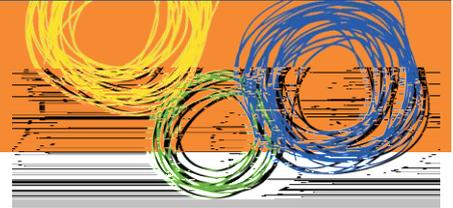


# Queensland State School Reporting 2011

## Bremer State High School (2050)



Postal address	PO Box 23 Booval 4304
Phone	(07) 3810 9333
Fax	(07) 3812 9950
Email	the.principal@bremershshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website <a href="#">Right to Information site</a> .
Contact Person	Bruce Saxby Principal

## Principal's foreword

### Introduction

The School Annual Report is a snapshot of the key aspects of school activities during the 2011 school year. It is one significant way in which the school can report on its progress during the third and last year of the Strategic Plan 2009-2011. The staff worked diligently to address the five strategic priorities:

- Improve the quality of curriculum and teaching
- Embed values education in school programs
- Improve communication at all levels of school activity
- Improve relationships between all stakeholders
- Improve the quality of resources and facilities

This work was done in the context of relocating from the old school site to the new school location. The new school was officially opened on the fourth of June 2011.

### School progress towards its goals in 2011

The school continued to make significant progress in relation to the improvement agenda identified in the Strategic Plan. The school conducted a thorough review of its overall performance for the three years from 2009-2011 and developed a new Strategic Plan for the period 2012-2015.

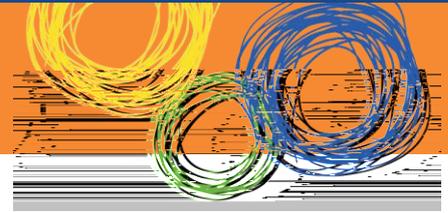
NAPLAN results improved from those achieved in 2010 and improved outcomes for Senior students in relation to Vocational Education and Training qualifications at the Certificate 2 and 3 levels were achieved. Parent and student satisfaction with curriculum and pedagogy increased significantly. For example, 89% of parents were satisfied or very satisfied with the curriculum compared to 80.6% e satisfied or very satisfied with pedagogy compared with

Very high levels of satisfaction were evident in the areas of communication, relationships between the school and the home and with the quality of resources and facilities.

The development and introduction of the PRIDE program in 2011 enabled values education to be successfully embedded in the curriculum. The school now emphasises the values of perseverance, respect and responsibility, integrity, diversity and excellence through engagement as the values that shape and guide our actions.

Effective systems for monitoring and tracking individual student progress were also established. Parents and students responded very that would underpin the delivery of curriculum at the school.

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**Future outlook**

In the future the school will maintain its emphasis on raising academic standards. In particular, a high priority will be placed on closing the gap between Indigenous and non-Indigenous students, in terms of engagement and academic outcomes.

The introduction of the National Curriculum will continue in the context of the provision of the overall school curriculum and supporting resources will be expanded. Planning for the introduction of year 7 into Junior Secondary in 2013 will be undertaken throughout the year and staff professional development in relation to the National Curriculum and the introduction of year 7 will be a further priority.

The tracking of student performance across all year levels will continue to be improved through expanded data banks and will be used to guide the development of differentiated learning strategies for a range of students.

Our strong partnership with the University of Queensland will be maintained and during 2012 the first and second phases of a three year research project that examines social connectedness in adolescents and its impact on learning outcomes will be undertaken. This research is to inform the development of further strategies aimed at improving academic performance.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Year 8 - Year 12

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 - Nov 2011)
1453	753	700	89%

### Characteristics of the student body:

Bremer State High continues to be one of the largest secondary schools in the city of Ipswich. Enrolments at the school continued to grow and were limited by an Enrolment Management Plan. Cultural diversity remains an important feature of the school. Aboriginal and Torres Strait Islander Students comprised 8% of the total student population. The number of students with Pacific Island heritage continued to grow as did the proportion of students from backgrounds where English is the second language.

Our school remains a school of choice for families linked to the Australian Defence Force and enrolments have also increased as additional defence force personnel moved into the Ipswich area in order to work at the Amberley Airforce base.

The school is located close to the Ipswich Central Business District and draws students from a large catchment area. The managed.

The school has an ICSEA score of 932.

Enrolment continuity data and retention data shows that a high level of mobility is a feature of the school community.

The percentage of students pursuing further education after the completion of year 12 is gradually increasing.

### Class sizes Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep Year 3	
Year 4 Year 10	24.9
Year 11 Year 12	20.1
All Classes	23

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	334
Long Suspensions - 6 to 20 days	84
Exclusions	9
Cancellations of Enrolment	9

## Curriculum offerings

### Our distinctive curriculum offerings

In years 8 and 9 Bremer SHS has built a program. The curriculum has been organised around subjects by year level within those eight Key Learning Areas (KLAs). The introduction of the national curriculum in accordance with established timelines is ongoing. Year eight students study 8 subjects from the KLAs. Core subjects comprise English, Studies of Society and the Environment, Mathematics, Science and Health and Physical Education. Students are also involved in a range of programs for lower secondary school students.

Elective subjects are drawn from the KLAs of Languages other than English, Technology and The Arts. Students who are placed in an integrated English/SOSE class are exempted from LOTE and are provided with additional literacy support. Students elect to study two of the Technology subjects and two of the Arts subjects for a single semester each during the year. Consideration is given to grouping of students.

Year 9 students also study eight subjects from the KLAs. Core subjects are the same as in year 8. Elective subjects are compulsory. Subjects within the Technology KLA and the Arts KLA are offered to students who must select a subject from each. Students are not required to study a LOTE in year 9. LOTE is offered as an elective with students having the option of selecting a second subject from either The Arts or Technology KLAs.

Year 10 is considered a foundation year for the senior phase of learning. Students in year 10 progress along one of two paths based on an evaluation of their performance in year 9 subjects and their NAPLAN results.

The year 11 and 12 school curriculum is built upon the foundations developed in years 8, 9 and 10. Year 11 and 12 students must study an English and Mathematics subject as core curriculum and then the equivalent of 4 more subjects each semester. Courses are designed to enable students to qualify for the Queensland Certificate of Education through different pathways.

Progress in year eleven and twelve is closely monitored with students interviewed at least once each semester, in addition to parent/teacher evenings. Interviews focus upon performance and enable the modification of courses where appropriate.

The school conducts a very highly regarded instrumental music program for students in all levels. A variety of bands, orchestras and choirs are available for students to develop and display their musical talents.

### Extra curricula activities

Extra-curricula activities are an important element in the education of our students. They provide avenues, in addition to academic ones, through which students can achieve excellence and an increased sense of self worth. In addition, they provide opportunities to develop interests and skills that can be used beyond the school. Extra-curricular activities include:

- performance evenings and variety nights
- music camp
- great Bremer canoe race
- annual ski trip
- special fun days
- fund raising activities for charities
- after school, interschool sport competitions

### How Information and Communication Technologies are used to assist learning

At Bremer SHS the use of Information and Communication Technology is an important part of the teaching and learning process. Data projectors are located in every classroom and interactive whiteboards are located throughout the school. All subject areas have access to computer technology and the National Laptop program has enabled many individual students to access ICT both at home and at school.

### Social climate

At Bremer there is a strong culture of support to ensure that students mature in a safe and caring environment. The school maintains strong expectations in relation to behaviour and appearance. The strong stance in relation to behaviour is supported by most parents

## Our school at a glance

and is reflected in the positive opinion survey information and continued enrolment growth.

Relationships between students and their teachers are generally good. School data showing the level of satisfaction with safety (70.8%), fair treatment (68.3%), the interest that teachers take in their learning (64.7%) and the guidance of teachers to help them do

The school has a focus on the development of the whole person. Consequently, strategies are employed to assist individuals and groups develop social and emotional skills in a range of social contexts. The work of teachers in supporting students is assisted by specialist school personnel such as Guidance Officers, Nurse, Chaplain, Community Education Counsellor, Defence Force Liaison Officer, Youth Worker and a range of support agencies external to the school.

In order to build and maintain positive relationships with students, the school appoints a year coordinator for each year level and links a Deputy Principal to specific year levels. In 2011 the school developed a new position of Director of Student Achievement to help monitor and track student progress. The position is equivalent to a Head of Department in terms of seniority and three staff were appointed to this role.

Bremer is a school with a strong focus on promoting health. Each year a number of programs are provided to promote the development and maintenance of a healthy lifestyle. Activities include; health week, NAIDOC week, year 8 health day, anti-bullying day, nutrition group, gym club, games club, motivational media, Life Time days and the Chaplaincy lunch support initiative.

The success of these programs in conjunction with good teaching and good facilities has had a positive impact on students and parents. Parents and students reported that they are happy to go to Bremer SHS. Parent satisfaction at 90.5% and student

### Parent, student and teacher satisfaction with the school

During 2011 the school made a very conscientious effort to develop a new culture to coincide with its relocation to new facilities at a new location. Changes were made to modernise the uniform and higher expectations in relation to behaviour, academic performance and communication with parents were aspects of the drive to renew the school. The data from opinion surveys clearly shows that the changes increased both parent and student satisfaction with all aspects of school operations.

The results below are well above the satisfaction levels reported for the state as a whole and schools that are similar to Bremer SHS. Our improvement since 2010 was significant and is clear when the following results are compared to the results shown for 2011.

#### Performance measure 2010

- Percentage of parents/caregivers satisfied that their child is getting a good education at school 68%
- Percentage of students satisfied that they are getting a good education at school 63%
- Percentage of parents/caregivers satisfied
- Percentage of school workforce satisfied with access to professional development 74%
- Percentage of staff satisfied with morale in the school 70%

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	90%
Percentage of students satisfied that they are getting a good education at school	87%
	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	82%
Percentage of staff members satisfied with morale in the school	89%

DW Data withheld

## Our school at a glance

Parents and carers are actively encouraged to participate in the education of their children. Parent attendance and involvement takes place at a range of school functions and activities that include cultural events, sporting events and award ceremonies.

Parents and carers are provided with information about individual student performance on five occasions. They are:

Progress Report (term one)

Parent/Teacher interview (term two)

Semester One Report

Parent/Teacher interview (term three)

Semester Two Report

Parents and caregivers are invited to attend interviews on a needs basis as specific issues emerge and teachers will ring home to discuss both positive and negative aspects of classroom performance.

Parents are invited to attend interviews with either a Guidance Officer, Head of Department or member of Administration to discuss performance and career pathways. Students in year 10 together with their parents are requested to meet with staff in order to

Each year randomly selected parents are invited to complete an annual survey on aspects of school performance.

The Parents and Citizens Association is the main forum through which parents and members of the community contribute to the development of school policies and plans. The Association manages the school canteen and uniform shop and is responsible for

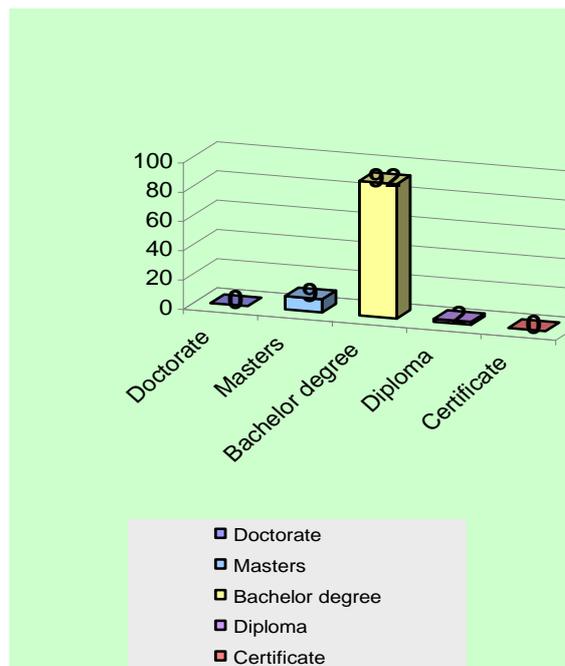
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	117	54	<5
Full-time equivalents	112	37	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Bachelor degree	92
Diploma	2
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$95,202.

The major professional development initiatives were:

- \*eLearning
- \*dimensions of learning
- \*embedding Indigenous perspectives in the curriculum
- \*vocational education
- \*data collection and analyses

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

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

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

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says \_\_\_\_\_, type in the name of the school you wish to view, and select \_\_\_\_\_. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school My School entry web page.

School financial information is available by selecting \_\_\_\_\_ in the menu box in the top left corner web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 85%.

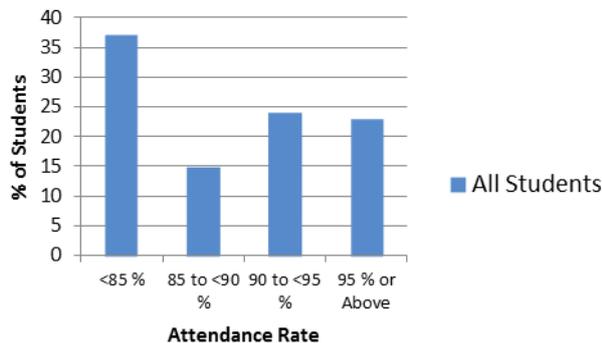
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
NA	87%	84%	82%	86%	82%						

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

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

Electronic roll marking is used extensively across the school. Non-attendance and late arrivals are recorded using the ID Attend electronic system. Parents are notified of absences via text message. Following regular absenteeism, letters seeking clarification of unexplained absences is sent to the home. Parent and guardians are also provided with semester reports that contain a summary of absences.

Parents and guardians of students of compulsory age who are not attending school are sent letters in accordance with DET policies. The Department of Child Safety is also notified of cases when attempts to contact parents or guardians about absences are unsuccessful.

Students who have high rates of attendance are formally recognised through special awards.

# Performance of our students

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

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

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

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

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

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If you are unable to access the internet, please contact the school for a paper copy

# Performance of our students

## Achievement Closing the Gap

In 2011, a total of 122 Aboriginal and Torres Strait Islander Students attended the school. This represented 8.39% of the student population. The school has worked with parents and partner organizations such as the BRONCOS to encourage better retention and attendance. The gap in retention between Indigenous and Non-Indigenous students showed an improvement from 2010 when the retention of Indigenous students from year 10 to year 12 was 21% lower than Non-Indigenous students. In 2011 the gap had narrowed to 14%. Attendance for 2011 was also better than in 2010. In 2010 Indigenous students attended 9% less than Non-Indigenous students. In 2011 this difference had been reduced to 4.9% and the overall attendance rate of Indigenous students increased by 3.7%.

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 74%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	180
Number of students awarded a Queensland Certificate Individual Achievement.	4
Number of students receiving an Overall Position (OP).	61
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	30
Number of students awarded one or more Vocational Educational Training qualifications.	145
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	117
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	124
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	54%
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.	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
3	16	14	20	8

# Performance of our students

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
82	112	23

Certificate 1 courses undertaken by students at the school were in the areas of Work Education and Information Technology.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

## Early leavers information

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

Mobility of the student population is a continuing issue as families leave the Ipswich area in search of work or affordable accommodation. The 2011 floods impacted significantly upon the Ipswich community and tracking the destinations of those who left the school was made more difficult due to address and phone contact details being incorrect in many cases. Approximately 34 students left the school and did not provide any future contact details.

A total of 16 students transferred to other schools and 18 moved into full time employment. It was in year 11 that the highest proportion of students left school in order to take up employment options.

Six students left in order to undertake further education and training at TAFE or other training organisations and two students left to travel overseas. The school sends written correspondence to families who do not notify the school of changed enrolment conditions in order to determine their destination and also attempts to make phone contact to clarify this information.