calculates an ICSEA of 964. 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. 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.

The school services the immediate Browns Plains community and five partner primary schools that work in partnership with BPSHS.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	22
Year 11 – Year 12	19	20	19

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 *Reading Framework* was first implemented in 2016 and extended upon in 2017 to support improvement in upper 2 band NAPLAN performance and also raise literacy standards across the whole school. In 2018, the framework was extended to include writing and is now known as the *Reading and Writing Framework*. With the implementation of the new QCE system in 2019 the school has reviewed the current pedagogical framework and decided to update our approach to implement the Gradual Release of Responsibility, in order to best support every student to succeed.

Co-curricular activities

The school has a broad range of co-curricular activities to support and enhance student learning. Opportunities include:
- Study Station
- Leadership Activity Days
- Year 7 camp
- Instrumental Music
- Debating
- Interschool Sports
- Coaching opportunities
- Hospitality (Industry standard)
- School Musical
- Talent Quest
- Student Representative Council
- Breakfast Club

How information and communication technologies are used to assist learning

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. In 2018, the school introduced a Junior and Senior Dean to create, maintain and develop pride and belonging of students in their school.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	82%	90%
• this is a good school (S2035)	85%	73%	87%
• their child likes being at this school* (S2001)	89%	74%	90%
• their child feels safe at this school* (S2002)	93%	80%	89%
• their child's learning needs are being met at this school* (S2003)	84%	73%	88%
• their child is making good progress at this school* (S2004)	86%	80%	90%
• teachers at this school expect their child to do his or her best* (S2005)	94%	90%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	82%	90%
• teachers at this school motivate their child to learn* (S2007)	81%	84%	86%
• teachers at this school treat students fairly* (S2008)	76%	71%	86%
• they can talk to their child's teachers about their concerns* (S2009)	92%	81%	93%
• this school works with them to support their child's learning* (S2010)	80%	79%	90%
• this school takes parents' opinions seriously* (S2011)	67%	70%	85%
• student behaviour is well managed at this school* (S2012)	88%	77%	82%
• this school looks for ways to improve* (S2013)	82%	77%	89%
• this school is well maintained* (S2014)	86%	78%	94%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	87%	88%
• they like being at their school* (S2036)	84%	81%	68%
• they feel safe at their school* (S2037)	85%	86%	83%
• their teachers motivate them to learn* (S2038)	86%	88%	76%
• their teachers expect them to do their best* (S2039)	93%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	86%	87%
• teachers treat students fairly at their school* (S2041)	75%	67%	63%
• they can talk to their teachers about their concerns* (S2042)	68%	60%	59%
• their school takes students' opinions seriously* (S2043)	61%	57%	55%
• student behaviour is well managed at their school* (S2044)	70%	56%	54%
• their school looks for ways to improve* (S2045)	85%	84%	76%
• their school is well maintained* (S2046)	81%	80%	73%
• their school gives them opportunities to do interesting things* (S2047)	74%	81%	68%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	86%	66%	89%
• they feel that their school is a safe place in which to work (S2070)	91%	81%	93%
• they receive useful feedback about their work at their school (S2071)	80%	57%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	79%	82%
• students are encouraged to do their best at their school (S2072)	95%	89%	94%
• students are treated fairly at their school (S2073)	85%	69%	88%
• student behaviour is well managed at their school (S2074)	94%	82%	78%
• staff are well supported at their school (S2075)	72%	46%	74%
• their school takes staff opinions seriously (S2076)	69%	40%	64%
• their school looks for ways to improve (S2077)	90%	82%	87%
• their school is well maintained (S2078)	83%	85%	73%
• their school gives them opportunities to do interesting things (S2079)	72%	55%	73%

* 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 other encouraging parental involvement in their child's schooling include
- 'Parent Positive Postcards'
- Parent Information sessions
- Parent teacher interviews – twice annually
- Special events e.g. Aspire to Excel and Awards Ceremonies
- Hospitality functions where students demonstrate their skills
- Senior Education & Training Plans for Year 10
- Extensive career education program
- P&C – an active and committed group with strong civic leadership support. The P&C administers successful business units of Café and Uniform Shop and is a significant fundraiser and contributor of supplemental funding to the school.

Respectful relationships education programs

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	274	239	246
Long suspensions – 11 to 20 days	12	9	9
Exclusions	17	7	8
Cancellations of enrolment	11	9	12

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	404,493	402,532	361,635
Water (kL)	18		

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	88	45	5
Full-time equivalents	84	33	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	5
Graduate Diploma etc.*	0
Bachelor degree	70
Diploma	7
Certificate	0

*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 2018 were $40,000

The major professional development initiatives are as follows:

- QCAA SATE Implementation
- Reading and Writing Framework Training
- Translating Standards Training
- Ongoing training in core pedagogies
- Student engagement and classroom management strategies

Differentiation and Peer Coaching 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	92%
Attendance rate for Indigenous** students at this school	86%	86%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

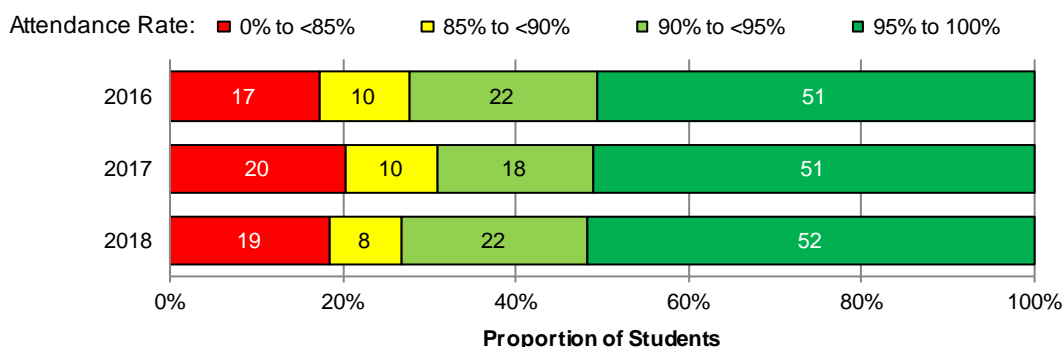Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	93%	92%	94%
Year 8	92%	91%	91%
Year 9	91%	90%	90%
Year 10	90%	88%	91%
Year 11	92%	92%	91%
Year 12	94%	93%	93%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	17	10	22	51
2017	20	10	18	51
2018	19	8	22	52

Proportion of Students

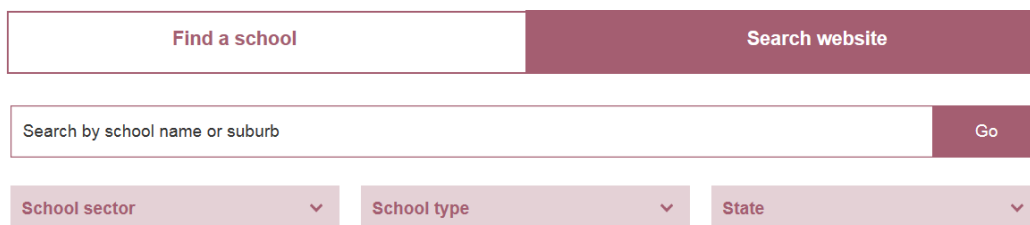### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	159	162	155
Number of students awarded a QCIA	5	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	154	158	155
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	52	70	56
Percentage of Indigenous students who received an OP	25%	38%	29%
Number of students awarded one or more VET qualifications (including SAT)	98	68	76
Number of students awarded a VET Certificate II or above	92	62	75
Number of students who were completing/continuing a SAT	15	9	7

Description	2016	2017	2018
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	56%	73%	86%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	97%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	3	9	3
6-10	11	17	21
11-15	15	25	24
16-20	21	17	8
21-25	2	2	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	23	7	37
Certificate II	64	13	49
Certificate III or above	48	53	47

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Browns Plains State High School links with outside training providers to offer opportunities for students to undertake a certificate course in a range of interest areas while completing their senior studies. These courses include Certificate I Construction, Certificate II Engineering, Certificate II and III Hospitality, Certificate II Sport and Recreation, Certificate III Fitness and Diploma of Business.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	73%	77%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	67%	113%	89%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Browns Plains works closely with all students to maximise their educational outcomes. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with students who leave school early or at risk of leaving school early and their parents to make successful transitions to other education pursuits or employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.brownsplainsshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx