Bribie Island State High School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Bribie Island State High School, an Independent Public School, is focused on supporting all students to achieve to their full potential. The school has a well-developed curriculum aligned to the national curriculum (ACARA) and responsive to the skills, abilities and attributes required for employment in our rapidly changing world. These 21st century skills: critical and creative thinking; communication; collaboration and teamwork; personal and social skills; and ICT skills are embedded across all learning areas.

"Achieving our Future" is more than a motto. Whether our students are university bound, or vocationally oriented, we are determined for all students to exit with qualifications necessary to move forward to the next phase of their lives and ongoing learning journey.

Bribie Island State High School has a proud history in providing students with a range of extra-curricular opportunities in academic, sporting, cultural and social areas. Students can apply to our academy programs for Year 7 and 8.

The 'Bribie Way' is the foundation of our Positive Behaviour for Learning program. Our values of Respect, Responsibility, Unity and Discovery are explicitly taught and modelled to our students. Our 'Back to Basics' program for Year 7 to 10 reinforces our value for learning and provides consistency of routine for students.

The teaching of literacy and numeracy is a focal point within our school and these fundamental skills are taught through all curriculum learning areas. These skills support our learning focus and empower our students to achieve to their potential, regardless of the subjects they choose to study. Our school also offers an expansive after school tutoring program, facilitated by our dedicated teachers.

We are committed to our students and our community. At Bribie Island State High School, we strive to be the best that we can be.

Principal's Foreword

Introduction

Bribie Island State High School is located on an island with a population of 16 000, situated 100 kilometres north of Queensland's capital city. The school opened its doors to its first student intake in January 1989 with 300 students. We now have a school population of more than 1200 students and 140 employees. Our Statement of Purpose ensures we are a progressive and socially responsible school, maximising student learning outcomes and preparing young people to become active citizens in a global society. We enact this statement through a strong focus on "The Bribie Way" including our core values:

* Respect

* Responsibility

* Unity

* Discovery

The following report outlines our school's performance in 2017, plans for 2018 and describes some of our special characteristics.

School Progress towards its goals in 2017

Strategy	Actions	Specific Targets	School Targets	Outcomes

Improve whole school behaviour data through encouragement of a collaborative, consistent focus on a positive learning environment and consistent practice across the whole school	• Whole staff PD sessions - DQs 5 – 9
	• HLC working group
	• Resources developed to create positive classroom environments
	• Time allocated for staff to discuss consistent practices in the classroom
	• PBL committee
	• Release time for staff to observe best practice
	• HLC training re consistent practice
	• Data used to support decision making
	• Revisit core school rules
	• Use of master teacher and classroom profilers
		• Reduced referrals to HLCs in semester 2 by 5%
		• Short and long term SDA data reduced by 5% between semester 1 and 2
		• Attendance data continues to increase with a school target of 90% in semester 2
		• 2017 SOS improvement in staff, student and parent responses to: S2074; S2012; S2044 of minimum 5%
		• Increase in teaching staff attendance rates by minimum of 0.5% in semester 2
			• Short and long term SDA data reduced by 5% between semester 1 and 2
			• 90% attendance rate semester 2
			• 2017 SOS data:
			  ○ S2074 – 70.1%
			  ○ S2012 – 66.3%
			  ○ S2044 – 59.7%
			• Teaching staff attendance rate for semester 2 of 95.5%
				• Attendance data: sem 1 89.3%; sem 2 88.8%
				• Behaviour referrals: sem 1 total 2 566; sem 2 total 2 204
				• Behaviour incidents: sem 1 total 2 876; sem 2 total 2 270
				• SDAs: sem 1 total 252; sem 2 total 173
				• SOS data:
				  ▪ S2074 staff ↓ 15.6%
				  ▪ S2012 parent ↑ 0.8%
				  ▪ S2044 student ↑ 11.4%

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Engagement with the school community will be consistent, positive and informative	• Implement the Respect Project
	  ○ Gather information and resources from Peninsula Schools
	  ○ Canvas local leaders, community organisations and local business to develop a community approach
	• Time for learning communities to share best practice
	• Improving methods and opportunities for feedback from staff, students, parents and community
	  ○ Meet the team forums
	  ○ Principal afternoon teas with parents
	  ○ Variety in surveying methods
	  ○ Using ECP meetings to gather feedback (i-pads)
		• Elements of Respect Project implemented and reviewed during semester 2
		• Full implementation with community support ready for commencement of 2018 school year
		• Consistency of practice and response to parents and community across the school
		• A range of data gathered from parents and community proactively used in decision making
		• Improved SOS data in 2017/2018: S2021; S2035; S2068; S2063 by minimum of 5%
			• Respect Project ready for full implementation in 2018
			• Feedback from parents and community is 85% positive regarding communication and consistency by the end of 2017
			• 2017 / 2018 SOS data:
			  ○ S2021 – 81.5%
			  ○ S2035 – 90.3%
			  ○ S2068 – 77.0%
			  ○ S2063 – 83.4%
				• Working with community on Respect Project launch early 2018
				• PL event based on this held October SFD
				• 78.05% parents surveyed from ECP (over 300 respondents) satisfied or very satisfied with current school to home communication
				• SOS data:
				▪ S2021 parent ↑ 12.6%
				▪ S2035 parent ↑ 2.6%
				▪ S2068 student ↓ 0.6%
				▪ S2063 student ↓ 2.0%

Explicitly teach cognitive verbs across all year levels through both class work and formative and summative assessment tasks to enable deep learning and assessment ready students.	• Faculty HoDs to continue work on auditing units for alignment with achievement standards and content descriptors years 7 – 9
	• Literacy coach to continue to work with faculty HoDs in developing learning experiences (including consistent visual cues) and formative and summative assessment tasks that are aligned to the relevant cognitive verbs for the achievement standards for each year level 7 – 9
	• Faculty HoDs to support teaching staff to understand the curriculum and this alignment process
	• Throughout semester 2, map the year 7 and year 8 curriculum across terms for all subject areas, indicating the following:
	  ○ Learning area content focus
	  ○ General capabilities
	  ○ Cross curricular priorities
	  ○ Cognitive verbs
	  ○ 6 competencies
	  ○ Literacy and numeracy focus areas / skills
		• All units for years 7 – 9 revised and aligned to ACARA and specifically the achievement standards
		• All units for years 7 – 9 indicate the focus cognitive verb/s and activities that explicitly teach these verbs
		• Units embed formative assessment opportunities for students to receive explicit feedback on their understanding of both the task and the cognitive verbs
		• The school has a consistent approach to the teaching of all cognitive verbs
		• The year 7 and 8 curriculum is mapped visually in A17 with all indicated areas shown
		• HoDs and teachers collaborate across faculties to achieve the best curriculum plan, scope and sequence for these year levels
			• 100% of curriculum year 7 – 9 ACARA aligned
			• 100% of relevant cognitive verbs explicitly consistently taught across multiple learning areas
			• Student achievement improves, with particular improvement in A and B % by a minimum of 3%
			• 2018 improvement in NAPLAN and QCST results
			• Year 7 and 8 curriculum plan completed
			• Greater awareness of curriculum cross faculty with a beginning emergence of cross curricular / integrated learning
				• This whole focus area has commenced and is a work in progress and will continue into 2018 as we prepare for SATE

2018

<u>**ANNUAL IMPLEMENTATION PLAN**</u>

'Capacity building of staff through collegial collaboration'

STUDENT ENGAGEMENT - A culture that promotes learning

Strategy	Actions	Specific Targets	School Targets	Responsible Officer/s
Improve student behaviour and engagement through a collaborative and consistent focus on learning	• Focus on consistent use of ESCMs across the school • Re-engage teachers with classroom profiling and build the integrity of this tool • Consistent back to basics focus across the school to build routine expectation for students • Build the collaboration between YLCs and Student Support Services staff • Evidence based proactive strategies employed to reduce problem behaviours	• Regular learning opportunities for teachers to support their development of ESCMs as part of their repertoire • Review training for Classroom Profilers and further develop their capacity • Back to basics approach used for all classes years 7 – 10 • Fortnightly YLC meetings • Monthly YLC and SSS staff meetings • Support programs and student participation has explicit links to data	• ESCMs can be heard in every classroom at some level by end of year • 50% teachers classroom profiled at least once during year • Reduction in short term SDA by a minimum of 8% • SOS data improvement in student behaviour is well managed in all respondent categories by 10% • SET survey ≥ 90%	DP – T & L HoD T & L Classroom profilers Teachers Year Level Coordinators
Improved student attendance	• Introduction of an Attendance Officer • Clear roles for all staff at all levels in relation to attendance • Review and publication of a clear school attendance policy for all stakeholders • Consistent follow up with department processes in relation to attendance	• Review of current Attendance Policy, aligned to EQ policies • Communication strategy for attendance – staff, students, parent / carers and community • Staff role statement for tracking student attendance	• All student attendance rate ≥ 90% • ≤ 85% attendance rate below 25% • Indigenous students attendance rate in all year levels above 85%	DP – Junior / Culture Attendance Officer Teachers Student Support Services staff Year Level Coordinators

Building and maintaining positive relationships between staff, students and parents	• Continued focus across the school and community on the Bribie Way (values)
	• Implementation of the Respect Project across the community
	• Seeking input from all stakeholders to improve:
	  ○ consultation
	  ○ feedback
	  ○ communication
	  ○ organisation
	through the use of the inquiry cycle
		• Training for all staff in the Bribie Way
		• Community partnerships developed and expanded
		• Redevelopment of the administration foyer to reflect the values and Respect project principles
		• Development and implementation of a suite of resources to support positive relationships:
		  ○ consultation processes
		  ○ complaints policy
		  ○ conflict resolution policy
			• Values can be heard in classrooms and observed across the whole school
			• Respect project is part of the school and broader community
			• One full consultative forum per year (staff, community, students, parents, local business)
			• Minimum of one consultative process for each stakeholder group per semester
			• Improved School Opinion Survey data:
			Parent:
			S2012 ↑ by 10%
			S2024 ↑ by 7%
			S2027 ↑ by 7%
			S2031 ↑ by 8%
			Student:
				Principal
				
				All staff
				
				Students
				
				School Council
				
				P & C Association
				
				Parents and community

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			S2041 ↑ by 7%
			S2042 ↑ by 7%
			S2043 ↑ by 10%
			S2044 ↑ by 4%
			Staff:
			S2074 ↑ by 15%
			S2076 ↑ by 15%
			S3203 ↑ by 15%
			S3206 ↑ by 15%
			S3220 ↑ by 10%
			S3222 ↑ by 15 %

Strategy	Actions	Specific Targets	School Targets	Responsible Officer/s

Increasing student engagement by deepening learning through the lens of New Pedagogies for Deep Learning	• Establishment of an NPDL Action Group
	• Action group seeks opportunities to raise awareness of NPDL
	• NPDL Action group develops global and regional networks
	• Upskilling of interested teachers:
	   ○ regional opportunities
	   ○ master classes
	• Deepening understanding of NPDL through the use of the suite of tools including moderation of units
		• Voluntary involvement in an NPDL Action Group representative of faculties across the school
		• Increased awareness of the 4 pillars to deepen learning; which can be used in the development of any unit of work
		• Capacity building of staff in delivering NPDL units of work
		• Capacity building of staff in the use of the Learning Design Protocol, understanding of the Deep Learning Progressions and use of the moderation tool
			• 1 NPDL champion per faculty
			• Moderation of SOSE, ENG and STEM NPDL units through networks
			• Action Group meets twice per term
			• Minimum of 1 master class per term
			• 3 NPDL units developed and delivered (SOSE, ENG, STEM)
			• 1 staff member to attend Global conference
				Principal
				
				DP – all
				
				NPDL Action Group

CAPACITY BUILDING - An expert teaching team / Systematic curriculum delivery

Strategy	Actions	Specific Targets	School Targets	Responsible Officer/s
Development and implementation of a strategically focused growth and development framework	• Establishment of a Growth and Development Committee • Capacity building of DPs and HoDs in instructional leadership • Use of the APST to support PDP process and alignment with professional learning • Establishment of faculty PLCs • Introduction of a collegial engagement framework which includes coaching and mentoring approaches	• Committee established by mid term 1 • All SLMC meetings have a focus on instructional leadership • DPs work with HoDs through line management on instructional leadership strategies • APST familiarisation for all teaching staff at least once per term • PDP process formalised by end term 1 • Collegial engagement framework introduced by semester 2 • Faculty based PLCs formed term 1	• 100% teachers have a SMART goal aligned to school priorities and the APST • In semester 2, 100% teachers engage in a minimum of one form of collegial engagement that provides written feedback • 100% teachers engaged in one PLC • Pedagogical coaches work with a minimum of 30% of teaching staff in one on one during year	Principal DPs HoDs Teachers Pedagogical coaches Growth and Development Committee

Build knowledge and skills in precision in pedagogy using the ASoT instructional framework	• Continue the ASoT action group
	• Continue the implementation of learning goals and build on this with a focus on success criteria
	• Develop strategies to support teachers to develop knowledge and skills in DQs 7 and 10
		• ASoT the focus of PL throughout the year:
		   ○ staff meetings
		   ○ faculty meetings
		   ○ master classes
		   ○ coaching
		• Monthly ASoT newsletter
		• Learning goals evident in every lesson; linked to lesson content, include cognitive verbs, embedded in the lesson; with linked success criteria
		• Staff skilled in the development of LGs and learning intentions as part of the planning cycle, embedding these within lessons
		• Video resource bank developed for teacher reference
			• 100% teachers exposed to ASoT framework
			• 100% of classrooms observed (formal or informal) have LG's clearly linking to success criteria and cognitive verbs
			• Staff trialled three new and different forms of engagement strategies by end semester 1
			• Staff have embedded three new engagement strategies into their practice by end of semester 2
			• Ped coaches have modelled multiple engagement techniques for staff
			• Staff engage in minimum of 1 coaching episode per semester
				DP teaching and Learning
				HOD teaching and learning
				Ped Coaches
				All teachers

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Prepare for the SATE process by mapping curriculum and explicitly teaching cognitive verbs	• All learning areas to continue auditing units across Years 7 – 10 for alignment with the:
	   o achievement standards
	   o cross curricular priorities,
	   o general capabilities
	   o 21st century skills
	   o literacy and numeracy focus areas / skills
	• Clearly align the explicit teaching of cognitive verbs within each year level and learning area and ensure consistency of meaning and approach to each cognitive verb
	• Develop units of work aligned to new senior syllabi and prepare formative and summative assessment
		• SATE committee meets 3 times per term
		• All units align to ACARA achievement standards (giving consideration to content descriptors)
		• All staff participate in SATE PD face to face and online
		• Common unit planning template used for development of all new junior and senior units of work; with a changeover timeframe of end of year for all units
		• Staff develop and participate in faculty based district networks to create and share assessment tasks
		• BISHS joins the Pine Rivers SATE Coalition
			• Each faculty has an updated Strategic SATE plan by mid term 1; with termly review
			• 100% teaching staff familiar with ACARA syllabus documents
			• 100% teaching staff can identify cognitive verbs for each unit taught
			• 100% units aligned to SATE through backwards mapping Yrs 12 – Yr 7
				DP - all
				
				Faculty HODs
				
				Teachers
				
				SATE Committee

Implementation and embedding of the literacy strategy in reading and writing across all KLAs	• Awareness of all staff of the 2018 literacy priorities • All learning areas continue auditing units Yrs 7 - 9 to identify literacy capabilities aligned to ACARA • NAPLAN Literacy committee continues to analyse data and use the inquiry cycle to create improvement • Regular professional learning opportunities for all staff in the 2018 focus areas • Master teacher modelling and coaching teachers in the delivery of the literacy strategy across all faculty areas	• Literacy trackers developed for all KLAs • Staff upskilled in the identified priority areas of inferencing and vocabulary development • Reading - QAR focus on Author and Me by staff in classrooms • Writing – TEEAL: focus on Vocabulary to select words to create ethos (credible voice) • Writing Focus – TEEAL (Vocabulary) and Reading Focus – QAR (Inferencing) embedded across all learning areas	• 100% units have literacy trackers • Quick Writes, Rapid Writes and Writing on Demand evident in all faculties • Inferencing questioning techniques evident in classrooms • 100% staff can explain SAVE acronym • 100% staff can use strategies to improve student vocabulary such as CORPS and Marzano's Six Step Vocabulary Process	DP SS Master Teacher Faculty HODs Teachers Literacy Committee

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1070	520	550	73	89%
2016	1098	525	573	79	90%
2017	1149	548	601	88	89%

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

Characteristics of the Student Body

Overview

90% of the student body are Australian born, with 7% of the Australian population identified as indigenous. The next most prominent cultural background is New Zealand, which represents 3% of the total student population. The International Student Program is comprised of students from all over the world including Germany, Italy, Thailand, Japan, Spain, Nepal, Brazil.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	24
Year 11 – Year 12	18	17	19

Curriculum Delivery

Our Approach to Curriculum Delivery

- Junior School Academy program where the school, students and parents can determine a preferred course of study from 5 differential academies – Comprehensive, Focus, Academic, Sports, Music ("True North" Academy for students at risk);
- Year 10 students participate in a pre-senior course which better prepares them for the Queensland Curriculum and Assessment Authority approved Year 11 and 12 subject offerings. They also complete "Summer School" if needed;
- Students in years 11 and 12 choose academic or vocational pathways to work toward their desired outcomes, based on desire, past performance and demonstrated capacity;
- The school has a strong focus on embedding international perspectives into the curriculum and within the school community with up to 20 International long term students and 30 students on shorter stays;
- All students participate in an Education and Career Planning (ECP) program;
- All students participate in "The Bribie Way" pastoral, behavioural and cultural lessons based on our values of Respect, Responsibility, Unity and Discovery.
- Flexible pathways for senior students with approximately 1/3 of senior students engaged in off campus agreements with a range of providers.

- The school has sought links with external RTOs to deliver Certificate programs on site. 25 students are currently participating in Cert I and II Construction on site through the Australian Trade Training College.
- A small number of senior students participate in the Headstart Program with universities.

Co-curricular Activities

A range of co-curricula activities are enjoyed by students:

- The school's public speaking and debating culture continues to strengthen with all teams competing in a range of competitions including QDU (Queensland Debating Union) Debating, Sunshine Coast University Debating Competition, Lions Youth of the Year and Rostrum;
- The Arts also continues to strengthen with large numbers of students displaying their talents at school productions, Arts Exhibitions, Dance eisteddfods, Shakefest, Class Clowns and various other cultural events that are held regularly;
- The school's instrumental music and band program is rapidly expanding with 4 bands;
- The school places an emphasis on participating in academic and cultural competitions;
- Students have the opportunity to participate in a range of sports, however we have a school focus in Netball, Touch, Triathlon, Futsal, Rugby League and school carnivals;
- Overseas excursions are offered to students each year on rotation (Maximum 2 per year): The Cambodia Project is a humanitarian project centred on raising funds and working at an orphanage. The Sport team competes in New Zealand.

How Information and Communication Technologies are used to Assist Learning

Bribie Island State High School is committed to ensuring our students become active citizens in a global and digital world. ICT is integral to the planning process at Bribie Island State High School and as such is included into the classroom on a daily basis. All of our classrooms have data projectors.

Our school is focused on the development of digital literacies for our staff and students. Our staff are being offered many professional learning opportunities to continue to develop and enhance their skills to actively use technology to enhance and deepen student learning.

In 2017 we embarked on the Bring Your Own Device journey, specifically starting with our Year 7 students and will expand this further to all students in 2018/19. However, students in any year level are welcome to BYOD and connect to the school network during the school day. This enables students to better connect to resources both at school and at home while giving them greater flexibility and autonomy for their learning. To complement this shift we are ramping up available materials including the use of e-textbooks. Teachers are engaging with the use of OneNote to facilitate a 24/7 learning environment for our students.

Many teachers incorporate a range of other applications into their lessons to enhance student engagement and learning opportunities. These applications range from subject specific such as My Maths online and Kinovea (HPE) to general applications such as Plickers and Kahoot.

Social Climate

Overview

Building and maintaining positive relationships between staff, students and the school community is a key characteristic of Bribie Island State High School. We are a Positive Behaviour for Learning school (PBL) which means we use current data to make informed decisions on proactive strategies to embed. We are reinvigorating our focus on explicitly teaching the desired behaviours and recognising and rewarding our students who display our school values, 'The Bribie Way'. This helps us to achieve improved student learning outcomes through the promotion of positive relationships.

We have returned to a more traditional behaviour and support structure with the reintroduction of Year Level Coordinators who work closely with both teachers and the Student Support Services team. These staff operate from a shared staffroom space to allow information and communication to be open to best support our students.

In addition to the daily support students receive from their classroom teachers and Year Level Coordinators, we provide students with additional support services to help them achieve their best while at Bribie Island State High School. Our counselling and support services staff include:
- Administration (Principal and Deputies);
- Year Level Coordinators;
- Guidance Officer;
- Vocational Education and Training Liaison Officer;
- Learning Support and SEU staff;
- Community Education Counsellor
- School Chaplain, School Nurse, Youth Support Officers;
- Extensive Tutoring schedule and Aboriginal and Torres Strait Islander Homework Club;
- Heads of Department.

The school's values of respect, responsibility, unity, and discovery underpin all that we do. The Essential Skills of Classroom Management (ESCM) have been adopted schoolwide to promote positive relationships. This work was enhanced with the introduction of the Art and Science of Teaching (ASOT). All staff and students are inducted into our culture where everyone respects one another, cares for one another, helps one another and works together to achieve the best outcomes for our students. Bribie Island SHS has developed a proactive approach to student support and management through our rewards program, VIVO. Staff recognise students who are upholding the school values through awarding 'VIVO's'. Students are then eligible to access

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rewards. In addition, the student support staff frequently run specialised programs based on need. For students in need of more intensive support, the True North program supports students to reengage with their regular classes. The Stymie program is used to support students to report any incidents of bullying that may occur within the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	90%	86%	87%
this is a good school (S2035)	83%	85%	88%
their child likes being at this school* (S2001)	86%	86%	86%
their child feels safe at this school* (S2002)	86%	81%	90%
their child's learning needs are being met at this school* (S2003)	88%	86%	81%
their child is making good progress at this school* (S2004)	88%	86%	84%
teachers at this school expect their child to do his or her best* (S2005)	98%	91%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	86%	83%
teachers at this school motivate their child to learn* (S2007)	90%	86%	81%
teachers at this school treat students fairly* (S2008)	79%	79%	77%
they can talk to their child's teachers about their concerns* (S2009)	90%	92%	88%
this school works with them to support their child's learning* (S2010)	88%	91%	88%
this school takes parents' opinions seriously* (S2011)	83%	71%	80%
student behaviour is well managed at this school* (S2012)	71%	61%	62%
this school looks for ways to improve* (S2013)	88%	87%	80%
this school is well maintained* (S2014)	95%	91%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	97%	83%	89%
they like being at their school* (S2036)	94%	80%	82%
they feel safe at their school* (S2037)	90%	83%	91%
their teachers motivate them to learn* (S2038)	92%	85%	86%
their teachers expect them to do their best* (S2039)	98%	96%	89%
their teachers provide them with useful feedback about their school work* (S2040)	89%	84%	88%
teachers treat students fairly at their school* (S2041)	83%	66%	73%
they can talk to their teachers about their concerns* (S2042)	81%	65%	67%
their school takes students' opinions seriously* (S2043)	85%	65%	64%
student behaviour is well managed at their school* (S2044)	65%	55%	66%
their school looks for ways to improve* (S2045)	92%	80%	89%
their school is well maintained* (S2046)	84%	82%	86%

Queensland
Government

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	92%	85%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	95%	88%
they feel that their school is a safe place in which to work (S2070)	97%	99%	93%
they receive useful feedback about their work at their school (S2071)	79%	81%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	95%	81%
students are encouraged to do their best at their school (S2072)	93%	95%	90%
students are treated fairly at their school (S2073)	91%	95%	82%
student behaviour is well managed at their school (S2074)	72%	65%	49%
staff are well supported at their school (S2075)	77%	77%	60%
their school takes staff opinions seriously (S2076)	68%	77%	57%
their school looks for ways to improve (S2077)	93%	98%	78%
their school is well maintained (S2078)	92%	86%	86%
their school gives them opportunities to do interesting things (S2079)	88%	91%	75%

* 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

Bribie Island State High School is a community school committed to a partnership among students, staff, parents and caregivers and the wider community. The schools community engagement strategy involved students, staff and parents in the redevelopment of the schools values and the establishment of a Facilities Redevelopment Plan including a sponsorship program.

The Parents and Citizens Association meets on Monday evenings at 6.00pm at least twice per term. In 2017, a School Council was established and this body is involved in the strategic planning for the school. The School Council is chaired by a parent representative and meets at least once per term. All strategic documents are presented to the council for discussion prior to ratification.

The school operates an extensive Education and Career Planning (ECP) Program. This program aligns student performance, subject choice and career aspirations. Once a semester, parents and students meet with their ECP teacher. The ECP teacher presents the student profile and assists the family with interpreting the information provided.

Parents are encouraged to contact teachers and vice versa to discuss any concerns at any time throughout the year via phone and e-mail. There are various other events throughout the year which parents are encouraged to attend such as the Annual Awards Evening, Careers Expo, Transition to High School Expo, and various subject specific performances and exhibitions. An open invitation is extended to parents each term for the Principal Afternoon Tea. There is a focus topic for discussion and parents also raise any topics of their choice.

Parent representatives are involved in the Quadrennial School Review process and School Reviews. Parent participation is highly valued, and the school encourages parents to play an active and supporting role in all areas of school life. Most parents follow our twitter and facebook feeds as well as our e-Newsletter. The E-diary platform allows for extensive parent engagement with teachers and curriculum as it provides the opportunity for notifications, announcements, the upload of homework tasks and the capacity for parents to directly converse with teachers electronically.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Through our Bribie Way lessons, the school values are reinforced and students are explicitly taught responses to a range of situations they may encounter. We have a coordinated Student Support Services team whose role is to support students with learning, home and family and any other social and emotional issues.

All staff at our school complete annual Student Protection Training and follow the mandatory reporting processes. Our Guidance Officer and student support team work closely with a range of external agencies.

Year Level Coordinators and the Student Support Services team offer a range of supports in their pastoral care role. Any incidents of bullying in our school can be reported through the 'Stymie' program which allows students to write their report anonymously at any time. This electronic program sends an automatic email to school staff and is then followed up immediately.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	238	291	430
Long Suspensions – 11 to 20 days	3	17	14
Exclusions	6	11	6
Cancellations of Enrolment	26	13	24

Environmental Footprint

Reducing the school's environmental footprint

Despite continuing with the 'Cool our school' agenda, we are conscious of maintaining energy usage as close as possible to our current level. We continue to promote the importance of the environment with staff and students and encourage them to reduce their carbon footprints by turning all lights and air conditioners off at the end of each day and setting the temperature at 24°C. The school is also further investigating additional solar possibilities.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	319,041	1,504
2015-2016	305,670	2,924
2016-2017	311,893	

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.**

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Find a school

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

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	92	40	0
Full-time Equivalents	89	33	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	15
Graduate Diploma etc.**	15
Bachelor degree	54
Diploma	7
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 2017 were $58,801

The major professional development initiatives are as follows: the Art and Science of Teaching framework; Essential Skills for Classroom Management; Thinking Skills Framework; QCAA and Senior Assessment and Tertiary Entrance (SATE) priorities; literacy initiatives; Beginning Teachers program; First Aid; Digital Literacy.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 87% of staff was retained by the school for the entire 2017.

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 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	83%	85%

*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 2017 for all Queensland Secondary schools was 90%.
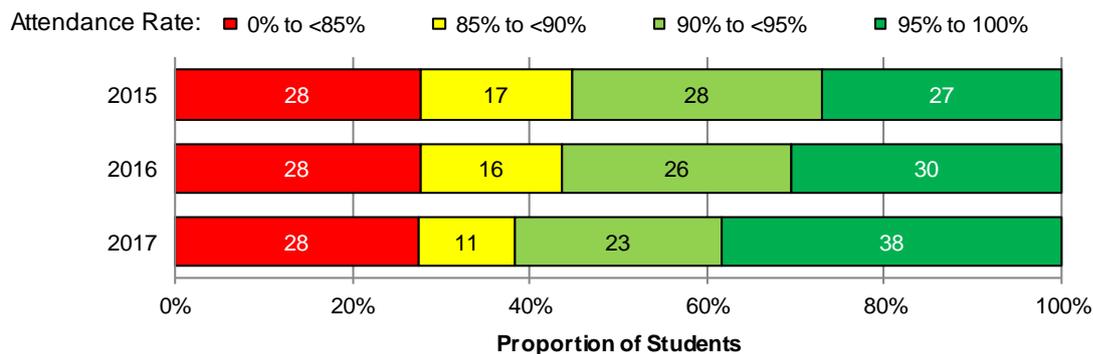
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015								90%	90%	85%	85%	87%	86%
2016								90%	88%	88%	86%	88%	88%
2017								91%	89%	88%	87%	90%	91%

*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.

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Student Attendance Distribution

The proportions of students by attendance range:

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%
2015	28	17	28	27
2016	28	16	26	30
2017	28	11	23	38

Proportion of Students

Description of how non-attendance is managed by the school

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

An Attendance Officer is assigned to the managing, monitoring and reporting of student attendance at Bribie Island State High School. Rolls are marked daily in the morning and afternoon, and the data is then processed using the IdAttend Student Attendance monitoring program. Class teachers are then able to track student attendance in each of their classes throughout the day as they mark their roll for each of the four classes and are able to note any absences on the program for monitoring by Heads of Learning Community and Deputy Principals. It is the responsibility of the Year Level Coordinators to follow-up with lesson truancy.

Parents are notified twice daily via SMS text message if their student is absent from school without notice. Parents are able to respond via text message to explain absences. This system also informs parents of patterns of absences or unexplained random accumulations of absences (this includes late arrivals). Twice a year at Education and Career Planning meetings student absenteeism is one area which is reviewed. All parents have access to staff via phone and email.

Where a student demonstrates that their learning is being placed at risk due to accumulated absences of any kind, Deputy Principals and/or Year Level Coordinators follow up with students and parents in intervention meetings to discuss any issues of concern and devise strategies to support the student. The Attendance Officer assists with this process and the generation of Compulsory Attendance letters as per the legislation.

The school works with parents and the broader community to encourage and support student attendance. Students are offered end of term incentive rewards, VIVO rewards as extrinsic motivators for improving attendance. In the older year levels, the school supports students to see the direct link between school and their future through providing work experience and School-based apprenticeship and traineeship opportunities.

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	2015	2016	2017
Number of students receiving a Senior Statement	139	155	132
Number of students awarded a Queensland Certificate of Individual Achievement.	2	4	0
Number of students receiving an Overall Position (OP)	56	58	58
Percentage of Indigenous students receiving an Overall Position (OP)	38%	10%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	23	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	109	111	84
Number of students awarded an Australian Qualification Framework Certificate II or above.	97	102	72
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	127	146	130
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88%	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.	70%	59%	67%
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.	99%	97%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	92%	100%

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
2015	5	14	20	16	1
2016	7	8	19	19	5
2017	11	10	18	16	3

As at 14th February 2018. 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
2015	29	88	47
2016	13	82	45
2017	18	58	35

As at 14th February 2018. The above values exclude VISA students.

Students of Bribie Island SHS have the opportunity to complete VET qualifications in the following areas:
- Cert I: Business and Technology, Cert I and II Construction (as below)
- Cert II: Business and Technology, Information and Digital Media Technology, Sport and Recreation
- Cert III: Business and Technology, Information and Digital Media Technology, Sport and Recreation
- School based apprenticeships and traineeships

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	71%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	58%	71%	92%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.bribeislandshs.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.

Students who wish to leave school early are encouraged to liaise with our support staff in order to transition successfully to work or other legitimate educational programs. The school has invested in a Vocational Education Liaison Officer and an Attendance Officer who work conscientiously to assist students in this area, in conjunction with the specific advice of our Guidance Officer.

In addition, our school has in place Youth Support Co-ordinators who also works with students at risk of leaving school prematurely to support them to address issues and plan appropriate productive pathways.

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