Bribie Island State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
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.

School progress towards its goals in 2018

In 2018, the key strategic agenda had a focus on:

➢ Student Engagement: a culture that promotes learning

➢ Capacity Building: an expert teaching team / systematic curriculum delivery

Student Engagement

Within this strategy, focus was placed on improved student behaviour and engagement through a collaborative and consistent focus on learning; improved student attendance; and building and maintaining positive relationships between staff, students and parents.

Actions	School Targets	Outcomes
• 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	• 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%	• Classroom observation structure and classroom profiling in place for ESCMs • 43% teachers profiled at lest once during the year • Reduction in short term SDA by 29% • SOS data improvement in student behaviour is well managed staff improvement by 11% • SET survey result of 73.9%
• 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	• All student attendance rate ≥ 90% • ≤ 85% attendance rate below 25% • Indigenous students attendance rate in all year levels above 85%	• All student attendance rate of 88.3% • ≤ 85% attendance rate 25.5% • Indigenous student attendance rate ↑ 85% in years 7, 8 and 12 and overall 83.4%

• 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:
   o consultation
   o feedback
   o communication
   o organisation
through the use of the inquiry cycle
	• 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: **Staff:**
	S2012 ↑ by 10% S2074 ↑ by 15%
	S2024 ↑ by 7% S2076 ↑ by 15%
	S2027 ↑ by 7% S3203 ↑ by 15%
		• Values embedded across school and over 80% students able to articulate
		• Regular consultation processes embedded for staff, parents and students
		• Parent SOS data stable
		• Student SOS data decrease
		• Staff SOS data increase by differing amounts between 3% and 15%

	S2031 ↑ by 8% S3206 ↑ by 15%	
	Student: S3220 ↑ by 10%	
	S2041 ↑ by 7% S3222 ↑ by 15 %	
	S2042 ↑ by 7%	
	S2043 ↑ by 10%	
	S2044 ↑ by 4%	

Capacity Building

Within this strategy, focus was placed on the development and implementation of a growth and development framework for staff; building knowledge and skills in precision in pedagogy using the NASoT instructional framework; preparing for the SATE process by mapping curriculum and explicitly teaching cognitive verbs; and implementation and embedding of reading.

• 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	• 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	• 100% teachers with SMART goal • Pedagogical coaches work with 20% staff regularly and all staff through PL sessions
• 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	• 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	• 100% teachers exposed to the NASoT framework • 70% teachers observed have LGs linked to cognitive verbs • Majority of staff engaging with classroom observation and coaching and feedback conversations during year

• 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
	• 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
		• 100% teaching staff familiar with AC syllabus documents
		• 100% teaching staff can identify cognitive verbs for each unit taught
		• Units being reviewed and redeveloped for alignment to achievement standards

• Awareness of all staff of the 2018 literacy priorities	• 100% units have literacy trackers	• 100% units have embedded QAR placemat

• 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	• Quick Writes, Rapid Writes and Writing on Demand evident in all faculties • Inferencing questioning techniques evident in classrooms • 100% staff can use strategies to improve student vocabulary such as CORPS and Marzano's Six Step Vocabulary Process	• Frayar model in use in all junior school units • Bribie definition of what good reading is; known by teachers

Future outlook

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1098	1149	1189
Girls	525	548	573
Boys	573	601	616
Indigenous	79	88	88
Enrolment continuity (Feb. – Nov.)	90%	89%	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.

Characteristics of the student body

Overview

90% of the student body are Australian born, with 7.4% of the Australian population identified as indigenous and 7.1% as a student with a disability. 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

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	23	24	24
Year 11 – Year 12	17	19	18

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

- 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 "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. 20 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, 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 2019. 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 explicitly teach the desired behaviours and recognise and reward 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;
- 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 and our ned of term rewards days. Staff recognise students who are upholding the school values through awarding 'VIVO's'. Students are then eligible to access 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

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)	86%	87%	84%
• this is a good school (S2035)	85%	88%	88%
• their child likes being at this school* (S2001)	86%	86%	86%
• their child feels safe at this school* (S2002)	81%	90%	81%
• their child's learning needs are being met at this school* (S2003)	86%	81%	79%
• their child is making good progress at this school* (S2004)	86%	84%	82%
• teachers at this school expect their child to do his or her best* (S2005)	91%	88%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	83%	80%
• teachers at this school motivate their child to learn* (S2007)	86%	81%	83%
• teachers at this school treat students fairly* (S2008)	79%	77%	80%
• they can talk to their child's teachers about their concerns* (S2009)	92%	88%	89%
• this school works with them to support their child's learning* (S2010)	91%	88%	86%
• this school takes parents' opinions seriously* (S2011)	71%	80%	80%
• student behaviour is well managed at this school* (S2012)	61%	62%	58%
• this school looks for ways to improve* (S2013)	87%	80%	79%
• this school is well maintained* (S2014)	91%	88%	79%

* 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)	83%	89%	83%
• they like being at their school* (S2036)	80%	82%	74%
• they feel safe at their school* (S2037)	83%	91%	86%
• their teachers motivate them to learn* (S2038)	85%	86%	74%
• their teachers expect them to do their best* (S2039)	96%	89%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	88%	80%
• teachers treat students fairly at their school* (S2041)	66%	73%	63%
• they can talk to their teachers about their concerns* (S2042)	65%	67%	61%
• their school takes students' opinions seriously* (S2043)	65%	64%	61%
• student behaviour is well managed at their school* (S2044)	55%	66%	56%
• their school looks for ways to improve* (S2045)	80%	89%	81%
• their school is well maintained* (S2046)	82%	86%	78%
• their school gives them opportunities to do interesting things* (S2047)	85%	91%	77%

* 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)	95%	88%	85%
• they feel that their school is a safe place in which to work (S2070)	99%	93%	88%
• they receive useful feedback about their work at their school (S2071)	81%	76%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	81%	85%
• students are encouraged to do their best at their school (S2072)	95%	90%	98%
• students are treated fairly at their school (S2073)	95%	82%	93%
• student behaviour is well managed at their school (S2074)	65%	49%	60%
• staff are well supported at their school (S2075)	77%	60%	64%
• their school takes staff opinions seriously (S2076)	77%	57%	73%
• their school looks for ways to improve (S2077)	98%	78%	90%
• their school is well maintained (S2078)	86%	86%	67%
• their school gives them opportunities to do interesting things (S2079)	91%	75%	78%

* 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.

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.

Parents are consulted directly on various aspects of school life. In 2018, staff, students and parents had the opportunity to input via an electronic survey format, into the 4 year infrastructure plan. There was a good response from all groups and the outcome of the survey was then shared with work commencing in 2019.

Respectful relationships education 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

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	291	430	317
Long suspensions – 11 to 20 days	17	14	8
Exclusions	11	6	2
Cancellations of enrolment	13	24	13

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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	305,670	311,893	332,565
Water (kL)	2,924		

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.

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

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	96	39	<5
Full-time equivalents	92	34	<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	0
Masters	15
Graduate Diploma etc.*	15
Bachelor degree	60
Diploma	6
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 $55 088

The major professional development initiatives are as follows:

- the New Art and Science of Teaching framework;
- Positive Behaviour for Learning;
- Essential Skills for Classroom Management, including Classroom Profiling;
- QCAA and Senior Assessment and Tertiary Entrance (SATE) priorities;
- Classroom observation and coaching;
- Literacy initiatives, particularly reading;
- VET qualifications for teachers including the TAE.

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.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% 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	88%	89%	88%
Attendance rate for Indigenous** students at this school	83%	85%	83%

* 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
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	90%	91%	91%
Year 8	88%	89%	88%
Year 9	88%	88%	86%
Year 10	86%	87%	87%
Year 11	88%	90%	88%
Year 12	88%	91%	89%

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
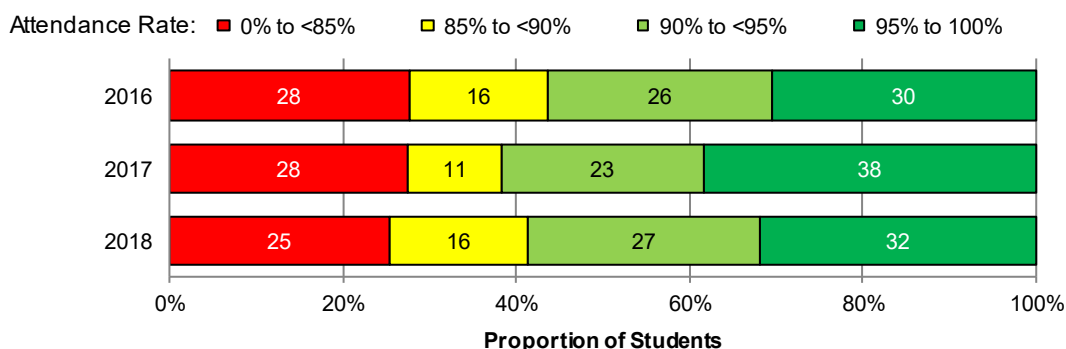
Description of how this school manages non-attendance

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.

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 each lesson with a start of day roll marking class. The data is then processed using the IdAttend Student Attendance monitoring program. 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 Parent Teacher 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.
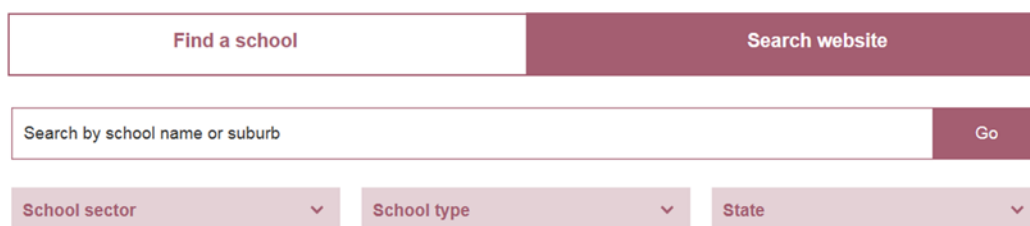
The school works with parents and the broader community to encourage and support student attendance. Students are offered end of term incentive rewards, VIVO rewards as extrinsic motivators for improving attendance. In the older year levels, the school supports students to see the direct link between 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 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	155	132	148
Number of students awarded a QCIA	4	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	146	130	146
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	58	58	59
Percentage of Indigenous students who received an OP	10%	33%	20%
Number of students awarded one or more VET qualifications (including SAT)	111	84	100
Number of students awarded a VET Certificate II or above	102	72	86
Number of students who were completing/continuing a SAT	23	21	17
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	59%	67%	63%
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	97%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	92%	100%	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	7	11	3
6-10	8	10	18
11-15	19	18	16
16-20	19	16	17
21-25	5	3	5

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	13	18	39
Certificate II	82	58	73
Certificate III or above	45	35	46

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).

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

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	71%	72%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	71%	92%	60%

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.

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.

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.bribieislandshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx